

A collection of colorful wooden alphabet blocks is scattered on a white surface. In the foreground, three blocks are prominent: a red one with the letter 'A' and an apple illustration, a green one with the letter 'B' and a pineapple illustration, and a yellow one with the letter 'C'. Other blocks with letters like 'Q', 'R', 'S', and 'O' are visible in the background. A large, semi-transparent blue graphic element is on the left side of the image.

Welcome!

California QRIS Consortium Meeting

June 29, 2016
Yolo County Office of Education
9:00 a.m. – 4:00 p.m.

CA-QRIS Consortium Meeting

Today's Agenda

- 9:00 – 9:30 a.m. Recognition of RTT-ELC Regional Leadership Consortia
- 9:30 – 10:15 a.m. Welcome and Overview
- 10:15 – 10:30 a.m. Ice Breaker and Introductions
- 10:30 – 11:10 a.m. Revisiting the Burrito: How are states re-examining their rating matrices?
- 11:10 – 12:10 p.m. Planning Committee & Advisory Group Selection Process
- 12:10 – 12:55 p.m. **Networking Lunch**
- 12:55 – 1:00 p.m. Voting Results
- 1:00 – 1:45 p.m. Evaluation Report
- 1:45 – 2:35 p.m. Preparing for Transition – What is next?
- 2:35 – 3:50 p.m. Workgroup Activity: Examining the Rating Matrix
- 3:50 – 4:00 p.m. Closing and Adjourn

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Recognition of RTT-ELC Regional Leadership Consortia

*Certificate Presentation by:
Tom Adams, Deputy Superintendent*

In recognition of leadership and outstanding contribution to California's Race to the Top-Early Learning Challenge Grant and lasting commitment to high-quality early learning for young children and their families.

- First 5 Alameda
- First 5 Contra Costa
- First 5 El Dorado
- Fresno County Office of Education
- Los Angeles County Office of Child Care
- Los Angeles Universal Preschool
- Merced County Office of Education
- Orange County Office of Education
- Sacramento County Office of Education
- First 5 San Diego
- First 5 San Francisco
- First 5 San Joaquin
- First 5 Santa Barbara
- First 5 Santa Clara
- First 5 Santa Cruz
- First 5 Ventura
- First 5 Yolo

Highlights

- During 2015, all 58 counties began participating in either one or both funding opportunities indicating program quality improvement is a major priority at the state and local level in preparing young children for lifelong success.
- In 2012, California was serving 475 sites and by 2015 they have increased 590 percent to 3,278 sites.
- In 2012, 1,565 children were in participating sites and by 2015 it increased to 124,734.

First 5 Alameda

“In the last year we have piloted a new alignment strategy by working closely with our largest school district to ensure that their internal coaching resources are receiving QRIS assessment information and developing QIP’s that are consistent with those developed by QRIS coaches.”

First 5 Contra Costa

“Out of the 101 programs, we were able to engage 34 Family Child Care providers, which demonstrate a strong response towards our diverse early childhood workforce.”

First 5 El Dorado

“High 5 for Quality set ambitious QRIS participation goals and through an innovative strategy of library outreach and language and literacy curriculum professional development, we were able to recruit and engage the additional family child care providers to meet our goals.”

Fresno COE

“This year we were able to have staff reach reliability in CLASS and ERS as anchors. This is a huge success for this county. Building local capacity will not only allow us to have capacity to meet our assessment need but also support build our mentoring counties capacity.”

Los Angeles County Office of Child Care

“One of the most exciting achievements for LAC-OCC during 2015 was the advertisement of the First Draft of the RTT Rating Guide on our websites. In 2016, we will post additional ratings to recognize all of the rated programs that worked vigorously to improve the quality of early childhood education.”

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Los Angeles Universal Preschool

- Participants (administrators, teachers, teacher assistants, and specialists) came from 14 Compton Unified School District state preschool sites to partake in the Teaching Pyramid modules.
- The post-training summary showed that teachers indicated a decrease in stress associated with dealing with children's challenging behaviors and an increase in feelings of confidence and effectiveness around promoting children's positive behaviors and preventing or reducing challenging behaviors.
- Administrators reported increases in their effectiveness in supporting teachers to work with children to prevent or reduce challenging behaviors.

Merced COE

“Over the past six months, the coaching team has implemented Professional Learning Communities (PLC’s) with teachers to extend their engagement while going deeper in their understanding of the CLASS tool.”

Orange COE

“When we received the RTT-ELC grant in 2012, we were serving 25 classrooms, and providing QI services only. At the close of the RTT-ELC pilot, we have a full TQRIS system serving 285 sites.”

Sacramento COE

- A big emphasis was placed to engage teaching staff and administrators in ECE/CD courses. This included offering both general education and ECE/CD course work.
- Some of the courses offered include:
 - Elementary Algebra
 - Environmental Rating Scales in Early Childhood Education, and Children with Special Needs
 - The Intentional, Reflective Teacher, Foundations of Leadership in Early Childhood Settings

First 5 San Diego

“In program year 2012-2013, 89% of sites were rated at a Tier 4 or Tier 5. By program year 2014-2015, 94% of the same sites were rated at a Tier 4 or Tier 5.”

First 5 San Francisco

“Currently, San Francisco is using city-wide DRDP-2015 data, daily attendance data, and developmental screening information, and we are beginning to use this child-level data to improve child outcomes and pinpoint instructional and other needs through data-driven, equity place-based interventions.”

First 5 San Joaquin

“For Calendar Year 2015, program participation reached its target goal of 195 participating sites, with a wait list established.”

First 5 Santa Barbara

“We have made great strides in fully aligning the QRIS elements and the 10 NAEYC accreditation standards. Two school districts representing 16 sites will now be applying for accreditation by the end of 2016.”

First 5 Santa Clara

“Continuous Quality Improvement FIRST 5 provided twenty-five early educators an opportunity to attain a bachelor’s degree as one of many continuous quality improvement efforts in the County. The BA Cohort program focused on improving site scores in Quality Element 3 (Minimum Qualifications for Lead Teacher/ Family Child Care Home). Twenty-five participants will obtain a Bachelor’s Degree program in Human Development at San Jose State University (SJSU). “

First 5 Santa Cruz

“Creation of a video PSA and brochure, to increase understanding of the elements of quality child care, using participating RTT/CSPP sites * Creation of a logo and branding of quality to be introduced via the local R&R.”

First 5 Ventura

“In 2015, Help Me Grow engaged the Consortium on the creation of a comprehensive and visually appealing Developmental Screening Tool Kit. The Developmental Screening Tool Kit was designed to help early childhood educators and administrators with conducting timely screenings and follow-up as well as navigating the system for children who need additional assessment. It has been so well received that other counties are hoping to replicate it. In addition, local TQRIS sites reported screening 3,009 children in 2015.”

First 5 Yolo

“RTT consultants spent considerable time outreaching to Family Childcare Homes Programs due to the overwhelming need in our county for dual language childcare providers and infant and toddler care. They spent one on one time coaching these programs on the elements of high quality and demonstrating the value of statewide alignment of key quality indicators, and the tremendous value to both providers and parents in implementing these key elements.”

