Standard Operating Procedures: QSLA Coaching & Incentives
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I. Introduction

Two partners, Child360 and Child Care Alliance of Los Angeles (CCALA), deliver quality improvement services to sites participating in Quality Start Los Angeles (QSLA). These organizations offer coaching services that support efforts to enhance the quality of early learning programs.

This QSLA Standard Operating Procedure (SOP) was written with input from the QSLA Coaching and Incentive workgroup, which is composed of representatives from both coaching partners (Child360 and CCALA), Los Angeles County Office of Education (LACOE) and First 5 Los Angeles (F5LA). This SOP describes the agreed-upon coaching philosophy and fundamental coach roles and functions as determined by the LA County QRIS Architects. Each coaching partner has unique differences in how the services are delivered to QSLA providers, so the intent of this SOP to honor the culture and service delivery system of each coaching partner. Captured in this document are the agreed upon LA County QRIS Architects Coaching model decisions in which both coaching partners are responsible for implementing to fidelity.

II. Coaching Philosophy and Approaches

The QSLA coaching philosophy takes a strengths-based approach and is built upon Practice-Based Coaching, Reflective Practice, and Servant Leadership strategies that support early learning professionals in their career development.

Reflective Practice

Reflective practice is the process of “thoughtfully considering one's own experiences in applying knowledge to practice while being coached by professionals in the discipline”\(^1\). This approach helps coaches and site staff gain a deeper understanding of their own coaching/teaching style and, ultimately, greater effectiveness as a coach/teacher.

Strengths-Based Approach

Strengths-based approach for QSLA refers to policies, practices, and strategies that identify and draw upon the strengths of the coaches, site staff, and sites’ communities. Strengths-based practice involves a shift from a deficit approach, which emphasizes problems, to a positive partnership with the teachers and site. The approach acknowledges that each site has unique strengths and challenges and engages the site staff as a partner in developing and implementing change.

The model supports established systems and practices, which are successful and working to promote children’s learning and family engagement. Coaching partners also agree that QSLA

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coaching helps teachers, directors and administrators to develop a plan with measurable results for continuous quality improvement throughout the entire site. Data is the centerpiece of the coaching session, is used to determine goals, and expected outcomes. Additionally, QSLA partners believe that support is best provided individually through on-site coaching and collectively through professional development to all site staff.

QSLA believes that no two coaching settings, nor any coaching relationships, are alike. There are a variety of early care and education programs in which teachers and early childhood educators work. Each early childhood educator and each coach creates a unique relationship that builds on their strengths. Additionally, this relationship supports mutually agreed-upon areas of growth for the early childhood educator.

The following guiding statements apply to all QSLA coaching roles:

- The coaching relationship is a collaborative partnership with the goal that all feel excited to learn and share a responsibility to contribute.
- Coaching is rooted in hopefulness and the belief that all early childhood educators have strengths and that, with support, growth is always possible.
- Transformative coaching and pedagogy have a core assumption that everyone brings experiential knowledge that can be built upon to enhance learning.
- Conversation and dialogue can build trust and create a safe space to address barriers and work towards improvement and change.
- Coaching helps translate theory into practice through inquiry and reflection.
- Coaches and early childhood educators work together to set goals, create plans, and assess progress.

III. Coaching Goals

As stated in the QRIS Architects Coaching model agreements:

*Coaching, including connections to other quality improvement supports, will be measured in short, medium and long-term goals. These goals are aligned to the state rating matrix; as this matrix is revised the goals will be adjusted accordingly.*

**Short-term goals** (1-2 years):
1. More programs use an observation-based tool, such as the Desired Results Developmental Profile (DRDP)
2. More programs ensure children receive developmental screenings (ASQ and ASQ-SE) to identify potential areas of concern
3. Teachers and directors report they are receiving the types and dosage of support indicated by their QIP (specified by the QSLA model)
4. Teachers and directors report that coaching has helped them improve the quality of early learning programs provided to children and families
5. Teachers and directors report that coaching has helped them access other quality improvement supports that are linked with their QIP, such as learning communities and trainings

**Medium range goals** (3-4 years):
1. Learning environments improve as measured by improved Environment Rating Scale (ERS) scores
2. Adult-child interactions improve as measured by CLASS scores
3. Family engagement improves as measured by the ERS provisions for parents item
4. Teachers and directors have increased staff qualifications, with more teachers and directors completing college courses or degrees in early childhood/child development

**Long range goals** (5-8 years):
1. Programs remain in QSLA, continuing to receive coaching commensurate with their needs.
2. Overall program quality improved, as measured by improved QRIS ratings.

Ultimately, the goal of QSLA is to improve children’s readiness for success in school and lifelong achievement and to engage family.

**IV. Coaching Roles**

**A. Program Coach (PC)**

**Role Description**

Program Coaches will focus on the broad work of quality improvement, including setting the conditions for change, creating and implementing a quality improvement plan, and providing support on common topics related to implementing the CA-QRIS standards within classrooms. This may include support on topics such as the CLASS and ERS, increasing the numbers of children who are screened with developmental a, reducing ratios and group sizes, and ensuring teachers and directors have access to professional development to improve qualifications.

Coaches will also provide support as needed in the following areas important to providing a high quality early learning experience:

- supporting children who are dual language learners;
- meeting the unique needs of infants and toddlers;
- implementing child observation and assessment/developmental screening;
- inclusion of children with special needs; and
- behavioral/mental health supports for children and staff.

**Program Coach Logic Model (see Appendix )**

The Program Coach focuses on the broad work of quality improvement, including setting the conditions for change, in order to create a supportive, structured and engaging classroom
Quality Start Los Angeles (OSLA) Logic Model – Program Coaching

**OUTCOMES – IMPACT**
We expect that, if accomplished, these activities will lead to the following specific changes:

<table>
<thead>
<tr>
<th>Inputs</th>
<th>Activities</th>
<th>Outputs</th>
<th>Measurement Tools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short-term (1-2 years)</td>
<td>Long-term (3+ years)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Program Coach**

**INPUTS**
In order to build our system, we need the following:

**OUTPUTS**

**ACTIVITIES**
Things we need to do:

<table>
<thead>
<tr>
<th>Participant</th>
<th>90% of teachers receive an average of 2 hours of small group instruction per classroom per year.</th>
<th>Teachers incorporate child development into their teaching practice.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Co-develop QI Coaching (SMART goals: Instructing Coaching between Forms and ( \rightarrow ) Score AGenda), and action plans with leaders and teachers.</td>
<td>Teachers engage in regular coaching sessions to improve their teaching practices.</td>
<td></td>
</tr>
<tr>
<td>Complete coaching logs (submitted within 5 days of visit) and update QI form.</td>
<td>Teachers provide feedback and support to staff members.</td>
<td></td>
</tr>
</tbody>
</table>

