

California Race to the Top – Early Learning Challenge (RTT-ELC)

Tiered Quality Rating and Improvement System (TQRIS)

Consortia Implementation Guide

RTT-ELC TQRIS Consortia Implementation Guide

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I. Introduction

Early learning and care can bring a wide range of benefits for children, parents, and society at large. However, these benefits are conditional on quality. Expanding access to services without attention to quality will not deliver good outcomes for children or long-term productivity benefits for society.¹

A **Quality Rating and Improvement System (QRIS)** is a “method to assess, improve and communicate the level of quality in early care and education settings” (Mitchell, 2005, p. 4). Each QRIS determines the number of **rating tiers** (levels) in the rating system, which are often designed with an easily understood symbol indicating ascending quality, such as stars; steps; or medals (bronze, silver, or gold). QRISs use a **rating structure**, or a method for determining rating steps. Rating structures vary and include the **building block approach** in which criteria at a particular tier level must be met before moving onto the next tier; the **points approach** in which sites accumulate points based on their level of implementation of each quality element rather than having to meet all criteria at a particular tier level; and the **hybrid approach** in which the building block approach is used at some levels and the points approach is used at other levels.

A QRIS can vary significantly in terms of what it measures and how and whether development can operate statewide or in a local area. However, a fully functioning QRIS includes the following components: (1) quality standards for programs and practitioners; (2) supports an infrastructure to meet such standards; (3) monitoring and accountability systems to ensure compliance with quality standards; (4) ongoing financial assistance that is linked to meeting quality standards; and (5) engagement and outreach strategies.²

¹ Starting Strong: A quality toolbox for Early Childhood Education and Care © OECD 2012
www.oecd.org/edu/preschoolandschool/startingstrongiii-aqualitytoolboxforearlychildhoodeducationandcare.htm.

² Fact Sheet: California’s Race to the Top – Early Learning Challenge
<http://www.childrenow.org/uploads/documents/CRTTT-ELC.pdf>.

II. California's Approach to TQRIS

California's Race to the Top – Early Learning Challenge (RTT-ELC) Regional Leadership Consortia (Consortia) is comprised of 17 lead agencies in 16 counties. The Consortia identified the desired outcome of the RTT-ELC Tiered Quality Rating Improvement System (TQRIS) as:

“Ensure children entering kindergarten are ready to learn and succeed by increasing access to high-quality programs for children with high needs. California's TQRIS is built upon a Quality Continuum Framework that is:

- Supportive of kindergarten readiness
- Built on tiers and incentives to be set at the local level
- Based on a continuous program improvement process”³

To achieve this goal, California's RTT-ELC funding supports the development and expansion of successful local programs focused on improving outcomes for children with high needs by implementing local TQRISs. California supports these local efforts by partnering with Consortia members who volunteer to strengthen their existing systems, align their systems to a common state framework, and serve as leaders and mentors to other programs and entities in their region. The majority of RTT-ELC funds support local activities.

California's unique approach builds upon the state's local and statewide successes, while allowing locals to:

- Develop and maintain control over their own quality improvement processes
- Build off of local investments
- Share lessons learned
- Coordinate efforts when feasible

Consortia bring together organizations in their regions with the same goal of improving the quality of early learning. They expand current areas of impact by inviting other programs to join their TQRIS or reach out to mentor other communities. By joining California's RTT-ELC effort, Consortia voluntarily agree to align their local TQRIS to a common Quality Continuum Framework (QCF) and implement three common tiers and any locally determined tiers. In addition to a statewide evaluation of the common TQRIS tiers, Consortia also set local goals to

³ California RTT-ELC Federal Application

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improve the quality of early learning and development programs in the following three core areas:

- Child Development and School Readiness
- Teachers and Teaching
- Program and Environment

In order to ensure maximum flexibility and recognize diverse areas of quality, Consortia ultimately chose a hybrid rating system approach and developed and approved the RTT-ELC Quality Continuum Framework Consortia Rating Matrix with three common tiers (Rating Matrix or TQRIS) in September 2012.

The initial draft rating system had up to 16 elements to be rated. Consortia streamlined the elements/indicators for rating to focus on the “few and powerful” (five to seven rated elements) and moved approximately half of the initial rated elements from the Framework out of the Rating Matrix into the newly created corresponding Continuous Quality Improvement Pathways (Pathways).

Consortia agreed on rating criteria for the seven elements at three common tiers of the Rating Matrix:

- Tier 1 is a building block: participating sites must be licensed and in good standing with Community Care Licensing to participate in the TQRIS (see page 6 under participating sites for exceptions).
- At Tiers 3 and 4, Consortia will rate early learning and development programs using agreed-upon criteria for each of the seven elements.
- Additional requirements to achieve Tier 2 or Tier 5 are decided locally; for example, a consortium may convert Tier 2 to a block or may add requirements at Tier 5.

Every participating TQRIS site will receive a tier rating based on the seven elements of quality for centers and five quality elements for family child care homes (FCCH). After the Tier one requirement is met, programs will achieve their final tier rating by adding points assigned to the site based on the level of implementation of each of the elements of quality.

Centers can earn up to 35 points for the seven elements; and family child care homes, with five elements, can earn up to 25 points total.

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Tier Rating Chart based on the final Program Quality Score:

	Tier 1	Tier 2	Tier 3	Tier 4	Tier 5
Centers	block	8–19 points	20–25 points	26–31 points	32 points or more
Family Child Care Homes	block	6–13 points	14–17 points	18–21 points	22 points or more

Consortia adopted three common tiers with implementation guidelines to ensure consistency of implementation across the counties. To allow for local control, counties may elect to make local decisions about the tiers that are not commonly adopted, as well as areas for implementation that are left to local control.

California also uses RTT-ELC funding to support state efforts to improve the lives of young children. Ten one-time investments support local efforts, including teacher/provider training and professional development; kindergarten readiness; community care licensing; home visitation; developmental screenings; and evaluation of local TQRIS efforts.

III. Eligible Child Care Facilities

The TQRIS is a pilot open to select early childhood facilities in the 16 counties awarded an RTT-ELC Sub-grant. Counties may identify participating sites using locally determined criteria based on the high needs population established by the RTT-ELC grant application. The agreed-upon definitions:

- A **facility** is any child care center or child care arrangement which provides child care for children unrelated to the operator and which receives a payment, fee, or grant for any of the children receiving care. Licensing of a facility is governed by the California Community Care Licensing Division of the Department of Social Services which defines facility as “any place or building in which less than 24-hour per day nonmedical care and supervision are provided to children in a group setting.
- **Participating sites** are licensed centers and family child care homes (exceptions noted below). Priority is given to participating programs that are serving children with high needs.

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Exceptions to licensed programs that may participate include:

- Cal-SAFE child development programs
- Tribal-approved child care programs
- Military installation child care programs
- Adult Education preschool programs that are legally exempt from licensing
- Other programs operated by school districts, such as IDEA Part B or Part C funded programs
- An **early learning site** is operated by an administration or entity at one physical location with at least one child care license from Department of Social Services Community Care Licensing Division. If two administrations/entities are operating on the same site and are operating separately from one another (e.g., co-located), each is counted as a separate site.

All participating sites' licenses must be current and **in good standing**⁴, which means a licensed child care center or family child care home that currently does not have any of the following: (1) a non-compliance conference; (2) an administrative action taken or in the process of being taken (includes denied application, denied exemption, temporary suspension order, expedited revocation action, revocation action, or exclusion action that is being initiated, in process, or already taken); and (3) a probationary license. In addition, local consortia may:

- Choose to impose a time period prior to rating without incident
- Determine reinstatement protocols

If a site license is changed to anything other than in good standing the TQRIS rating and services to the site are suspended. (The rating is suspended and the program no longer receives RTT-ELC site-level quality improvement resources, including financial incentives, technical assistance, coaching, and on-site training.)

Subsidized Programs Serve Children with High Needs

Subsidized programs are a priority for RTT-ELC services. By definition, they serve children with high needs. These programs include General Child Care sites, Head Start, Early Head Start, State-funded Preschool, and Tribal sites as defined below:

⁴ See Health and Safety Code Sections 1596.773 and 1596.886.

