

California Race to The Top – Early Learning Challenge (RTT-ELC) San Francisco First 5 Quality Rating Self-Assessment Checklist

Introduction: First 5 San Francisco has embarked on a four-year pilot project with the California Department of Education as part of a federal award from the U.S. Department of Education. California was one of nine states that were awarded a Race to the Top Early Learning Challenge (RTT-ELC) grant from the U.S. Department of Education. The RTT-ELC grant involves 16 counties throughout California that will implement a pilot project to improve the quality of early care and learning.

First 5 San Francisco has opted to collaborate with five other counties in our Bay Area to implement the RTT-ELC grant and develop a Quality Rating and Improvement System (QRIS) that will cross county-lines. As part of our commitment to pilot the QRIS in our county, First 5 San Francisco has adopted the state's tiered Quality Continuum Framework, which has been organized to assess, improve and communicate the quality of early care and education programs consistently throughout the pilot counties.

Our local goals remain the same: *to improve the quality of early learning in three focused areas:*

- Child development and readiness for school;
- Teachers and their interactions with young children; and
- Program and classroom environment

QRIS is a process that aims to unify distinct sectors of the early education workforce into a coherent system. Numerous studies show that when children receive high quality care and education during their first five years of life, they are more ready for school, they are better readers, and they are more likely to graduate high school. These are realities that concern every child, every family, and every member of our community.

Below is a self-assessment checklist for licensed centers and family child care providers participating in First 5 San Francisco's Preschool for All initiative.

The RTT-ELC grant will require First 5 San Francisco to collect and verify the information you are self-identifying on this checklist. After you fill-out the checklist, you will get a site visit from our county's QRIS Advisor. Upon completion of the self-assessment, we will schedule a site visit to verify the information for documents we do **NOT** have on file.

Your site's self-assessment information will determine your overall QRIS points.

Instructions for Completing the QRIS Self-Assessment

Please enter your site’s identifying information – Name of the center, number of classrooms, the date the self-assessment completed, who completed, and general information about the site director and teachers and/or Family Child care (FCC) Provider:

Site Rating

The QRIS participating sites are assessed in seven elements of quality (5 for family child care homes):

1. Child Observation
2. Development & Health Screenings
3. Lead Teachers’ Qualification
4. Teacher child interactions
5. Ratio & group size (not applicable for FCC's)
6. Program environment
7. Director Qualifications (not applicable for FCC's)

The first tier in the QRIS requires a site to be in good standing with Community Care Licensing. Once all licensing requirements are met, points are assigned from Tier 2 through 5.

Centers may earn up to **35 points** across the **7 elements**, and **Family Child care Homes** may earn up to **25 points** total across **5 elements**. Requirements for each element are illustrated in this checklist. The self-assessment checklist is aligned with the Quality Rating Hybrid Matrix.

Examples of the types of documentation for each element are listed below with a checklist that includes definitions that will guide the total point ranges.

QRIS Hybrid Matrix		Point System				
Element	1	2	3	4	5	
1 Child Observation/Assessment						
2 Development and Health Screening						
3 Lead Teacher Qualification and Professional Development						
4 CLASS Assessment	self-report				external assessment	
5 Ratios and Group Size	self-report				verify on-site	
6 Environmental Rating Scale	self-report				external assessment	
7 Director Qualifications					self-report & verify on-site	

During the Self-Assessment, please read each question carefully and select one response per category. Follow the same criteria for each question. Once you have selected your answer, each response has a point, as you identify what best describes your site. You can calculate your points by adding them at the end. A table and definitions of the elements are explained at the end of the checklist that gives greater detail on the point ranges and the tiers associated with the points.

Self-Report

All QRIS sites will use a *portfolio* for self-report elements. In order to verify level of quality, all programs will be required to provide common documents demonstrating the level of quality for each element of the QRIS Matrix. The final rating will be on our QRIS database so that it is easily accessible to both the participating program and First 5 San Francisco.

File Review

Two children's files from each classroom will be randomly selected for review of child assessments and screenings by the external QRIS Advisor during observation visits (if the child has been in the program less than 60 days, another file may be selected). Every child should have evidence of screening and assessment, parent "opt-out" form, or detailed documentation of repeated attempts to obtain parental consent when conducting file review.