**MEASUREMENT TOOLS**
Possible ways to measure outcomes:

- Child Development Inventory (CDI)
- AAO and AAO SE
- REGS
- OSQ
- Pre-K Transition Inventory (PI)
**B. Program Leadership Coach/Consultant (PLC)**

**Role Description**
Following the principle that “Quality Starts at the Top,” PLCs provide comprehensive leadership support to program directors/administrators. The PLC supports overall program improvement, helping to inspire and capacitate others to provide high quality early learning experiences for children and families. The PLCs aim to support administrators/directors in their strengthening of leadership skills and systems development to improve sustainability and overall organizational climate at the site.

**Program Leadership Consultant Logic Model (see Appendix)**
The Program Leaderships Consultant (PLC) aims to support administrators/directors in strengthening their skills to establish a high quality child care environment with well prepared and well supported teachers.

![Quality Start Los Angeles (OSLA) Logic Model – Program Leadership Coaching](image)

<table>
<thead>
<tr>
<th>INPUTS</th>
<th>ACTIVITIES</th>
<th>OUTPUTS</th>
<th>OUTCOMES - IMPACT</th>
<th>MEASUREMENT TOOLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>In order to build our system we need the following:</td>
<td>Things we need to do:</td>
<td>Evidence/expectations that activities will produce:</td>
<td>Possible ways to measure outcomes:</td>
<td></td>
</tr>
<tr>
<td>GA/SEW Workforce Registry/Professional Development Inventory</td>
<td>attainability of the goals</td>
<td>Short-term (1-2 years)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Program Administration Scale (PAS) results (Center Only)</td>
<td>Engage in reflection on the effectiveness of their own performance, using data collected on the participant, progress towards goals, and supervisor feedback</td>
<td>Long-term (3+ years)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Business Administration Scale (BAS) results (PCC Only)</td>
<td>COACHING APPROACHES &amp; FRAMEWORKS:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SITE POLICIES/INFO. (if available)</td>
<td>Reflective, Strength-based, Collaborative Coaching Approach</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Referral process and/or tracker for early intervention services</td>
<td>Continuous Quality Improvement</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Policy for collection of LIC 701 Physician’s Report</td>
<td>Appreciative Inquiry</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Policy for child screening</td>
<td>Process Consultation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Calendar of professional development opportunities planned</td>
<td>Servant Leadership</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>RESOURCES</td>
<td>Management Skills</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Program Leadership Consultant (PLC) Manual (Child/Infant Only)</td>
<td>Leadership Skills</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quality Continuum Framework (JMVIA)</td>
<td>Systems Thinking</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Continuous Quality Improvement Pathways</td>
<td>*</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
C. Family Engagement Coach/Family Engagement Specialist

Role Description

The Family Engagement Coach (FEC) / Family Engagement Specialist (FES) supports the intentional implementation of the Strengthening Families™ Framework to promote family resilience and optimal development of their children. They work directly with teachers, directors or other family support staff to provide a model for effectively engaging families in program activities and in their child’s learning and development at home and at school. They do this during their regular onsite visits and by supporting attendance and implementation of Family Education trainings that align with the Strengthening Families™ Framework.

The Strengthening Families Protective Factors, adopted by the California Quality County Consortium, to promote family resilience and optimal development for children is one of the pathways in the CA Professional Development Pathways. The Continuous Quality Improvement (CQI) Pathways provide a guide to continuously improving services for children and families. The CQI Pathways are aligned with the Rating Matrix and are designed to assist programs with improvement in the core areas (i.e. Child Development and School Readiness, Teachers and Teaching, Program and Environment). Each area has specific tools and resources for a coach to use in support of program efforts.
Family Engagement Coach Logic Model (see Appendix)

Providers will receive coaching, technical assistance and intentional supports framed by the Strengthening Families™ Framework to promote family resilience and optimal child development.

**Quality Start Los Angeles (QSLA) Logic Model – Family Engagement**

**QSLA Family Engagement Statement**: Providers will receive coaching, technical assistance and intentional supports framed by the Strengthening Families Protective Factors to promote family resilience and optimal child development.

<table>
<thead>
<tr>
<th>INPUTS</th>
<th>ACTIVITIES</th>
<th>OUTPUTS</th>
<th>OUTCOMES – IMPACT</th>
<th>MEASUREMENT TOOLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>PERSONNEL</td>
<td>THINGS WE NEED TO DO</td>
<td>THINGS WE NEED TO DO</td>
<td>EVIDENCE/EVENTUATIONS THAT ACTIVITIES WILL PRODUCE</td>
<td>PRACTICAL WAYS TO MEASURE OUTCOMES</td>
</tr>
<tr>
<td>SITES</td>
<td>• FCC/Direct/State Supervisors</td>
<td>• Provider Coaching: receive 1 hour of coaching per month</td>
<td>• Programs develop and implement a Family Engagement Plan, and review annually</td>
<td>• Online Survey – QSLA, PII, FCC/Directors/Site Supervisors</td>
</tr>
<tr>
<td>• Lead Teacher(s), Assistant Teachers, and Teacher Aides</td>
<td>• Family Engagement Coaches (FCC)</td>
<td>• Coach in-person coaching: receive 2 hours of coaching per month</td>
<td>• Programs implement the information learned from the Parent Education Train-the-Trainer Program</td>
<td>• Online Survey – QSLA, PII, FCC/Directors/Site Supervisors</td>
</tr>
<tr>
<td>• Site Embedded Coach (if relevant)</td>
<td>• Coaching Log</td>
<td>• PII’s in-person coaching: receive 2 hours of coaching per month</td>
<td>• Program create a system that promotes parent leadership in decision making and the individual and school level</td>
<td>• Online Survey – QSLA, PII, FCC/Directors/Site Supervisors</td>
</tr>
<tr>
<td>COACHING TEAM</td>
<td>• Special Education Coordinator</td>
<td>• Weekly Coaching: receive 1 hour of coaching per week</td>
<td>• Programs develop a clear and positive two-way communication system between families and the site</td>
<td>• Online Survey – QSLA, PII, FCC/Directors/Site Supervisors</td>
</tr>
<tr>
<td>• Technical Assistant</td>
<td>• Program Coaches (PCs)</td>
<td>• Parent Engagement: receive 2 hours of coaching per month</td>
<td>• Programs provide a comprehensive, sustainable FE system in place to involve and engage families and communities</td>
<td>• Online Survey – QSLA, PII, FCC/Directors/Site Supervisors</td>
</tr>
<tr>
<td>• Family Engagement Coordinator</td>
<td>• Family Engagement Plan (FEP)</td>
<td>• Parent Engagement: receive 2 hours of coaching per month</td>
<td>• Programs create a system that promotes parent leadership in decision making at the individual and school level</td>
<td>• Online Survey – QSLA, PII, FCC/Directors/Site Supervisors</td>
</tr>
<tr>
<td>• Coaches</td>
<td>• Continuous Quality Improvement Pathways</td>
<td>• Parent Engagement: receive 2 hours of coaching per month</td>
<td>• Programs develop and implement a Family Engagement Plan, and review annually</td>
<td>• Online Survey – QSLA, PII, FCC/Directors/Site Supervisors</td>
</tr>
</tbody>
</table>

