

Santa Clara County
Race to the Top
(RTT)

Quality Rating
and
Improvement System
(QRIS)

Site Portfolio

Family Child Care

Family Child Care Home Name:

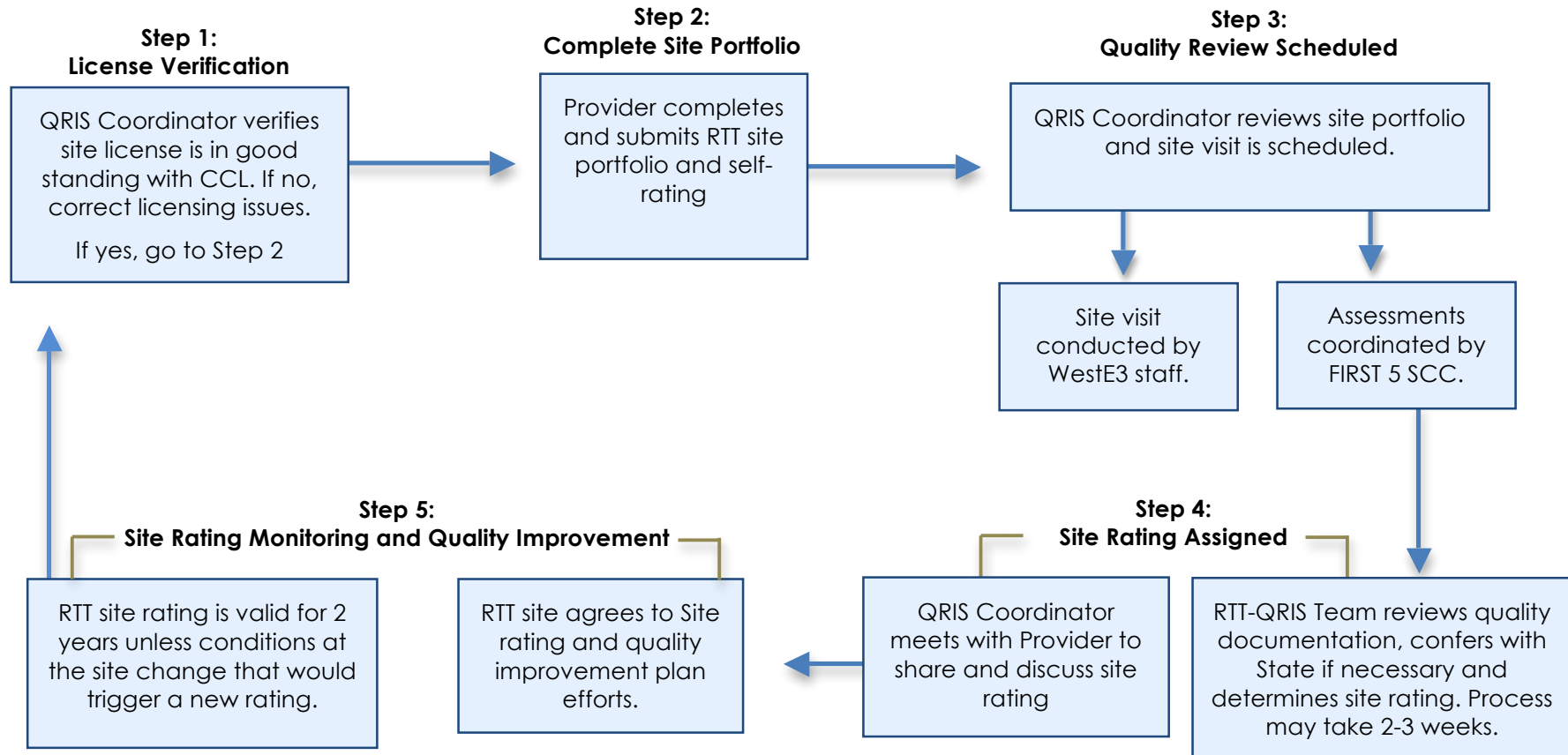
License Number: _____

Address: _____

Date: _____



Portfolio and Site Rating Process



This process chart illustrates the site rating and portfolio process only. Additional protocols such as the site rating appeal process are currently under development.

