



# Quality Counts North State

## Memorandum of Understanding

Quality Counts North State (QCNS) is a consortium of six northern California counties participating in Quality Counts California. The six counties participating as QCNS are Glenn, Lassen, Modoc, Shasta, Tehama, and Trinity.

This Memorandum of Understanding, herein referred to as "MOU", is entered into by and between the Shasta County Office of Education (SCOE), the Shasta Children and Families Commission doing business as dba First 5 Shasta (F5S), co-administrators of QCNS, and the participating early care and education (ECE) program, herein referred to as Agency, effective as of the date of signature on the last page of this document.

### Purpose:

The purpose of this MOU is to establish the terms and conditions under which QCNS will support the Agency quality improvement efforts through mentor services, professional development, and quality allocation funding. An Agency may have one or more sites participate in QCNS. Each site will receive mentor coaching support and quality allocation funding based on (1) site setting type (2) Certified Tier Rating or estimated Tier Rating (3) level of participation and completion of requirements.

This MOU outlines the responsibilities of the Agency and QCNS. The Agency will be offered support and guidance in the quality improvement process of their ECE program.

The Agency is responsible for meeting the requirements of this MOU. If requirements are not met, it may result in the Agency's loss of Quality Counts North State participation privileges.

### I. Agency Responsibilities:

- A. Within 30 calendar days of signing this MOU, complete and submit to the QCNS Local Coordinator within your county, the following documents:
  - i. IRS Form W-9, Request for Taxpayer Identification Number and Certification and update as when any information on the W-9 changes, Failure to provide a corrected W-9 with a current mailing address to F5S will result in a \$25 fee to reissue funding. The fee will be deducted from the Agency's allocation.
  - ii. Community Care Licensing (CCL) documentation as requested;
- B. Report CCL licensing violations within 7 calendar days of receiving the violation to your QCNS Coach and Local Coordinator. CCL violations to be reported are as follows:
  - i. License Revocation Action
  - ii. License Suspension
  - iii. License Probation
  - iv. Type A Citations
  - v. Type B Citations

Failure to communicate these CCL violations may result in the Agency being dropped from QCNS.

- C. Inform QCNS of any staff, program, or licensing changes within 30 calendar days of occurrence;
- D. Comply with the data sharing requirements set forth in this MOU, including but not limited to:
  - i. Provide updated program data as requested to be stored in Hubbe,
  - ii. If the Agency has access to the Hubbe Data System, the Agency will:
    - a) Maintain current Agency, site, and participating staff names and email addresses in Hubbe,
    - b) Enter demographic data on children served at each site and complete the Common Data File (CDF) Wizard annually before May 30th,
    - c) Agency program director, lead teacher and site administrators must create accounts with the California Early Child Care and Education Workforce Registry (the Workforce Registry),
    - d) Enter Workforce Registry identification numbers into Hubbe for program directors, lead teachers and site administrators;
- E. Engage in improvement activities in accordance with the QCNS Continuous Quality Improvement Participation Framework (CQI Participation Framework), attached and incorporated herein as EXHIBIT A , and/or the Quality Counts California Quality Continuum Framework and Quality Counts California Implementation Guide (EXHIBIT D);
- F. Sites that are funded through California State Preschool Program (CSPP), General Child Care and Development (CCTR), and Family Child Care Home Educator Network (FCCHEN or CCFC) are required to be rated.
- G. Agency will develop and maintain a rating portfolio for CSPP, CCTR, and FCCHEN-funded sites as identified in the Quality Counts California Quality Continuum Framework and Implementation Guide to obtain a Certified Tier Rating. Sites estimated at Tier 4 or 5 will be rated by QCNS according to the Quality Counts California Quality Continuum Framework and Implementation Guide to obtain a Certified Tier Rating. An estimated Tier Rating will be completed by QCNS until a Certified Tier Rating can be completed. Certified Tier Ratings are valid for two to five years depending on previous Certified Tier Rating;
- H. The Agency with sites that are required to be rated will provide copies of required rating documentation which may include but is not limited to; program policies, proof of staff education (transcripts, permits etc.), professional development documentation and assessment reports, and/or proof of completion;
- I. Comply with assessment protocols when necessary;
- J. Meet with their designated mentor coach a minimum of four times during the Agency program operation year, and adhere to agreed-upon meeting times;
- K. Work with a mentor coach to develop and implement a minimum of 3 Quality Improvement Plans (QIP) annually. At least one QIP must focus on inclusion. Early Childhood Inclusion embodies the values, policies, and practices that support the right of every infant and young child and his or her family, regardless of ability, to participate in a broad range of activities and contexts as full members of families, communities, and society
- L. Maintain copies of completed training and certifications;
- M. Head Start programs will provide mentor coaching services through an internal coach within their agency. Head Start coaches are required to fulfill the coaching requirements outlined in section III. Responsibilities of QCNS under B.vii.