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- **General Child Care Programs** are state and federally funded centers and family child care home networks providing child care and development services to children birth through 12 years of age. These programs include a developmentally, culturally, and linguistically appropriate educational component for the children served. The programs also provide meals and snacks to children, parent education, referrals to health and social services for families, and staff development opportunities to employees.
- **Head Start/Early Head Start** are federally funded programs promoting school readiness of children under the age of five-years from low-income families through education, nutrition, health, social, and other services.
- **California State Preschool Programs** serve eligible three- and four-year-old children in part-day and full-day services that are developmentally, culturally, and linguistically appropriate. The program also provides meals and snacks to children, parent education, referrals to health and social services for families, and staff development opportunities to employees.
- **Tribal Sites** are child care facilities operated for the Indian children of a tribal community. The tribal child care programs are exempted from having a state child care license, but must meet the child care standards established by the tribe. In order to qualify for federal Child Care and Development Fund (CCDF) funds, tribes must be federally recognized. Not all tribes receive CCDF funds. Tribes that receive Head Start American Indian Program Bureau funds are to be counted as tribal sites, rather than as Head Start sites.

High Needs Priority

RTT-ELC funds are designed for use to improve quality in sites serving children with high needs. **Children with high needs** is defined in the RTT-ELC application as:

“Children from birth through kindergarten entry who are from low-income families or otherwise in need of special assistance and support, including children who have disabilities or developmental delays; who are English learners; who reside on “Indian lands” as that term is defined by section 8013(6) of the ESEA; who are migrant, homeless, or in foster care; and other children as identified by the State. California includes infants and toddlers and children receiving protective services through the local county welfare department as well as children identified by a legal, medical, social service agency or emergency shelter as abused, neglected or exploited or at risk of abuse, neglect or exploitation.”⁵

⁵ Race to the Top - Early Learning Challenge Federal Application, p. 14, California’s RTT-ELC application, and Title 5 sections 18078(c) and 18092.

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Priority should be given to sites serving children with high needs defined as children with one or more of these characteristics:

1. Low income family
2. Migrant/seasonal
3. Homeless
4. Dual language learner
5. Tribal
6. Special needs
7. In Child Protective Services (CPS)
8. Living in neighborhood of low-API schools
9. Receiving childcare subsidy/vouchers
10. Infants/toddlers

A required minimum threshold of high needs children has not been established at the state level. Consortia are encouraged to identify sites serving children with high needs as a primary population of service and may complement services with matching funds if participating sites are serving a majority of children who do not fit into the high needs definition.

Families of children who fall into multiple “high needs” categories often receive a child care subsidy. These families may be referred to as a **subsidized family**, meaning the family receives child care services from a subsidized program or receives a voucher for services from the parent-selected program or provider.

Many classrooms that serve children with high needs use braided funding, which means at least two federal or state funding sources are combined to support program services. These classrooms are often referred to as “braided,” “blended,” or “mixed.” All children or some of the children in the classroom must meet both funders’ eligibility requirements. A cost-allocation plan is required for this model unless all costs of the two programs are kept separate. The following are three examples:

1. A **Head Start and State Preschool Partnership** uses braided or layered funds to operate as a single program. In this model, California State Preschool Program (CSPP) funds half-days for part of the year, typically for 175 days, and Head Start funds the other half-days for the same part of the year. The funds are mixed in order to provide a seamless, full-day program. The mixing of funds in this model can be expressed by the following formula CSPP (part-year) + Head Start (part-year) + additional funds = full-day, full-year (or full-day, part year).

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- 2. Head Start and Full-day CSPP or General Child Care Partnership; Head Start and Family Child Care Home Network Partnership** – CSPP or General Center Child Care (CCTR) provides funds for the full year, typically for 246 days, and for the full day. Head Start provides an “umbrella” of additional services, including comprehensive services for children and families, additional training resources, additional staff and/or materials, and so forth. In this model, all children in each classroom or family child care home (FCCH) participating in the collaboration must be enrolled in CCTR *and* must be Head Start eligible. However, agencies may operate additional classrooms that are not involved in the collaboration for children who do not have dual eligibility and/or enrollment. Partnerships of this kind may operate as a single program with mixed funds or may operate with funds and services separately accounted for by each partner agency.⁶
- 3. Title I, Head Start and State Preschool** – ESEA/NCLB Title I, Part A funds are available to support preschool programs, with requirements for teachers and paraprofessionals. These programs must coordinate with other federal programs, so a braided program might include Title I, Head Start and State Preschool, or other combinations.⁷

IV. Rating and Monitoring

After the 17 Consortia representatives reached agreement on the TQRIS framework and common elements, a Rating and Monitoring Workgroup consisting of volunteers from regional or county consortia met to discuss the details of tier implementation. Consortia adopted workgroup recommendations about common methodology for rating programs and areas left to local control. This section outlines these agreements.

Consortia agreements ensure the California RTT-ELC program maintains fidelity of implementation across counties. These agreements designate where counties have local control, and where the delivery of the program is consistent across counties, and implemented in the way in which it was designed to be delivered. All counties agree to implement all tools, measures, and documents to fidelity, adhering to the authors’ original approach. Preserving the components that made the original practice effective can directly impact the success of desired outcomes.

One way to ensure high quality program implementation is for Consortia to identify and clearly stipulate four distinct TQRIS Functions:

⁶ Full-Day, Full-Year Early Care and Education Partnerships (2002) developed by the California Head Start–State Collaboration Office.

⁷ Ready for K with ESEA (2009) developed by the California County Superintendents Educational Services Association.

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- **Raters** review and validate portfolio documentation.
- **External Assessors** trained on the Environment Rating Scales (ERS) and/or Classroom Assessment Scoring System® (CLASS®) tool carry out the assessment portion of the rating.
- **Monitors** ensure sites maintain their rated quality and compliance with program requirements.
- **Technical Assistance (TA) Providers** support the creation and/or implementation of the Quality Improvement Plan (QIP). TA providers also may assist sites with the development of the basic portfolio for rating.

While some functions may be fulfilled by the same person, individuals cannot serve as an external assessor and provide technical assistance or coaching services to the same group of teachers/sites.

Rating Guidelines

The TQRIS Rating Matrix will employ a portfolio-based system (with monitoring and administrative verification) for a program to self-report some elements of quality, and a file review for others, as follows:

Element	1	2	3	4	5
1 Child Observation/Assessment	file review at all levels				
2 Developmental and Health Screening	file review at all levels				
3 Lead Teacher Qualifications and Professional Development	self-report at all levels				
4 CLASS Assessment	self-report		external assessment		
5 Ratios and Group Size	self-report		verify by assessor		
6 Environment Rating Scale	self-report		external assessment		
7 Director Qualifications	self-report at all levels				

Self-report

All TQRIS sites will use a portfolio for self-report elements. In order to verify the level of quality, all programs will be required to provide common documents demonstrating the level of quality for each element of the TQRIS Rating Matrix. The portfolio may be managed online (e.g., via upload) or on paper, and is a local decision. All portfolios should be subject to random observation and file review at the discretion of local consortia.

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File Review

Two children's files from each classroom will be randomly selected for review of child assessments and screenings by the external rater during observation visits. (If the child has been in the program fewer than 60 days, another file may be selected.) To obtain the corresponding point value for each element, every file reviewed should have evidence of screening and assessment. (One-hundred percent of files checked must contain evidence of a child assessment and screening or other alternatives as listed below.) Alternatives to developmental and health screening are a parent "opt-out" form, detailed documentation of repeated attempts to obtain parental consent, or the existence of a current Individualized Family Service Plan (IFSP) or Individualized Education Plan (IEP).

As an alternative to viewing individual child paper files, it is acceptable to view a centralized tracking system or database files (such as for child assessment, health and developmental screening). Evidence must demonstrate 100 percent compliance consistent with Implementation Guide requirements.

Frequency of Site Rating

A site's rating will be valid for two years. Participating sites develop quality improvement plans after they receive a full rating and commit to engaging in an ongoing continuous quality improvement process between rating periods. RTT-ELC consortia will monitor participating sites between ratings, to assure that they are continuing to meet the criteria for their level of rating.