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State-level Updates

State Budget:

- Erin Gabel, Deputy Director, External and Governmental Affairs Office, First 5 California

Agency Updates:

- Cecelia Fisher-Dahms, Administrator, Quality Improvement Office, California Department of Education
- Sarah Neville- Morgan, Deputy Director, Program Management Division, First 5 California

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State Budget Update

- Governor signed 2016-17 Budget on 6/27/16
- Rate Increases:
 - Regional Market Rate: to 75th percentile of the 2014 survey (effective 1/1/17)
 - License-exempt providers from 65% of the RMR ceilings for FCCHs to 70%
 - Goal: 85th percentile, as funding is available
 - Standard Reimbursement Rate: increase of 10% (effective 1/1/17)
 - *Intent of future rate increases to address increase in minimum wage*

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State Budget Update

- 2016-17 = 2,959 slots as of 3/1/17
- 2017-18 = 2,959 slots as of 3/1/18
- 2018-19 = 2,959 slots as of 3/19
- CDE/EESD will begin development of the Request for Application for the state preschool funding

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CDE/EESD Updates

- QRIS Block Grants
 - CSPP 2014-15
 - CSPP 2015-16
 - Infant Toddler 2015-17
 - CSPP 2016-17
- DRDP

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2014-15 CSPP QRIS Block Grant

- Period: 7/1/14 to 12/31/15
- Final Reports submitted* show average spending:

2014-15 CSPP QRIS BG	Planned Percent	Actual Percent	Expenditures
Local QRIS Block Grants	29%	31.5%	\$15,745,943
Quality Improvement	57%	45.8%	\$22,878,127
Assessment & Access Projects	14%	6.8%	\$3,378,188

* A few counties have time extensions

2015-16 CSPP QRIS Block Grant

- Grantees:
 - 32 applicants with 45 participating QRIS counties (78% of the state), representing about 90% of the CSPP children, including:
 - Original RTT-ELC 16 counties,
 - 7 grantees from 2014-15 round, and
 - 9 new grantees with at least one fully rated site
- Mid-term reports received 5/9/16
- Grant Period: 7/1/15 to 9/30/16

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I/T QRIS Block Grant Status

- 36 Letters of Intent received by 1/27/16
- \$22.5 million awarded to 32 Consortia with QRIS Plans on file.
Grantees include:
 - 22 County Offices of Education
 - 9 First 5 county commissions
 - Local Child Care Planning Council
- \$1.7 M awarded to 4 new QRIS consortia applicants:
 - Madera, Monterey, Napa, & San Bernardino
- Posted at:
<http://www.cde.ca.gov/fg/fo/r2/itqrisbg15result.asp>

2016-17 CSPP QRIS Block Grant

- RFA released June 9th at:
<http://www.cde.ca.gov/fg/fo/r2/csppqris1617rfa.asp>
- Eligible applicants:
 - 2015-16 CSPP QRIS Block Grantees
 - 2015-17 Infant/Toddler QRIS Grantees
 - New QRIS consortia with 1 rated site
- 37 Letters of Intent received by 6/23
- Applications due: 7/22/16

Additional Block Grant Information

- QRIS Block Grant Information available at:
<http://www.cde.ca.gov/sp/cd/op/csppqrisblockgrant.asp>
- Includes:
 - Frequently Asked Questions:
<http://www.cde.ca.gov/sp/cd/op/csppqrisbgfaq.asp>
 - Previous Webinars
 - County Contact Information

Desired Results Developmental Profile – DRDP (2015)

- Reports:
 - New Child Progress Reports available
 - Group Progress Reports due in June
 - Will revise Parent Report in 2016-17
- Will have export of scale scores in 2016-17
- MB 16-06: Option to use Preschool Fundamental View or Comprehensive View, effective 2016-17. For more information go to <https://www.desiredresults.us/> and click What's New!
- Rating Matrix to reflect the 2015
 - Use of PS Fundamental View okay

First 5 California Updates

- Statewide Technical Assistance
- QRIS Summit
- Dual Language Learner Pilot
- New CA-QRIS Webpage:

http://www.ccfc.ca.gov/programs/programs_ca-qr.html

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Ice Breaker and Introductions



Revisiting the Burrito: How are states re-examining their rating matrices?

Gerrit Westervelt, WestEd

Director of Early Childhood Policy and Resource Development, Center for Child & Family Studies



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Planning Committee and Advisory Group Selection Process

CA-QRIS Regional Representatives

Region	Regional Representative Name	Agency Name
1	Carol Barton	Marin COE
1	Leah Benz	First 5 Sonoma
1	Colleen Campbell	Lake County CCPC
2	Hilary Bingham	First 5 Shasta
2	Renee Menefee	Shasta COE
2	Heather Senske	Butte COE
3	Kathleen Guerrero	First 5 El Dorado
3	Shelia Kruse	First 5 Tuolumne
3	Natalie Woods-Andrews	Sacramento COE
4	Sean Casey	First 5 Contra Costa
4	Lisa Faulkner	First 5 San Benito
4	Kitty Lopez	First 5 San Mateo
5	Lorena Castillo	Tulare COE
5	Samantha Thompson	Merced COE
5	Isela Turner	Fresno COE
6	Molly DesBaillets	First 5 Mono
6	Raquel Dietrich	Inyo County Super. of Schools
6	Jody Veenker	First 5 Inyo
7	Raechelle Bowlay-Sutton	San Luis Obispo CCPC
7	Eileen Monahan	First 5 Santa Barbara
7	Petra Puls	First 5 Ventura
8	Renita Bowlin	LA Office of Child Care
8	Kevin Dieterle	First 5 Los Angeles
8	Keesha Woods	Los Angeles COE
9	Sharon Baskett	Riverside COE
9	Krista Murphy	Orange COE
9	Karen Scott	First 5 San Bernardino
10	Gloria Corral-Terrazas	First 5 San Diego
10	Gloria Corral-Terrazas	First 5 San Diego
10	Lucia Garay	San Diego COE

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Advisory Group Form

Identifying Advisory Group Membership for the CA-QRIS Consortium

The following process will be used to identify the Advisory Group:

1. Seek input from CA-QRIS Consortium Regions regarding organizations and/or individuals to send a letter of invitation to apply to be part of the CA-QRIS Advisory Group.
2. The State Support Staff will send invitation and application information to identified organizations and/or individuals.
3. The State Support Staff will screen and, in conjunction with the Planning Committee, will select an Advisory Group for the CA-QRIS Consortium.

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Governance Options Ballot - Planning Committee

1. **Voting Option 1: 5 members PLUS State Support Staff**

Membership includes one representative from each of the following associations that represent agencies participating in local or regional QRIS consortia:

1. CA County Superintendents Educational Services Association;
2. First 5 Association;
3. CA Community College Early Childhood Educators;
4. CA Child Care Coordinators Association; and
5. California Child Care Resource & Referral Network

2. **Voting Option 2: 10 members PLUS State Support Staff**

Membership includes one representative from each CA-QRIS Region (may or may not be one of the three voting members)

3. **Voting Option 3: 15 members PLUS State Support Staff**

Membership includes Option 1 and Option 2

4. **Voting Option 4**

Membership includes CA-QRIS State Support Staff, with input from the Consortium

***Please stay seated while State Team Members pick up ballots.**

CA-QRIS Consortium Meeting
Regional Networking Lunch

12:10 – 12:55 p.m.

Please pick up your selected boxed lunch (regular, veggie, or gluten-free) in the lobby.



thank you

California
Comprehensive
Center

For another wonderful lunch!

Congratulations to RTT-ELC Regional Leadership Consortia!!

Cake is
available in
the lobby!!



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Planning Committee Voting Results

1. **Voting Option 1: 5 members PLUS State Support Staff**

Membership includes one representative from each of the following associations that represent agencies participating in local or regional QRIS consortia:

1. CA County Superintendents Educational Services Association;
2. First 5 Association;
3. CA Community College Early Childhood Educators;
4. CA Child Care Coordinators Association; and
5. California Child Care Resource & Referral Network

2. **Voting Option 2: 10 members PLUS State Support Staff**

Membership includes one representative from each CA-QRIS Region (may or may not be one of the three voting members)

Elected Option:

3. **Voting Option 3: 15 members PLUS State Support Staff**

Membership includes Option 1 and Option 2

4. **Voting Option 4**

Membership includes CA-QRIS State Support Staff, with input from the Consortium

Independent Evaluation of California's RTT-ELC QRIS

Overview of Study Results

Heather Quick and Jill Cannon

American Institutes for Research (AIR)
RAND Corporation

Agenda

1. What was the study approach?
2. What are the key findings from the study?
3. What are the policy options for consideration?



