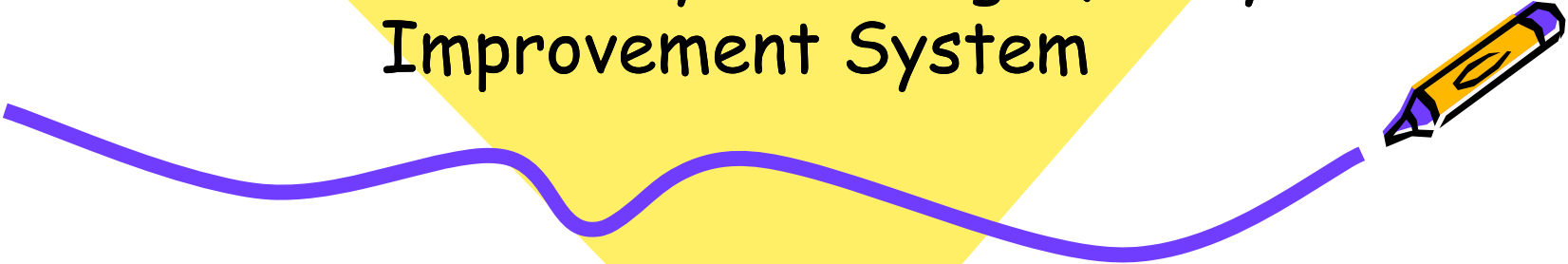
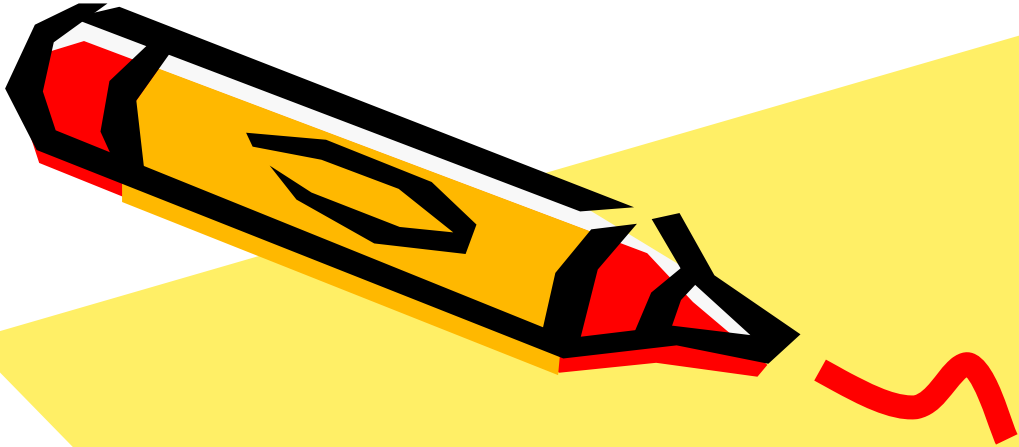




# CAEL QIS

California Early Learning Quality Improvement System





# ELAC, CAEL QIS, ELQIS ...What?



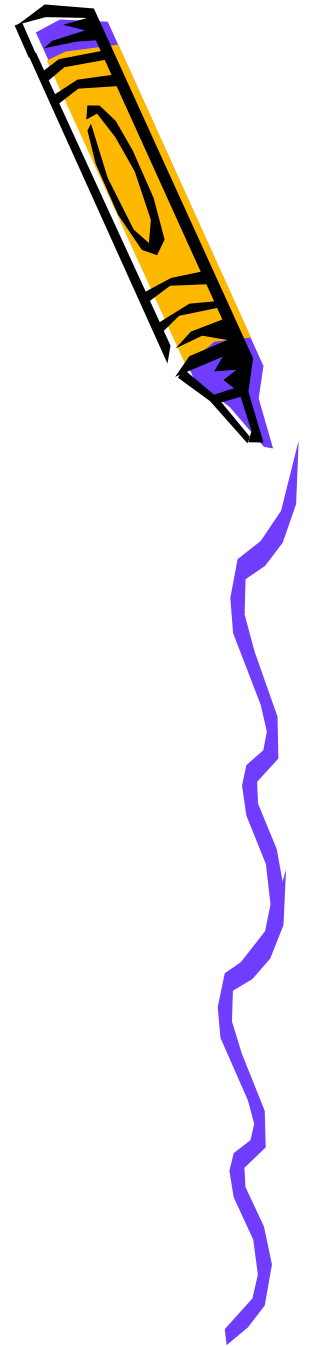
- **CAEL QIS**- California Early Learning Quality Improvement System
- **ELQIS** Advisory Committee - Early Learning Quality Improvement System (dissolving).
- **ELAC** - Early Learning Advisory Council