Santa Clara County Race to the Top (RTT) Quality Rating and Improvement System (QRIS) Site Portfolio



Site Name:

This RTT Site (RTT) Portfolio is designed as a self-rating tool as well as a document checklist to help RTT sites prepare for the quality review process. Completing this portfolio before a site visit will facilitate a more efficient review process. Be sure to review the directions on each page carefully and ensure that all information is thoroughly completed before submitting.

Instructions:

Step 1: Before the scheduled site visit, self-rate the RTT site by going through each of the appropriate rating elements and using the check boxes to rate the site and to check-off documents that will be available for review at the time of the site visit.

- To estimate the overall site rating, please read and follow the instructions under each quality element carefully.
- Check boxes are available in sections that require attention and completion.

Rating Element	Family Child Care Homes	Infant Only Family Child Care Homes
Child Observation	X	X
Developmental and Health Screenings	X	X
FCC Director Qualifications	X	X
CLASS™ Assessment	X	X
ERS Assessment	X	X

Step 2: Indicate the sub-score at the bottom of each quality element and add the total site score on the last page.

Step 3: Email the completed portfolio to the QRIS Coordinator: Regina Garcia

For questions on completing your portfolio, the QRIS Coordinator can be reached at (408) 332-8464 or santaclaracountyrtt@wested.org.

Step 4: The RTT-QRIS Coordinator will review the completed portfolio and will contact the Provider if there are any additional questions or site visits that need to be coordinated.

Site Visit Protocols

1. The quality review process involves a scheduled visit, the review of two randomly selected child files, and a 10-minute interview with the Family Child Care provider.
2. The quality reviewer will not need to take photocopies of documents and is only looking at documents to verify if quality element criteria are met.
3. A quality reviewer will need to see (verify) sources of evidence for each classroom to confirm that criteria under each quality element have been met.
4. Providers should inform any staff members in advance of the visit.
5. Please have documents and/or files easily available and accessible at the time of the site visit to allow the review process to go smoothly.

Publishing of Site Ratings

RTT site ratings will not be made public until the end of the RTT pilot (December 2015). However, all RTT sites will receive a full site rating report and will have an opportunity to review and discuss with the quality reviewer how the site rating was determined and the next steps. There may also be instances when the quality reviewer will need to confer with the State before a site rating can be determined, which may delay the release of the rating.

RTT Site Information

Family Child Care Home Name:
Provider's Name and Title:

Provider's Email:
Provider's Phone:
Provider's Mobile:

Type of Program: Small Family Child Care Home (Up to 8 children) Large Family Child Care Home (Up to 14 children)	Does the site have any of the following actions in progress by Community Care Licensing? Yes No <i>If yes, please check all that apply below:</i> A non-compliance conference An administrative action taken or currently in-progress A probationary license
--	--

	Actual Number of Infants Served
	Actual Number of Toddlers Served
	Actual Number of Preschoolers Served

	Total Number of Children Served
	Total Number of Preschool Dual Language Learners (# of preschoolers primarily speaking a language other than English at home)
	Total Number of Teaching Staff (Teachers, Assistants, Aides, etc.)

Total Numbers of Children of each Ethnicity Served			
	Asian		White
Hispanic or Latino	Black or African American		Native Hawaiian or Other Pacific Islander
American Indian or Alaskan Native	More than one race		

Program Information

Days of Operation		Hours of Operation	
<input type="checkbox"/>	Monday	<input type="checkbox"/>	Monday
<input type="checkbox"/>	Tuesday	<input type="checkbox"/>	Tuesday
<input type="checkbox"/>	Wednesday	<input type="checkbox"/>	Wednesday
<input type="checkbox"/>	Thursday	<input type="checkbox"/>	Thursday
<input type="checkbox"/>	Friday	<input type="checkbox"/>	Friday
<input type="checkbox"/>	Saturday	<input type="checkbox"/>	Saturday
<input type="checkbox"/>	Sunday	<input type="checkbox"/>	Sunday

<input type="checkbox"/>	Do you use a curriculum in your program? (yes/no) If yes, which one?
--------------------------	---

List Languages Spoken or Used by Children at the Site

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Funding Source (Contract funding for child care services at this site -- Please Check All that Apply)

<input type="checkbox"/>	Head Start
<input type="checkbox"/>	Early Head Start
<input type="checkbox"/>	General Child Care
<input type="checkbox"/>	Private
<input type="checkbox"/>	IDEA Part C (Early Intervention)