Events that may trigger reconsideration of the rating before the 2 years have passed include:

- Significant turnover in staff
- New director
- Changes that warrant re-assessment of an individual classroom
- Significant licensing violation
- Changes to a site license, such as change of physical location, change in status, or other licensing changes
- Other evidence of changes related to the criteria upon which they were rated
- Other reasons determined by local consortia

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Communicating the Site Rating

Site ratings must be reported in the RTT-ELC Consortia Annual Performance Report. Data uploads are required twice per year.

Additionally, prior to the end of the grant period, each site’s rating must be communicated to the public by each consortium. Communication of the overall points is not recommended, but may be publicized at individual consortium’s discretion.

Consortia adopted use of the terms “Core” and “Elements” to refer to the three overarching categories and components. The Elements are numbered one through seven, consecutively, with elements five and seven for centers only, as follows:

CORE	Elements
Core 1: Child Development and School Readiness	Element 1. Child Observation Element 2. Developmental and Health Screenings
Core 2: Teachers and Teaching	Element 3. Early Childhood Educator Qualifications: Minimum Qualifications for Lead Teacher/Family Child Care Home Element 4. Effective Teacher-Child Interactions
Core 3: Program and Environment	Element 5. Licensing and Regulatory Requirements: Ratios and Group Size (Centers Only) Element 6. Program Administration and Leadership: Environment Rating Scale(s) – ECERS-R, ITERS-R, FCCERS-R Element 7. Program Administration and Leadership: Director Qualifications (Centers Only)

V. Assessing Classrooms

Frequency of Classroom Assessments

Assessments are conducted for tiers three through five for elements relating to the CLASS® tool (element four) and the ERS (element six) for the appropriate age level. Refer to guidelines set by the tools’ authors if classrooms are mixed-age.

Every site will receive a formal, external assessment using the ERS and the CLASS, if warranted, every other year. The same classrooms, selected through random sampling (see next page), will receive both the CLASS and the ERS assessment in the same year, or within 13 months of the final rating. For the purpose of assessment, a year is considered 13 consecutive months. For example, if the ERS assessments are conducted in May, and the CLASS assessments are conducted on the same

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classrooms with the same lead teachers in September, then the program must be rated by June of the following year in order for the ERS assessment to be valid.

Defining Classrooms for Assessment

For the purpose of the California RTT-ELC, a classroom is defined as:

- One teaching team using the same physical classroom space and working with the same age group.
- A group of children under a single teaching team. A classroom may be full day or half day. The definition of “group=classroom” in half day morning and afternoon preschool is based on the consistency of the teaching team and consistency of the ages of children served.

The teaching team consists of the same group of teachers over time. However, for the purpose of determining whether a new assessment and rating is required, if the lead teacher changes, then a new assessment is required. If other teachers change but the lead teacher remains the same, then a new assessment is not required. The table below demonstrates several scenarios to help determine number of classrooms.

Scenario	Number of Classrooms	Rationale
AM Preschool + PM Preschool Same teaching team for AM and PM	1	Ages served and teaching team are the same.
AM Toddlers + Afternoon Preschool Same Teaching team in AM and PM	2	Teaching team is the same. Different age groups require different assessments.
AM Preschool + PM Preschool Different Teaching team in AM and PM	2	Same age group served in morning and afternoon. Different teaching teams require different assessments.

Selecting Classrooms for Assessment

Consortia will assess one-third of each age group regardless of the total overall number of classrooms, including at least one classroom in each age group and maintain a minimum of one-third in sites serving a single age group.

Use these guidelines to determine the number of classrooms to assess with the CLASS and ERS:

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- **Sites with classrooms all serving the same age children** (e.g., all infant/toddlers or all preschoolers)

Number of classrooms at site	2	3	4	5	6	7	8	9	10
Percent of classrooms to assess	50%	33%	33%	33%	33%	33%	33%	33%	33%
Total number of classrooms to assess	1	1	2	2	2	3	3	3	4

- **Sites with different classrooms for children of different ages** (be sure to select at least one classroom from each age group)

Number of classrooms at site	2	3	4	5	6	7	8	9	10
Total number of classrooms to assess	2	2	2	2	2	3	3	3	4

Parameters for Selecting Classrooms

For classroom selection and random selection process, exclude classrooms (use alternate) or postpone a scheduled assessment/visit when there is a: (1) substitute teacher; or (2) new teacher to the site (30 calendar days or fewer).

The minimum number of children required to be present in a particular classroom in order to rate will be locally determined as long as it remains within the parameters of the tool being used for assessment.

Announced vs. Unannounced Visits

Consortia will conduct scheduled visits with sites. Local consortia determine how far in advance the visits may be scheduled. Notification to the site of randomly selected classrooms to be assessed on ERS and CLASS will occur the day of the visit. The assessor will ensure the classroom being assessed is staffed by the lead teacher on record.

Use of Existing Assessments

A county consortium may elect (but is not required) to accept ERS and CLASS assessments previously conducted in lieu of the county consortia sending an assessor ONLY if the assessment was:

- Completed within 13 months of the rating.
- Performed by a valid and reliable external assessor.

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- Conducted with the same lead teacher, child age group, and physical location as the randomly selected classroom.

Recommendations for Observations Using the CLASS® Tool

When coding with any CLASS tool, the observer is evaluating the effectiveness of interactions for the target age level. In any classroom setting, multiple adults may be present during the observation, requiring the observer to consider how each adult is interacting with children and how they jointly influence the overall classroom experience.

Consortia agreed upon the following observation guidelines:

- The CLASS observer should be able to understand 85–90 percent of the teacher's communication with the child/ren, particularly in Pre-Kindergarten classrooms, to consider the assessment reliable.
- The CLASS observation may be conducted in classrooms with at least one child present. For sites given a rating prior to December 31, 2014, and not assessed because there were too few children present, consortium may either:
 - Assess and re-rate sites immediately, or
 - Allow previous rating to stand until next rating is due

Local consortium policy guides other observation protocol, such as:

- When a classroom receives a CLASS assessment (e.g., if at a lower points-level than required in the rating matrix)
- The number of children in the classroom (or target age level) need to be present in order to observe and if/when to reschedule an assessment to maximize attendance
- Whether one tool or two will be used in **multi-age classrooms**
 - If using one tool to determine which measure(s) to use, consider the goals of the observation and the expertise of coders. Also consider the age range of each tool (for example, the infant tool can be used in classrooms with children as young as 15 months).
 - When local decision dictates use of more than one age-level tool in a multi-age classroom, observers may alternate between age levels either by:
 - Making one visit – obtain three cycles of each tool during the classroom visit (total of six cycles); or