Conducting Classroom Assessments

As indicated in the QRIS Hybrid Matrix above, assessment is conducted for tiers 3 through 5 for elements 4 and 6, using the Classroom Assessment and Scoring System (CLASS) tool and the Environmental Rating Scales (ERS) for the appropriate age level. The following sections describe frequency of assessment and classroom selection.

Assessment Frequency: Every site will receive a formal, external assessment using the Environmental Rating Scale and the CLASS tools every other year. During this pilot rating period, the same classrooms will receive both the CLASS and the Environmental Rating 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 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 QRIS, a **classroom** is defined as:

- One teaching team using same physical classroom space and working with same age group;

- 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.

Use of Existing Assessments

An existing ERS and/or CLASS assessment may be accepted, if the assessment was:

- completed within 13 months of the rating;
- performed by a valid and reliable external assessor through San Francisco Quality Connections at WestEd; and
- conducted with the same teaching team, child age group, and physical location.

Do you need more information about the Quality Rating Improvement System?

Help is available. If you have any questions about how to complete the Quality Rating Self-Assessment checklist or you need help for your upcoming site visit, you may email Zoobi Waqar at First 5 San Francisco: zoobi@first5sf.org. Zoobi is our county’s QRIS Advisor and is available to answer your questions regarding this process.

Your success is our success – your participation in the Quality Rating Improvement System is much appreciated. Thank you for your commitment to Children and Families and for the vital work you do in every day.

San Francisco Quality Rating Improvement System
Self-Assessment Checklist

Name of Center and/or Family Child care Home:		Select Site Name	
Preschool Age Group:	Select Age Group	Infant/Toddler Group:	NOT APPLICABLE
Self-Assessment Date:	2/10/2014	Prepared by:	
Number of Classrooms		Number of Classrooms	

CORE I: CHILD DEVELOPMENT AND SCHOOL READINESS

1. Child Observation - All five domains of development:

1a. Does your program use evidenced based child observation tool for assessments that covers: (social-emotional, cognitive, language/communication, & physical)

Documentation: Copy of Child Observation Policy/procedures and children files

Box Checked?

1b. Program uses a reliable child observation tool for assessments that is Aligned with California Foundations and Frameworks

Documentation: Copy of observation tool

Box Checked?

1c. Program uses DRDP 2010: (✓ check all that apply)

Documentation: Review 3 Children files & classroom observation Verify by reviewing written lesson plans for verification that materials and equipment are rotated to conform to the curriculum including the outdoor space. Review the daily schedule for routines and that lesson plans are current. Curriculum for infants is unlike for preschool children. It is based on *infants* daily routines.

Twice a year for all the children enrolled

DRDP results are used for curriculum planning (e.g., lesson plans)

Are all Boxes Checked?

1d. Program uses DRDP 2010: (✓ check all that apply)

Documentation: Review 3 Children files & conduct classroom observation

Twice a year for all the children enrolled

DRDP results are used for curriculum planning (e.g., lesson plans)

Uploads DRDP data into DRDP tech/COCOA and results used for curriculum planning

Are all boxes checked?

2. Developmental and Health Screenings

2a. Program uses Health Screening Form

Documentation: Copy of Policy, and/or review 3 Children Files

Check all that apply

- Community Care Licensing Form LIC 701 “Physician’s Report-Child Care Centers
- Another Health form used at entry, then used annually,
- Or, Ensures Vision and hearing screenings are conducted annually

Are all boxes checked?

2b. Program shares the information with Families:

Documentation: Copy of Health Policy

Check all that apply:

- A standardized developmental screening tool used for all the children at entry
 - Health screening form is used
- Results from developmental screening form are followed

Are all boxes checked?

2c. Program uses developmental screening tool with all children

Documentation: Screening tool and children files

Check all that apply:

- Developmental screening tool used. (Please identify which developmental screening tool if other than ASQ and ASQ-SE is used for all children in your program:
- Results of the screening tool shared with families
- Staff uses results of the screening to make referrals

If program is using the screening tool for all children thus meet criteria from point level 2

Are all boxes checked?

2d. Program uses ASQ and ASQ- SE developmental screening tool with all children.

Documentation: QRIS Reviewer will verify documents during on-site visit.

Check all that apply:

- Developmental screening tool ASQ and ASQ-SE is used for all children
- Results of the screening tool shared with families
- Staff implements intervention strategies incorporating screening results to make appropriate adaptations

If program is using the screening tool for all children thus meets criteria from point level 2

Are all boxes checked?