**What was the study
approach?**

Study Partners

- Study Supporters:
 - California Department of Education (CDE)
 - RTT-ELC Consortia in 16 California counties
 - First 5 California
 - Agency directors, site administrators, program staff, family child care providers

- Independent Evaluation Study Team:



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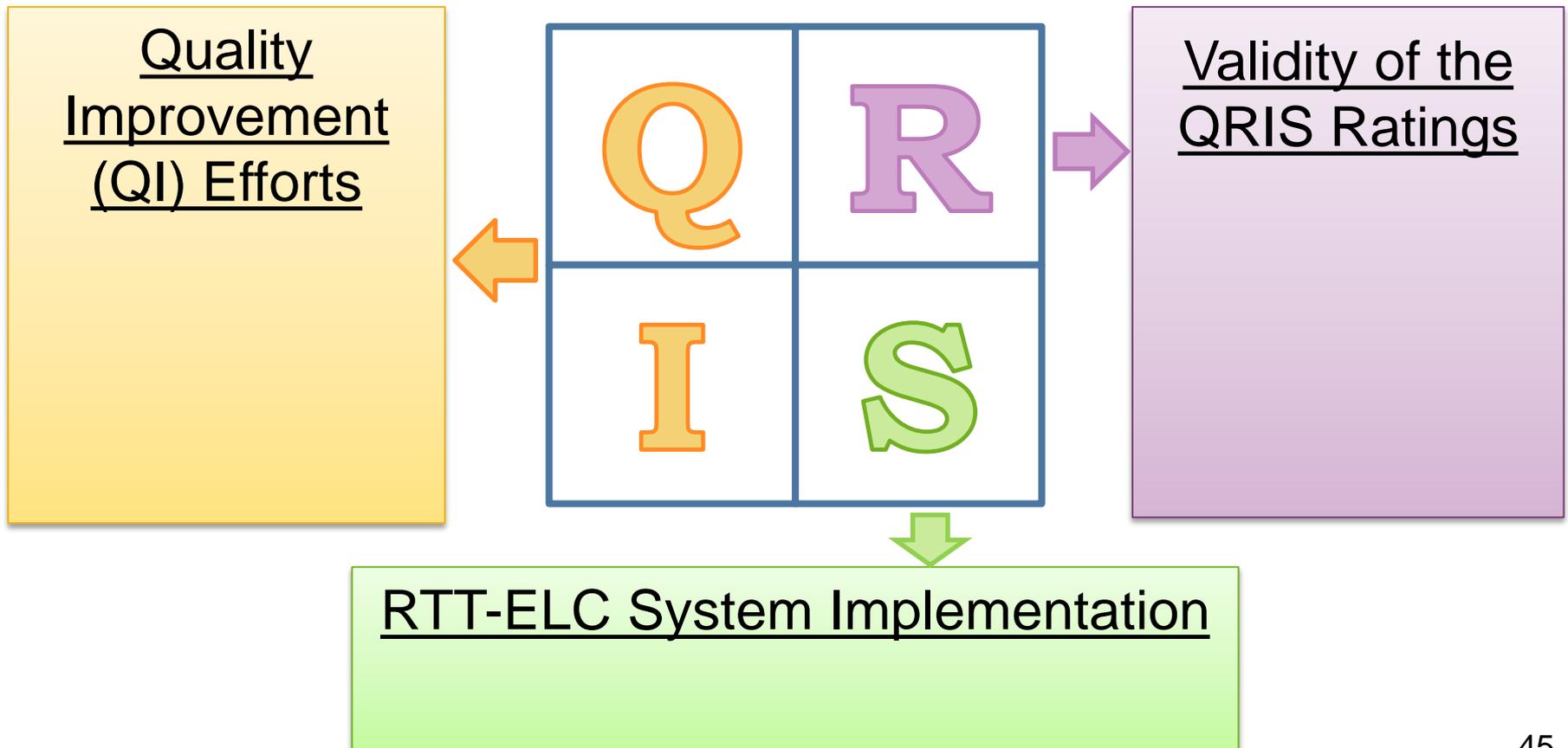
- Laura Hawkinson
- Susan Muenchow
- Deborah Parrish
- Aleksandra Holod



- Jill Cannon
- Lynn Karoly
- Gail Zellman



Study Approach

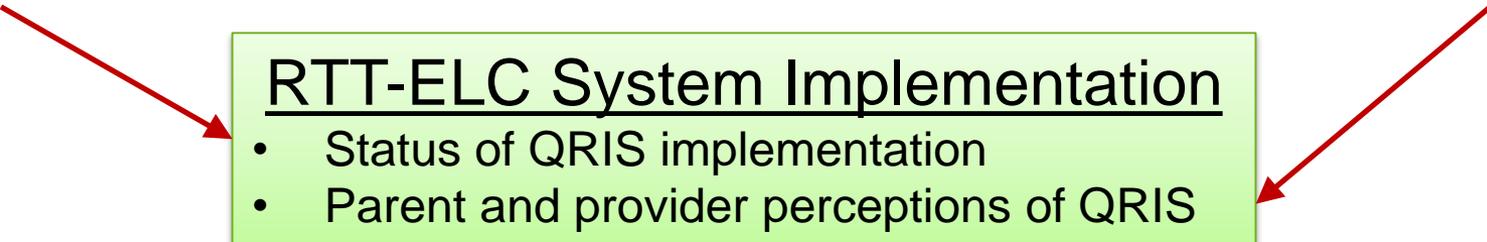


Study Approach

Interviews with 17 QRIS administrators (spring 2015)

Interviews with 25 site staff/providers (summer 2015)

Focus groups with parents 17 Consortia (spring/summer 2015)



RTT-ELC System Implementation

- Status of QRIS implementation
- Parent and provider perceptions of QRIS

Study Approach

2013 Common Data Elements for 472 sites with full ratings

Independent CLASS & PQA observations in 175 sites (spring 2014)

Assessments of 1,611 children in 132 sites on literacy, math, executive function (fall 2014/spring 2015)

Validity of the QRIS Ratings

- Measurement properties
- Relationship with observed quality
- Relationship with child outcomes

RTT-ELC System Implementation

- Status of QRIS implementation
- Parent and provider perceptions of QRIS

Study Approach

Quality Improvement (QI) Efforts

- Use and costs of QI activities
- Relationship with observed quality
- Relationship with child outcomes

