



QUALITY MATTERS

MONTEREY COUNTY

Quality Improvement Pathway Self Assessment

Overview: The Self Assessment is based on the California Quality Rating and Improvement System (CA-QRIS) Quality Continuum Framework Rating Matrix. Endorsed by the California Department of Education, Early Education and Support Division, and First 5 California, the Matrix is a tool to help Early Childhood Educators reflect on their current quality practices, and identify strengths & areas for growth.

California has a collective of county and regional QRISs. Each QRIS in California:

- Assesses program quality comparably across provider types (*publicly and privately funded, centers and family child care homes*) throughout the state;
- Aligns program standards with early learning and practitioner standards;
- Supports continuous quality improvement for participating programs and their staff;
- Provides families with information about program quality to assist them in making informed choices.

The purpose of the Self Assessment is to help you identify priorities for improvement, and to see where your program falls within the California QRIS Matrix.

Instructions:

Step 1: Self reflect on your site's quality practices by going through each of the quality elements and use the check boxes to self assess.

- Center-based programs are rated across all 7 quality elements.
- FCCH programs are rated on Elements 1, 2, 3, 4 and 6.
- To determine an estimate of your 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.

Step 2: Indicate the sub5 score at the bottom of each quality element and add the total site score on the last page.

Quality Element 1: Child Observation

Instructions: Check the qualifying tier and the tier criteria for the QRIS 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 CA Foundations & Frameworks twice a year. ↓	☐ DRDP 2015 (minimum twice a year) and results used to inform curriculum planning ↓	☐ Program uses DRDP 2015 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 from each classroom will be reviewed for verification of quality elements. Children must be enrolled for at least 60 days.

Acceptable Documents	Not required	<input type="checkbox"/> Write the name of evidence-based assessment tool below used by the site: _____ - AND <input type="checkbox"/> 2 Child Files	<input type="checkbox"/> Name of the assessment tool _____ AND <input type="checkbox"/> 2 child files <i>Note: Tool must align with CDE standards and must be approved by the State.</i>	<input type="checkbox"/> DRDP scores per classroom <input type="checkbox"/> DRDP goals and lesson plans for each classroom: <input type="checkbox"/> <u>Option 1:</u> NAEYC accreditation OR <input type="checkbox"/> <u>Option 2:</u> Copy of Head Start School Readiness Goals OR <input type="checkbox"/> <u>Option 3:</u> Copy of form CD 4001-B OR <input type="checkbox"/> <u>Option 4:</u> Evidence of <u>at least 2</u> of the following: <input type="checkbox"/> Curriculum statement <input type="checkbox"/> Lesson plan <input type="checkbox"/> Planning webs <input type="checkbox"/> Lesson planning notes AND <input type="checkbox"/> Two child files	<input type="checkbox"/> DRDP scores from DRDP Tech per classroom <input type="checkbox"/> DRDP goals and lesson plans for each classroom: <input type="checkbox"/> <u>Option 1:</u> NAEYC accreditation OR <input type="checkbox"/> <u>Option 2:</u> Copy of Head Start School Readiness Goals OR <input type="checkbox"/> <u>Option 3:</u> Completed CD 4001-B OR <input type="checkbox"/> <u>Option 4:</u> Evidence of <u>at least 2</u> of the following: <input type="checkbox"/> Curriculum statement <input type="checkbox"/> Lesson plan <input type="checkbox"/> Planning webs <input type="checkbox"/> Lesson planning notes AND <input type="checkbox"/> Two child files
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Sub score from Quality Element 1: _____

Quality Element 2: Developmental and Health Screenings

Instructions: Check the tier and the criteria for the tier for which the QRIS 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	<input type="checkbox"/> Meets Title 22 Regs. <div style="text-align: center;">↓</div>	<input type="checkbox"/> Health Screening Form (Community Care Licensing form LIC 701 "Physician's Report - Child Care Centers" or equivalent) used at entry, then: <input type="checkbox"/> Annually OR <input type="checkbox"/> Ensures vision and hearing screenings are conducted annually <div style="text-align: center;">↓</div>	<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. <div style="text-align: center;">↓</div>	<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. <div style="text-align: center;">↓</div>	<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. <div style="text-align: center;">↓</div>

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 per classroom will be reviewed. Children must be enrolled for at least 60 days.