CORE II: TEACHERS AND TEACHING

3. Minimum Qualifications for Lead Teachers/Family Child Care Home (FCCH)

Please identify the following statements that reflect 75% of your Lead Teachers at this site.

Please choose **ONE** of these categories in 3a through 3d.

Documentation: Transcripts/Registry; State Date for Renewal of CCTC Permits

3a. 75% of the Lead Teachers have 24 units of ECE/CD

- **OR** -

75% of the Lead Teachers have Associate Permit + 12 units of ECE/CD

FAMILY CHILD CARE HOMES: 12 units of ECE

Which Lead Teacher Qualifications Apply?

Documentation: Transcript and professional development certificates/documentation; State Date for Renewal of CCTC Permits

3b. 75% of lead teachers have 24 units of ECE/CD + 16 units of General Education
Or Teacher Permit and 21 hours of professional development annually.

Which Lead Teacher Qualifications Apply?

Documentation: Transcript and professional development certificates/documentation; State Date for Renewal of CCTC Permits

3c. 75% of lead teachers have an Associate degree (AA) in ECD/CD
Or 60 units including 24 units of ECE.

- **OR** -

75% of Lead Teachers have AA in any field plus 24 units of ECE/CD

- **OR** -

75% have a Site Supervisor Permit and 21 hours of professional development (annually).

Which Lead Teacher Qualifications Apply?

Documentation: Transcript and professional development certificates/documentation; State Date for Renewal of CCTC Permits

3d. 75% of Lead Teachers with Bachelor's degree in ECE/CD or closely related field
with 48 units in ECE/CD

- **OR** -

Master's degree in ECE/CD

- **OR** -

Program Director Permit and 21 hours of professional development (annually)

Which Lead Teacher Qualifications Apply?

4. Effective Teacher Child Interactions: CLASS Assessments

Please identify which of the following statements best reflects your site.

Please choose **ONE** of these categories in 4a through 4d.

Documentation: Attendance certificate or handouts

4a. Please identify which of these statements reflect your site’s use of CLASS Assessments:

- At least one representative from the site is familiar with CLASS for appropriate age group.

Are all boxes checked?

Documentation: Individual staff professional growth plans.

4b. Program uses independent CLASS assessment by reliable observer to inform the program’s professional development improvement plan.

Are all boxes checked?

Documentation: San Francisco Quality Connections CLASS Observation

4c. Program uses independent CLASS assessment by external and reliable observer.

Please check from the following scores that best corresponds to your CLASS Pre-K Classroom:

- Emotional Support - 5.0
- Instructional Support - 3.0
- Classroom Organization - 5.0

Please check from the following scores that best corresponds to your CLASS Toddler Classroom:

- Emotional & behavioral Support - 5.0
- Engaged Support for Learning - 3.5
- Not Applicable

Are all boxes checked?

4d. Program uses independent CLASS assessment by external and reliable observer.

Please check from the following scores that best corresponds to your CLASS Pre-K Classroom:

- Emotional Support - 5.5
- Instructional Support - 3.5
- Classroom Organization - 5.5

Please check from the following scores that best corresponds to your CLASS Toddler Classroom:

- Emotional & behavioral Support - 5.5
- Engaged Support for Learning – 4.0
- Not Applicable

Are all boxes checked?

Core III: Program and Environment – Administration and Leadership

FCCH is excluded from ratio and group size

Documentation: Classroom Roster and Classroom Observation

5. Center – Ratio Group size

Please identify which of the following statements best reflects your site.

Please choose **ONE** of these categories in 5a through 5d.

5a. Ratios and Group Size

Does your site have the following ratios based on the following age-groups at your site:

- Infant/Toddler - 4:16 (4 adults/ 16 infants and toddlers)
- Toddler - 3:18 (3 adults and 18 toddlers)
- Preschool - 3:36 (3 adults and 36 children)

Are all boxes checked?

5b. Ratio and Group size

Does your site have the following ratios based on the following age-groups at your site:

- Infant/Toddler - 3:12 (3 adults/12 Infants and Toddlers)
- Toddler - 2:12 (2 adults and 12 toddlers)
- Preschool - 2:24 (2 adults and 24 children)

Are all boxes checked?