<input type="checkbox"/>	IDEA Part B (Special Education)
<input type="checkbox"/>	Home Visiting
<input type="checkbox"/>	First 5 Local Non-CSP Funds
<input type="checkbox"/>	Voucher
<input type="checkbox"/>	Number of Voucher Payments (# of children receiving alternative payment program and/or CalWORKS Stage 1, 2, 3 voucher at time of rating)

<input type="checkbox"/>	Migrant Head Start
<input type="checkbox"/>	State Migrant
<input type="checkbox"/>	CDD Contract
<input type="checkbox"/>	Other

Quality Element 1: Child Observation

Instructions: Check the qualifying tier and the tier criteria for the RTT Site.

Check only one →	Tier 1 (1 Point)	Tier 2 (2 Points)	Tier 3 (3 Points)	Tier 4 (4 Points)	Tier 5 (5 Points)
Tier Criteria	Not required	Program uses evidence-based child assessment/ observation tool annually that covers all five domains of development	Program uses valid and reliable child assessment/ observation tool aligned with <i>CA Foundations & Frameworks</i> ¹ twice a year.	DRDP 2010 (minimum twice a year) and results used to inform curriculum planning 	Program uses DRDP 2010 twice a year and uploads into DRDP Tech and results used to inform curriculum planning

Instructions: Check the document(s) below that will be available for review at the time of the site visit. Two randomly selected children’s files will be reviewed for verification of quality elements. Children must be enrolled for at least 60 days.

Acceptable Documents	Not required	Write the name of evidence-based assessment tool below used by the site: _____	Name of the assessment tool: _____	DRDP scores DRDP goals and lesson plans <u>Option 1:</u> NAFCC accreditation OR <u>Option 2:</u> Copy of Head Start School Readiness Goals OR <u>Option 3:</u> Copy of form CD 4001-B OR <u>Option 4:</u> Evidence of <u>at least 2</u> of the following: Curriculum statement Lesson plan Planning webs Lesson planning notes AND Two child files
-----------------------------	--------------	---	---	--

Note: If your site uses an observation tool other than DRDP complete page 13.

→ **Sub score from Quality Element 1:** _____

¹ As of 01/2014 approved assessments are: Creative Curriculum GOLD and Early Learning Scale by National Institute of Early Education Research (NIEER).

Quality Element 2: Developmental and Health Screenings

Instructions: Check the tier and the criteria for the tier for which the RTT site qualifies. Be sure to complete the narrative questions regarding the site's developmental screening practices on the next page.

Check only one →	Tier 1 (1 Point)	Tier 2 (2 Points)	Tier 3 (3 Points)	Tier 4 (4 Points)	Tier 5 (5 Points)
Tier Criteria	Meets Title 22 Regulations	Health Screening Form (Community Care Licensing form LIC 701 "Physician's Report - Child Care Centers" or equivalent) used at entry, then: Annually OR Ensures vision and hearing screenings are conducted annually	Program works with families to ensure screening of all children using a valid and reliable developmental screening tool at entry and as indicated by results thereafter AND Meets Criteria from point level 2	Program works with families to ensure screening of all children using the ASQ at entry and as indicated by results thereafter AND Meets Criteria from point level 2	Program works with families to ensure screening of all children using the ASQ & ASQ-SE , if indicated, at entry, then as indicated by results thereafter AND Program staff uses children's screening results to make referrals and implement intervention strategies and adaptations as appropriate AND Meets Criteria from point level 2

Instructions: Check the document(s) below that will be available for review at the time of the site visit. Two randomly selected children's files will be reviewed. Children must be enrolled for at least 60 days.