Surveys of 306 staff/93 directors
Cost data from 11 Consortia

CLASS observations for surveyed staff

Assessments of children in staff's classrooms

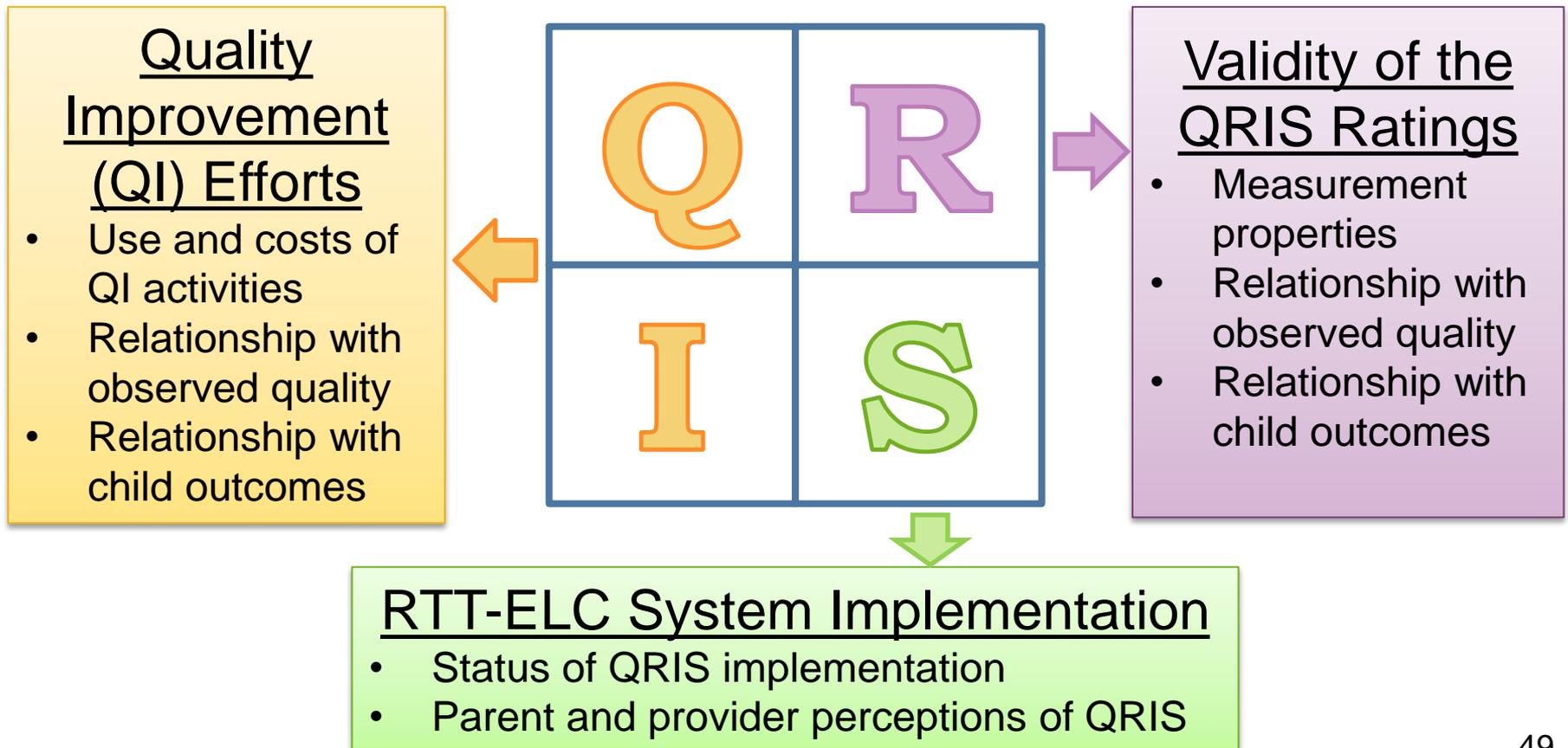
Validity of the QRIS Ratings

- Measurement properties
- Relationship with observed quality
- Relationship with child outcomes

RTT-ELC System Implementation

- Status of QRIS implementation
- Parent and provider perceptions of QRIS

Study Approach



Study Limitations

- QRIS is relatively new, and not fully implemented during study period
- Study sample: limited variation in ratings, smaller number of programs than expected
- Not an experimental study from which causal conclusions can be drawn
- Conclusions should be considered preliminary; findings may differ with other program types

What are the key findings from the study?



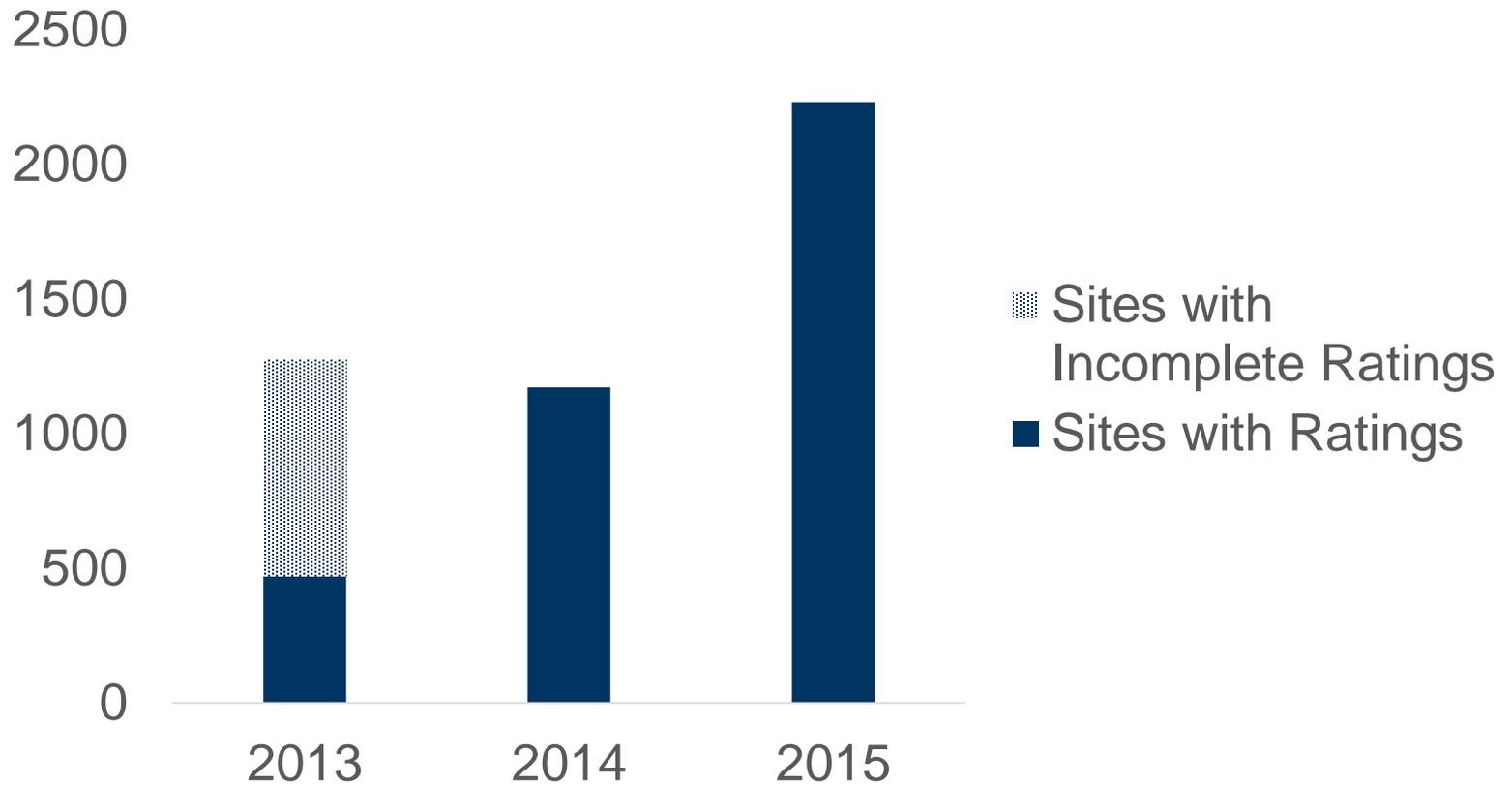
Progress in Implementation

RTT-ELC implementation was in early stage when the study began, but significant progress was made by 2015





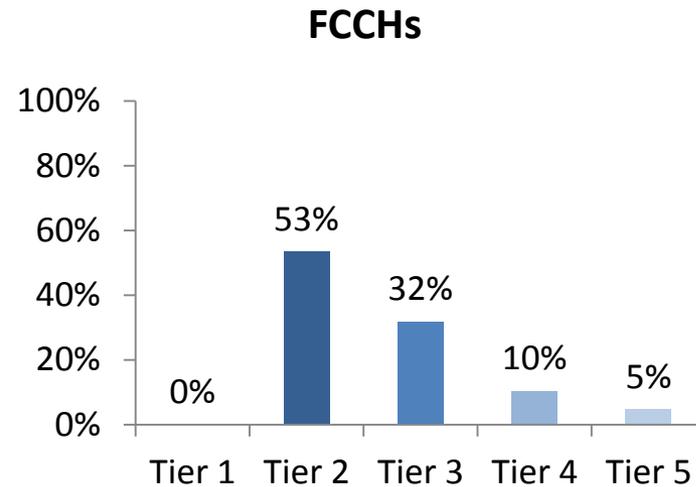
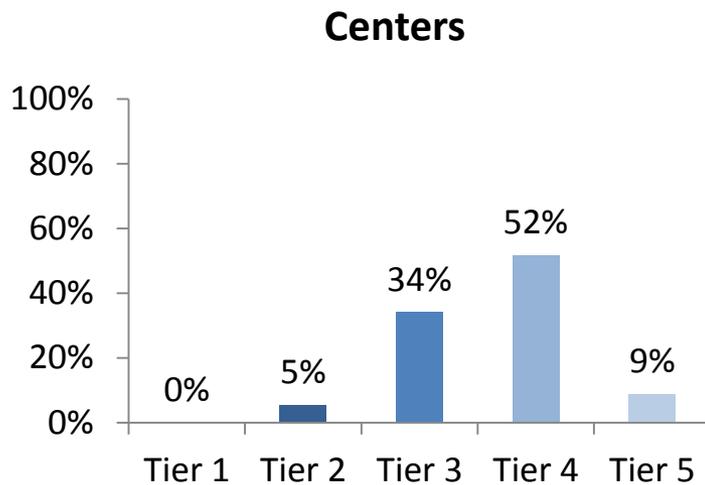
Progress in Implementation





Limited Variation in Sites

- The distribution of ratings among fully-rated programs is limited
- Most of the higher rated programs received standards-based funding



R

Subratings May Be Useful

Dissemination of ratings is beginning in CA, and detailed ratings may be more useful than the overall rating alone



R

Subratings May Be Useful

Parents in focus groups were interested in both the overall QRIS ratings and detailed subscores

“It’s good to have a different score for each one, because [if] you can’t have quality in all of them...at least you can pick which one is more important.”