Acceptable Documents	Not Required	<input type="checkbox"/> LIC 701 Physicians report OR <input type="checkbox"/> 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 <hr style="width: 10%; margin: 5px auto;"/> 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.
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Sub Score from Quality Element 2: _____

Quality Element 3 : Lead Teacher Qualifications

Instructions: This is for reference only. Go to the next page to complete the Lead Teacher's Qualifications checklist.

Check only one→	Tier 1 (1 Point)	<input type="checkbox"/> Tier 2 (2 Points)	Tier 3 (3 Points)	Tier 4 (4 Points)	Tier 5 (5 Points)
Tier Criteria	Meets Title 22 Regulations Center: 12 units of Early Childhood Education (ECE)/Child Development (CD)	Center: 24 units of ECE/CD OR Associate Teacher 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/AS) in ECE/CD (or closely related field) OR AA/AS in an field plus 24 units of ECE/CD OR Site Supervisor Permit AND 21 hours 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 PD hours annually

Instructions: Please be prepared to produce evidence of lead teacher qualifications for each classroom. We may have documentation of Lead Teacher qualifications on file if they participate in CARES and/or CSP.

Acceptable Documents	Teacher transcripts or certification for all lead teachers	Lead teacher associate permit and or Transcripts	Lead teacher transcripts or permit Evidence of PD hours	Lead teacher AA degree Transcripts Site supervisor permit Summary of Professional Development hours	Lead teacher Master's, BA/BS, AA degree or permits Transcripts Program Director Permit Summary of Professional Development hours
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Lead teachers are defined as the adult with primary responsibility for a group of children. When there is more than one teacher working in a group, the lead teacher shall be considered the person with the highest degree. 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. 75% of lead teachers at the site must meet lead teacher qualifications for point values 2 to 5.

Quality Element 3: LEAD TEACHERS' QUALIFICATIONS CHECKLIST

Instructions: Fill in the information below for each lead teacher.

Lead Teacher's Full Name	Qualifying Tier: Based on criteria on the previous page, select the tier for which the lead teacher qualifies.	Classroom Name	PDP Participation
1.	<input type="checkbox"/> Tier 1 <input type="checkbox"/> Tier 2 <input type="checkbox"/> Tier 3 <input type="checkbox"/> Tier 4 <input type="checkbox"/> Tier 5		<input type="checkbox"/> Yes <input type="checkbox"/> No
2.	<input type="checkbox"/> Tier 1 <input type="checkbox"/> Tier 2 <input type="checkbox"/> Tier 3 <input type="checkbox"/> Tier 4 <input type="checkbox"/> Tier 5		<input type="checkbox"/> Yes <input type="checkbox"/> No
3.	<input type="checkbox"/> Tier 1 <input type="checkbox"/> Tier 2 <input type="checkbox"/> Tier 3 <input type="checkbox"/> Tier 4 <input type="checkbox"/> Tier 5		<input type="checkbox"/> Yes <input type="checkbox"/> No
4.	<input type="checkbox"/> Tier 1 <input type="checkbox"/> Tier 2 <input type="checkbox"/> Tier 3 <input type="checkbox"/> Tier 4 <input type="checkbox"/> Tier 5		<input type="checkbox"/> Yes <input type="checkbox"/> No
5.	<input type="checkbox"/> Tier 1 <input type="checkbox"/> Tier 2 <input type="checkbox"/> Tier 3 <input type="checkbox"/> Tier 4 <input type="checkbox"/> Tier 5		<input type="checkbox"/> Yes <input type="checkbox"/> No
6.	<input type="checkbox"/> Tier 1 <input type="checkbox"/> Tier 2 <input type="checkbox"/> Tier 3 <input type="checkbox"/> Tier 4 <input type="checkbox"/> Tier 5		<input type="checkbox"/> Yes <input type="checkbox"/> No
7.	<input type="checkbox"/> Tier 1 <input type="checkbox"/> Tier 2 <input type="checkbox"/> Tier 3 <input type="checkbox"/> Tier 4 <input type="checkbox"/> Tier 5		<input type="checkbox"/> Yes <input type="checkbox"/> No
8.	<input type="checkbox"/> Tier 1 <input type="checkbox"/> Tier 2 <input type="checkbox"/> Tier 3 <input type="checkbox"/> Tier 4 <input type="checkbox"/> Tier 5		<input type="checkbox"/> Yes <input type="checkbox"/> No
9.	<input type="checkbox"/> Tier 1 <input type="checkbox"/> Tier 2 <input type="checkbox"/> Tier 3 <input type="checkbox"/> Tier 4 <input type="checkbox"/> Tier 5		<input type="checkbox"/> Yes <input type="checkbox"/> No
10.	<input type="checkbox"/> Tier 1 <input type="checkbox"/> Tier 2 <input type="checkbox"/> Tier 3 <input type="checkbox"/> Tier 4 <input type="checkbox"/> Tier 5		<input type="checkbox"/> Yes <input type="checkbox"/> No
11.	<input type="checkbox"/> Tier 1 <input type="checkbox"/> Tier 2 <input type="checkbox"/> Tier 3 <input type="checkbox"/> Tier 4 <input type="checkbox"/> Tier 5		<input type="checkbox"/> Yes <input type="checkbox"/> No
12.	<input type="checkbox"/> Tier 1 <input type="checkbox"/> Tier 2 <input type="checkbox"/> Tier 3 <input type="checkbox"/> Tier 4 <input type="checkbox"/> Tier 5		<input type="checkbox"/> Yes <input type="checkbox"/> 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.