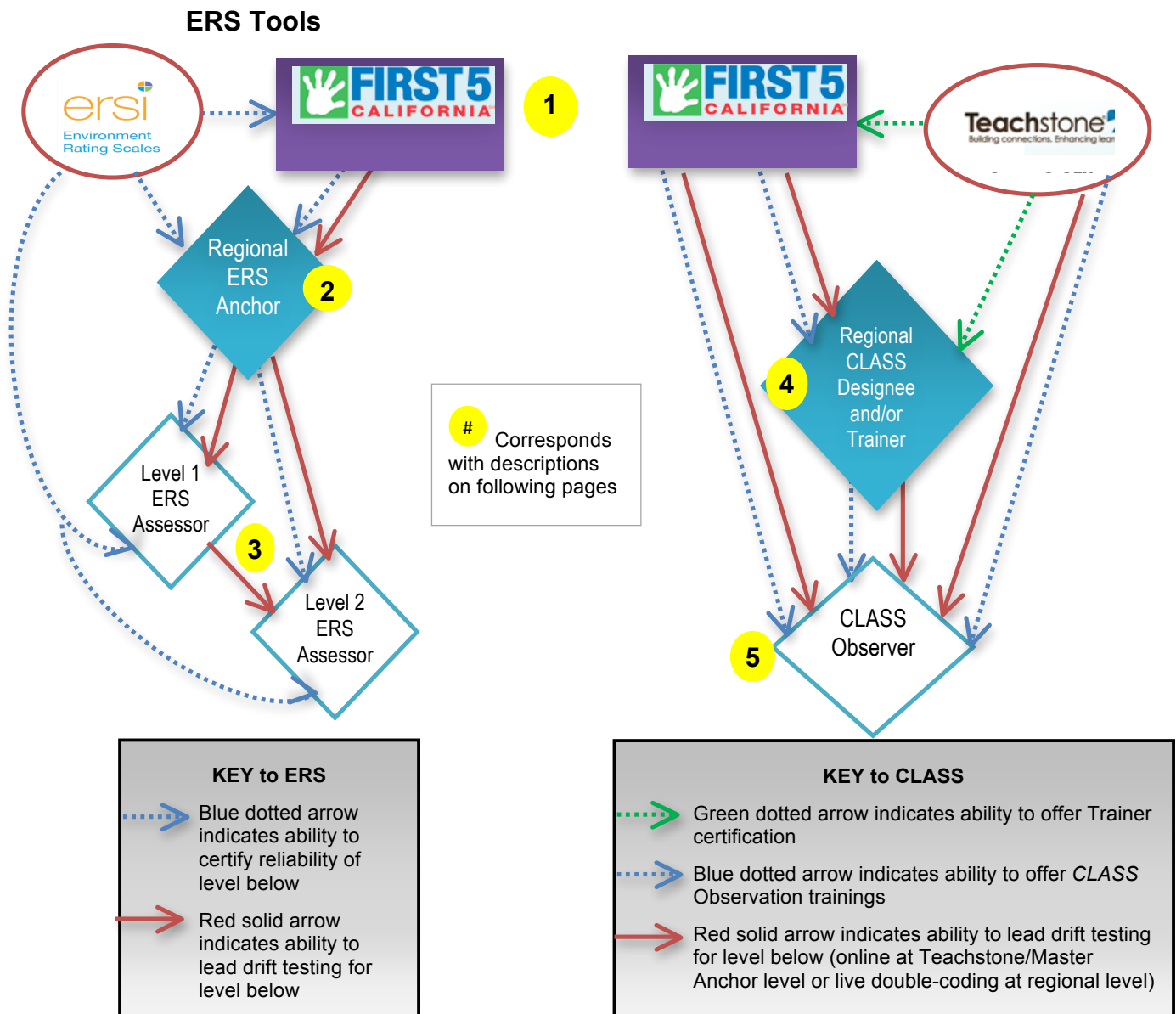
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- Making two visits – observe one age level at the first visit and the other age level during the second visit. Each visit/tool should include four cycles.

In a multi-age setting, the observer should keep the target age range in mind and pay particular attention to the interactions associated with those ages. Interactions with children outside of the target age level are only considered in coding if they enhance or detract from those experienced by the intended children. For example, a teacher may have wonderful, warm interactions with an infant during a diaper change, but if you are observing with the Toddler CLASS measure, and the toddlers are not involved, you would not code those interactions. On the other hand, if the teacher involves toddlers in care by asking them to get a diaper or help wash the baby's hands, those interactions would be considered in coding.

VI. Consortia Assessor Management System Structure

First 5 California Master Anchors are the same individuals in the graphics (next page) related to the Environment Rating Scale (ERS) Tools and Classroom Assessment and Scoring System® (CLASS®) Tools. The Assessor Management System flow is divided by tool because of the training and technical assistance supports available for each tool. In some consortia, the Regional ERS Anchor and CLASS Designee and/or Trainer may be the same person. In other consortia, different people may take each role.



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1. Master Anchors Employed by First 5 California

- a. Role: Carry out contract duties, including helping to build capacity of consortia-appointed Anchors and CLASS Designees, developing resources, and carrying out process to control drift. In addition, Master Anchors check in with ERSI and Teachstone about consortia questions and disseminate details regarding consortia information, agreements, and clarifications.
- b. Certification: State Master Anchors are certified by ERSI at 90 percent or higher reliability on each of the three ERS tools, and to 80 percent by Teachstone for each of the CLASS tools.
- c. Responsibilities in State Assessor Management System: State Master Anchors will work with regional ERS Anchors and CLASS Designees to conduct training, support drift testing, and manage development and dissemination of resources.
 - State Master Anchors will reduce consortia costs associated with ERSI and Teachstone reliability training by:
 - Certifying, and annually recertifying, reliability of regional ERS Anchors on ERS family of tools in lieu of ERSI/authors, as needed
 - Providing advice and support for regional ERS Anchors as they train and certify local assessors
 - Providing observation training to regional CLASS Designees on Infant, Toddler, and Pre-K tools as needed
 - State Master Anchors will reduce assessor drift by:
 - Organizing ERS drift testing with regional ERS Anchors
 - Coordinating CLASS online calibration for regional CLASS Designees, at a minimum
 - Providing information and support to regional ERS Anchors and CLASS Designees to carry out drift testing activities with consortia assessors
 - State Master Anchors will conduct in-person and web-based trainings and meetings with regional ERS Anchors and CLASS Designees to support capacity building and consensus building on conducting observations and use of tools. As a result of these and other Consortia communications, resources and other written guidance will be developed and distributed to the Consortia.

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2. Regional ERS Anchor

The regional ERS Anchor is the consortium-designated individual who is authorized to certify reliability of ERS assessors at level one and level two.

- a. Role: Each consortium may have its own person/people in this role, or several consortia may elect to share a regional ERS Anchor. They may have one Anchor for all three ERS tools or three different Anchors – one for each tool.

The regional ERS Anchor will work with State Master Anchor on ERS-related clarifications, policies, etc. The regional Anchor may also conduct assessments.

- b. Certification: Regional ERS Anchors must be certified “reliable” at the Anchor level achieving at least 90 percent reliability (average) over three consecutive assessments with ERSI or a State Master Anchor.

Local consortia determine required skills and experience of the regional ERS Anchor. Assessor Management Workgroup members suggested the Regional Anchor should have soft skills and cultural competence. Consortia suggest experiences include evidence of ability to assess in different types of sites and multiple years of ERS assessment experience.

- c. Responsibilities in Statewide Anchor Management System:

- Participate in Consortia-wide Anchor Learning Communities held via conference call. (Regional Anchor or consortia Designee)
- Participate in regularly scheduled training workshops. These meetings may be statewide or regional at the discretion of the Master Anchors and will be held no more frequently than quarterly. (Regional Anchor or consortia Designee)

Consortia may give the regional ERS Anchor authority to:

- Train and certify level one assessors to 90 percent reliability and level two assessors to 85 percent reliability
- Coordinate ERS drift testing for level one and level two ERS assessors
- Review reports written by level one and two assessors
- Train classroom staff based on ERS-related items in the Quality Improvement Plan
- Train coaches on ERS

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ERS Drift Testing is one-day, live double coding led by an ERS Anchor or level one ERS assessor. Drift testing includes one site visit and the minimum frequency of drift testing is every six months, or at least once between annual recertification.

Maximum group size for drift testing is:

- ITERS-R – Anchor plus three assessors
- ECERS-R – Anchor plus three assessors
- FCCERS-R – Anchor plus two assessors

Assessors must demonstrate reliability (local Anchors and level one assessors – 90 percent; assessors – 85 percent) during drift testing to continue to assess using the ERS tool. Assessors have up to three opportunities to pass drift testing. Between drift tests, assessors may receive technical assistance from Master Anchor or local Anchor to support success. Local consortia determine next steps after third failed attempt at reliability during drift testing.

3. Level One and Level Two ERS Assessors

All assessors must be external (or independent), and have certification showing reliability to assess or other such documentation, and experience (see CLASS and ERS for specific definitions).

- An independent assessor is a trained and reliable person or entity who is not part of the program being assessed.
- A reliable assessor is a person with experience in the child development field who is trained to evaluate child care programs using the particular instrument.

Assessors attend thorough trainings to learn about using the scales/instrument to measure the quality of child care programs and complete multiple practice observations. Initial training of assessors must be by an author or an Anchor. Assessors are deemed reliable when they closely match scores of an Anchor (experience reliable "expert" assessor responsible for score interpretation) and must maintain their reliability in accordance with the tools' authors.

The minimum required reliability and annual re-certification for ERS assessors is 85 percent agreement (within one point) with the consensus scores of an Anchor or Level one observer across three consecutive ratings.

- a. Role: Level one and level two ERS assessors carry out assessment on appropriate tool(s) and complete reports, as applicable for each consortium.
- b. Certification: Level one and level two ERS assessors may be trained by ERSI or by the regional ERS Anchor.