R

Subratings May Be Useful

QRIS rating does not represent a single dimension of program quality

- Low internal consistency
- Programs with same rating may have different strengths and limitations

	Center A	Center B
QRIS	★★★★★	★★★★★
<i>CO</i>	★★★	★★★★★
<i>DHS</i>	★★★★★	★★
<i>MQ</i>	★★★	★★★★★
<i>CLASS</i>	★★	★★★★★
<i>RGS</i>	★★★★★	★★
<i>ERS</i>	★★★	★★★★★
<i>DQ</i>	★★★★★	★★★

R

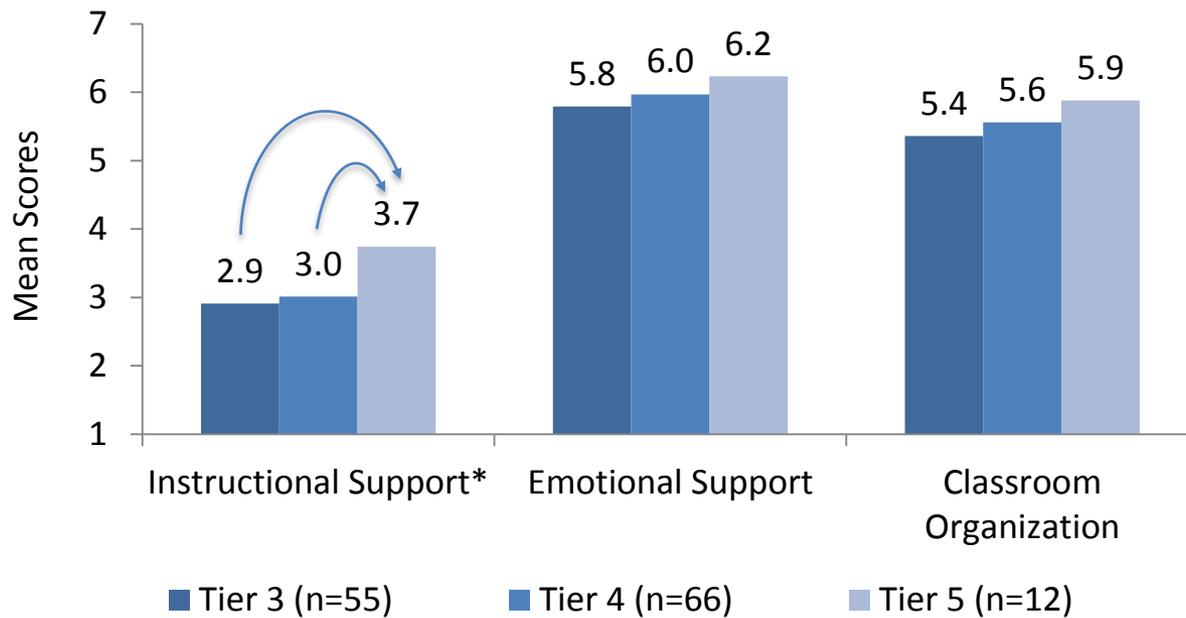
Some Evidence of Validity

The study provides some evidence of validity of California's QRIS ratings, but limitations of study design mean results are not conclusive



QRIS Ratings & CLASS

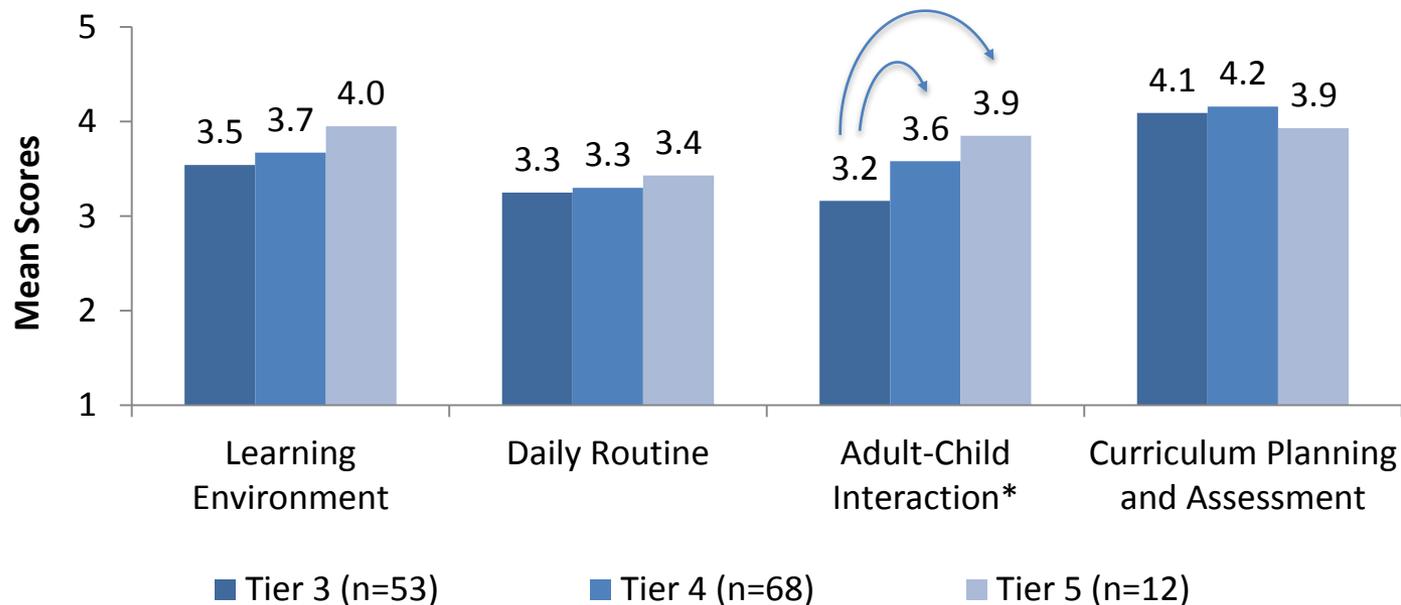
QRIS ratings differentiate centers at Tier 5 by CLASS Instructional Support scores, although differences are small.