## II. Agency Funding Requirements

- A. Agency will retain QCNS documentation, including but not limited to receipts/invoices, packing slips, and QCNS forms for five years and make them available in the event of an audit. Agency will be responsible for all costs and penalties assessed if these documents are not produced upon request;
- B. Funding Requirements:
  - i. Agency must fulfill all contractual obligations to be eligible for funding;
  - ii. Agency must participate in the minimum requirements of coaching, Community of Practice/playgroups, Quality Improvement Plans, and professional development (see Earned Allocation Criterion below for specific requirements Section III.G);
  - iii. Agency will complete and submit to their county's Local Coordinator a completed QCNS MOU, annually;
  - iv. Agency will update Hubbe or provide updates to the Local Coordinator to reflect current contact, site, and agency information. Additional funding will not be issued until proper documentation is received. If required documentation is not received by the dates outlined in Funding Schedule below, Agency will not receive year-end funding;
  - v. Annual allocation funds must be obligated in the fiscal year in which it is received;
  - vi. Agency with site(s) that participate for a portion of the year may receive a partial allocation. Agency with site(s) new to QCNS anytime during the fiscal year must submit a funding request by May 30<sup>th</sup> to be eligible to receive the partial allocation;
  - vii. CSPP, CCFC, and CCTR sites with a Certified Tier 4 or 5 rating according to the Quality Counts California Rating Matrix and Implementation Guide will be funded by a CSPP site Block Grant for their allocation;
  - viii. QCNS participating Agencies caring for families receiving childcare subsidies are eligible to participate in the Workforce Development Pathways Grant;
  - ix. Agency staff may utilize educational scholarships if funding is available and eligibility requirements are met;
  - x. An agency may participate in the Master Teacher program to receive an individual stipend if eligibility requirements are met;
  - xi. Agency expenditures may not include consumables (i.e. food, diapers, paper, and paint).
  - xii. All travel must follow State of California Travel Guidelines. Any out-of-state travel must be approved by Quality Counts California in advance.


FUNDING SCHEDULE	
Program Evaluation Done By:	Allocation Type
September 30	Initial Participation Allocation
May 30	Year-End Allocation + Bonus Allocation* (if applicable)
<p>The Agency's participating site(s) will be required to show proof of progress and/or of completion work within their CQI Participation Framework before the Year-End allocation will be issued. The mentor coach assigned to the site will evaluate the site's program work and goals by May 30<sup>th</sup>.</p>	

\*If funding allows, participating sites under the Agency will be eligible to receive a bonus allocation upon the completion of extra QIPs and COP meetings (or the equivalent) at the end of the fiscal year. If funding is available, the Agency's participating site(s) will receive the bonus allocation after all site(s) Year-End allocations have been processed.