**Quality Start Los Angeles (QSLA) Logic Model – Family Engagement**

**QSLA Family Engagement Statement**: Providers will receive coaching, technical assistance and intentional supports framed by the Strengthening Families Protective Factors to promote family resilience and optimal child development.

<table>
<thead>
<tr>
<th>INPUTS</th>
<th>ACTIVITIES</th>
<th>OUTPUTS</th>
<th>OUTCOMES – IMPACT</th>
<th>MEASUREMENT TOOLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>the-Trainees for QSLA</td>
<td>THINGS WE NEED TO DO</td>
<td>THINGS WE NEED TO DO</td>
<td>EVIDENCE/EVENTUATIONS THAT ACTIVITIES WILL PRODUCE</td>
<td>PRACTICAL WAYS TO MEASURE OUTCOMES</td>
</tr>
<tr>
<td>participating site-staff, FE coaches</td>
<td>• Peer Review of review on action steps and goals</td>
<td>• Peers in-person coaching: receive 2 hours of coaching per month</td>
<td>• Programs create a system that promotes parent leadership in decision making at the individual and school level</td>
<td>• Online Survey – QSLA, PII, FCC/Directors/Site Supervisors</td>
</tr>
<tr>
<td>• Regional, Local Professional Development</td>
<td>• Review results of previous year’s QSLA Program Survey</td>
<td>• Peers in-person coaching: receive 2 hours of coaching per month</td>
<td>• Programs create a system that promotes parent leadership in decision making at the individual and school level</td>
<td>• Online Survey – QSLA, PII, FCC/Directors/Site Supervisors</td>
</tr>
<tr>
<td>• Continuous Quality Improvement Pathways</td>
<td>• Promote Family Engagement</td>
<td>• Peers in-person coaching: receive 2 hours of coaching per month</td>
<td>• Programs create a system that promotes parent leadership in decision making at the individual and school level</td>
<td>• Online Survey – QSLA, PII, FCC/Directors/Site Supervisors</td>
</tr>
<tr>
<td>• iWheel</td>
<td>• Coaches in-person coaching: receive 2 hours of coaching per month</td>
<td>• Peers in-person coaching: receive 2 hours of coaching per month</td>
<td>• Programs create a system that promotes parent leadership in decision making at the individual and school level</td>
<td>• Online Survey – QSLA, PII, FCC/Directors/Site Supervisors</td>
</tr>
</tbody>
</table>
V. Coaching Key Activities

A. Coaching Visits and Caseloads
During the regular scheduled coaching visit, the Program and Specialty coaches interact with staff by using a variety of modalities and adult learning techniques. Those modalities may include, but are not limited to, coaching, training, and technical assistance either in-person, email or over the phone.

Coaches discuss visit highlights with site staff prior to conclusion of the visit. Highlights include reported progress, observations, feedback, coaching support offered and next steps. Coaches and site staff preplan the next visit by: determining persons responsible for next steps, scheduling next site/classroom visit, and identifying continued areas of coaching support.

Each coaching partner will implement a coach caseload size that best meets their internal structures, as long as they fall within the range of 25-30 classrooms/sites determined by the QSLA Leadership Team in the Spring 2018. The table below represents the average coaching caseload per type of coach and the frequency in which coaching visits should be happening on average.

<table>
<thead>
<tr>
<th>Coaching Partner</th>
<th>Child360</th>
<th>CCAL A</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Program Coaches</strong></td>
<td>30 classrooms Monthly visits Average of 2 hours onsite/classroom level/visit</td>
<td>25 classrooms Monthly visits Average of 2 hours onsite/classroom level/visit</td>
</tr>
<tr>
<td><strong>Family Engagement Specialists</strong></td>
<td>28 sites Monthly visits 2 hours onsite/visit Average of 2 hours onsite/site level/visit</td>
<td>25 sites Monthly visits 2 hours onsite/visit Average of 2 hours onsite/site level/visit</td>
</tr>
<tr>
<td><strong>Program Leadership Consultants</strong></td>
<td>25 sites Monthly visits Average of 2 hours onsite/site level/visit</td>
<td>25 sites Monthly visits Average of 2 hours onsite/site level/visit</td>
</tr>
</tbody>
</table>
B. Coaching Services

Provider coaching services will be dependent on their current tier level with some services required and others optional. The chart below describes those options.

<table>
<thead>
<tr>
<th>SERVICES</th>
<th>TIER 1</th>
<th>TIER 2</th>
<th>TIER 3</th>
<th>TIER 4</th>
<th>TIER 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program coaching</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Specialty coaching of your choice:</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td></td>
<td></td>
</tr>
<tr>
<td>family engagement or program leadership</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Choice between the following options*:
  1) Program coaching only                     |        |        |        | ✔️     | ✔️     |
  2) Specialty coaching only                   |        |        |        |        |        |
  3) Both program coaching and specialty       |        |        |        | ✔️     | ✔️     |
  coaching of your choice: family engagement or |
  program leadership                           |        |        |        |        |        |

*C* pending availability

C. Determining Specialty Coaching Needs

All sites (Tiers 1-5) will be given the opportunity to assess their programs needs as it relates to family engagement or leadership and management. Center Administrators, FCC owners and teachers will complete a Specialty Coaching Survey (see appendix). The process for how and when these determinations are made are dependent on whether the provider is new to QSLA or an existing provider in QSLA. The length of provider coaching is up to 12 months within a program year. The charts below shows the process for new providers and existing providers.
For a newbie provider:

**Introduction of Specialty Coaching Survey**
- A site’s Program Coach will introduce and explain the tool during a one-on-one visit conducted after a site’s assessment and rating process has been completed.