Acceptable Documents	Not Required	LIC 701 Physicians report OR Evidence of annual vision and hearing screenings.	<input type="checkbox"/> Developmental screening tool used: <input type="checkbox"/> ASQ <input type="checkbox"/> PEDS <input type="checkbox"/> ASQ-SE <input type="checkbox"/> Other _____ AND <input type="checkbox"/> LIC 701 Physicians report <input type="checkbox"/> Evidence of annual vision and hearing screenings <input type="checkbox"/> Evidence of rescreening, referral, parent refusal for children identified with a concern <input type="checkbox"/> Evidence of screening and referral process <input type="checkbox"/> 2 completed developmental screenings where a concern has been indicated.	<input type="checkbox"/> Child File Review: Evidence of family reported ASQ used at entry (Date) AND <input type="checkbox"/> LIC 701 Physicians report <input type="checkbox"/> Evidence of annual vision and hearing screenings <input type="checkbox"/> Evidence of Family engagement in screening process <input type="checkbox"/> Evidence of how staff use screening results <input type="checkbox"/> 2 completed <u>referrals</u> or <u>rescreening</u> for children identified with a concern <input type="checkbox"/> 2 completed developmental <u>screenings</u> where a concern has been indicated	<input type="checkbox"/> Evidence of family reported ASQ and ASQ-SE used at entry (Date) AND <input type="checkbox"/> LIC 701 Physicians report <input type="checkbox"/> Evidence of annual vision and hearing screenings <input type="checkbox"/> Intervention plan showing intervention strategies and adaptations used in the classroom <input type="checkbox"/> 2 completed developmental screenings where a concern has been indicated.
----------------------	--------------	---	---	---	--

→ Sub score from Quality Element 2: _____

Quality Element 2: Developmental Screening Narrative Questions

Instructions: Only complete this section if the site conducts developmental screenings.

1. Does your program conduct developmental screenings at entry? **Yes** **No**
2. Describe the program's developmental screening process.
3. How does the program engage families in the developmental screenings process at entry?
4. Are developmental screening results shared with parents? **Yes** **No**
If yes, please describe how below.
5. How is developmental screening information used to make referrals?
6. How do you use developmental screening information to implement intervention strategies and inform instruction?

Notes/Comments:

Quality Element 3: Provider Qualifications

Instructions: This is for reference only. Go to the next page to complete the Provider Qualifications checklist.

Check only one →	Tier 1 (1 Point)	Tier 2 (2 Points)	Tier 3 (3 Points)	Tier 4 (4 Points)	Tier 5 (5 Points)
Tier Criteria	Meets Title 22 Regulations 15 hours of training on preventive health practices	12 units of ECE/CD OR Associate Permit	24 units of ECE/CD + 16 units of General Education OR Teacher Permit AND 21 hours professional development (PD) annually	Associate's degree (AA) in ECE/CD in ECE/CD (or closely related field) OR AA/AS in any field plus 24 units of ECE/CD OR Site Supervisor Permit AND 21 hours professional development (PD) annually	Bachelor's degree in ECE/CD (or closely related field) OR BA/BS in any field plus/with 24+ units of ECE/CD (or Master's degree in ECE/CD) OR Program Director Permit AND 21 hours professional development (PD) annually

Instructions: Fill in the information below.

What staff files are available to verify this quality element?				
Permit	Degree: AA, BA/BS, Master's	Transcripts	Professional Development Growth Plan	
Where are staff documents located?				
On-Site	Off-Site	If off-site name the location. _____		
Provider's Full Name	Highest Degree Earned	Indicate Qualifying Tier Number based on criteria on the previous page	CARES Plus Provider	
			Yes	No

→ Sub score from Quality Element 3: _____

Quality Element 4: Effective Teacher-Child Interactions (CLASS™ Assessments)

Instructions: If the site qualifies for Tier 1 or 2, complete the shaded area below. If the site falls under Tier, 3, 4 or 5, this section is for reference only. A CLASS assessor will submit scores for Tiers 3, 4 and 5 and a quality review will determine the appropriate tier rating.