III. Responsibilities of QCNS:

- A. QCNS will designate a Local QCNS Coordinator in each county to support the Agency in QCNS program administration, including but not limited to:
  - i. Hubbe support;
  - ii. program participation, allocation approval, rating portfolio development, contracts, and MOUs.
- B. QCNS will utilize the Hubbe to document and track:
  - i. Agency information, including director and staff names and emails;
  - ii. Quality Improvement Plans (QIPs);
  - iii. Coach Logs;
  - iv. Community of Practice (COP) meetings and training;
  - v. Completed assessments;
  - vi. Certified Tier Rating and/or estimated Tier Rating, and QCNS funding information as it pertains to participation;
  - vii. QCNS will provide basic coaching services to all sites to support the Agency in quality improvement efforts. Basic coaching is provided by a QCNS mentor coach or a contracted mentor coach. Coaching occurs only during the months the site is in operation. Visits may be rescheduled by either party due to unforeseen circumstances. The mentor coach will document each visit as a Coach Log and goals as Quality Improvement Plans (QIP) in Hubbe. The mentor coach will utilize the CQI Participation Framework (EXHIBIT A) to reference the Agency's participating site goals and requirements. Basic mentor coaching may include support and/or resources on the following topics:
    - a) goal development;
    - b) school readiness;
    - c) social-emotional development;
    - d) effective teacher-child interactions;
    - e) environment;
    - f) health, nutrition, and physical activity;
    - g) professional development (PD);
    - h) family engagement.
- C. Each site setting type outlined in the CQI Participation Framework will receive:
  - i. A minimum of four basic coaching visits per program year as described in Section III.B.vii above,
  - ii. site allocation funding as described below in Earned Allocation Criterion.
- D. Sites may request QCNS complete environmental assessment (ECERS-R, ITERS-R, FCCERS-R, or Inclusive Classroom Profile) and/or teacher-child interaction assessments (CLASS). The completed assessments will be entered and available in Hubbe.

- E. QCNS may provide additional coaching services, professional development, and/or materials with Agency quality allocation funding upon request.
- F. QCNS will provide Hubbe support (Data Technician) and may manage Hubbe information and data input. The Local Coordinator will assist Family Friend and Neighbor (FFN) and Alternative site settings with inputting information into Hubbe.
- G.

QUALITY COUNTS NORTH STATE							
EARNED ALLOCATION CRITERION							
SITE TYPE	INITIAL ALLOCATION	4 COACHING SESSIONS	3 QIPS	2 CoPs	2 PLAYGROUPS	PROFESSIONAL DEVELOPMENT	* ANNUAL TOTAL
Family Child Care Home (FCCH)	\$500	\$250	\$250	\$250	⊗	\$250 (21 Hours)	\$1,500
Center Based	\$500	\$250	\$250	\$250	⊗	\$250 (21 Hours)	\$1,500
Alternative Setting	\$500	\$125	\$125	⊗	\$125	\$125 (10 Hours)	\$1,000
Family, Friend, & Neighbor (FFN)	\$500	\$125	\$125	⊗	\$125	\$125 (10 Hours)	\$1,000

\* The Total Quality Allocation per ECE site, per year is earned by completing the earned allocation criterion listed above. Incomplete criteria will result in a reduction of the site's earned allocation. (e.g. A site that does not attend any CoPs will not receive the \$250 resulting in an annual allocation total of \$1,250 instead of \$1,500.)

PLEASE NOTE: These are the minimum requirements and each must be met to earn the allocation funding associated with the listed criteria.