**Completion of Specialty Coaching Survey**
- Two versions are available:
  - Center Administrator/FCC owner
  - Teacher
- Site staff will complete the survey and the Program Coach will collect the responses.
- The Program Coach will input results into a scoring sheet to aggregate data and determine need for specialty coaching.

**Review of data**
- The Program Coach will share results with the site at their first visit and present data findings. During this meeting, an agreement will be made around a need for a Specialty Coach and if needed, what type of specialty coaching is needed - Family Engagement OR Program Leadership Coaching.
- In collaboration with the Site Leadership, the Program Coach will begin developing a QIP, including family engagement or leadership/management goals.
- The Program Coach will follow their coaching agency’s protocol to request a Specialty Coach.
- The site will receive specialty coaching for an entire program year, regardless of changes in tier scores.
D. Tier 4-5 Coaching Opt In Process

Sites at Tier 4 or 5 will have the option to opt into coaching services under QSLA with support from their assigned Coach. At the beginning of each program year, sites will re-evaluate their program's needs and follow the process below:
Step 1 (Data Collection and Analysis)

- Sites will complete a *Speciality Coach Assessment tool*
- Program Coach will review *Speciality Coach Assessment tool results*
- Program Coach will review a site's Tier Rating Report
- Program Coach will schedule their first visit to discuss data and determine

Step 2 (Coaching Determination)

In collaboration, the Coach and designated site staff will determine the coaching services best suited for the site.

<table>
<thead>
<tr>
<th>No Coaching Services (Opt out or Existing Coaching)</th>
<th>Program Coaching OR Specialty Coaching* (one only)</th>
<th>Program and Specialty Coaching*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Winter Check In Spring Check In Summer/Fall re-evaluation</td>
<td>Average of 2 hours/month/classroom or site Summer/Fall re-evaluation</td>
<td>Average of 2 hours/month/classroom and; Average of 2 hours/month/site Summer/Fall re-evaluation</td>
</tr>
</tbody>
</table>

Specialty coaching for Tiers 4-5 will be based on availability within each coaching partner agency, ensuring that all Tier 1-3 providers are given priority for specialty coaching.

VI. Coaching Cycle and Tools

A. Initial Site Visit

All centers receive an Initial Site visit which is coordinated by their Program/Quality Coach, the Site Director and teachers that will receive coaching.

B. QSLA Launch Meetings
QSLA Launch Meetings are provided to school districts or community-based organizations that have multiple sites in QSLA, including administrators, directors, coaches and support staff to ensure everyone is aware of program requirements and service offerings.

C. Quality Improvement Plan

Creating a Quality Improvement Plan (QIP) is a collaborative process. The coaches assigned to a new site complete the QIP within 60 days of their assignment. For existing QSLA providers, QIPs will be reviewed with their coaches annually. QIPs are site, classroom, and individual level plans, depending on how the goals are identified.

The coaches and site staff refer to areas of strengths and opportunities for growth previously identified during the assessment process and using the Speciality Coach Assessment Tool data. In addition, the program’s overall Tier rating is utilized to co-create goals and action steps. All QIPs are developed through a collaborative process where field staff are required to input refined QIP action steps which meet the individual needs of the site and classroom(s). Once goals are achieved, a date of completion is entered on the QIP document. See Appendix for QIP Template.

B. Coach Logs

After each visit, the coaches complete a coach log. The coach log is a tool to track coaching visits and other interactions with sites, documents progress on QIP goals, and tracks appropriate follow-up support. The coach log provides a way to reflect on time spent, methods of assistance, and resources shared to inform the coaching practice. The coach log data is entered into iPinwheel.

*Coaching Cycle*
VII. Communication Protocol for Provider Concerns

The coaching partners (Child360 and Child Care Alliance of Los Angeles) follow the communication flow chart below to address concerns presented by a provider not assigned to them for coaching.
Step 1) Provider shares a concern with Coaching Partner A.

Step 2) Coaching Partner A communicates coaching Partner B and shares a summary of the provider’s concern.

Step 3) Coaching Partner B will provide to Coaching Partner A the name of the Coach Supervisor that will follow-up with the provider.

Step 4) Coach Supervisor contacts the provider regarding the concern. The Coach Supervisor will attempt to contact the provider at least 3 times.

Step 5) If NO, Coach Supervisor notifies Coaching Partner A of ongoing issue and discusses next steps: 1) Incentives, 2) Contact Incentives, 3) Notify LACOE.

Step 5) If YES, Coach Supervisor notifies Coaching Partner A of resolution.

Is the provider concern resolved?
VIII. Incentive Model

1. Incentive Model

QSLA’s model for continuous quality improvement provides incentives for sites to reach higher levels of quality. Site incentives are determined by tier rating and program type (i.e. center, FCC), and are contingent on availability of funding. The incentive charts below outline sites’ incentive eligibility.

A. Types of QSLA Incentives

The QSLA incentives a provider may receive are as follows:
Welcome Kits (One-time incentive)
At the time of enrollment, QSLA’s Technical Assistants distribute a Director’s Kit and up-to 5 Teachers’ Kits to new participants to officially welcome them to QSLA. The bilingual welcome kit materials include a letter of appreciation to participants, a timeline outlining what a provider could expect in the first year, and an explanation of the rating process. In addition, participants receive flyers highlighting professional development opportunities and QSLA’s family education offerings. The kits also include specific QSLA branded products that providers find useful in their classrooms, such as waist aprons, ice packs, hand sanitizer, tote bags, and water bottles.

Participation Stipends (One-time incentive)
At time of enrollment, a new site receives a participant stipend to use on materials or activities that support quality improvement in their early learning programs before their first QSLA tier assessment. There is a QSLA-approved menu of options to guide sites on spending the participation stipend. (See section B below)

Quality Improvement Grants (Annually)
Tier 1 and 2 sites receive annual financial incentives based on their eligibility outlined in the incentive charts above. The intent of the quality improvement grant is for sites to use the funds to support quality improvement in their early learning programs. There is a QSLA-approved menu of options to guide sites on the use of these funds. (See section B below)

Quality Achievement Award (Block Grants) (Annually)
Tier 3, 4 and 5 sites receive annual financial incentives based on their eligibility outlined in the incentive charts above. The intent of the quality achievement award is for sites to use the funds to support quality improvement in their early learning programs. There is a QSLA-approved menu of options to guide sites on the use of these funds. (See section B below)

B. QSLA-Approved Menu of Options
Below is menu of options to guide sites as they expend their participation stipend, quality improvement grant and/or quality achievement award. The menu of options is not an all-inclusive list, rather it is an example of how sites can use their funds. It is the responsibility of the participant to expend the funds in a manner that supports site/classroom quality improvement.

