Child File Support for the Comprehensive Model

2023-2024
Child File Review Overview

Assessors will select 2 child files randomly per classroom:

- All classrooms, despite funding sources, will participate in the Child File Review.
- Even if the classroom was not CLASS Observed.

Assessors will inform the site which children will be reviewed during the Child File Preparation meeting.

If child is enrolled less than 60 days, a different child file will be selected.
Assessment Steps

- You will be supported through this process through one-on-one virtual meetings and online resources
- It is your responsibility to complete each step of the assessment process

START

RATING
- Tier Rating Report finalized

REGISTRY
- Receive Registry Support
- Documents Submitted

CHILD FILE REVIEW
- Receive Child File Support
- Child File Review Completed

CLASSROOM OBSERVATION
- Receive Observation Support
- CLASS Observation

SCHEDULING
- Complete Assessment Scheduling
- **Attend** a virtual Child File Review session
- **Collect** any Child File Review documents needed for submission
- **Complete & Submit** the Child File Review Questionnaire

### QSLA Assessment Timeline

<table>
<thead>
<tr>
<th>Month</th>
<th>Tasks</th>
</tr>
</thead>
</table>
| **FEB** | - QSLA Assessment Introduction
  - Review this document
  - Watch the QSLA Assessment Overview Video
  - Complete the Classroom Information Questionnaire
  - Encourage all staff to create Workforce Registry Profiles |
| **MAR** | - Scheduling
  - Schedule a virtual meeting to review the Classroom Observation Elements
  - Schedule a virtual meeting to review the Child File Review Elements
  - Select CLASS Observation(s) dates
  - Share the CLASS Observation dates with teaching staff |
| **APR** | - Classroom Observation
  - Attend the virtual meeting to review the Classroom Observation Elements
  - Distribute CLASS Observation Notices to teachers/parents
  - Participate in the CLASS Observation(s)
  - Review CLASS Reports(s) with staff after the observation & scores for Element 4 & 5
  - Get ready to attend the virtual meeting to review the Child File Review Elements |
| **MAY** | - Child File Review & Registry Introduction
  - Attend a virtual meeting to review the Child File Review Elements
  - Collect any Child File Review documents needed for submission
  - Complete & Submit the Child File Review Questionnaire
  - Complete & Submit the QSLA Staff Roster Form |
| **JUN** | - Registry Introduction & Submission
  - Watch the additional videos from the Workforce Registry Video Series
  - Schedule the individualized virtual review of the Registry Elements
  - Encourage lead teachers to review the Workforce Registry Intro Videos |
| **JUL** | - Workforce Registry Verification
  - Upload all education, training, and PD documents for Workforce Registry verification
  - Professional Development (PD) Timeline: July 1, 2021 - June 30, 2022 |
| **AUG** | - Tier Rating Finalized
  - Review the Tier Rating Report
  - Submit a Tier Appeal if needed
  - Share the Tier Rating results with your staff
  - Meet the site’s QSLA Coach and continue the Quality Improvement process |
QSLA sites will need to answer questions & upload required documents using an online questionnaire. QSLA Assessors will score Elements 1, 2, & 6 based on the answers provided and documents submitted.
### QUALITY CONTINUUM FRAMEWORK

CDE has removed the Environment Rating Scale (ERS) component from the assessment process starting in 2023-24.