- Initial Allocations are issued upon fully completed and signed QCNS MOU and W-9
- QIPs-Quality Improvement Plans
- CoPs-Community of Practice

Last Updated: 7/12/23

IV. Data Sharing

- A. QCNS collects, aggregates, and analyzes education data to promote continuous quality improvement activities. To that end, the Agency will share data relevant to QCNS to be considered an active participant. QCNS encourages the use of valid, reliable, and/or evidence-based tools such as the Ages and Stages Questionnaire (ASQ-3) and/or Ages and Stages Questionnaire Social Emotional (ASQ-SE2), the Desired Results Developmental Profile (DRDP), Classroom Assessment Scoring System (CLASS), and Environment Rating Scales (ERS) as screening tools designed to show children's academic and social-emotional development. The information collected will be for regional data reporting to Quality Counts California (QCC) through the Common Data File (CDF), fulfilling grant requirements, planning professional development activities, and sharing with the Registry.
- B. QCNS Agency data in Hubbe may include all applicable CDF elements including but not limited to: program staff and licensing information; languages spoken; DRDP evidence; program funding sources; number of children served. Other data elements in Hubbe may include, staff education details; CLASS scores; ERS assessment data; and child to adult ratios.
- C. Data from the Registry will be shared with QCNS via an automated upload from an export file, formatted and aligned with QRIS System fields, see EXHIBIT C, through a secure intermediary

server, to populate staff qualification fields in Hubbe. The automated process will occur nightly using secure data-sharing protocols and processes.

- D. QCNS will post certified tiered ratings for Agencies that are required by QCC to be posted publicly. For Agencies that are not required to have ratings posted, QCNS will publicly post Agency ratings only when requested by the Agency. If applicable, the Agency will obtain written permission for child data sharing from program-enrolled parents with children who are enrolled in a QCNS participating site.

V. Confidentiality

- A. The Agency and QCNS will maintain the confidentiality of all data exchanged as part of this MOU. The confidentiality requirements in this MOU shall survive the termination or expiration of the MOU or any subsequent MOU intended to supersede this MOU. To ensure the continued confidentiality and security of data processed, stored, or transmitted under this MOU, the Agency and QCNS shall establish a system of safeguards that will include the following:
  - i. All records are kept in secured facilities and access to such records is limited to personnel who are authorized to have access to said data under this section of the MOU.
  - ii. The use of secure passwords to access computer databases will be used to process, store, or transmit data provided under this MOU.
  - iii. All confidential data processed, stored, and/or transmitted under the provisions of the MOU shall be maintained in a secure manner that prevents interception, diversion, or other unauthorized access to said data.
  - iv. The procedures and systems developed and implemented to process, store, or transmit data provided under this MOU shall ensure that all disclosures of confidential data comply with all provisions of the Agency's Performance Standards and the Family Educational Rights and Privacy Act.

VI. Indemnification

- A. Each party in this MOU agrees to defend, indemnify and hold its officers, employees, and agents harmless from and against any liability, loss, expense (including attorney's fees), or claims of injury or damages arising out of the performance of the terms of this MOU but only in proportion to and to the extent such liability, loss, expense, attorney's fees, or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of the indemnifying agency, and or its officers, employees, or agents.

VII. General Provisions

- A. Entirety of MOU: This MOU, consisting of 14 pages including EXHIBIT A, EXHIBIT B, EXHIBIT C, and EXHIBIT D represents the entire and integrated MOU between the parties and supersedes all prior negotiations, representations, whether written or oral.
- B. Third-Party Beneficiary Rights: The parties do not intend to create in any other individual or entity the status of a third-party beneficiary, and this MOU shall not be construed so as to create such status. The rights, duties, and obligations contained in this MOU shall operate only between the parties to this MOU and shall inure solely to the benefit of the parties. The parties to this MOU intend and expressly agree that only parties signatory to this MOU shall have any legal or equitable right to seek to enforce this MOU, to seek any remedy arising out of a party's performance ability to perform any term or conditions of this MOU.

VIII. Term of MOU

A. This MOU is effective upon the date signed and executed by the duly authorized representatives of the parties and shall remain in full effect only from July 1, 2024, through June 30, 2025. This MOU may be terminated, without cause, by either party upon 10 business days written notice by submitting a QCNS Site Inactivation Form, which notice shall be emailed to the county Local Coordinator.