Please note: Sites are required to spend the funds before the end of the program year and to submit original receipts for all expenditures.

Learning Materials (Indoor & Outdoor) that support the classroom environment, strengthen teacher-child interactions and raise diversity awareness such as:

a. Books, blocks, art supplies, musical instruments, games, puzzles, dramatic play props, nature items, gardening equipment, science materials, and manipulatives
b. Numeracy materials that introduce numbers, patterns, shapes, measurement, and problem solving
c. Language materials that support receptive and expressive language, comprehension, and literacy

d. Materials and/or equipment to address diversity and individual needs of children including dual language learners, those with disabilities and/or special needs

e. Curriculum guides, assessment tools, and other teacher resources

f. Water and Sand Tables

g. Costs for educational field trips

**Furnishings that are accessible and create a developmentally appropriate environment for learning in alignment with the Environmental Rating Scale (ERS) such as:**

a. Sufficient furniture for children in care

b. Child-sized tables and chairs

c. Adaptive furniture for children with disabilities and/or special needs

d. Mats, cots, and/or cribs for a restful naptime

e. Area rugs and soft furniture for relaxation/comfort areas

f. Child-sized shelves and storage units

g. Cubbies/lockers to store children’s personal belongings

h. Outdoor sheds

i. Store benches

j. Table risers: Large and small

k. Outdoor hand washing sinks

l. Large foam mats

m. Cot sheets/liners

n. Changing tables

**Gross Motor Equipment that promotes safe, active play areas such as:**

a. Sufficient equipment to engage children

b. Equipment that stimulates a variety of skills including balancing, climbing, ball play, steering and pedaling wheel toys

c. Playground equipment

d. Improvements or adaptations to active play areas (indoors and outdoors)

e. Equipment that promotes the inclusion of children with disabilities and/or special needs (ramps, etc.)

**Minor Renovations to address indoor/outdoor space improvements to meet quality health and safety standards and/or licensing regulations such as:**

a. Painting

b. Replacing faucets

c. Flooring/carpeting

d. Accessibility equipment (ramps, etc.)

e. Landscaping

f. Plants
Technology

a. Computer and technology equipment dedicated to planning, assessment, reporting, professional development, and other key items associated with quality improvement
b. Software to support business practices (payroll, accounting, etc.)
c. Software for child reporting (DRDP Online, etc.)
d. Printers/Scanner
e. Wireless speaker
f. Projector

Trainings/Professional Development that support the growth of early learning providers such as:

a. Fees associated with attending a training, professional development opportunity, or a conference (registration fee, travel expenses, etc.)
b. Substitute time to allow a teacher to attend a training or professional development opportunity
c. CLASS recertification fees
d. Professional membership fees
e. Consultant and material fees to offer onsite training opportunities

Student Wellness

a. Fees associated with onsite screenings, including developmental, health, vision, audiology, and dental

Parent Engagement that promotes home-school connection

a. Parent trainings and resources
b. Expenses associated with hosting a parent meeting
c. Materials to enhance communication with parents
d. Child care during a parent event

Health and Safety

a. A/C wall units
b. Professional steaming services
c. Termite/pest control services
d. Professional cleaning service
e. Air Filtrating/Purification Systems
f. Cleaning and disinfecting supplies that are OSHA compliant
g. First aid and natural disaster supplies
**Unallowable Expenses**: QSLA incentives cannot be used to cover providers’ ongoing operational expenses such as payments of mortgage, utilities, rental/lease payments, insurance, or licensing fees.

C. Distributions of Incentives

Incentives are distributed to QSLA sites by their assigned coaching partner. However, distribution of incentives is contingent on the availability of QSLA funding. In addition, an existing site’s annual quality improvement grant or quality achievement award is based on the certified tier rating at time of contracting (July 1st), regardless of if a site is scheduled to be assessed in the same program year or has an expired tier rating.²

Generally, participation stipends are distributed to newly enrolled providers once they sign a contract with their assigned coaching partner. Once the new provider has completed the assessment process and has received a certified rating, they will receive either a quality improvement grant or a quality achievement award for that program year and annually after that.

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² Per QSLA LT Agreement on July 15, 2018
IX. Glossary

A. Continuous Quality Improvement Pathways
The Continuous Quality Improvement (CQI) Pathways provide a guide to continuously improving services for children and families. The CQI Pathways are aligned with the Rating Matrix and are designed to assist programs with improvement in the core areas (i.e., Child Development and School Readiness, Teachers and Teaching, Program and Environment). Each area has specific tools and resources for a coach to use in support of program efforts.

B. Strengthening Families Framework
The Strengthening Families Framework is a national and international initiative that aims to develop and enhance the Protective Factors that help keep families strong and children safe from abuse and neglect. The framework was developed by the Center for the Study of Social Policy (CSSP) to create a national, systematic approach to prevention that would reach large numbers of children long before abuse or neglect occurred. A number of tools are available to support those shifts in practice. For more information, visit http://www.strengtheningfamilies.net/.

C. Reflective Practice
Reflective practice is the process of “thoughtfully considering one’s own experiences in applying knowledge to practice while being coached by professionals in the discipline”\(^3\). This approach helps Family Engagement Coaches and site staff gain a deeper understanding of their own coaching/teaching style and, ultimately, greater effectiveness as a coach/teacher.

D. Practice-Based Coaching
Practice-Based Coaching (PBC) is a professional development strategy that uses a cyclical process. This process supports teachers’ use of effective teaching practices that lead to positive outcomes for children. PBC occurs in the context of collaborative partnerships.

E. Servant Leadership
Servant leadership is both a leadership philosophy and set of leadership practices. Traditional leadership generally involves the accumulation and exercise of power by one at the “top of the pyramid.” By comparison, the servant-leader shares power, puts the needs of others first, and helps people develop and perform as highly as possible.