R

QRIS Ratings & PQA

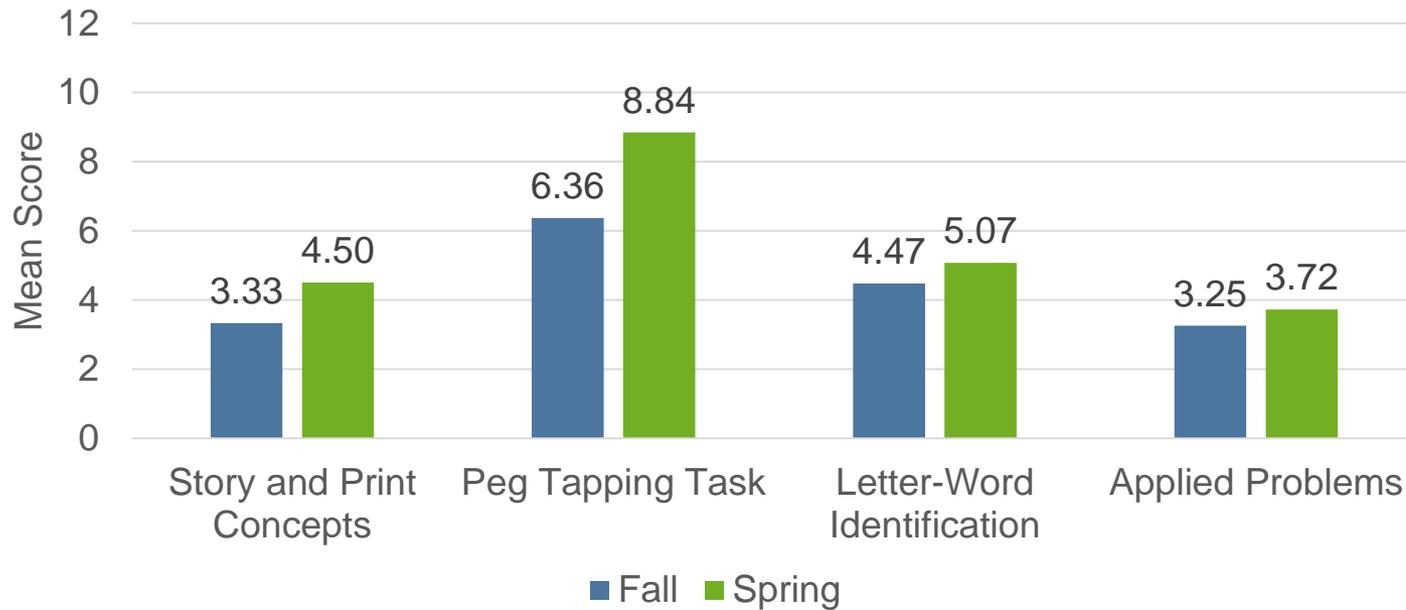
QRIS ratings differentiate centers at Tier 3 by PQA Adult-Child Interaction scores, although differences are small.





Child Outcomes

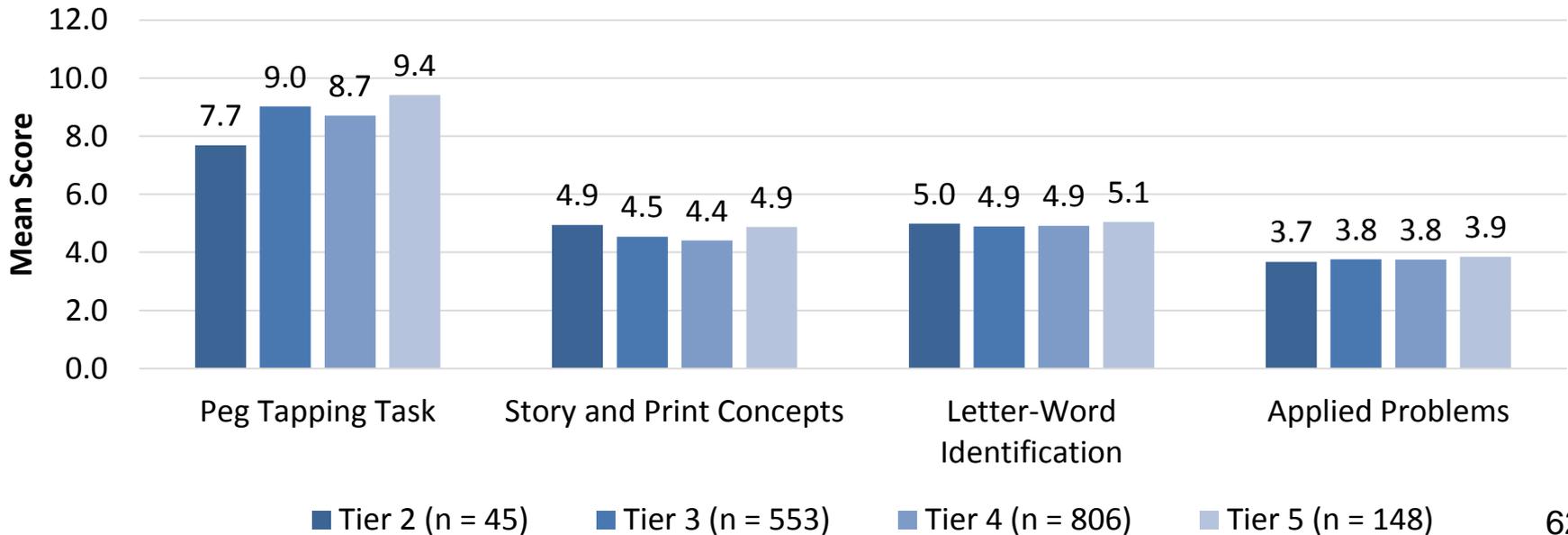
- Gains in child outcomes from fall to spring occurred at each rating tier



R

Ratings & Child Outcomes

- No evidence of higher gains in higher tiers, but comparisons could not be made across all tiers
- Results might differ with broader range of sites participating in QRIS



R

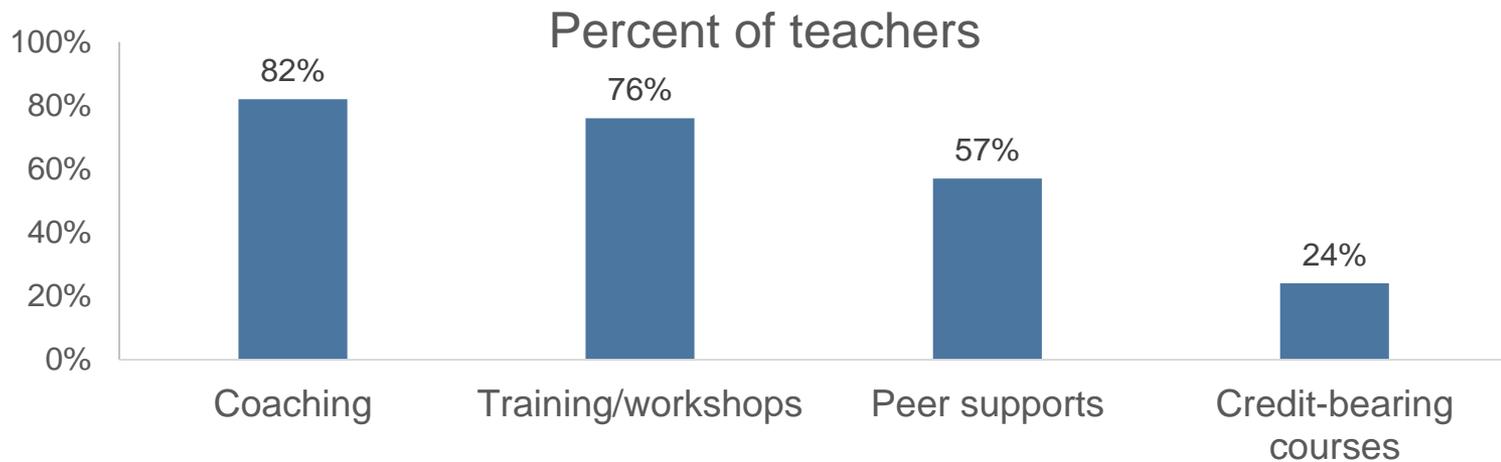
Element Average Ratings

- The study finds slightly better validity results when the QRIS rating is calculated as an average of the element scores (rather than summing the scores)
- Additional research is needed with a broader group of sites participating



High Levels of QI Activities

- Program staff reported high levels of participation in quality improvement activities





Coaching is Promising

- Hours of coaching and sustained coaching throughout the year are associated with classroom quality and child outcomes in math literacy, and executive function
- Evidence suggests stronger links to outcomes with more intensive coaching



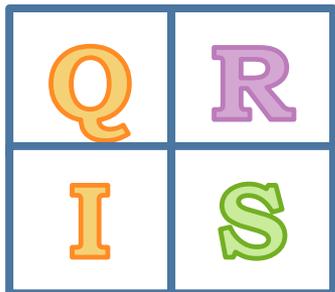
Coaching is Popular, Expensive

- Teachers report that coaching is the most helpful strategy for their professional development
- However, coaching – especially intensive coaching – is more costly than other quality improvement activities



Peer Supports Need More Study

- Participation in peer supports is associated with classroom quality, but relationships are weak
- No relationship with child outcomes
- Additional information needed about the types of activities included in peer supports



Key Takeaways

1. Implementation was in the early stages during the study, but Consortia made significant progress from 2012–2015
2. Providing detailed ratings may be most useful
3. The study finds some evidence of validity of the QRIS ratings
4. The study finds high levels of participation in quality improvement activities and coaching appears to be a promising approach

What are the policy options for consideration?