IX. Termination

A. Either party may terminate this MOU by giving the other party notice in writing.

IN WITNESS WHEREOF, Quality Counts North State and the Agency executed this MOU on the day and year set forth below:

---

Legal Name (Agency Name) Director Name

---

Participating Site Participating Site Setting

Signatures:

---

Agency Director or Signing Authority Date

---

Superintendent, Shasta County Office of Education Date

---

Executive Director, First 5 Shasta Date

**EXHIBIT A**

# QUALITY COUNTS NORTH STATE



## CQI PARTICIPATION FRAMEWORK

### FFN | ALTERNATIVE

## PARTICIPATION

**By Setting Type**

Family Friend and Neighbor (FFN)	License-exempt child care in a home-based setting. This includes providers who care only for one child, those who provide care only for their relatives, and providers who care only for the children of one other family
Alternative Setting	Community settings that provide early learning and school readiness services to parents and young children. EX: home visitation programs, family resource centers, gyms, libraries, playgroups, etc.

## REQUIREMENTS

**Minimum Per Year**

4 individual	Coaching Sessions
3 completed	Quality Improvement Plans (QIPs)
2 attended	Playgroups
10 hours	Professional Development (PD)

- **Coaching:** Coaches, assist directors, family child care providers, educators, etc. of early learning care programs in working on improvement areas and developing goals to achieve continuous quality within their environment.
- **Quality Improvement Plan (QIP):** A QIP is a goal set for your program with help from your coach to grow and improve in an area of interest.
- **Playgroup:** A playgroup is a meeting of a group of children that take part in supervised creative and social play. Families, Friends, and Neighbors (FFNs) may bring a child to take part in the group activity. These playgroups may be in-person or virtual. Alternative settings are asked to host some of these playgroups. For example, a library may offer story time, or a gym program may offer swimming classes for young children. Check with your coach if you have any questions.
- **Professional Development (PD):** Professional Development can be in-person, virtual, or hybrid training that helps you develop your skills, grow your practice, learn new information, and stay up to date on best practices for your field of work. College course work is also a form of professional development.

## ALLOCATIONS

\*Minimum requirements must be met to receive each allocation category

UPFRONT	EARNED			
Base	Coaching	QIPs	Playgroups	PD
\$500	\$125	\$125	\$125	\$125

**Total Allocation per Year: \$1,000**



**EXHIBIT A (CONTINUED)**

**QUALITY COUNTS  
NORTH STATE**



**CQI PARTICIPATION  
FRAMEWORK**

**FCCH | CENTER BASED**

**PARTICIPATION**

**By Setting Type**

Family Child Care Home (FCCH)	Licensed residential homes to provide care to infants, toddlers, preschool, and school-age children.
Center Based	Licensed child care provided in a private or public center.

**REQUIREMENTS**

**Minimum Per Year**

4 individual	Coaching Sessions
3 completed	Quality Improvement Plans (QIPs)
2 attended	Community of Practice's (CoPs)
21 hours	Professional Development (PD)

- **Coaching:** Coaches, assist directors, family child care providers, educators, etc. of early learning care programs in working on improvement areas and developing goals to achieve continuous quality within their environment.
- **Quality Improvement Plan (QIP):** A QIP is a goal set for your program with help from your coach to grow and improve in an area of interest.
- **Community of Practice (CoP):** A CoP is a group of people who do the same work that come together and discuss topics of interest. You can ask questions, share your wisdom, tackle challenges together, share successes, or simply listen in. These meetings are typically led by coaches or other facilitators in the field.
- **Professional Development (PD):** Professional Development can be in-person, virtual, or hybrid training that helps you develop your skills, grow your practice, learn new information, and stay up to date on best practices for your field of work. College course work is also a form of professional development.