	Tier 1	Tier 2	Tier 3	Tier 4	Tier 5
	Tier Rating will be determined by E3				
Tier Criteria	Not Required	Familiarity with CLASS™ for appropriate age group as available by one representative from the site	Independent CLASS™ assessment by reliable observer to inform the program’s professional development/ improvement plan	Independent CLASS™ assessment by reliable observer with minimum CLASS™ scores: Pre-K <ul style="list-style-type: none"> ▪ Emotional Support: 5 ▪ Instructional Support: 3 ▪ Classroom Organization: 5 Toddler: <ul style="list-style-type: none"> ▪ Emotional & Behavioral: Support: 5 ▪ Engaged Support for learning: 3.5 	Independent assessment with CLASS™ with minimum CLASS™ scores: Pre-K <ul style="list-style-type: none"> ▪ Emotional Support – 5.5 ▪ Instructional Support – 3.5 ▪ Classroom Organization – 5.5 Toddler: <ul style="list-style-type: none"> ▪ Emotional and Behavioral: Support: 5.5 ▪ Engaged Support for learning: 4
Acceptable Documents	Not Required	Evidence of having a broad understanding of the site’s assessment tool can include: <ul style="list-style-type: none"> Attended overview orientations Webinars Trainings College courses Other: <i>Note: Training does not have to be to the depth of completing assessments or observations.</i>	<ul style="list-style-type: none"> ▪ An external assessor will conduct a CLASS™ assessment if one has not already been conducted for the selected classroom(s). ▪ Site visits will be scheduled in advance. If there is a substitute teacher in the classrooms on the day of the assessment an alternate classroom will be selected and/or the assessment will be rescheduled. ▪ RTT classrooms that have existing CLASS™ scores will not need to be re-assessed. Existing scores are valid if one has already been conducted within the last 13 months. 		

Sub score Quality Element 4, Tiers 1 & 2 only: _____

Sub score Quality Element 4, Tiers 3, 4, or 5 : N/A

Quality Element 5: Program Environment Rating Scale (ERS Assessment)

Instructions: Unless the site falls under Tier 1 or 2, this is for reference only. A quality reviewer will determine the rating for Tiers 3, 4, or 5 using either existing ERS scores or after an ERS assessment has been conducted.

Check only one tier box →	Tier 1 (1 Point)	Tier 2 (2 Points)	Tier 3 (3 Points)	Tier 4 (4 Points)	Tier 5 (5 Points)
	Tier Rating will be determined by E3				
Tier Criteria <i>(Use tool for appropriate setting: FCCERS-R)</i>	Not Required	Familiarity with ERS and every classroom uses ERS as a part of a Quality Improvement Plan	Independent ERS assessment. All subscales completed and averaged to meet overall score level of 4.0	Independent ERS assessment. All subscales completed and averaged to meet overall score level of 5.0	Independent ERS assessment. All subscales completed and averaged to meet overall score level of 5.5
Document Requirements	Not Required	Evidence of having a broad understanding of the site's assessment tool. Can include having attended overview orientations, webinars, trainings, college courses but not to the depth of completing assessments of observations.	<ul style="list-style-type: none"> ▪ An external assessor will conduct an ERS assessment if one has not already been conducted for the RTT selected classroom. ▪ Site visits will be scheduled in advance. Site directors will be informed the day of the assessment which classroom will be observed ▪ RTT classrooms that have existing ERS scores will not need to be re-assessed. Existing scores are valid if an ERS been conducted within the last 13 months. ▪ An average ERS scores will be tabulated and that average score will be used to factor the overall site rating. ▪ Contact the QRIS coordinator or the assessor if there is a substitute teacher in the classroom on the day of the scheduled assessment. 		

Sub score Quality Element 6, Tier 1 or 2: _____

Sub score Quality Element 5, Tier 3, 4, or 5: TBD

Quality Element 1 Comments: Child Observation Tool — Continued from Page 7

If your program uses child observation tools other than DRDP and DRDP Tech, please indicate the name of the tool below as well as any other pertinent information about the tool that the quality reviewer will need to know in preparation for the site and document review.

Additional Information: *Please include additional information about the site, the classrooms, and/or staff members that we may need to know prior to conducting an RTT site visit.*

Estimated Total Scores, Total Score, and Estimated Site Tier Rating

Site Name:		Quality Element 1	
Date of Self-Rating:		Quality Element 2	
		Quality Element 3	
		Quality Element 4	
		Quality Element 5	
		Estimated Total Score:	
		Estimated Site Tier Rating:	

Total Point Ranges					
Program Type	Common-Tier 1	Local-Tier 2 ²	Common-Tier 3	Common-Tier 4	Local-Tier 5 ³
Family Child Care Homes 5 Elements for 25 points	Blocked (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 and above
Infant-only Family Child Care Homes 4 Elements for 20 points	Blocked (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 and above

~Thank you for your participation in RTT QRIS ~

² Local-Tier 2: Local decision if Blocked or Points and if there are additional elements

³ Local-Tier 5: Local decision if there are additional elements included

Note: Point values are not indicative of Tiers 1-5 but reflect a range of point values