F. Strengths-Based Approach
Strengths-based approach for QSLA refers to policies, practices, and strategies that identify and draw upon the strengths of the coaches, site staff, and the sites’ communities. Strengths-based

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practice involves a shift from a deficit approach, which emphasizes problems, to a positive partnership with the teachers and site. The approach acknowledges each site has a unique set of strengths and challenges and engages the site staff as a partner in developing and implementing change.

G. Quality Continuum Framework (QCF)
California identified multiple research-based common elements of a high-quality QRIS and created a Quality Continuum Framework (Framework). The Framework includes common research-based elements, tools, and resources grouped into three core areas: (1) Child Development and School Readiness, (2) Teachers and Teaching, and (3) Program and Environment. This Framework is being implemented in the Regional Leadership Consortia (Consortia) participating in QRIS and is designed to both evaluate and rate early learning programs based on scientific early childhood research (Hybrid Rating Matrix) and provide a continuous quality improvement pathway (Continuous Quality Improvement Pathways).

H. Professional Development Pathways
This tool is California’s companion piece to their Race to the Top – Early Learning Challenge (RTT-ELC) Hybrid Rating Matrix. Together they form the Quality Continuum Framework (Framework).
X. Appendix

I. Appendix A

Quality Improvement Plan

Quality Improvement Plan

Site

quantify improvement plan

identify goal focus area(s) below with a check mark:

☐ Child Observation and Assessment  ☐ Raries and Group Size
☐ Individualized Curriculum Planning and Implementation  ☐ Physical Environment
☐ Developmental and Health Screenings  ☐ Director Qualifications
☐ Social-Emotional Development  ☐ Program Administration
☐ Health, Nutrition, and Physical Activity  ☐ Family Strengthening and Engagement: Knowledge of Parenting
☐ Inclusion of Child with Special Needs  ☐ and Child Development
☐ Equity and Cultural and Linguistic  ☐ Family Strengthening and Engagement: Social and Emotional
☐ Competence of Children
☐ Qualifications for Center/FCC Teachers  ☐ Family Strengthening and Engagement: Parental Resilience
☐ Effective Teacher-Child Interactions  ☐ Family Strengthening and Engagement: Social Connections
☐ Professional Development  ☐ Family Strengthening and Engagement: Concrete Support in Times of Need

Goal:

Progress:

Created Date:
04/12/2017

Due Date:

Strategies for Reaching Objective:
☐ Training
A learning experience specific to a content area and related set of skills or dispositions.
☐ Coursework
A unit-based education offered by an institution of higher education.
☐ Mentoring
A relationship based process between colleagues in similar professional roles intended to increase an individual's personal or professional capacity.
☐ Coaching
A process led by an expert with specialized and adult learning knowledge and skills to build capacity for specific professional dispositions, skills, and behaviors.
☐ Consulting
A collaborative, problem-solving process between an external consultant to assess and resolve an issue-specific concern.
☐ Advising
A one-on-one process through which an advisor offers information, guidance, and advice to an individual about professional growth, career options, and pathways to obtain or meet required qualifications.
Quality Improvement Plan

☐ Reflective Practice/Supervision

A collaborative relationships for professional growth that improve program quality and practice by valuing strengths around vulnerabilities to generate growth of their own beliefs and how those beliefs impact their work with families.

☐ Communities of Practice/Cohorts/Peer Learning

The development of relationship-based learning and support communities among colleagues, often in like roles.

☐ Other

Incentives Implemented to Reach Objective:

☐ Resources/Materials

☐ Stipends/Scholarships to Individuals

☐ Grants/Incentives to Sites

☐ Training/Technical Assistance

☐ Other

--- Action Steps ---

Action 1: Step:

Action 1 Date Started:

MM/DD/YYYY

Action 1 Date Completed:

MM/DD/YYYY

Action 1 Progress:

Action 2: Step:

Action 2 Date Started:

MM/DD/YYYY

Action 2 Date Completed:

MM/DD/YYYY

Action 2 Progress:

Action 3: Step:

Action 3 Date Started:

MM/DD/YYYY

Action 3 Date Completed:

MM/DD/YYYY

Action 3 Progress:

Action 4: Step:
Quality Improvement Plan

View

Action 4 Date Started:
MM/DD/YYYY

Action 4 Date Completed:
MM/DD/YYYY

Action 4 Progress:

Action 5 Step:

Action 5 Date Started:
MM/DD/YYYY

Action 5 Date Completed:
MM/DD/YYYY

Action 5 Progress:

Action 6 Step:

Action 6 Date Started:
MM/DD/YYYY

Action 6 Date Completed:
MM/DD/YYYY

Action 6 Progress:

Action 7 Step:

Action 7 Date Started:
MM/DD/YYYY

Action 7 Date Completed:
MM/DD/YYYY

Action 7 Progress:

Action 8 Step:

Action 8 Date Started:
MM/DD/YYYY

Action 8 Date Completed:
MM/DD/YYYY

Action 8 Progress:

Action 9 Step:
Quality Improvement Plan

Action 8 Date Started:
View Y

Action 8 Date Completed:
MM/DD/YYYY

Action 8 Progress:

Action 9 Step:

Action 9 Date Started:

Action 9 Date Completed:

Action 9 Progress:

Action 10 Step:

Action 10 Date Started:

Action 10 Date Completed:

Action 10 Progress:

— Add Attachments

Add Attachment (Save then Edit to add another Attachment):
Choose File: No file chosen

— Existing Attachments

No Attachment(s) Found.
Appendix B
Coaching Logs

Update Site Coach Log

Site Name
Site: 191606624

Date: 04/12/2017
Start Time: 12:00 PM
End Time: 12:00 PM

Type of Coaching:

Pathway and Topics:

Secondary:

(1) Primary Topic / Percent of Time Spent:

(2) Additional Topic / Percent of Time Spent:

(3) Additional Topic / Percent of Time Spent:

(4) Additional Topic / Percent of Time Spent:

(5) Additional Topic / Percent of Time Spent:

Methods of Assistance:

Observation and Feedback
Modelling
Training
Resource Sharing
Other:

Resources Provided:

(1) Resource:

(2) Additional Resource:

(3) Additional Resource:

(4) Additional Resource:

(5) Additional Resource:

Other Resource:

Notes:

Notes:
Date of First Coaching Yr.

mm/dd/yyyy

Attendees

(1) Attendee: 

(2) Additional Attendee:

(3) Additional Attendee:

(4) Additional Attendee:

(5) Additional Attendee:

(6) Additional Attendee:

(7) Additional Attendee:

(8) Additional Attendee:

(9) Additional Attendee:

(10) Additional Attendee:

(11) Additional Attendee:

(12) Additional Attendee:

(13) Additional Attendee:

(14) Additional Attendee:

(15) Additional Attendee:

(16) Additional Attendee:

(17) Additional Attendee:

(18) Additional Attendee:

(19) Additional Attendee:

(20) Additional Attendee:
Update Site Coach Log

- Add Attachments

Add Attachment (Save then Edit to add another Attachment):
Choose File: No file chosen

- Existing Attachments

No Attachment(s) Found.
# Appendix C

Matrix

## QUALITY COUNTS CALIFORNIA
### RATING MATRIX WITH ELEMENTS AND POINTS FOR CONSORTIA COMMON TIERS 1, 3, AND 4

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>1 POINT</th>
<th>2 POINTS</th>
<th>3 POINTS</th>
<th>4 POINTS</th>
<th>5 POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CORE I: CHILD DEVELOPMENT AND SCHOOL READINESS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Child Observation</td>
<td>□ Not required</td>
<td>□ Program uses evidence-based child assessment observation tool annually that covers all five domains of development</td>
<td>□ Program uses valid and reliable child assessment observation tool aligned with CA Foundations &amp; Frameworks’ twice a year</td>
<td>□ DRDP (minimum twice a year)</td>
<td>□ Program uses DRDP twice a year and uploads into DRDP Tech and results used to inform curriculum planning</td>
</tr>
<tr>
<td>2. Developmental and Health Screenings</td>
<td>□ Meets Title 22 Regulations</td>
<td>□ Health Screening Form (Community Care Licensing form UC 717 “Physician’s Report - Child Care Centers” or equivalent) used at entry, then:</td>
<td>□ 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</td>
<td>□ Meets Criteria from point level</td>
<td>□ Program works with families to ensure screening of all children using the ASQ &amp; ASQ-SE, if indicated, at entry, then as indicated by results thereafter AND</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1. Annually OR 2. Ensures vision and hearing screenings are conducted annually</td>
<td>□ Meets Criteria from point level</td>
<td>AND</td>
<td>□ Meets Criteria from point level</td>
</tr>
<tr>
<td><strong>CORE II: TEACHERS AND TEACHING</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Minimum Qualifications for Lead Teacher/ Family Child Care Home (FCCH)</td>
<td>□ Meets Title 22 Regulations</td>
<td>□ Center: 24 units of ECE/CCD OR Associate Teacher Permit AND</td>
<td>□ 24 units of ECE/CCD + 16 units of General Education OR Teacher Permit AND</td>
<td>□ Associate’s degree in ECE/CCD (or closely related field) OR AAS in any field plus 24 units of ECE/CCD OR Site Supervisor Permit AND</td>
<td>□ Bachelor's degree in ECE/CCD (or closely related field) OR BA/BS in any field plus 24 units of ECE/CCD OR Master’s degree in ECE/CCD OR Program Director Permit AND</td>
</tr>
<tr>
<td></td>
<td>□ Center: 12 units of Early Childhood Education (ECE/CCD Development) OR FCCH: 12 units of ECE/CCD OR Associate Teacher Permit</td>
<td>□ 21 hours professional development (PD) annually</td>
<td></td>
<td>AND</td>
<td>□ 21 hours PD annually</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Effective Teacher–Child Interactions: CLASS Assessments (Use tool for appropriate age group as available)</td>
<td>□ Not Required</td>
<td>□ Familiarly with CLASS for appropriate age group as available to one representative from the site</td>
<td>□ Independent CLASS assessment by reliable observer to inform program’s professional development/improvement plan</td>
<td>□ Independent CLASS assessment by reliable observer with minimum CLASS scores:</td>
<td>□ Independent assessment with CLASS with minimum CLASS scores:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Pre-K</td>
<td>Pre-K</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Emotional Support – 5</td>
<td>• Emotional Support – 5.5</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Instructional Support – 5</td>
<td>• Instructional Support – 5.5</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Classroom Organization – 5</td>
<td>• Classroom Organization – 5.5</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Toddler</td>
<td>Toddler</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Emotional &amp; Behavioral Support – 5</td>
<td>• Emotional &amp; Behavioral Support – 5.5</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Engaged Support for Learning – 3.5</td>
<td>• Engaged Support for Learning – 4</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Infant</td>
<td>Infant</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Responsive Caring (RC) – 5.0</td>
<td>• Responsive Caring (RC) – 5.5</td>
</tr>
</tbody>
</table>

1. Approved assessments are: Creative Curriculum (CDJ); Early Learning Scale by National Institute of Early Education Research (NIEER); and Infant Inventory of Early Development III.
2. For all ECE/CCD units, the core eight 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).

REvised 10-24-2017
### Core III: Program and Environment - Administration and Leadership

<table>
<thead>
<tr>
<th>Element</th>
<th>1 Point</th>
<th>2 Points</th>
<th>3 Points</th>
<th>4 Points</th>
<th>5 Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Ratios and Group Size (Centers Only, beyond learning regulations)</td>
<td>☐ Center - Title 22 Regulations</td>
<td>☐ Center - Ratios: Group Size Infant/Toddler</td>
<td>☐ Center - Ratios: Group Size Infant/Toddler</td>
<td>☐ Center - Ratios: Group Size Infant/Toddler</td>
<td>☐ Center - Ratios: Group Size Infant/Toddler</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Preschool: 3:36</td>
<td>Preschool: 3:36</td>
<td>Preschool: 3:36</td>
<td>Preschool: 3:36</td>
</tr>
</tbody>
</table>

6. Program Environment Rating Scales (Use tool for appropriate setting: ECERS-R, TEACCH, ECERS-3R) | ☐ Independent ERS assessment. All subscales completed and averaged to meet overall score of 5.0 |
| | ☐ Independent ERS assessment. All subscales completed and averaged to meet overall score of 6.0 |

7. Director Qualifications (Centers Only) | ☐ Master’s degree with 30 units ECE/CD including specialized courses + 36 hours management administration |
| | ☐ Bachelor’s degree with 24 units ECE/CD + 24 units management administration + 36 hours management administration |
| | ☐ Associate’s degree with 24 units ECE/CD + 12 units management administration and 24 units supervision |
| | ☐ 12 units ECE/CD + 18 units management administration |

### TOTAL POINT RANGES

<table>
<thead>
<tr>
<th>Program Type</th>
<th>Common-Tier 1</th>
<th>Local-Tier 2</th>
<th>Common-Tier 3</th>
<th>Common-Tier 4</th>
<th>Local-Tier 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Centers</td>
<td>Point Range</td>
<td>Point Range</td>
<td>Point Range</td>
<td>Point Range</td>
<td>Point Range</td>
</tr>
<tr>
<td>7 Elements for 35 points</td>
<td>8 to 19</td>
<td>20 to 25</td>
<td>26 to 31</td>
<td>32 and above</td>
<td></td>
</tr>
</tbody>
</table>

Local-Tier 2: Local decision if blocked or points and if there are additional elements.