**ALLOCATIONS**

**\*Minimum requirements must be met to receive each allocation category**

UPFRONT	EARNED			
<u>Base</u>	<u>Coaching</u>	<u>QIPs</u>	<u>COPs</u>	<u>PD</u>
\$500	\$250	\$250	\$250	\$250

**Total Allocation per Year: \$1,500**

**EXHIBIT B**

Participating Sites:

Participating Site Setting:

<u>Participating Sites:</u>	<u>Participating Site Setting:</u>

**EXHIBIT C**

The fields below refer to the data that will be exported from the Registry into Hubbe on a nightly basis as stated in section IV.C.

<b>General</b>				
Agency Name	Phone Number	Fluent Languages	Facility address	Employment start date
Staff ID /Registry Participant ID	Email Address	Job Title	Facility address (2)	
First Name	Gender	Employer Name (Agency Name)	Facility City	
Middle Name	Ethnicity/Race	Employer AKA (or abbreviation)	Facility State	
Last Name	Language (1) / Primary Language	Facility/Program Registry ID #	Facility Zip	

<b>Gender</b>	<b>Race</b>	<b>Languages</b>	<b>Occupations</b>
Gender ID pk (Numeric 1-5)	Race ID pk (Numeric 1-11)	Language ID pk (Numeric 1-38)	Occupation ID (Numeric 1-50)
Gender Name	Race Name	Language Name	Occupation Name

<b>Degrees</b>	<b>Permits and Credentials</b>	<b>Training</b>	<b>Credit Courses</b>
User ID	User ID	User ID	User ID
User Degree ID	Record ID	User Training ID	UCC ID
Degree Category	Education Name	Event Type	Course Number
Degree Level	Document #	Training Code	Course Designated Name
Degree Name	Issue Date	Training Name	Completion Quarter
Degree Issued By	Expiration Date	Training Hours	Completion Year
Degree Award Date		Completion Date	Course Units
Total Degree Credits		Primary CKAID	Content Type
			Permit Type
			Specialization

<b>Completion Quarter</b>	<b>Content Type</b>	<b>Event Type</b>	<b>Primary Core Knowledge Area (CKA)</b>
Season ID	Content Type ID	Training Events Type ID	CKA ID
Season Name	Content Type Name	Event Type	CKA Name

**EXHIBIT D**



# Quality Counts California

Quality Continuum Framework – Measured Quality Elements  
July 2023

Element	1 Point	2 Points	3 Points	4 Points	5 Points
<p>Core 1: Child Development and School Readiness</p> <p><b>1. Child Observation</b></p>	<ul style="list-style-type: none"> <li>Not Required</li> </ul>	<ul style="list-style-type: none"> <li>Program uses evidence-based child assessment or observation tool annually that covers all five domains of development</li> </ul>	<ul style="list-style-type: none"> <li>Program uses valid and reliable child assessment or observation tool aligned with the most recent iteration of the <i>California Learning Foundations</i> twice a year</li> </ul>	<ul style="list-style-type: none"> <li>Desired Results Developmental Profile (DRDP) is administered twice a year, at minimum, and results are used to inform curriculum planning</li> </ul>	<ul style="list-style-type: none"> <li>Program uses DRDP twice a year and uploads into DRDP Online or DR Access, and results are used to inform curriculum</li> </ul>
<p>Core 1: Child Development and School Readiness</p> <p><b>2. Developmental and Health Screenings</b></p>	<ul style="list-style-type: none"> <li>Meets Title 22 Regulations</li> </ul>	<ul style="list-style-type: none"> <li>Health Screening Form (Community Care Licensing form LIC701 "Physician's Report – Child Care Centers" or equivalent) used at entry, then:                             <ul style="list-style-type: none"> <li>Annually</li> <li>OR</li> <li>Ensures vision and hearing screenings are conducted annually</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>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</li> <li>AND</li> <li>Meets criteria from point level 2</li> </ul>	<ul style="list-style-type: none"> <li>Program works with families to ensure screening of all children using the Ages and Stages Questionnaire (ASQ) at entry and as indicated by results thereafter</li> <li>AND</li> <li>Meets criteria from point level 2</li> </ul>	<ul style="list-style-type: none"> <li>Program works with families to ensure screening of all children using the ASQ and ASQ-Social Emotional, if indicated, at entry, then as indicated by results thereafter</li> <li>AND</li> <li>Program staff uses children's screening results to make referrals and implement intervention strategies and adaptations as appropriate</li> <li>AND</li> <li>Meets criteria from point level 2</li> </ul>