Policy Options

- Consider presenting detailed rating information to parents that includes program ratings as well as element scores.
- Consider alternative rating strategies, such as taking an average score across elements to strengthen validity.

Policy Options

- Consider a coaching model that offers sustained support over the course of the year.
- Consider exploring the types of peer supports that are available to staff to learn more about effective approaches to this type of quality improvement activity.



Policy Options

- Consider ways to encourage or require a broader range of providers to participate.
- Consider another validation phase once the system is refined and expanded.



Next Steps

Next steps for the evaluation:

- Collect additional information from Tier 2 sites to allow a stronger comparison between higher and lower tiers
- Re-analyze the measurement properties using more recent data in the more fully implemented system

For additional information:

Heather Quick, Project Manager
American Institutes for Research
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650-843-8130

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Preparing for Transition – What is next?

Setting the Stage:

- Common Data Fields/ Joint MOU
- Communications Contract

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Preparing for Transition – What is next?

Setting the Stage:

- Facilitation support for work groups
 - Rating Matrix
 - Continuous Quality Improvement Pathways
 - Communications

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Preparing for Transition – What is next?

Transforming the Workforce for Children Birth through Age 8:

The National Academies initiated an **accelerated process to develop implementation plans** at the state and national levels. California is one of five participating states/regions, and their plan includes the following:

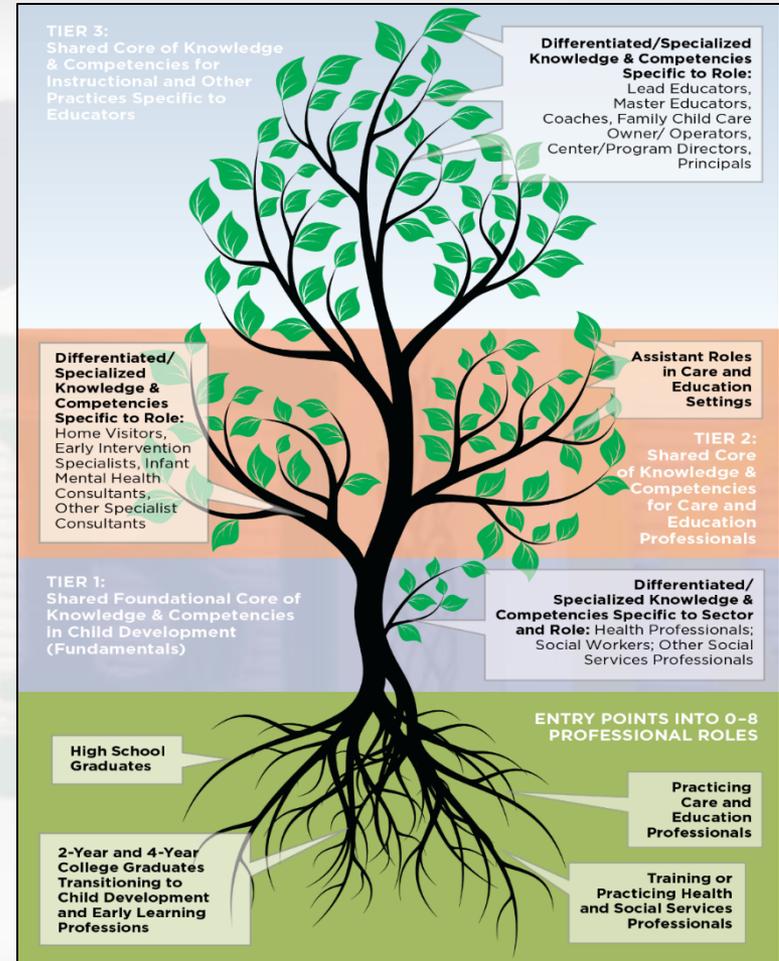
- Cross Agency Collaboration
- Builds upon and coordinates all workforce and child development efforts
- Expected to be completed in September 2016 and will focus on:
 - Licensing, permitting, and credentialing requirements
 - Professional pathways and lattices
 - Higher Education

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Preparing for Transition – What is next?

A Unifying Foundation

Care and education professionals need both **foundational, shared competencies** and **differentiated, specialized competencies.**



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Preparing for Transition – What is next?

Timeline

- April 2015: IOM and NCR release TWB8 report
- May – Dec 2015: F5CA and CDE spearhead CA's implementation efforts with support from Packard Foundation
- Jan - June 2016: APT and Work Groups meet to draft recommendations and objectives
- June 2016: Stakeholder Engagement: Gather feedback/input on draft recommendations and objectives
- June – Aug 2016: APT meets to incorporate stakeholder feedback and survey results to refine and complete implementation plan
- July 2016: Stakeholder Survey distribution and analysis
- September 2016: **Finalize Implementation Plan Report; responsible parties initiate plan**

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Workgroup Purpose, Protocol, and Decision-making Process

- Establish Overarching Guiding Principles
- Workgroup Process

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Workgroup Purpose, Protocol, and Decision-making Process

Purpose of Workgroups

- Delve deeply into QRIS topics related to areas of responsibility designated in statute (Rating Matrix, Continuous Quality Improvement Pathways) and areas of statewide interest, such as communications.
- Develop proposed recommendations to bring to the CA-QRIS Consortium for adoption at a regularly scheduled Consortium meeting.
- Topics include those that require in-depth review of the research/best practices and careful study and consideration of various alternatives/solutions that best address the CA-QRIS goals and funding requirements.

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Workgroup Purpose, Protocol, and Decision-making Process

Membership of Workgroups

- Consortium Representatives
- Resource Representatives
- CA-QRIS State Support Team Representatives

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Workgroup Purpose, Protocol, and Decision-making Process

Responsibilities of the Workgroup Members

- **Workgroup Representatives**
- **Resource Representatives**
- **CA-QRIS State Support Team Representatives**
- **Consortia Leads**

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Workgroup Purpose, Protocol, and Decision-making Process

Workgroup Procedures

- **Meetings**
- **Decision-making Process**

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Workgroup Purpose, Protocol, and Decision-making Process

Current CA-QRIS Workgroups

Currently there are four proposed workgroups:

1. Rating Matrix
2. Quality Improvement and Professional Development Pathways
3. Communications
4. Evaluation

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Activity: Refining the Rating Matrix

Break into three groups within your Regional Pairs

Regional Pairings	Element 1	Element 2	Element 3
Regions 1 and 5	CLASS	Child Observation	Director Qualifications
Regions 2 and 4	ERS	Developmental and Health Screenings	Teacher Qualifications
Regions 3 and 6	ERS	Developmental and Health Screenings	Ratios and Group Size
Regions 7 and 8	Ratios and Group Size	ERS	Teacher Qualifications
Regions 9 and 10	Director Qualifications	Child Observation	CLASS

**CALIFORNIA RACE TO THE TOP – EARLY LEARNING CHALLENGE (RTT-ELC)
QUALITY CONTINUUM FRAMEWORK –RATING MATRIX WITH ELEMENTS AND POINTS FOR CONSORTIA COMMON TIERS 1, 3, AND 4**