---

#### Quality Counts California

Quality Continuum Framework — Measured Quality Elements

<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>Core 1: Child Development and School Readiness</td>
<td>1. Child Observation</td>
<td>- Not Required</td>
<td>- Program uses evidence-based child assessment or observation tool that measures all five domains of development and is updated at least every 2 years</td>
<td>- Program meets NAEYC standards for child development and school readiness</td>
<td>- Program meets NAEYC standards for child development and school readiness, with a focus on developmental, social, emotional, and language domains</td>
</tr>
<tr>
<td>Core 1: Child Development and School Readiness</td>
<td>2. Developmental and Health Screenings</td>
<td>- Weekly Screenings</td>
<td>- Health Screening Form completed for all children by their 3rd birthday</td>
<td>- Health Screening Form completed for all children by their 3rd birthday, with follow-up plans for children who screen positive</td>
<td>- Health Screening Form completed for all children by their 3rd birthday, with follow-up plans for children who screen positive, and additional screenings for children who show signs of developmental delays</td>
</tr>
<tr>
<td>Core 2: Teachers and Teaching</td>
<td>3. Minimum Qualifications for Lead Teacher or Family Child Care Home (FCC)</td>
<td>- Educational Qualifications</td>
<td>- Teachers hold a Bachelor's degree in Early Childhood Education or related field</td>
<td>- Teachers hold a Bachelor's degree in Early Childhood Education or related field, with 24 units of ECE or CD coursework</td>
<td>- Teachers hold a Bachelor's degree in Early Childhood Education or related field, with 24 units of ECE or CD coursework, and have completed a minimum of 200 hours of professional development in the field</td>
</tr>
<tr>
<td>Core 2: Teachers and Teaching</td>
<td>4. Effective Teacher-Child Interactions: Classroom Assessment Scoring System (CLASS)</td>
<td>- CLASS Scores</td>
<td>- CLASS Scores are collected and used to support continuous improvement</td>
<td>- CLASS Scores are collected and used to support continuous improvement, with follow-up plans for children who screen positive</td>
<td>- CLASS Scores are collected and used to support continuous improvement, with follow-up plans for children who screen positive, and additional screenings for children who show signs of developmental delays</td>
</tr>
<tr>
<td>Core 3: Assessment and Environment</td>
<td>5. Ratio and Group Size (Centers only)</td>
<td>- Teacher:Child Ratio</td>
<td>- Teacher:Child Ratio is maintained at or below the state-mandated ratio</td>
<td>- Teacher:Child Ratio is maintained at or below the state-mandated ratio, with follow-up plans for children who screen positive</td>
<td>- Teacher:Child Ratio is maintained at or below the state-mandated ratio, with follow-up plans for children who screen positive, and additional screenings for children who show signs of developmental delays</td>
</tr>
<tr>
<td>Core 3: Assessment and Environment</td>
<td>6. Director Qualifications (Centers only)</td>
<td>- Master's Degree</td>
<td>- Director holds a Master's Degree in Early Childhood Education or related field</td>
<td>- Director holds a Master's Degree in Early Childhood Education or related field, with 24 units of ECE or CD coursework</td>
<td>- Director holds a Master's Degree in Early Childhood Education or related field, with 24 units of ECE or CD coursework, and has completed a minimum of 200 hours of professional development in the field</td>
</tr>
</tbody>
</table>

---

1 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).

---

### Total Point Ranges

<table>
<thead>
<tr>
<th>Program Type</th>
<th>Common Tier 1</th>
<th>Local Tier 2</th>
<th>Local Tier 3</th>
<th>Local Tier 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECERS</td>
<td>- must meet all elements</td>
<td>- must meet all elements</td>
<td>- must meet all elements</td>
<td>- must meet all elements</td>
</tr>
<tr>
<td>ECERS</td>
<td>16 points</td>
<td>17 to 26 points</td>
<td>25 to 26 points</td>
<td>26 points and above</td>
</tr>
</tbody>
</table>

---

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

3 Local Tier 3: Local decision if there are additional elements included.
<table>
<thead>
<tr>
<th>QCC Rating Matrix Requirement</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>Need to be in Good Standing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>DRDP 2015 Rating Record (2x year) AND results inform curriculum</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Program uses evidence-based child observation tool annually that covers all five domains of development</td>
<td>Program uses valid &amp; reliable child observation tool aligned with CA Foundations &amp; Frameworks twice a year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How to Meet This Requirement</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>DRDP Online (2x year) AND results inform curriculum</td>
</tr>
<tr>
<td>Must maintain “Good Standing” with CCLD</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The license is not on probation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>There is no active compliance plan</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>There is no pending administrative action</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>There is no temporary suspension order</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses a tool that assesses: physical, social-emotional, cognitive, communication</td>
<td>Use a tool that aligns with the CA Foundations &amp; Frameworks</td>
<td>Use a tool that aligns with the CA Foundations &amp; Essential View are accepted</td>
<td>Results must inform practice through DRDP Summary of Findings EESD 4004, lesson plans labelled with DRDP measures, parent conferences, take home activity bags, etc.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>“Uses” refers to the program assessing the children and then analyzing the results to inform practice.</td>
<td>“Uses” refers to the program assessing the children and then analyzing the results to inform practice.</td>
<td>“Uses” refers to the program assessing the children and then analyzing the results to inform practice.</td>
<td>“Uses” refers to the program assessing the children and then analyzing the results to inform practice.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NIEER Early Learning Scale, Work Sampling, Developmental Guidelines, High/Scope Child Observation Record (COR) for Infants/Toddlers</td>
<td>NIEER Early Learning Scale, Work Sampling, Developmental Guidelines, High/Scope Child Observation Record (COR) for Infants/Toddlers</td>
<td>NIEER, Brigance Inventory of Early Development III.</td>
<td>NIEER, Brigance Inventory of Early Development III.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Note: If the OSLA Assessment is occurring before deadlines to complete DRDPs for children selected, upload a picture or PDF of the site’s policy for completing the DRDP.</td>
<td>Note: If the OSLA Assessment is occurring before deadlines to complete DRDPs for children selected, upload a picture or PDF of the site’s policy for completing the DRDP.</td>
<td>Note: If the OSLA Assessment is occurring before deadlines to complete DRDPs for children selected, upload a picture or PDF of the site’s policy for completing the DRDP.</td>
<td>Note: If the OSLA Assessment is occurring before deadlines to complete DRDPs for children selected, upload a picture or PDF of the site’s policy for completing the DRDP.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
REQUIRED DOCUMENTS