July 2023

**EXHIBIT D (CONTINUED)**

Element	1 Point	2 Points	3 Points	4 Points	5 Points
<p>Core II: Teachers and Teaching</p> <p><b>3. Minimum Qualifications for Lead Teacher or Family Child Care Home (FCCH)</b></p>	<ul style="list-style-type: none"> <li>Meets Title 22 Regulations</li> <li><b>Center:</b> 12 units of Early Childhood Education (ECE) or Child Development (CD)<sup>1</sup></li> <li><b>FCCH:</b> 16 hours of training on preventative health practices</li> <li>Not required</li> </ul>	<ul style="list-style-type: none"> <li><b>Center:</b> 24 units of ECE or CD</li> <li><b>OR</b> Associate Teacher Permit</li> <li><b>FCCH:</b> 12 units of ECE or CD</li> <li><b>OR</b> Associate Teacher Permit</li> </ul>	<ul style="list-style-type: none"> <li>24 units of ECE or CD, plus 16 units of General Education</li> <li><b>OR</b> Teacher Permit</li> <li><b>AND</b></li> <li>21 hours of professional development (PD) annually</li> </ul>	<ul style="list-style-type: none"> <li>Associate's degree (AA/AS) in ECE or CD (or a closely related field)</li> <li><b>OR</b> AA/AS in any field plus 24 units of ECE or CD</li> <li><b>OR</b> Site Supervisor Permit</li> <li><b>AND</b></li> <li>21 hours of PD annually</li> </ul>	<ul style="list-style-type: none"> <li>Bachelor's degree (BA/BS) in ECE or CD (or a closely related field)</li> <li><b>OR</b> BA/BS in any field plus/with 24 units of ECE or CD (or a master's degree in ECE or CD)</li> <li><b>OR</b> Program Director Permit</li> <li><b>AND</b></li> <li>21 hours of PD annually</li> </ul>
<p>Core II: Teachers and Teaching</p> <p><b>4. Effective Teacher-Child Interactions: Classroom Assessment Scoring System (CLASS)</b></p>	<ul style="list-style-type: none"> <li>Familiarity with CLASS for appropriate age group as available by one representative from the site</li> </ul>	<ul style="list-style-type: none"> <li>Independent CLASS assessment by a reliable observer to inform the program's PD or improvement plan</li> <li><b>OR</b></li> <li>Informal assessment and results used to inform Quality Improvement Plan and staff PD plan</li> </ul>	<ul style="list-style-type: none"> <li>Independent CLASS assessment by a reliable observer with minimum CLASS scores:</li> <li><b>Pre-K:</b></li> <li>Emotional Support – 5</li> <li>Instructional Support – 5</li> <li>Classroom Organization – 5</li> <li><b>Toddler:</b></li> <li>Emotional &amp; Behavioral Support – 5</li> <li>Engaged Support for Learning – 3.5</li> <li><b>Infant:</b></li> <li>Responsive Caregiving – 5</li> </ul>	<ul style="list-style-type: none"> <li>Independent CLASS assessment by a reliable observer with minimum CLASS scores:</li> <li><b>Pre-K:</b></li> <li>Emotional Support – 5.5</li> <li>Instructional Support – 3.5</li> <li>Classroom Organization – 5.5</li> <li><b>Toddler:</b></li> <li>Emotional &amp; Behavioral Support – 5.5</li> <li>Engaged Support for Learning – 4</li> <li><b>Infant:</b></li> <li>Responsive Caregiving – 5.5</li> </ul>	<ul style="list-style-type: none"> <li>Independent CLASS assessment by a reliable observer with minimum CLASS scores:</li> <li><b>Pre-K:</b></li> <li>Emotional Support – 5.5</li> <li>Instructional Support – 3.5</li> <li>Classroom Organization – 5.5</li> <li><b>Toddler:</b></li> <li>Emotional &amp; Behavioral Support – 5.5</li> <li>Engaged Support for Learning – 4</li> <li><b>Infant:</b></li> <li>Responsive Caregiving – 5.5</li> </ul>