# ELQIS Purpose

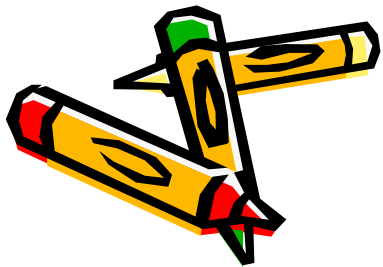
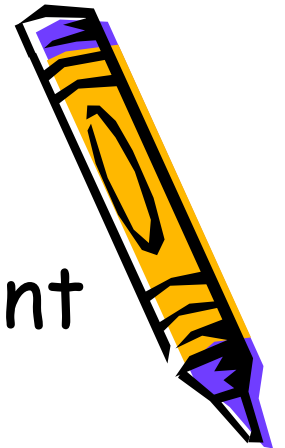
- Improve outcomes for children
- Reduce California's school readiness gap
- ARRA funding to support QRIS





# Origins

- Builds on then State Superintendant Jack O'Connell's P-16 Council
- (2007) Schwarzenegger's Committee on Educational Excellence (2008)
  - Purpose: Reform Preschool and Improve Educational Experiences and Outcomes
- SB1629 Steinberg Bill

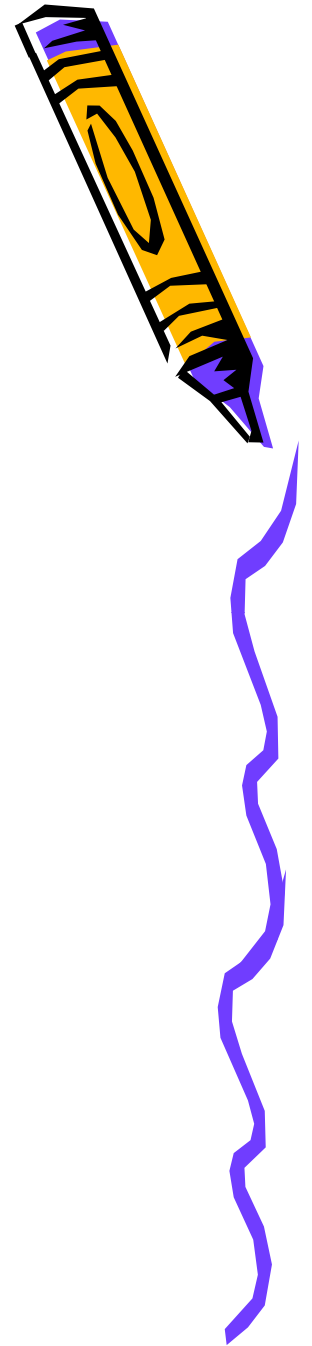




# Origins continued

Governor's proclamation:

- Education Code section 8300
- 13 members shall sit on the ELQIS Advisory Committee:





# ELQIS Appointees

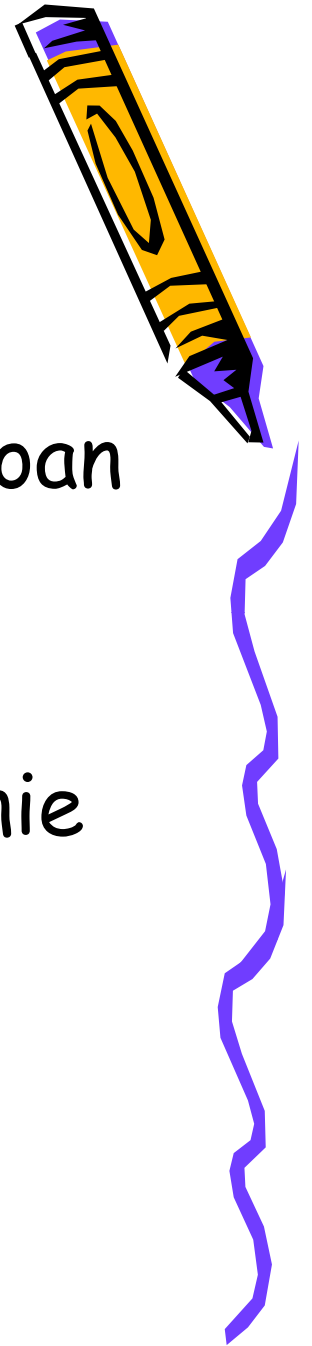


- Superintendent of Public Instruction (co-chair) Camille Maben.
- Secretary of Education (co-chair) Kathy Radtkey Gaither.
- Senate President Pro Tempore (or designee) Dave Gordon.



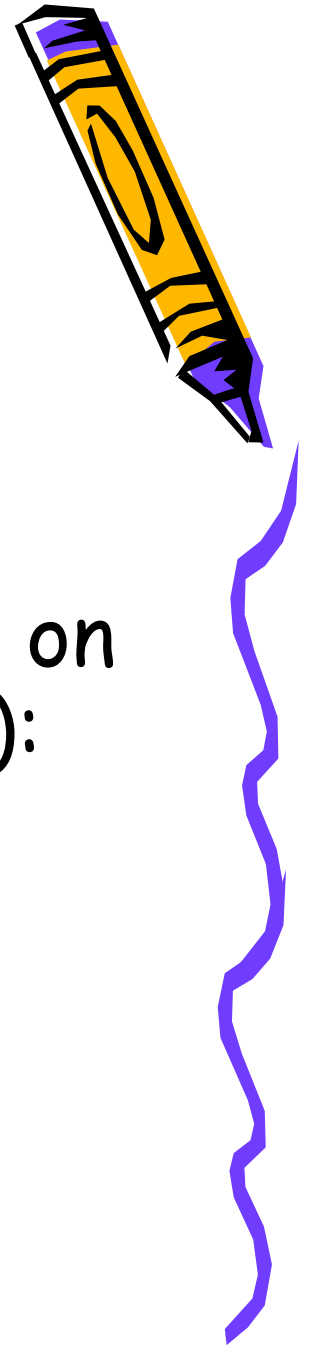
# Members

- Assembly Speaker (or designee) Joan Buchanan.
- Department of Finance: Jeannie Oropeza.



## Appointees cont...

- Department of Social Services:  
Venus Garth.
- Chair of the California Commission on  
Children and Families (or designee):  
Kris Perry.
- Two appointees of the Governor:  
Celia Ayala, CEO LAUP,  
Dennis Vicars, Ex. Director, PACE