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- Level one ERS assessors must achieve 90 percent reliability across three consecutive assessments, and complete drift testing with regional Anchor.
 - Level two ERS assessors must achieve 85 percent reliability across three consecutive assessments, and complete drift testing with regional Anchor or level one assessor.
- c. Responsibilities: In Statewide Anchor Management System, local consortia may authorize assessors to carryout responsibilities based on their level.
- Level one ERS assessors the authority to:
 - Complete ERS assessments
 - Carry out drift testing with level two ERS assessors
 - Review reports written by level two ERS assessors
 - Level two ERS assessors the authority to:
 - Complete ERS assessments
 - Create observation reports, as directed by local consortia

Level one ERS assessor is an optional role in this system; some consortia may choose to not distinguish between level one and level two ERS assessors.

4. County Consortia/Regional CLASS Designee

- a. Role: The regional CLASS Designee will work with State Master Anchors on CLASS-related clarifications, policies, etc. The regional CLASS Designee may conduct drift testing by live double coding and conduct training for other CLASS observers if certified by Teachstone as an Affiliate Trainer.

Each consortium may have its own person/people in this role, or several consortia may share a regional CLASS Designee. Different people may fill the roles of Designee and trainer.

- b. Certification: At a minimum, the consortia/regional CLASS Designee should be a reliable CLASS observer and maintain annual certification through Teachstone.
- c. Responsibilities in Statewide Anchor Management System (if authorized by local consortia):
- Conduct observer trainings and introduction to CLASS® trainings according to Teachstone affiliate agreement if certified by Teachstone as an Affiliate Trainer
 - Review reports written by CLASS observers

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5. CLASS Observers

- a. Role: Carry out assessment on applicable age-level tool(s) and complete report, as applicable for each consortium.
- b. Certification: Proof of valid certification from Teachstone demonstrating current reliability on applicable tool. In addition, CLASS observers must participate in CLASS drift testing (calibration) either through live double coding or online calibration.
- c. Responsibilities in Statewide Anchor Management System:
 - Complete CLASS observations
 - Create observation reports, as directed by consortium

CLASS Drift Testing is conducted every six months, or one time between annual recertification. CLASS drift testing may be carried in one of two ways:

- Online calibration during assigned period of time, code one 20-minute video and achieve at least 80 percent reliability. If applicable, must also participate in a one-hour webinar debrief.
- Live Double-Code with an experienced CLASS-certified assessor identified by consortium.

Observers must demonstrate reliability during drift testing to continue to observe using the CLASS tool. Observers have up to three opportunities to meet 80 percent reliability during drift testing. Between drift tests, observers may receive technical assistance from State Master Anchor or local CLASS Designee to support success. Local consortia determine next steps after third failed attempt at drift test reliability.

VII. Guidance for Rating Elements by Points

Core 1: Child Development and School Readiness

Element 1. Child Observation		
Points	Indicator	Detail
BLOCK <i>(Common Tier 1)</i>	Not Required	Child Observation and Assessment is not required at Common Tier 1/BLOCK. Sites at this tier must be licensed and in good standing with Community Care Licensing.
2 POINTS	Program uses evidence-based child assessment/ observation tool once a year	<p>Evidence-based child assessment/observation tool refers to the level of evidence to support the generality of a practice as indicated by research. Evidence may come from empirical evidence, through evaluation reports by an outside source or the developer, or by consensus documents published by a professional organization. Local consortia may use the list of evidence-based child assessment/observation tools from the list below, create local guidelines, or both. Local criteria must include evidence that the tool is observational, annual, and, at minimum, assesses the following developmental domains: physical (gross and fine motor), social-emotional, cognitive, and communication.</p> <p>Optional, partial list of evidence-based tools:</p> <ul style="list-style-type: none"> • High/Scope Child Observation Record (COR) for Infants and Toddlers • High/Scope Preschool Child Observation Record (COR), Second Edition • Work Sampling, Developmental Guidelines, Preschool 3 • Work Sampling, Developmental Guidelines, Preschool 4 • Learning Accomplishment Profile-3rd Edition (preschool) • The Ounce Scale (infant/toddler) • NIEER Early Learning Scale <p>Uses refers to any assessment, instrument or tool that yields individual and group information. This term requires that the program accesses and <i>analyzes results</i> and those results (whether individual information or aggregated group data) are used to inform practice.</p> <p>Random selection of two children’s files per classroom during observation visits will provide evidence of use of evidence-based child assessment/observation for each child. (If child has been in the program fewer than 60 days, another file may be reviewed.)</p>

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Element 1. Child Observation		
Points	Indicator	Detail
3 POINTS	Program uses valid and reliable child assessment/ observation tool aligned with CA <i>Foundations and Frameworks</i> twice a year	<p><i>Valid and reliable child assessment/observation tool</i> refers to any assessment or tool whereby implementation from one time to the next and from one observer/implementer to the next is likely to yield the same results (reliability), and the instrument or tool measures what it says it measures in the defined audience or group (validity). Often, instrument validity is limited to a specific language, culture or age group. Valid and reliable child observation tools must be approved by the California Department of Education prior to awarding the site three points for this element. Approved tools are:</p> <ul style="list-style-type: none"> • Teaching Strategies GOLD® (Creative Curriculum) assessment • Early Learning Scale by National Institute of Early Education Research (NIEER) available from Lakeshore Learning School Supply • Brigance Inventory of Early Development III <p>Assessment developers must contact Cecelia Fisher-Dahms at cfisher@cde.ca.gov or 916-324-9739 if they wish to submit documentation of alignment with the California Foundations and Frameworks.</p> <p>Programs without evidence of twice annual child assessments due to the rating visit occurring prior to the second assessment due date may meet this requirement in one of two ways:</p> <ol style="list-style-type: none"> 1. Programs may show evidence from prior year of two cycles of assessment. 2. Programs without assessment evidence from prior year are required to submit actual scores from the second annual child assessment in order to maintain their score on this item and overall site rating. (Verification process is a local decision.)
4 POINTS	DRDP (minimum twice a year) and results used to inform curriculum planning	<p><i>DRDP</i> refers to the use of the Desired Results Developmental Profile child observational assessment, not inclusive of the Desired Results for Children and Families – Parent Survey (optional). All users of DRDP must transition to DRDP 2015 for assessments conducted after July 2015 (and for ratings given after July 2015).</p> <p>Programs without evidence of twice annual child assessments due to the rating visit occurring prior to the second assessment due date may meet this requirement in one of two ways:</p>

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Element 1. Child Observation		
Points	Indicator	Detail
		<p>1. Programs may show evidence from prior year of two cycles of assessment.</p> <p>2. Programs without assessment evidence from prior year are required to submit actual scores from the second annual child assessment in order to maintain their score on this item and overall site rating. (Verification process is a local decision.)</p> <p>Evidence should demonstrate that individual child assessments are considered when planning for learning experiences through which the curriculum goals will be achieved. Acceptable documentation is as follows:</p> <p>1. Show use of DRDP and program has current NAEYC Accreditation OR</p> <p>2. Show use DRDP and provide current Head Start School Readiness Goals OR</p> <p>3. Provide completed CD 4001B (Desired Results Developmental Profile Summary of Finding for the Classroom and Family Child Care Home Form) OR</p> <p>4. Provide two of the following as evidence:</p> <ul style="list-style-type: none"> • Written curriculum statements • Lesson plans • Planning webs • Notes from planning sessions with information on how a purchased curriculum (if used) considers assessment of child progress
5 POINTS	Program uses DRDP twice a year and uploads into DRDPtech and results used to inform curriculum planning	<p>DRDPtech Use of DRDPtech creates psychometrically valid reports for teachers and also meets the federal RTT-ELC grant requirements of state-level data. Use of DRDPtech is free to Head Start and state funded programs and will be available at a minimal per child cost for non-publicly-funded programs.</p> <p>Users of DRDPtech who adopt DRDP 2015 before July 2015 may not have access to all DRDPtech reports until July 2015, but will meet the 5-point criteria. Twice-annual assessments are confirmed in the same manner as for four points above.</p>

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Core 1: Child Development and School Readiness