Completed CD 4001B Desired Results Developmental Profile Survey form
• March 2022 - NEW Form EED-4004
https://www.desiredresults.us/drdp-forms

- Review DRDP
  - Online data
  - Identify key findings
  - Create action steps

Proof that the selected children have or will have a DRDP on file, twice a year (DRDP Online)
• Only the first page for each child selected will be required to be uploaded

If the site has not yet completed the DRDP data entry into DRDP Online or the QSLA Assessment is occurring before deadlines to complete DRDPs for children selected, upload a picture or PDF of the site’s policy for completing the DRDP.
For the Child File Review Questionnaire, the (2) children per classroom who were randomly selected by QSLA assessors will need to show evidence of this proof.
- If DRDP Online is used, upload the FIRST PAGE ONLY of the Child Progress Report from DRDP Online
- If DRDP Online is not used, Learning Genie, ChildPlus, Child Folio, or manually completed hardcopies of the DRDP also qualify as proof for the 4-point level. The first page is only required.

**HOW TO DOWNLOAD THE CHILD PROGRESS REPORT FROM DRDP ONLINE.**

If the site has not yet completed the DRDP data entry into DRDP Online or the QSLA Assessment is occurring before deadlines to complete DRDPs for children selected, upload a picture or PDF of the site’s policy for completing the DRDP.
<table>
<thead>
<tr>
<th>QCC Rating Matrix Requirement</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>Element 2: Developmental &amp; Health Screenings</strong></td>
<td>&quot;Good Standing&quot; with licensing: Current Immunization records for every child enrolled</td>
<td>Health screening for all children, used at entry, then annually OR Hearing/Vision conducted annually</td>
<td>Program works with families to ensure screening of all children using a valid &amp; reliable developmental screening tool at entry and as indicated by results thereafter AND Meet 2-point level criteria</td>
<td>Program works with families to complete ASQ at entry and as indicated by results AND Meet 2-point level criteria</td>
<td>Work with families to screen all children using ASQ &amp; ASQ-SE, if indicated, at entry AND as indicated by results. Results are used to make referrals as needed AND Meet 2-point level criteria</td>
</tr>
</tbody>
</table>

| How to Meet This Requirement | Step 1: At Entry Requirement: Collect LIC 701 Physician Report (or equivalent) when child enters AND Step 2: Annually collect updated Physician Reports. If a parent refuses to provide this annual document, sites can provide evidence for the parent refusal. OR Conduct vision AND hearing screenings annually | These are a few tools that qualify for the 3-point range: • Mullen Scales of Early Learning • DIAL 3 • ESI-R Early Screening Inventory • Denver II • Battelle Developmental Inventory Screening Test | The site needs to work with families to complete the ASQ-3. All sections of the ASQ-3 Summary must be completed. "As indicated by the results" refers to actions taken by the program to refer families to additional resources based on the results of the screening tool. | ASQ-SE required if child falls in the gray or black area for Personal-Social on the ASQ-3. If no children fall within shaded/black areas, provide an example of what procedure would happen if a child did. Example: Screening Policy or blank referral form |
Visit the QSLA Assessment Webpages for resources and additional information.