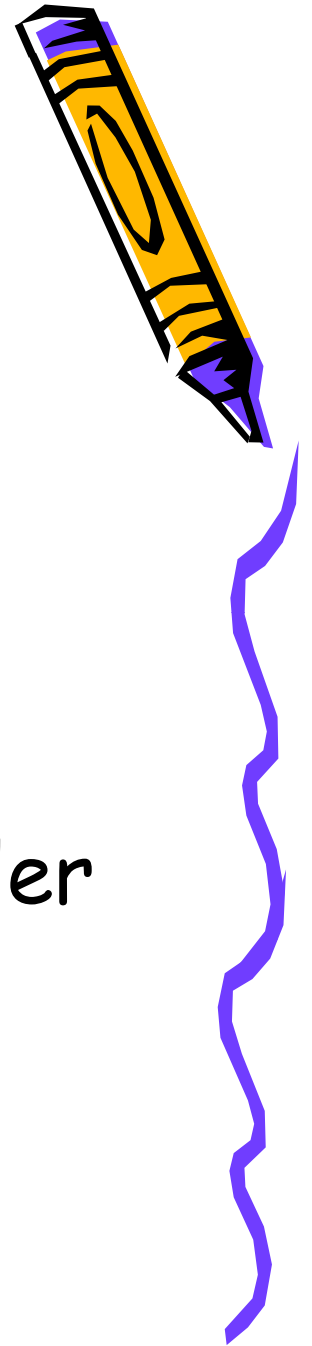






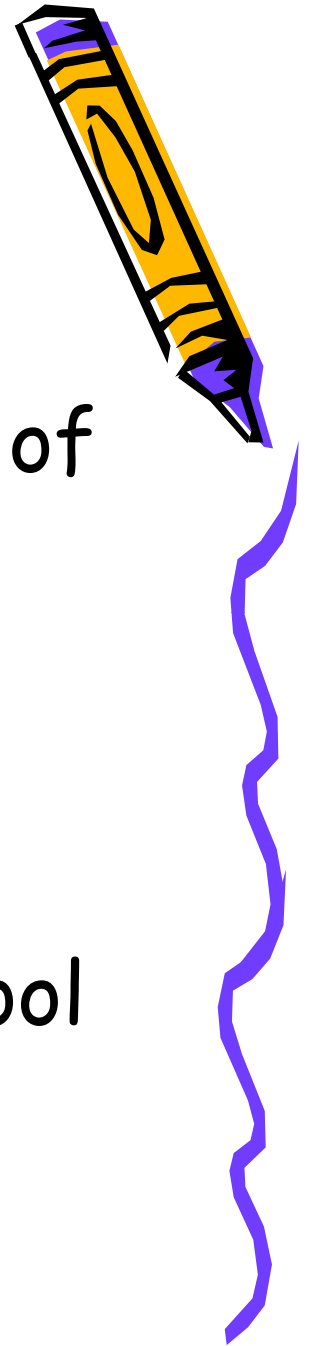
# Appointees

- Two appointments by the Senate Committee on Rules:
  - Cliff Marcussen, Executive Director, Options, Inc.
  - Consuela Espinoza, Infant/Toddler Specialist, West Ed



# Appointees

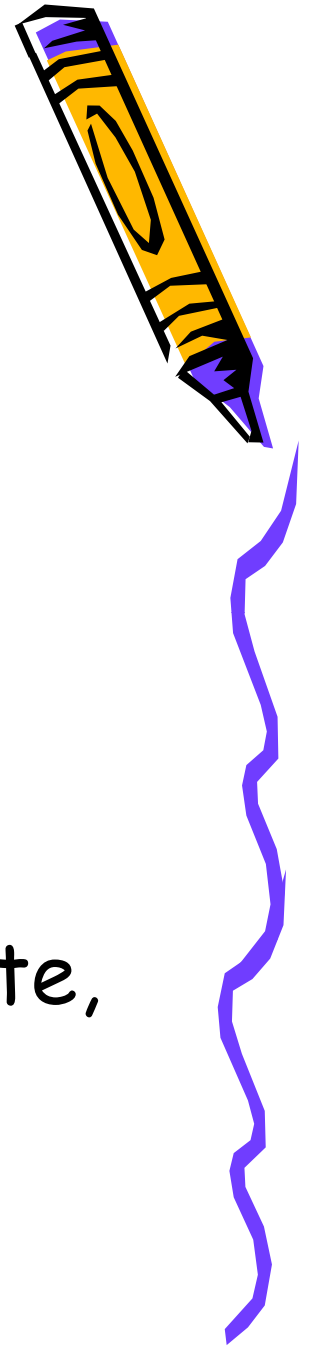
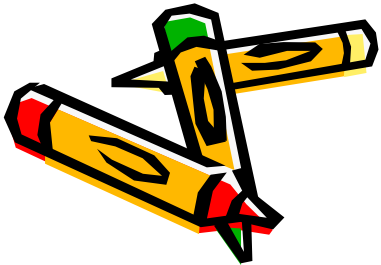
- Two appointments by the Speaker of the Assembly:
  - Yolie Flores, Board Member, Los Angeles Unified School District
  - -Toby Boyd, Kindergarten Teacher, Elk Grove Unified School District