Element 2. Developmental and Health Screenings		
Point	Indicator	Detail
BLOCK <i>(Common Tier 1)</i>	Meets Title 22 Regulations	Title 22 Regulations require current immunization records for every child enrolled in the family child care home or center. Family child care homes use form PM 286, available at http://www.cdph.ca.gov/pubsforms/forms/CtrlForms/cdph286.pdf and centers use form LIC 701, available at http://www.dss.cahwernet.gov/cdssweb/PG166.htm . Forms must be printed on blue paper.
2 POINTS	Health Screening Form (Community Care Licensing form LIC 701 "Physician's Report - Child Care Centers" or equivalent) used at entry, then: 1. Annually OR 2. Conducts vision and hearing screenings annually	<i>Used at entry then annually</i> requires that the program collects form LIC 701 (or equivalent) at the child's entry into the program and annually at the beginning of each program year. <i>Conducts (or collects) screening.</i> If vision and hearing screening are used as the method of meeting this standard, programs may: <ul style="list-style-type: none"> • Use information from a doctor's or specialist's screening • Conduct vision and health screenings at the site • Use information from a doctor/specialist and conduct vision and health screening at the site <p>In instances where the site has difficulty meeting the annual requirements for one or more returning child(ren) (after collection of Health Screening Form LIC 701 upon entry), monitors may accept one or both of the following forms of evidence of health screening during subsequent years of a child's attendance:</p> <ul style="list-style-type: none"> • Parent "opt-out" form or equivalent evidence that parent denied resubmittal of Health Screening Form and/or denied screening • Detailed documentation of repeated attempts to obtain Health Screening Form and/or parent consent when conducting file review
3 POINTS	Program works with families to screen all children using a valid and reliable child screening tool at entry and as indicated by results thereafter AND Meets criteria from	<i>Valid and reliable child assessment/observation tool</i> refers to any assessment or tool whereby implementation from one time to the next and from one observer/ implementer to the next is likely to yield the same results (reliability) and the instrument or tool measures what it says it measures in the defined audience or group (validity). Often, instrument validity is limited to a specific language, culture or age group. A partial list of valid and reliable child screening tools is below. Other tools are acceptable at the discretion of the consortium with documentation of validity

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Element 2. Developmental and Health Screenings		
Point	Indicator	Detail
	point value two	<p>and reliability.</p> <p>Partial List:</p> <ul style="list-style-type: none"> • Mullen Scales of Early Learning • DIAL 3 • Ages and Stages Questionnaire (ASQ) • ESP: Early Screening Profiles • ESI-R (Early Screening Inventory) • Denver II • Parents Evaluation of Developmental Status • Parents Evaluation of Developmental Status – Developmental Milestones • Battelle Developmental Inventory Screening Test • Learning Accomplishment Profile-Diagnostic Screens <p><i>As indicated by the results thereafter</i> refers to the actions taken by the program to refer families to additional resources based on the results of the screening tool.</p> <p>Beginning at this point value, both centers and family child care homes must use a developmental screening tool or produce proof of one of the items below:</p> <ul style="list-style-type: none"> • IFSP/IEP • Evidence of screening in another venue (must have actual screen or documented results) • Parent “opt-out” form or equivalent evidence that parent denied screening • Detailed documentation of repeated attempts to obtain parental consent when conducting file review <p>In addition to providing evidence through the file review process that 100 percent of children are screened, the site must provide evidence for how the screening and referral process works at the site level.</p>
4 POINTS	<p>Program works with families to screen all children using the ASQ at entry and as indicated by results thereafter AND</p> <p>Meets criteria from point value two</p>	<p>ASQ is the Ages and Stages Questionnaire.</p> <p>“Works with families” means that families are engaged in the screening process. Results are shared with the family in a confidential and supportive manner. Program staff use screening results to refer families to the appropriate agencies for further assessment, such as the local Regional Center, school district, and/or other resources.</p>

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Element 2. Developmental and Health Screenings		
Point	Indicator	Detail
5 POINTS	<p>Program works with families to screen all children using the ASQ & ASQ-SE, if indicated, at entry, then as indicated by results thereafter AND</p> <p>Program staff use children's screening results to implement intervention strategies and adaptations as appropriate AND</p> <p>Meets criteria from point value two</p>	<p>ASQ-SE is the Ages and Stages Questionnaire: Social Emotional and may be used if indicated by the results from the ASQ.</p>

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Core 2: Teachers and Teaching

Element 3. Early Childhood Educator Qualifications: Minimum Qualifications for Lead Teacher/Family Child Care Home (FCCH)																						
Point	Indicator	Detail																				
BLOCK <i>(Common Tier 1)</i>	Meets Title 22 Regulations																					
2 POINTS	<p>Center: 24 units of ECE/CD (core 8)</p> <p>FCCH: 12 units of ECE/CD (core 8)</p> <p>OR</p> <p>Associate Teacher Permit</p>	<p>In point values two through five, qualifications are checked for all lead teachers employed at the site AND no less than 75 percent of them must meet requirements in point-values two to five.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="text-align: center;">Total # of Lead Teachers</th> <th style="text-align: center;"># Needed to Meet Requirement</th> </tr> </thead> <tbody> <tr><td style="text-align: center;">2</td><td style="text-align: center;">2</td></tr> <tr><td style="text-align: center;">3</td><td style="text-align: center;">3</td></tr> <tr><td style="text-align: center;">4</td><td style="text-align: center;">3</td></tr> <tr><td style="text-align: center;">5</td><td style="text-align: center;">4</td></tr> <tr><td style="text-align: center;">6</td><td style="text-align: center;">5</td></tr> <tr><td style="text-align: center;">7</td><td style="text-align: center;">6</td></tr> <tr><td style="text-align: center;">8</td><td style="text-align: center;">6</td></tr> <tr><td style="text-align: center;">9</td><td style="text-align: center;">7</td></tr> <tr><td style="text-align: center;">10</td><td style="text-align: center;">8</td></tr> </tbody> </table> <p>In point values three through five, staff in family child care homes (FCCH) and centers are held to the same educational standard.</p> <p>Point value two is equivalent to the Associate Teacher Permit for family child care homes and centers. Teachers who applied for the permit may substitute verification of application in lieu of the transcript, for review.</p> <p>Core 8 courses are desired but not required.</p> <p>Lead teacher is the adult with primary responsibility for a group of children. For the purposes of rating an early childhood classroom, lead teacher is the adult who meets the minimum licensing requirements as a teacher and any additional requirements for the point-level of the rating. When there is more than one teacher working in a group, the lead teacher shall be considered the person with the highest degree. A group of children in a center is defined as those children who are assigned for most of the day to a specific teacher or a team of teaching staff members and</p>	Total # of Lead Teachers	# Needed to Meet Requirement	2	2	3	3	4	3	5	4	6	5	7	6	8	6	9	7	10	8
Total # of Lead Teachers	# Needed to Meet Requirement																					
2	2																					
3	3																					
4	3																					
5	4																					
6	5																					
7	6																					
8	6																					
9	7																					
10	8																					

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Element 3. Early Childhood Educator Qualifications: Minimum Qualifications for Lead Teacher/Family Child Care Home (FCCH)		
Point	Indicator	Detail
		<p>who occupy an individual classroom or well-defined space. Each group must have at least one designated lead teacher. The lead teacher must spend the vast majority of time with one group of children who attend at the same time rather than divide time between classrooms or float between groups. The group size is determined by the point-level of the rating. The above is based on the NAEYC accreditation definition of a teacher.</p> <p>For the purposes of rating a licensed FCCH, the lead teacher is the adult who is the owner and full-time operator of the FCCH. If the owner is not teaching the children, the FCCH lead teacher is defined as the adult with the highest degree who spends the vast majority of time with the children. A group of children in an FCCH is defined as those children who are enrolled in the FCCH. The group size is determined by licensing requirements based on the ages of the children enrolled.</p>
3 POINTS	<p>24 units of ECE/CD and 16 units of General Education</p> <p>OR</p> <p>Teacher Permit AND</p> <p>21 hours professional development (PD) annually</p>	<p>Point value three is equivalent to the Teacher Permit.</p> <p>Professional Development refers to 21 hours of professional development or continuing education per year, consistent with the professional growth activities described in Commission on Teacher Credentialing Child Development Permit Professional Growth Manual (http://www.ctc.ca.gov/credentials/manuals-handbooks/PG_manual_ChildDev.pdf), pages 8 and 9. Professional development activities may include classes, documented workshops, coaching sessions, equivalency of coursework, or other activities as determined locally by consortia. PD activities should stem from the needs of the teacher and program, based on the TQRIS rating. Professional development includes, but is not limited to, the Continuous Quality Improvement Pathways.</p> <p>Method to verify 21 hours of professional development is a local consortium decision.</p>
4 POINTS	<p>Associate's degree (AA/AS) in ECE/CD</p> <p>OR</p> <p>AA/AS in any field plus/with 24 units of ECE/CD that conform to permit requirements OR</p> <p>Site Supervisor</p>	<p>Point value four is equivalent to the Site Supervisor Permit.</p> <p>Consortia may accept at their discretion Option two of the Teacher Permit if the ECE/CD unit requirement is met.</p> <p>Method to verify 21 hours of professional development is a local consortium decision.</p>