5c. Ratio and Group size

Does your site have the following ratios based on the following age-groups at your site:

- Infant/Toddler - 3:12 or 2:8 (3 adults/12 Infants & Toddlers **OR** 2 adults/8 Infants & Toddlers)
- Toddler - 2:10 (2 adults and 10 toddlers)
- Preschool - 3:24 (3 adults and 24 children **OR** 2 adults and 20 children)

Are all boxes checked?

5d. Ratio and Group size

Does your site have the following ratios based on the following age-groups at your site:

- Infant/Toddler - 3:9 or better (3 adults/9 Infants & Toddlers **OR** 3 adults/7 Infants & Toddlers)
- Toddler - 3:12 or better (3 adults and 12 toddlers **OR** 3 adults/10 toddlers)
- X Preschool - 3:20 or better (3 adults and 20 children **OR** 3 adults & 18 children)

Are all boxes checked?

6. Program Environment Rating Scale

ECERS, ITERS-R, FCCERS-R used for appropriate settings

Please identify which of the following statements best reflects your site.

Please choose **ONE** of these categories in 6a through 6d.

Documentation: attended orientation or webinar sessions.

X 6a. Is your program familiar with ERS and every classroom uses ERS as a part of a Quality Improvement plan

Is this box checked?

Documentation: attended orientation or webinar sessions.

6b. **Centers Only:** uses independent ERS assessment and all subscales completed and the overall average score level is 4.0

Is this box checked?

Documentation: External assessment conducted by reliable assessor, SF Quality Connections.

6b. **Center-Based:** uses independent ERS assessment and all subscales completed and the overall average score level is 4.0

Is this box checked?

6b. **Family Child care Homes:** FCCH uses independent FCCERS assessment and the overall score level is 3.0.

Is this box checked?

Documentation: External assessment conducted by reliable assessor, SF Quality Connections.

6c. Program uses independent ERS assessment and all subscales completed and the overall average score level is not less than 5.0

Is this box checked?

Documentation: External assessment conducted by reliable assessor, SF Quality Connections.

X 6d. Program uses independent ERS assessment and all subscales completed and the overall average score level is not less than 5.5

Is this box checked?

7. Program Administration and Leadership: Director Qualifications (Centers only)

Please identify the following statements that your Program Director qualifications at this site.
Please choose **ONE** of these categories in 7a through 7d.

Documentation: Transcripts and current permit

7a. Program Director has 24 units core of ECE/CD plus 16 units of General Education plus 3 units management/administration Or Master Teacher Permit

Is this box checked?

7b. Program Director has Associate degree with 24 core units ECE/CD plus 6 units management/administration plus 2 units adult supervision Or site supervisor Permit **AND** 21 hours of professional development annually?

Is this box checked?

X 7c. Bachelor's degree with 24 core units ECE/CD plus 8 units management/administration Or Program Director Permit **AND** 21 hours of professional development annually?

Is this box checked?

7d. Master's degree with 30 core ECE/CD including specialized courses plus 8 units management/administration, Or Administrative credential And 21 hours of professional development annually.

Is this box checked?

Calculate your points received in Tier 2 to Tier 5. You must mark and add ONE ELEMENT in each CORE section. If not sure, please ask your QRIS Advisor's Assistance.

Total points _____.

Definitions:

Curriculum Planning: One of the major aspects of high quality programs for young children is the curriculum, which stems from sound principles of child development and reflects that each child is a unique person with an individual pattern and timing of growth and development. The curriculum consists of developmentally appropriate practices that are based on a holistic view of children, meeting their needs in all six developmental areas: physical, motor, social, emotional, language, and cognitive. Curriculum is carefully planned to meet both short-term and long-term goals for the program and for individual child.

Curriculum is what happens every day in the classroom and on the playground. It includes every aspect of the daily program. Curriculum derives from the program's mission statement, philosophy (which, in turn, is based on materials and equipment are used, activities that children and adults participate in, and interactions among children and between children and adults).

Child Observations/assessments: Children's progress is documented informally on a continuous basis using a series of brief anecdotal records (descriptions of the child's behavior or skills in given situations). Children's progress is documented formally at least twice/year using DRDP-2010 based on an observational format (tool that indicate physical, motor, language, cognitive, social, and emotional development/progress).