# Scope of Work

The Quality Rating Improvement System (QRIS) will consider:

- Research,
- Policies,
- Program information,
- Best practices at the national, state, and local levels





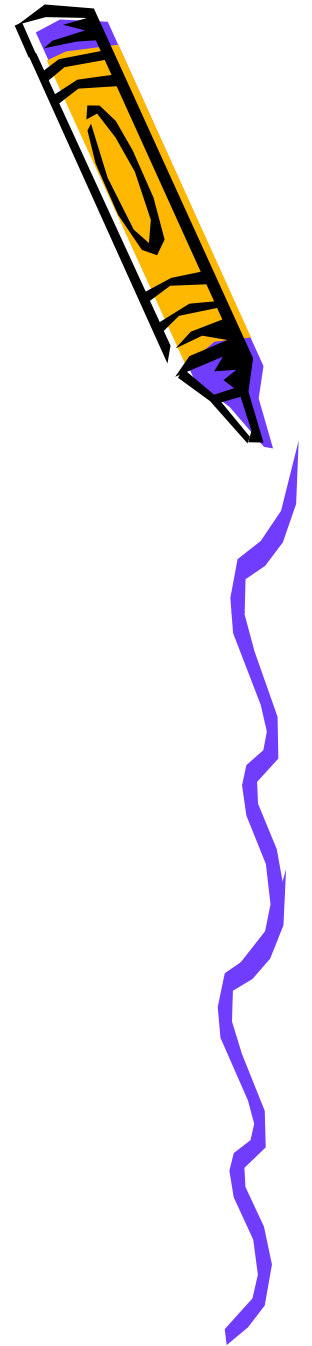
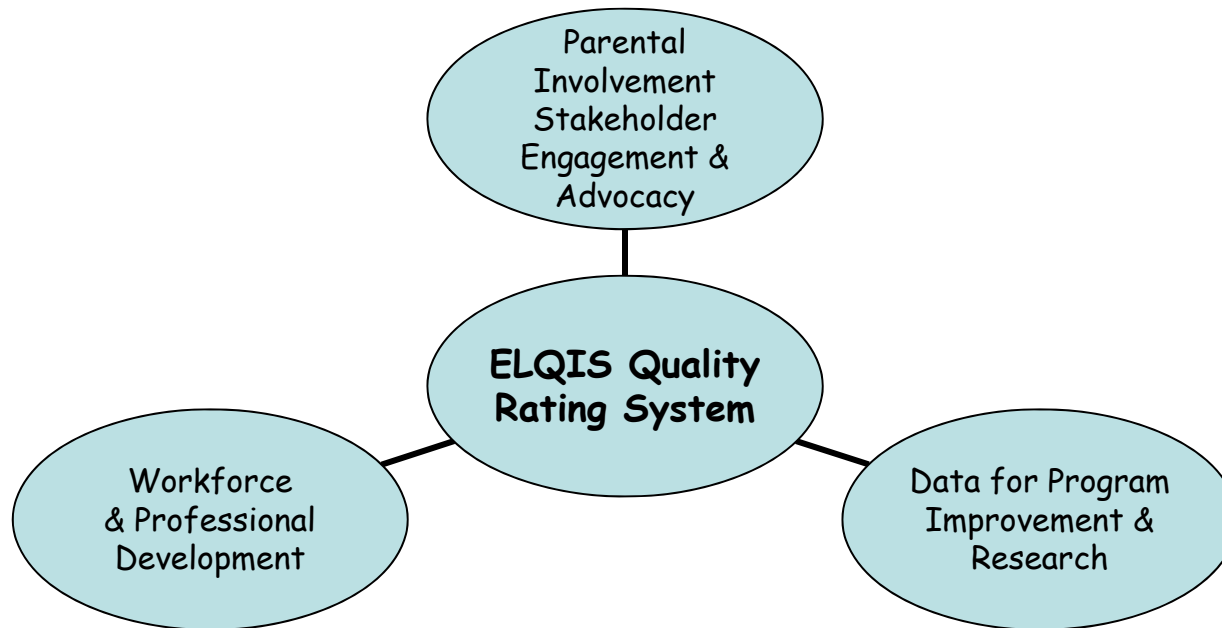
# ELQIS ADVISORY Committee SCOPE OF WORK