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Element 3. Early Childhood Educator Qualifications: Minimum Qualifications for Lead Teacher/Family Child Care Home (FCCH)		
Point	Indicator	Detail
	Permit AND 21 hours PD annually	
5 POINTS	Bachelor's degree in ECE/CD (or closely related field) OR BA/BS in any field plus/with 24 units of ECE/CD that conform to permit requirements OR Master's degree in ECE/CD OR Program Director Permit AND 21 hours PD annually	Point value five is equivalent to the Program Director Permit. Consortia may accept at their discretion Option two of the Master Teacher permit if the ECE/CD unit requirement is met. Method to verify 21 hours of professional development is a local consortium decision.

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Core 2: Teachers and Teaching

Element 4. Effective Teacher-Child Interactions: CLASS® Observations (*Use tool for appropriate age group as available)		
Point	Indicator	Detail
BLOCK <i>(Common Tier 1)</i>	Not applicable	
2 POINTS	Familiarity with CLASS® (e.g. two-hour overview training) for appropriate age group as available by one representative from the site (on-line or face-to-face via facilitator)	<p>Familiarity with CLASS refers to the participating program’s management, center director, family child care operator, and lead teacher, as appropriate, having a basic understanding of the CLASS assessment tool. This can include having attended overview orientations, webinars, trainings, college courses in which the tool was presented, or other forms of knowing the intent, purpose, and use of the tool, but not to the depth of completing observations. The decision about what constitutes familiarity is a local one.</p> <p>It is recommended that live CLASS presentations be conducted by a Certified CLASS Trainer. A Certified CLASS Trainer receives certification through Teachstone, LLC. Certification is given to trainers who pass reliability on the CLASS tool participate in Teachstone’s Train-the-Trainer program. These trainers should be able to produce a certificate indicating that they successfully completed the Train-the-Trainer program and a certificate demonstrating their current reliability on the CLASS tool (must be renewed annually). Certification is specific to each CLASS tool and its associated age group. Counties may have certified Pre-K or Toddler CLASS trainers (known as Affiliate Trainers) who they can call upon, or consortia may arrange training through First 5 California’s Master Anchors or Teachstone. Currently, only Teachstone is able to provide certified CLASS trainers for the Infant CLASS tool.</p>
3 POINTS	Independent CLASS observation by reliable observer (using the appropriate tool) to inform the program’s professional development/ improvement plan	<p>While results of the independent CLASS observation will be used to inform the site’s Quality Improvement Plan, evidence of having a Quality Improvement Plan in place is not a requirement for a point value of three.</p> <p>Independent (external) observation is conducted by an entity or persons not part of the program (third-party) and is trained to reliability standards on the relevant tool.</p> <p>Reliable CLASS observer is an individual who has demonstrated their ability to observe and rate classrooms based on the CLASS quality indicators. CLASS reliability must be renewed annually and is available for the Infant, Toddler, and Pre-K CLASS tools. A reliable CLASS observer should be able to provide a certificate indicating</p>

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Element 4. Effective Teacher-Child Interactions: CLASS® Observations (*Use tool for appropriate age group as available)

Point	Indicator	Detail																									
		<p>current reliability (issued within the previous 12 months).</p> <p>CLASS® observation, also known as a CLASS assessment, conducted by a reliable observer (see above).</p> <p>In classrooms with multiple age groups, it is a local decision as to whether to use the age level tool appropriate for the highest number of children or to alternate two tools. If children are equally distributed, consult Teachstone (www.teachstone.org) for advice.</p>																									
4 POINTS	<p>Independent CLASS observation by reliable observer (using the appropriate tool) with minimum CLASS domain scores:</p> <p>Pre-K:</p> <ul style="list-style-type: none"> • Emotional Support Domain (ES) – 5 • Instructional Support Domain (IS) – 3 • Classroom Organization Domain (CO) – 5 <p>Toddler:</p> <ul style="list-style-type: none"> • Emotional & Behavioral Support Domain (EBS) – 5 • Engaged Support for Learning Domain (ESL) – 3.5 <p>Infant:</p> <ul style="list-style-type: none"> • Responsive Caregiving Domain (RC) – 5.0 	<p>Minimum scores are recommended by Teachstone, LLC and based on research on the CLASS and on the design of California’s TQRIS.</p> <p>Each classroom rated will receive an individual point value based on the tool used and the domain cutoff scores. Average all classroom points together and drop the decimal to obtain the final site points on this element.</p> <p>Example:</p> <table border="1" style="margin: 10px auto; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 15%;">Classroom</th> <th style="width: 15%;">Domain Score</th> <th style="width: 15%;">Domain Score</th> <th style="width: 15%;">Domain Score</th> <th style="width: 10%;">Points for Element</th> </tr> </thead> <tbody> <tr> <td>Pre-K Alligators</td> <td>ES 5.42</td> <td>IS 3.13</td> <td>CO 5.89</td> <td>4</td> </tr> <tr> <td>Pre-K Bears</td> <td>ES 5.10</td> <td>IS 2.95</td> <td>CO 5.68</td> <td>3</td> </tr> <tr> <td>Toddler Dragonfly</td> <td>EBS 5.15</td> <td>ESL 3.32</td> <td style="background-color: #cccccc;"></td> <td>3</td> </tr> <tr> <td>Infant Ladybugs</td> <td>RC 5.11</td> <td style="background-color: #cccccc;"></td> <td style="background-color: #cccccc;"></td> <td>4</td> </tr> </tbody> </table> <ol style="list-style-type: none"> 1. Total the points earned by classroom $4 + 3 + 3 + 4 = 14$ 2. Divide by number of classrooms observed = 4 3. Obtain average points for observed classrooms $14 \div 4 = 3.5$ 4. Drop the decimal to determine final point value for the site for this element <p>Site points for Element 4 (Teacher-Child Interactions) = 3</p>	Classroom	Domain Score	Domain Score	Domain Score	Points for Element	Pre-K Alligators	ES 5.42	IS 3.13	CO 5.89	4	Pre-K Bears	ES 5.10	IS 2.95	CO 5.68	3	Toddler Dragonfly	EBS 5.15	ESL 3.32		3	Infant Ladybugs	RC 5.11			4
Classroom	Domain Score	Domain Score	Domain Score	Points for Element																							
Pre-K Alligators	ES 5.42	IS 3.13	CO 5.89	4																							
Pre-K Bears	ES 5.10	IS 2.95	CO 5.68	3																							
Toddler Dragonfly	EBS 5.15	ESL 3.32		3																							
Infant Ladybugs	RC 5.11			4																							

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Element 4. Effective Teacher-Child Interactions: CLASS® Observations (*Use tool for appropriate age group as available)

Point	Indicator	Detail
5 POINTS	<p>Independent assessment with CLASS (for appropriate age group as available) with minimum CLASS domain scores:</p> <p>Pre-K:</p> <ul style="list-style-type: none"> • ES – 5.5 • IS – 3.5 • CO – 5.5 <p>Toddler:</p> <ul style="list-style-type: none"> • EBS – 5.5 • ESL – 4 <p>Infant:</p> <ul style="list-style-type: none"> • RC – 5.5 	<p>For sites serving infants, the infant tool must be included in a site’s rating no later than July 1, 2015. For sites rated prior to July 1, 2015, without an Infant CLASS assessment, the previous rating stands until the next rating is due.</p>

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Core 3: Program and Environment