Information gained through objective observation is used to inform the development of curriculum. Objective observation of children is the primary method of gathering information for assessment. In the case of children with special needs, other forms of formal assessment and evaluation may be needed and should be conducted by trained personnel. Information on each child is collected, summarized and analyzed to document progress, and this information is shared with families. If you are a PFA site, you are already using DRDP assessment tool twice a year and you are entering the information into the COCOA database.

Program policies and procedures provide evidence for any assessment/observation tool or evidence may come from a published professional organization that states standardized tool. The assessment tool DRDP is aligned with CA Foundations & Framework ([website: http://www.cde.ca.gov/sp/cd/re/cddpublications.asp](http://www.cde.ca.gov/sp/cd/re/cddpublications.asp)). Following are some of the examples of assessment/observation tools: Creative Curriculum- GOLD, Creative Curriculum for Infants/Toddlers Developmental continuum, Creative Curriculum for Preschoolers Developmental Continuum, High Scope Child Observation Record for Infants and Toddlers, High Scope Child Observation Record for Preschoolers, The Ounce Scale, LIEER Early Learning Scale.

Developmental and health Screenings:

Child screenings, developmental and health must be completed on all children at the enrollment (required by Community Care Licensing form, Head Start, etc.). Developmental screenings like ASQ, ASQ-SE, Lap-D, ESI-P, Nipissing for Zero to Five, Mullen scales of early learning, DIAL 3, Denver II, Parents evaluation of Developmental status etc. The screenings help identify if children need outside services. Program works with families to screen all children using the screening tool and program uses the results to support interventions and adaptations as appropriate. For health screening physician's report on LIC 701 is used by childcare centers at entry or programs conduct vision and hearing screenings annually.

Teacher/Director Qualifications: One of the most important determinants of program quality is hiring qualified staff in order to ensure the provision of quality services to children and families. Minimum education qualification may ensure that staff has basic awareness of what is required to perform their assigned functions responsibly.

Professional Development: The quality of the staff/caregivers is the most important determinant of the quality of programs. Research shows that the level of professional preparation and formal education directly impact developmental outcomes for children. Teachers make decisions about the environment and the curriculum based on knowledge of early childhood theories and best practices. An on-going plan for continued professional development for each staff member, including the director or for each person working in family childcare homes with the children.

Effective Teacher-Child Interactions: The environment affects the way children behave, develop, and learn. It also affects the quantity and quality of interactions between adults and children. It includes tangible aspects, such as appropriate materials and equipment and intangible aspects, such as the physical and human qualities that together create an atmosphere that promotes self-esteem, social interaction, rich language, and joy of learning. The social episodes that take place on regular bases amongst teachers, children and other adults in the classroom are called teacher-child interactions. First5SF is using CLASS assessment tool to evaluate the quality of teacher-child interactions in the program.

Ratios and Group Sizes: Title 22 Regulations for centers apply: Centers must meet the Community Care Licensing standards at a minimum. Employed staff must meet the needs of all children in attendance and provide visual observation and supervision at ALL times. Classroom means a group of children supervised and taught by two paid staff. The group size is determined by age of the children. There is one qualified lead teacher with an aide for the group size. Programs should have their operation policies and procedures.

Program Environment Rating Scale: The environment meets all required local, state, and federal regulations. It includes space (per square foot., both indoors and outdoors) with appropriate equipment and materials that encourage children to engage in hands-on learning. The Early Childhood Environment rating Scale (ECERS) is widely used for assessing program quality serving children 2 1/2 through 5 years of age. The ECERS have 7 subscales with 43 items. The environment of San Francisco represent's diverse languages and cultures.

TOTAL POINT RANGES

Program Type	Tier 1	Tier 2	Tier 3	Tier 4	Tier 5
Centers 7 Elements for 35 points	CCLD min. req. No point value Must meet all elements	Point Range 8 to 19	Point Range 20 to 25	Point Range 26 to 31	Point Range 32 & above
Infant only centers 6 Elements for 30 points	No point value Must meet all elements	Point Range 7 to 16	Point Range 16 to 21	Point Range 22 to 26	Point Range 27 & above
FCCHs 5 Elements for 25 points	No point value Must meet all elements	Point Range 6 to 13	Point Range 14 to 17	Point Range 18 to 21	Point Range 22 & above
Infant only FCCHs 4 Elements for 20 points	No point value Must meet all elements	Point Range 5 to 10	Point Range 11 to 13	Point Range 14 to 17	Point Range 18 & above

07/21/2013