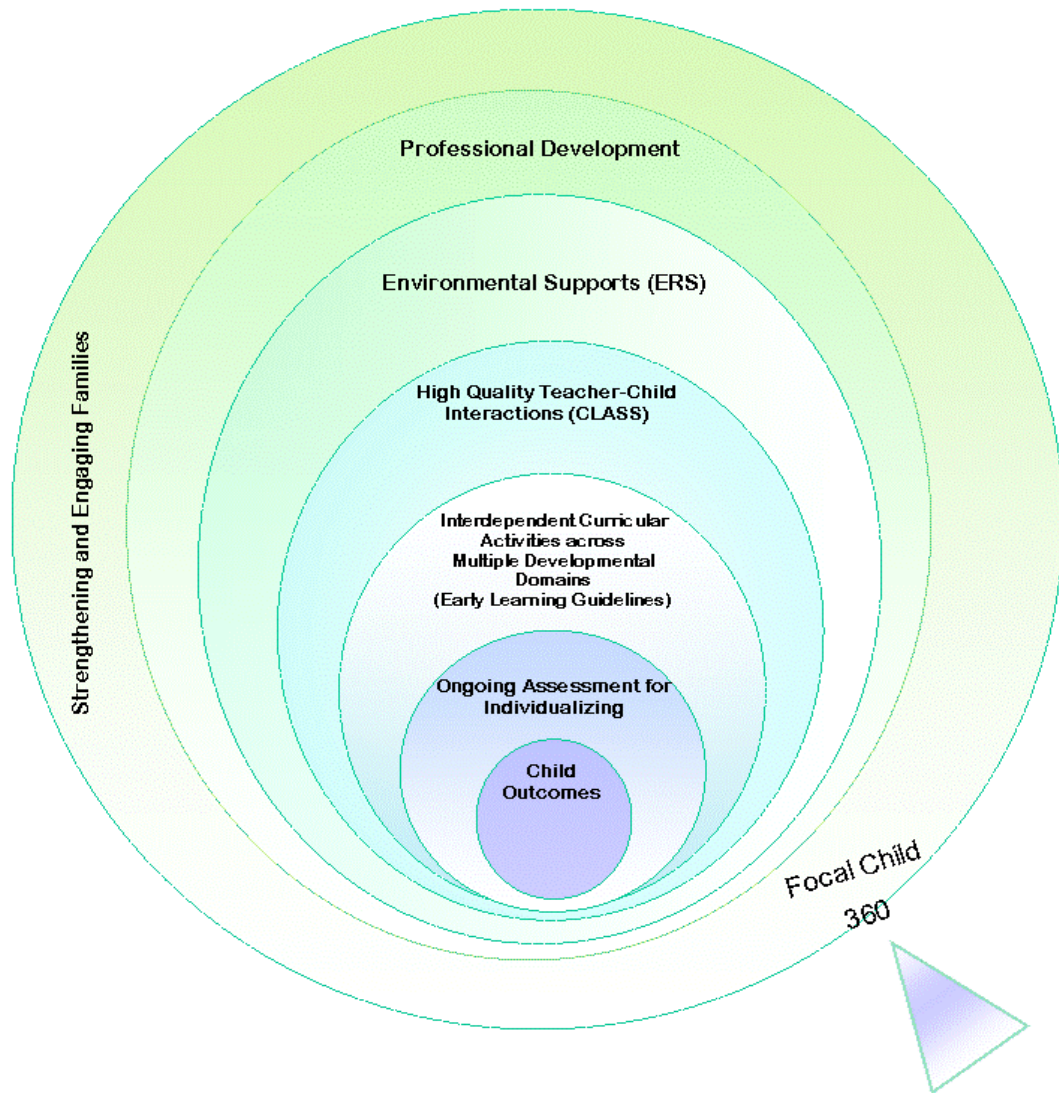


Washington Quality Rating and Improvement System Standards
A Framework to Support Positive Child Outcomes



Level One: Licensing or Certification

Facility must be currently licensed or have recognized, approved certification
(Military, Head Start, ECEAP, Tribal)

Level Two: Professional Growth and Facility Management

Requirements:

- Serve children and families receiving subsidy
- Family child care must have served a minimum of 4 children within six months of application submission date as reflected by attendance records
- Must have a full license (no initial licenses)
- Cannot be on suspension, revocation or on probation
- All facility staff caring for children must have an active 'Professional Record' in MERIT

Documentation:

- Complete QRIS Application
- Complete Facility Profile in QRIS Data Base
- Complete Environment Rating Scale (ERS) Self Assessment

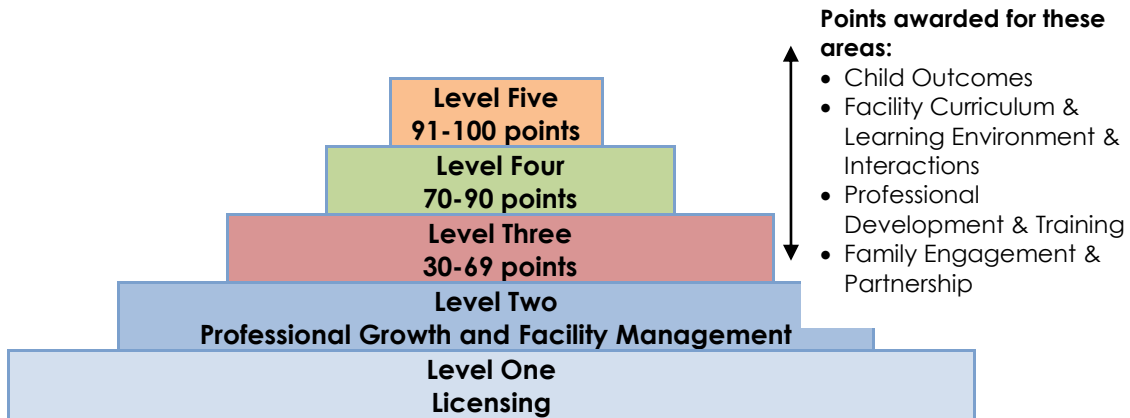
Director/FCC Owner/Program Supervisor Training:

- Attend QRIS Orientation
- Attend Environmental Rating Scale (ERS)/Classroom Assessment Scoring System (CLASS) Training
- Attend QRIS School Readiness Training
- Attend Standardized Trainings:
 - Washington State Early Learning Guidelines
 - Washington State Core Competencies for Early Care and Education Professionals
 - Introduction to Cultural Competence
 - Strengthening Families

***Participants must meet all of the above requirements and have completed all training prior to applying for a Levels 3 – 5 rating.**

Levels Three – Five

Levels 3 – 5 are based on points. Your total rating will be determined by the number of points earned via program evaluation by a third party entity. Each assessed classroom/focal child must score at least a 2 on Instructional Support in the CLASS, a 3.5 on Emotional Support and Organization in the CLASS and a 4 on the ERS to achieve a Level 3 – 5 rating. Facilities that do meet these minimum thresholds will receive a Level 2 rating.



Your overall points in each area will determine your final rating. The points are as follows:

Child Outcomes	Total: 10 points
Facility Curriculum and Learning Environment and Interactions	Total: 70 points
<ul style="list-style-type: none"> o Classroom/FCC Home Environment (CLASS/ERS) 	55 points
<ul style="list-style-type: none"> o Curriculum, Learning and Assessment 	15 points
Professional Development and Training	Total: 10 points
Family Engagement and Partnership	Total: 10 points
Grand Total: 100 points	

Child Outcomes
10 points

Component	Sub-Component One	Sub-Component Two	Total Points
Developmental screening is conducted within 90 days of enrollment and results are shared with parents	Records Review (1 point)		1 point
Daily Individual Child Experience of Quality (as measured by Focal Child)	CLASS (1 point)	ERS (1 point)	2 points
Ongoing assessment of children's strengths and needs to monitor progress (e.g., child portfolio/work sampling assessments) and inform instruction	Records Review (1 point)	Focal Child Analysis (1 point)	2 points
Share individualized child data with parents			1 point
Evidence of family engagement, data sharing, and transition supports for individual children (as measured by Focal Child)			1 point
Use of WA Kids Assessment Tool <u>or</u> demonstration/documentation of alignment to WA Kids Assessment process			1 point
Individualized Instruction for all children			1 point
Periodic review and use of child assessment data for continuous program improvement(e.g. analyze group patterns and behaviors)			1 point