Local-Tier 5: Local decision if there are additional elements included California Department of Education, February 1.2013, updated on May 28, 2015; effective July 1, 2015.

REVISED: 10-24-2017
### Appendix D
Pathways

#### California QRIS Continuous Quality Improvement Pathways Core Tools and Resources

<table>
<thead>
<tr>
<th>CORE I: CHILD DEVELOPMENT &amp; SCHOOL READINESS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>School Readiness</strong></td>
</tr>
<tr>
<td>Goal (Pathway)</td>
</tr>
<tr>
<td>Related Element(s)</td>
</tr>
</tbody>
</table>
| RTT-ELC Core Tool(s) & Resources            | - CA Foundations and Frameworks: [http://www.cde.ca.gov/spat/dre/cdppublications.asp](http://www.cde.ca.gov/spat/dre/cdppublications.asp)  
  - Desired Results Developmental Profile Assessment (DRDP) Tools: [http://desiredresults.us](http://desiredresults.us)  
  - Ages and Stages Questionnaire (ASQ): [http://agesandstages.com](http://agesandstages.com) |
| **Social–Emotional Development**            |
| Goal (Pathway)                              | Children receive support to develop healthy social and emotional concepts, skills, and strategies. |
| Related Element(s)                          | Core I.2 Developmental and Health Screenings |
| RTT-ELC Core Tool(s) & Resources            | - CA CSEFEL Teaching Pyramid Overview and Tiers 1–4 (Modules 1–3): [http://www.caconclusion.org/teachingpyramid/](http://www.caconclusion.org/teachingpyramid/)  
| **Health, Nutrition, and Physical Activity**|
| Goal (Pathway)                              | Children receive support for optimal physical development, including health, nutrition, and physical activity. |
| Related Element(s)                          | Core I.1 Child Observation and Assessment and Core I.2 Developmental and Health Screenings |
| RTT-ELC Core Tool(s) & Resources            | - CA Preschool Foundations and Frameworks– Health and Physical Development: [http://www.cde.ca.gov/spat/dre/cdppublications.asp](http://www.cde.ca.gov/spat/dre/cdppublications.asp)  
| **CORE II: TEACHERS AND TEACHING**          |
| **Effective Teacher–Child Interactions**    |
| Goal (Pathway)                              | Teachers are prepared to implement effective interactions in the classroom. |
| Related Element(s)                          | Core II.4 Effective Teacher–Child Interactions |
| RTT-ELC Core Tool(s) & Resources            | - Classroom Assessment and Scoring System (CLASS) for relevant age grouping: [http://www.teachstone.com/the-class-system/](http://www.teachstone.com/the-class-system/)  

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5. This document accompanies the Hybrid Matrix as part of the Quality Continuum Framework. These are the tools and resources listed in the Federal application that the Consortia are required to include in their Quality Improvement plan. Data will be gathered regarding how these tools and resources are used by the Consortia. Optional companion tools will also be developed, including the Enhanced Pathways Continuum, Pathways Implementation Guide, and Additional Pathways Tools and Resources.
# California QRIS Continuous Quality Improvement Pathways
## Core Tools and Resources

### Professional Development

<table>
<thead>
<tr>
<th>Goal (Pathway)</th>
<th>Teachers are lifelong learners.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Related Element(s)</td>
<td>Core II.3 Minimum Qualifications and Core II.4 Effective Teacher–Child Interactions</td>
</tr>
<tr>
<td>RTT-ELC Core Tool(s) &amp; Resources</td>
<td></td>
</tr>
</tbody>
</table>
  - Common Core R: [http://www.childdevelopment.org/cs/cdc/print/htdcs/services_cap.htm](http://www.childdevelopment.org/cs/cdc/print/htdcs/services_cap.htm)  
  - ECE Competencies Self-Assessment Tool: [http://ececompsai.org/](http://ececompsai.org/)  
  - Professional Growth Plan |

### CORE III: PROGRAM AND ENVIRONMENT

#### Environment

<table>
<thead>
<tr>
<th>Goal (Pathway)</th>
<th>The program indoor and outdoor environments support children’s learning and development.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Related Element(s)</td>
<td>Core III.6 Program Environment Rating Scale(s) (ERS)</td>
</tr>
<tr>
<td>RTT-ELC Core Tool(s) &amp; Resources</td>
<td></td>
</tr>
</tbody>
</table>
    - Infant-Toddler Environment Rating Scale (ITERS),  
    - Early Childhood Environment Rating Scale (ECERS),  
    - Family Child Care Environment Rating Scale (FCCERS) |

#### Program Administration

<table>
<thead>
<tr>
<th>Goal (Pathway)</th>
<th>The program effectively supports children, teachers, and families.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Related Element(s)</td>
<td>All</td>
</tr>
<tr>
<td>RTT-ELC Core Tool(s) &amp; Resources</td>
<td></td>
</tr>
</tbody>
</table>
  - Business Administration Scale (Family Child Care) – (BAS): [http://mc.commickcenter.ni.edu/program-evaluation/business-administration-scale-bas/](http://mc.commickcenter.ni.edu/program-evaluation/business-administration-scale-bas/)  
  - Program Administration Scale (Centers) – (PAS): [http://mc.commickcenter.ni.edu/program-evaluation/program-administration-scale-pas/](http://mc.commickcenter.ni.edu/program-evaluation/program-administration-scale-pas/)  

#### Family Engagement

<table>
<thead>
<tr>
<th>Goal (Pathway)</th>
<th>Families receive family-centered, intentional supports framed by the Strengthening Families™ Protective Factors to promote family resilience and optimal development of their children.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Related Element(s)</td>
<td>All (III.6 ERS Provision for Parents Indicator)</td>
</tr>
<tr>
<td>RTT-ELC Core Tool(s) &amp; Resources</td>
<td></td>
</tr>
</tbody>
</table>

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6. Recommended.