	<input type="checkbox"/> Tier 1	<input type="checkbox"/> Tier 2	Tier 3	Tier 4	Tier 5
	Tier Rating will be determined QRIS Rating Agency.				
Tier Criteria	<input type="checkbox"/> Not Required	<input type="checkbox"/> 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 ▪ Emotional Support: 5 ▪ Instructional Support: 3 ▪ Classroom Organization: 5 Toddler: ▪ Emotional & Behavioral: Support: 5 ▪ Engaged Support for learning: 3.5 Infant: ▪ Responsive Caregiving (RC) – 5.0	Independent assessment with CLASS™ with minimum CLASS™ scores: Pre-K ▪ Emotional Support – 5.5 ▪ Instructional Support – 3.5 ▪ Classroom Organization – 5.5 Toddler: ▪ Emotional and Behavioral: Support: 5.5 ▪ Engaged Support for learning: 4 Infant: ▪ Responsive Caregiving (RC) – 5.5
Acceptable Documents	<input type="checkbox"/> Not Required	<input type="checkbox"/> Evidence of having a broad understanding of the site’s assessment tool can include: <input type="checkbox"/> Attended overview orientations <input type="checkbox"/> Webinars <input type="checkbox"/> Trainings <input type="checkbox"/> College courses <input type="checkbox"/> 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). ▪ An aggregate of all CLASS™ scores by age group will be determined for QRIS sites with multiple classrooms. ▪ Site visits will be scheduled in advance. If there is a substitute teacher in the classrooms on the day of the assessment and alternate classroom will be selected and/or the assessment will be rescheduled. ▪ QRIS classrooms that have existing CLASS™ scores from an external reliable assessor 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: Ratios and Group

Instructions: This section is for your information only. Complete the form on the next page for ratio and group size for each QRIS classroom.

Family child care homes do not need to complete this form. Ratios and group sizes are verified at the time of a site visits or during classroom assessments.

	Tier 1 (1 Point)	Tier 2 (2 Points)	Tier 3 (3 Points)	Tier 4 (4 Points)	Tier 5 (5 Points)
Tier Criteria	Center: Title 22 Regulations Infant Ratio of 1:4 Toddler Option Ratio of 1:6 Preschool Ratio of 1:12	Ratio: Group Size Infant/Toddler – 4:16 Toddler – 3:18 Preschool – 3:36	Ratio: Group Size Infant/Toddler – 3:12 Toddler – 2:12 Preschool – 2:24	Ratio: Group Size Infant/Toddler – 3:12 <u>OR</u> Infant/Toddler – 2:8 Toddler – 2:10 Preschool – 3:24 <u>OR</u> Preschool 2:20	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
Acceptable Documents	N/A. Ratios and group sizes are verified at the time of ERS assessment and during a monitoring site visit.				