**Facility Curriculum and Learning Environment
70 Points**

Classroom/FCC Home Environment - 55 Points

Scoring Guide	Level 3	Level 4	Level 5
Instructional Support*	2-3.4 (10 pts)	3.5-4.4 (15 pts)	4.5 & higher (20 pt)
Emotional Support & Classroom Organization (CLASS)**	3.5-4.9 (10 pts)	5.0-5.9 (15 pts)	6.0 & higher (20 pts)
ERS***	4 (5 pts)	5 (10 pts)	6 (15 pts)

*No one classroom or focal child can score below a 2 to receive a rating of 3 or above

** No one classroom or focal child can score below a 3.5 to receive a rating of 3 or above

***No one classroom or focal child can score below a 4 to receive a rating of 3 or above

Curriculum and Staff Supports – 15 Points

Components	Sub-Component One	Sub-Component Two	Total Points
Curriculum Profile	Show evidence of Program Curriculum Philosophy (1 point)	Demonstrate alignment with WA Early Learning Guidelines (2 point)	3 Points
Training	*Lead Teaching Staff or FCC Owner trained on Program Curriculum Philosophy (2 points)	*Lead Teaching Staff or FCC Owner trained on WA Early Learning Guidelines (3 points)	5 Points
Ongoing mentoring of **teaching staff to support improvement in curriculum and teacher child interactions			3 Points
Dedicated time for **teaching staff planning time on a weekly basis			2 points
Dedicated time for **teaching staff to engage in reflective practice with peer group on a monthly basis			2 points

*Includes family child care assistants

**Includes FCC primary educator/care provider

**Professional Development and Training Standard Area
10 Points**

Center Director or Program Supervisor

AA in ECE or *related field	Level 3 of the Core Competencies for Early Care and Education Professionals	1 point
BA in ECE or related field	Level 4 of the Core Competencies for Early Care and Education Professionals	2 points
MA in ECE or related field	Level 5 of the Core Competencies for Early Care	4 points

**DEL is currently defining 'related field'*

Center Designated Lead Teaching Staff (one staff person per classroom must be designated lead)

25% have CDA or One Year Certificate of Proficiency (45 credits) or higher	Level 2 of the Core Competencies for Early Care and Education Professionals	1 point
25% have AA or higher in ECE or related field	Level 3 of the Core Competencies for Early Care and Education Professionals	2 points
25% have BA or higher in ECE or related field	Level 4 of the Core Competencies for Early Care and Education Professionals	3 points

Center - All Other Teaching Staff (assistants and aides)

25% have CDA or One Year Certificate of Proficiency (45 credits) or higher	Level 2 of the Core Competencies for Early Care and Education Professionals	1 point
50% have CDA or One Year Certificate of Proficiency (45 credits) or higher	Level 2 of the Core Competencies for Early Care and Education Professionals	2 points
25% have AA or higher in ECE or related field	Level 3 of the Core Competencies for Early Care and Education Professionals	3 points

***Family Child Care Owner or Primary Educator**

CDA or One Year Certificate of Proficiency (45 credits in ECE)	Level 2 of the Core Competencies for Early Care and Education Professionals	3 points
AA in ECE or related field	Level 3 of the Core Competencies for Early Care and Education Professionals	5 points
BA in ECE or related field	Level 4 of the Core Competencies for Early Care and Education Professionals	7 points
MA in ECE or related field	Level 5 of the Core Competencies for Early Care and Education Professionals	10 points

*This person must be the primary provider of care.

<p>Family Engagement and Partnership 10 Points</p>

Component	Total Points
Complete modified Strengthening Families Self Assessment (Director/Owner)	1 point
Develop a <u>Plan of Action</u> based on Strengthening Families Self Assessment	1 point
Provide evidence of continuous feedback and improvement (<u>Plan of Action</u>)	1 point
Have a parenting support and education program in place (e.g. Incredible Years, Triple P Parenting, CSEFEL Parenting Modules, Parents as Teachers etc.)	1 point
Provide information about community based programs available for parents in languages represented in the facility (e.g. community mental health, child nutrition, physical fitness, food banks, Child Find, medical/dental resources etc.)	1 point
Evidence of transition plans/policies in place for changes in settings and providers	3 points
Partner with parents to determine perception of child strengths and needs	2 points