Element 5. Ratios and Group Size (Centers Only)		
Point	Indicator	Detail
BLOCK <i>(Common Tier 1)</i>	Center: Title 22 Regulations Infant Ratio of 1:4 Toddler Option Ratio of 1:6 Preschool Ratio of 1:12 FCCH: Title 22 Regulations (excluded from point values in ratio and group size)	Volunteers may not be used in ratio and group size calculations. Title 22 regulations require that adult:child ratios include only employed adults. Ages: group size <ul style="list-style-type: none"> • Infant - A child aged birth to 18 months. • Toddler - A child who is 18 to 36 months of age. Based on Education Code Section 8265.5 <ul style="list-style-type: none"> • Preschooler - A child who is three years of age to kindergarten entry. The child's third birthday must be on or before September 1. Based on Management Bulletin 14-02 Ratios Centers must meet the Community Care Licensing standards at a minimum.
2 POINTS	Center: Infant/Toddler Ratio of 4:16 Toddler Ratio of 3:18 Preschool Ratio of 3:36	Staff must meet the needs of the children in attendance and provide visual observation and supervision at all times. Centers may need additional staff depending on the age of children and their needs. Additional staff are needed for backup. An aide cannot be left alone with children except during naptime and to escort them to the restroom.
3 POINTS	Center: Infant/Toddler Ratio of 3:12 Toddler Ratio of 2:12 Preschool Ratio of 2:24	<ul style="list-style-type: none"> • One teacher can supervise no more than 12 children. • One teacher and one aide can supervise up to 15 children. • A fully qualified teacher and an assistant with 6 early childhood education units can supervise up to 18 children. • A ratio of one teacher or aide for 24 napping children is permitted, provided that the additional staff to meet the "awake" ratios is immediately available at the center.
4 POINTS	Center: Infant/Toddler Ratio of 3:12 or 2:8 Toddler Ratio of 2:10 Preschool Ratio of 3:24 or 2:20	Based on California Code of Regulations, Title 22 section 101216.3, Ratios and group size are verified through: <ul style="list-style-type: none"> • In-person visit for point-values three through five (checked during the ERS assessment) • Self-report in portfolio and certified through portfolio certification process How to handle out of ratio and child endangerment is a local

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Element 5. Ratios and Group Size (Centers Only)		
Point	Indicator	Detail
5 POINTS	<p>Center:</p> <p>Infant/Toddler Ratio of 3:9 or better</p> <p>Toddler Ratio of 3:12 or better</p> <p>Preschool Ratio of 1:8 and group size of no more than 20</p>	<p>decision. The California Child Abuse Reporting Law must be followed (Penal Code Sections 11165-11174.3).</p> <p>Ratio and group size scores will be reported as follows:</p> <p>As with the CLASS rating, individual point values for each classroom will be determined for the ratio/group size element based on the Rating Matrix. Each classroom's rating is averaged for the site rating. The decimal is dropped and the whole number will be reported as the points for this element.</p> <p><u>Example:</u></p> <p>Infant Room point value of 4</p> <p>Toddler Room point value of 3</p> <p>Preschool Room A point value of 2</p> <p>Preschool Room B point value of 3</p> <p>Preschool Room C point value of 2</p> <p style="text-align: center;">$4 + 3 + 2 + 3 + 2 = 14$</p> <p style="text-align: center;">$14 \div 5 = 2.8$</p> <p>Overall points for ratio/group size = 2</p>

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Core 3: Program and Environment

Element 6. Environment		
Point	Indicator	Detail
BLOCK <i>(Common Tier 1)</i>	Not Required	
2 POINTS	Familiarity with ERS and every classroom uses ERS as a part of a Quality Improvement Plan	Familiarity with ERS refers to the participating program's management, center director, family child care operator, and lead teacher, as appropriate, having a basic understanding of the relevant ERS assessment tool. This can include having attended overview orientations, webinars, trainings, college courses in which the tool was presented, or other forms of knowing the intent, purpose, and use of the tool, but not to the depth of completing assessments or observations. The decision about what constitutes familiarity is a local one.
3 POINTS	Assessment on the whole tool. Results used to inform the program's Quality Improvement Plan	Type of assessment is a local decision and may include an external assessment, self-assessment designed by local consortium, or other method determined locally to enable teachers/sites to review environment quality and set goals for improvement. Requirements for three points should be greater than requirements for two points. Consortia may continue using an external assessor at 3 points, but a minimum score would not be used for site rating. This modification to the 3-point level may be implemented as early as July 1, 2015 but must be implemented no later than September 30, 2015, to allow consortia phase-in time. Unless a local consortium determines otherwise, a site's existing rating stands until next rating cycle.
4 POINTS	Independent ERS assessment. All subscales completed and averaged to meet overall score of 5.0	Independent (external) assessment is conducted by an entity or persons not part of the program (third-party) who is trained to reliability standards on the tool. As with the CLASS and ratio/group size elements, Each classroom will be assessed using the appropriate tool for the setting. Each selected classroom is assigned a point value based on the ERS score. Points for assessed classrooms are averaged for the site rating. The decimal is dropped and the whole number is reported as the site's points for this element. Individual classroom scores are calculated by adding item scores and averaging by the total number of items. In classrooms with multiple age groups, use the age level tool appropriate for the majority of children. If children are equally distributed, consult ERSI

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Element 6. Environment		
Point	Indicator	Detail
		(http://www.ersi.info/index.html) or the First 5 California Master Anchors for advice.
5 POINTS	<p>Independent ERS assessment. All subscales completed and averaged to meet overall score of 5.5</p> <p>OR</p> <p>Current National Accreditation approved by the California Department of Education</p>	<p>See 4-point detail for requirements of independent assessment.</p> <p>National Accreditation may be used to satisfy the 5-point criteria as an alternative to achieving a minimum ERS scale score of 5.5. Currently National Accreditation at the 5-point level refers to National Association for the Education of Young Children (NAEYC). Other National Accreditation must be approved by the California Department of Education prior to awarding the site 5 points for this element.</p> <p>The rated site has the option to choose to earn 5 points through either independent assessment or national accreditation.</p>

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Core 3: Program and Environment

Element 7. Director Qualifications (Centers Only)		
Point	Indicator	Detail
BLOCK (Common Tier 1)	12 units of core ECE/CD (early childhood education, child development, family/consumer studies, or related field), plus 3 management/administration units	<p>Center Director provides direct on-site supervision and administrative support to teaching staff and children, provides ongoing communication with public and private agencies, and support to families in an early care setting with at least one classroom. Center director is:</p> <ul style="list-style-type: none"> • Responsible for scheduling staff in accordance with licensing requirements and site needs. • Manager of all aspects of employee relations including performance review and training. • Responsible for meeting all licensing regulations, agency policies and procedures and the Education Code as applicable. • Responsible for accurate update of records on site including but not limited to enrollment, attendance, meal counts, daily logs, curriculum, child observations, and parent participation. • The Designee for ensuring implementation of requirements of funding, including assessment, screening, curriculum, etc. • The legal Designee to send and/or receive legal documents (i.e. restraining orders, suspected child abuse reports, unusual incident reports, etc.). <p>A director who is responsible for two or more sites may serve as the “program director” of all of the site locations provided that a person meeting Tier 1 qualifications is employed for each individual site/location. In this instance, both the “program director” and a designated lead teacher will meet the educational qualifications of center director.</p> <p><i>Based on the California Code of Regulations, Title 22 sections 101215 and 101215.1</i></p> <p>For example, state preschools located on the grounds of elementary school may have a “program director” of all the state preschool locations; however, at least one lead teacher of a state preschool on each site must meet the educational qualifications of “center director.”</p> <p>Method to verify 21 hours of professional development is a local consortium decision.</p>
2 POINTS	24 units of core ECE/CD, plus 16 General Education units, plus 3 management/administration units OR Master Teacher Permit	
3 POINTS	Associate’s degree with 24 units of core ECE/CD, plus 6 management/administration units, plus 2 supervision units OR Site Supervisor Permit AND 21 hours PD annually	
4 POINTS	Bachelor’s degree with 24 units of core ECE/CD, plus 8 management/administration units OR Program Director Permit AND 21 hours PD annually	

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Element 7. Director Qualifications (Centers Only)		
Point	Indicator	Detail
5 POINTS	Master's degree with 30 units core ECE/CD including specialized courses, 8 management/ administration units OR Administrative Credential AND 21 hours PD annually	

California Department of Education
 May 2015