ELEMENT	BLOCK (Common Tier 1) Licensed In-Good Standing	2 POINTS	3 POINTS	4 POINTS	5 POINTS
CORE I: CHILD DEVELOPMENT AND SCHOOL READINESS					
1. Child Observation	<input type="checkbox"/> Not required	<input type="checkbox"/> Program uses evidence-based child assessment/observation tool annually that covers all five domains of development	<input type="checkbox"/> Program uses valid and reliable child assessment/ observation tool aligned with CA <i>Foundations & Frameworks</i> ¹ twice a year	<input type="checkbox"/> DRDP (minimum twice a year) and results used to inform curriculum planning	<input type="checkbox"/> Program uses DRDP twice a year and uploads into DRDP Tech and results used to inform curriculum planning
2. Developmental and Health Screenings	<input type="checkbox"/> Meets Title 22 Regulations	<input type="checkbox"/> 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. Ensures vision and hearing screenings are conducted annually	<input type="checkbox"/> 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 <input type="checkbox"/> Meets Criteria from point level 2	<input type="checkbox"/> Program works with families to ensure screening of all children using the ASQ at entry and as indicated by results thereafter AND <input type="checkbox"/> Meets Criteria from point level 2	<input type="checkbox"/> 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 <input type="checkbox"/> Program staff uses children's screening results to make referrals and implement intervention strategies and adaptations as appropriate AND <input type="checkbox"/> Meets Criteria from point level 2
CORE II: TEACHERS AND TEACHING					
3. Minimum Qualifications for Lead Teacher/Family Child Care Home (FCCH)	<input type="checkbox"/> Meets Title 22 Regulations [Center: 12 units of Early Childhood Education (ECE)/Child Development (CD) FCCH: 15 hours of training on preventive health practices]	<input type="checkbox"/> Center: 24 units of ECE/CD ² OR Associate Teacher Permit <input type="checkbox"/> FCCH: 12 units of ECE/CD OR Associate Teacher Permit	<input type="checkbox"/> 24 units of ECE/CD + 16 units of General Education OR Teacher Permit AND <input type="checkbox"/> 21 hours professional development(PD) annually	<input type="checkbox"/> Associate's degree (AA/AS) in ECE/CD (or closely related field) OR AA/AS in any field plus 24 units of ECE/CD OR Site Supervisor Permit AND <input type="checkbox"/> 21 hours PD annually	<input type="checkbox"/> 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 <input type="checkbox"/> 21 hours PD annually
4. Effective Teacher-Child Interactions: CLASS Assessments (*Use tool for appropriate age group as available)	<input type="checkbox"/> Not Required	<input type="checkbox"/> Familiarity with CLASS for appropriate age group as available by one representative from the site	<input type="checkbox"/> Independent CLASS assessment by reliable observer to inform the program's professional development/improvement plan	<input type="checkbox"/> Independent CLASS assessment by reliable observer with minimum CLASS scores: Pre-K ▪ Emotional Support -5 ▪ Instructional Support -3	<input type="checkbox"/> Independent assessment with CLASS with minimum CLASS scores: Pre-K ▪ Emotional Support - 5.5 ▪ Instructional Support - 3.5 ▪ Classroom Organization - 5.5

¹ Approved assessments are: Creative Curriculum GOLD, Early Learning Scale by National Institute of Early Education Research (NIEER), and Brigance Inventory of Early Development III.

² For all ECE/CD units, the core 8 are desired but not required.

Note: Point values are not indicative of Tiers 1-5 but reflect a range of points that can be earned toward assigning a tier rating (see Total Point Range).

ELEMENT	BLOCK (Common Tier 1) Licensed In-Good Standing	2 POINTS	3 POINTS	4 POINTS	5 POINTS
				<ul style="list-style-type: none"> ▪ Classroom Organization – 5 Toddler <ul style="list-style-type: none"> ▪ Emotional & Behavioral Support – 5 ▪ Engaged Support for Learning – 3.5 Infant <ul style="list-style-type: none"> ▪ Responsive Caregiving (RC) – 5.0 	Toddler <ul style="list-style-type: none"> ▪ Emotional & Behavioral Support – 5.5 ▪ Engaged Support for Learning – 4 Infant <ul style="list-style-type: none"> ▪ Responsive Caregiving (RC) – 5.5
CORE III: PROGRAM AND ENVIRONMENT - Administration and Leadership					
5. Ratios and Group Size (Centers Only beyond licensing regulations)	<input type="checkbox"/> Center: Title 22 Regulations Infant Ratio of 1:4 Toddler Option Ratio of 1:6 Preschool Ratio of 1:12 <input type="checkbox"/> FCCH: Title 22 Regulations <i>(excluded from point values in ratio and group size)</i>	<input type="checkbox"/> Center - Ratio: Group Size Infant/Toddler – 4:16 Toddler – 3:18 Preschool – 3:36	<input type="checkbox"/> Center - Ratio: Group Size Infant/Toddler – 3:12 Toddler – 2:12 Preschool – 2:24	<input type="checkbox"/> Center - Ratio: Group Size Infant/Toddler – 3:12 or 2:8 Toddler – 2:10 Preschool – 3:24 or 2:20	<input type="checkbox"/> Center - Ratio: Group Size Infant/Toddler – 3:9 or better Toddler – 3:12 or better Preschool – 1:8 ratio and group size of no more than 20
6. Program Environment Rating Scale(s) (Use tool for appropriate setting: ECERS-R, ITERS-R, FCCERS-R)	<input type="checkbox"/> Not Required	<input type="checkbox"/> Familiarity with ERS and every classroom uses ERS as a part of a Quality Improvement Plan	<input type="checkbox"/> Assessment on the whole tool. Results used to inform the program's Quality Improvement Plan	<input type="checkbox"/> Independent ERS assessment. All subscales completed and averaged to meet overall score level of 5.0	<input type="checkbox"/> Independent ERS assessment. All subscales completed and averaged to meet overall score level of 5.5 OR Current National Accreditation approved by the California Department of Education
7. Director Qualifications (Centers Only)	<input type="checkbox"/> 12 units ECE/CD+ 3 units management/ administration	<input type="checkbox"/> 24 units ECE/CD + 16 units General Education +/with 3 units management/ administration OR Master Teacher Permit	<input type="checkbox"/> Associate's degree with 24 units ECE/CD +/with 6 units management/ administration and 2 units supervision OR Site Supervisor Permit AND <input type="checkbox"/> 21 hours PD annually	<input type="checkbox"/> Bachelor's degree with 24 units ECE/CD +/with 8 units management/ administration OR Program Director Permit AND <input type="checkbox"/> 21 hours PD annually	<input type="checkbox"/> Master's degree with 30 units ECE/CD including specialized courses +/with 8 units management/ administration, OR Administrative Credential AND <input type="checkbox"/> 21 hours PD annually
TOTAL POINT RANGES					
Program Type	Common-Tier 1	Local-Tier 2³	Common-Tier 3	Common-Tier 4	Local-Tier 5⁴
Centers 7 Elements for 35 points	Blocked (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 and above
FCCHs 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

³Local-Tier 2: Local decision if Blocked or Points and if there are additional elements

⁴Local-Tier 5: Local decision if there are additional elements included

RTT-ELC Grant Closeout Dates

Final Performance Report and Performance Measure Tables –

- Will e-mail Final Report to Consortia by August 1, 2016
- **Due September 1, 2016**

Common Data Tables –

- **Due September 15, 2016**

Final Expenditure Report –

- Will e-mail Final Report to Consortia by June 30, 2016
- **Due September 30, 2016**

CA-QRIS Consortium Meeting

What's Next?

Meetings:

- First meetings of the CA-QRIS Workgroups (Rating Matrix and Evaluation) will be October 19, 2016, at the Yolo COE.
- Next Meeting of the CA-QRIS Consortium is October 20, 2016, at the Yolo COE.

Forms Due:

- Advisory Group Membership Form Due **August 1, 2016**, to CA-QRIS@cde.ca.gov
- Workgroup Membership Form Due **August 19, 2016**, to CA-QRIS@cde.ca.gov
- Examining the Rating Matrix Form Due **August 19, 2016**, to CA-QRIS@cde.ca.gov