Quality Element 5: Ratios and Group Size

Instructions: Complete this form for each classroom at the site. List a.m. and p.m. groups separately.

Lead Teacher's Full Name	# Children in the Classroom			# Adult staff in the Classroom	Classroom Name	Age Range:
	AM	PM	Full day			
1.						<input type="checkbox"/> Infant Only <input type="checkbox"/> Infant/Toddler <input type="checkbox"/> Preschool
2.						<input type="checkbox"/> Infant Only <input type="checkbox"/> Infant/Toddler <input type="checkbox"/> Preschool
3.						<input type="checkbox"/> Infant Only <input type="checkbox"/> Infant/Toddler <input type="checkbox"/> Preschool
4.						<input type="checkbox"/> Infant Only <input type="checkbox"/> Infant/Toddler <input type="checkbox"/> Preschool
5.						<input type="checkbox"/> Infant Only <input type="checkbox"/> Infant/Toddler <input type="checkbox"/> Preschool
6.						<input type="checkbox"/> Infant Only <input type="checkbox"/> Infant/Toddler <input type="checkbox"/> Preschool
7.						<input type="checkbox"/> Infant Only <input type="checkbox"/> Infant/Toddler <input type="checkbox"/> Preschool
8.						<input type="checkbox"/> Infant Only <input type="checkbox"/> Infant/Toddler <input type="checkbox"/> Preschool
9.						<input type="checkbox"/> Infant Only <input type="checkbox"/> Infant/Toddler <input type="checkbox"/> Preschool
10..						<input type="checkbox"/> Infant Only <input type="checkbox"/> Infant/Toddler <input type="checkbox"/> Preschool

Sub score Quality Element 5: TBD

Quality Element 6: Program Environment Rating Scale (ERS Assessment)

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

	<input type="checkbox"/> Tier 1 (1 Point)	<input type="checkbox"/> Tier 2 (2 Points)	Tier 3 (3 Points)	Tier 4 (4 Points)	Tier 5 (5 Points)
Check only onetier box			Tier Rating will be determined by the QRIS Rating Agency.		
Tier Criteria <i>(Use tool for appropriate setting: ECERS-R, ITERS-R, FCCERS-R)</i>	<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 <input type="checkbox"/> Current National Accreditation approved by the California Department of Education.
Document Requirements	<input type="checkbox"/> Not Required	<input type="checkbox"/> 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 QRIS selected classroom. ▪ Site visits will be scheduled in advance. Site directors will be informed the day of the assessment which classroom will be observed ▪ QRIS classrooms that have existing ERS scores will not need to be re-assessed. Existing scores are valid if one has already been conducted within the last 13 months. ▪ An average of all ERS scores will be determined for the QRIS site with multiple classrooms. ▪ Contact First 5 Contra Costa or the assessor if there is a substitute lead teacher in the classroom on the day of the scheduled assessment. 		

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

Sub score Quality Element 6, Tier 3, 4, or 5: TBD

Quality Element 7: Site Director Qualifications

Instructions: This is for reference only. This element does not apply to FCCH programs. Please complete the site director qualifications worksheet on the next page.

Site Director Name:		Site Name:			
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 Criteria	12 units core ECE/CD + 3 units management/administration	24 units core ECE/CD + 16 units General Education +/-with 3 units management/administration OR Master Teacher Permit	<input type="checkbox"/> Associate's degree with 24 units core ECE/CD + 6 units management/administration + 2 units supervision OR Site Supervisor Permit AND <input type="checkbox"/> 21 hours PD annually	<input type="checkbox"/> BA/BS degree with 24 units core 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
The Self-Assessment score should consider the documents below. Copies of the documents should be placed in your QRIS portfolio and will be used to determine the Site Rating.					
Required Documents	Evidence of Site Director's Qualifications (e.g. transcripts)	Transcripts OR Copy of Master Teacher Permit OR Copy of signed temporary count permit	AA or BA Degree OR Site Supervisor Permit or above AND Evidence or summary of professional development hours		

A center director is defined as the on-site staff person responsible for the program's direction and administration. A center director who is responsible for two or more centers may serve as the "executive director" of all of the center locations provided that a qualified child care center director is employed for each individual center/location. In this instance, both the "executive director" and a designated lead teacher will meet the educational qualifications of center director.