<sup>1</sup> For all ECE or CD units, the core eight are desired, but not required.

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

July 2023

**EXHIBIT D (CONTINUED)**

<b>Element</b>	<b>1 Point</b>	<b>2 Points</b>	<b>3 Points</b>	<b>4 Points</b>	<b>5 Points</b>
Core III: Program and Environment  <b>5. Ratios and Group Size</b> (Centers only beyond licensing regulations)	<ul style="list-style-type: none"> <li>Center: Title 22 Regulations Infant ratio of 1:4 Toddler Option ratio of 1:6 Preschool ratio of 1:12</li> <li>FCCH: Title 22 Regulations (excluded from point values in ratio and group size)</li> </ul>	<ul style="list-style-type: none"> <li>Center: Ratio: Group Size Infant/Toddler – 4:16 Toddler – 3:18 Preschool – 3:36</li> </ul>	<ul style="list-style-type: none"> <li>Center: Ratio: Group Size Infant/Toddler – 3:12 Toddler – 2:12 Preschool – 2:24</li> </ul>	<ul style="list-style-type: none"> <li>Center: Ratio: Group Size Infant/Toddler – 3:12 or 2:8 Toddler – 2:10 Preschool – 3:24 or 2:20</li> </ul>	<ul style="list-style-type: none"> <li>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</li> </ul>
Core III: Program and Environment  <b>6. Director Qualifications</b> (Centers only)	<ul style="list-style-type: none"> <li>12 units ECE or CD, plus/with 3 units management or administration</li> </ul>	<ul style="list-style-type: none"> <li>24 units ECE or CD, plus 16 units General Education, plus/with 3 units management or administration</li> <li>OR</li> <li>Master Teacher Permit</li> </ul>	<ul style="list-style-type: none"> <li>AA/AS with 24 units ECE or CD, plus/with 6 units management or administration and 2 units in supervision</li> <li>OR</li> <li>Site Supervisor Permit</li> <li>AND</li> <li>21 hours of PD annually</li> </ul>	<ul style="list-style-type: none"> <li>BA/BS with 24 units ECE or CD, plus/with 8 units management or administration</li> <li>OR</li> <li>Program Director Permit</li> <li>AND</li> <li>21 hours of PD annually</li> </ul>	<ul style="list-style-type: none"> <li>Master's degree with 30 units ECE or CD, including specialized courses, plus/with 8 units management or administration</li> <li>OR</li> <li>Administrative Credential</li> <li>AND</li> <li>21 hours of PD annually</li> </ul>

**Total Point Ranges**

<b>Program Type</b>	<b>Common Tier 1</b>	<b>Local Tier 2<sup>2</sup></b>	<b>Common Tier 3</b>	<b>Common Tier 4</b>	<b>Local Tier 5<sup>3</sup></b>
<b>Centers</b> 6 elements for 30 points	<b>Blocked</b> (6 points) – must meet all elements	7 to 16 points	17 to 22 points	23 to 26 points	27 points and above
<b>FCCHs</b> 4 elements for 20 points	<b>Blocked</b> (4 points) – must meet all elements	5 to 9 points	10 to 13 points	14 to 17 points	18 points and above

<sup>2</sup> Local Tier 2: Local decision if blocked or points and if there are additional elements.

<sup>3</sup> Local Tier 5: Local decision if there are additional elements included.

July 2023