- Assessment and analysis of existing ECE infrastructure
- Development of early learning quality rating scale for birth to 5 programs
- Development of funding model aligned with the rating scale
- Make recommendations on local, state, federal and private resources



# ELQIS Subcommittees



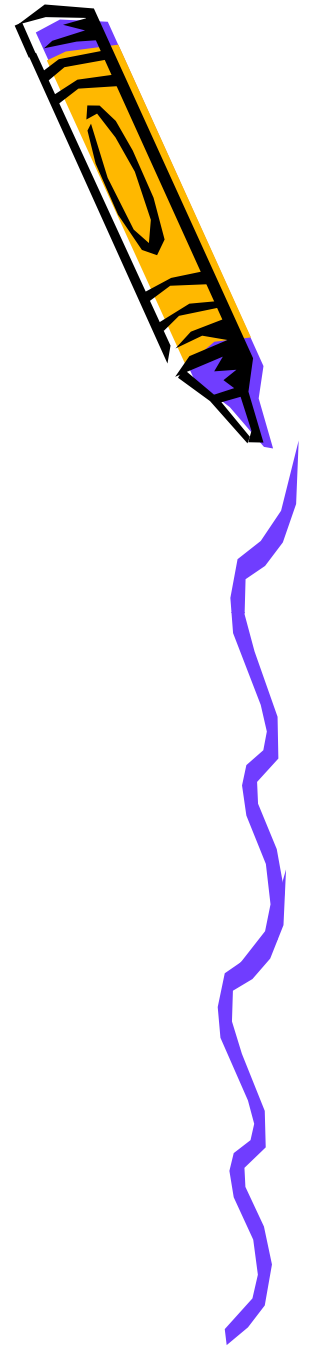
# PURPOSE

- The major goal of the QRIS is to increase the number of programs that have the features shown to improve child development outcomes, including readiness for school and success in life.



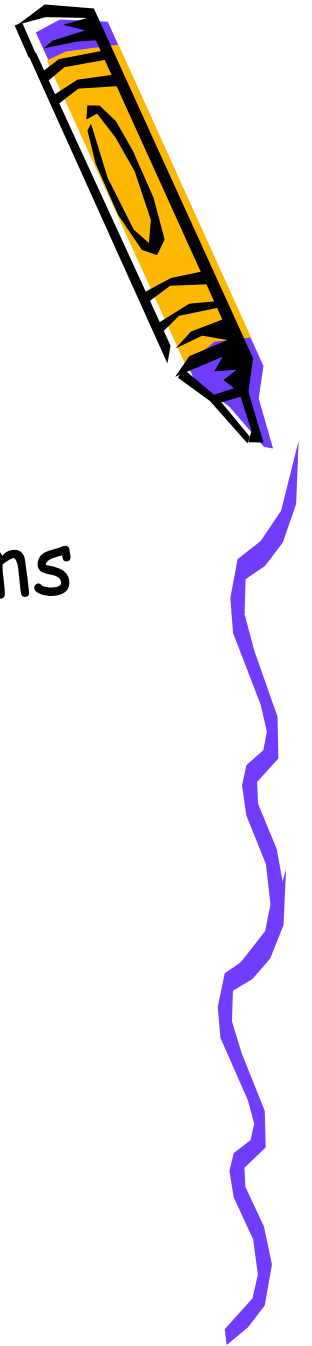
# CAEL QIS Block System

- 5 Tier System
  - Ratios and Group Size
  - Teaching and Learning
  - Family Involvement
  - Staff Education and Training
  - Links Outcomes with Quality Improvement



# Ratings:

- Families to identify quality programs
- Guide providers in making improvements
- Give policymakers a basis for providing technical assistance

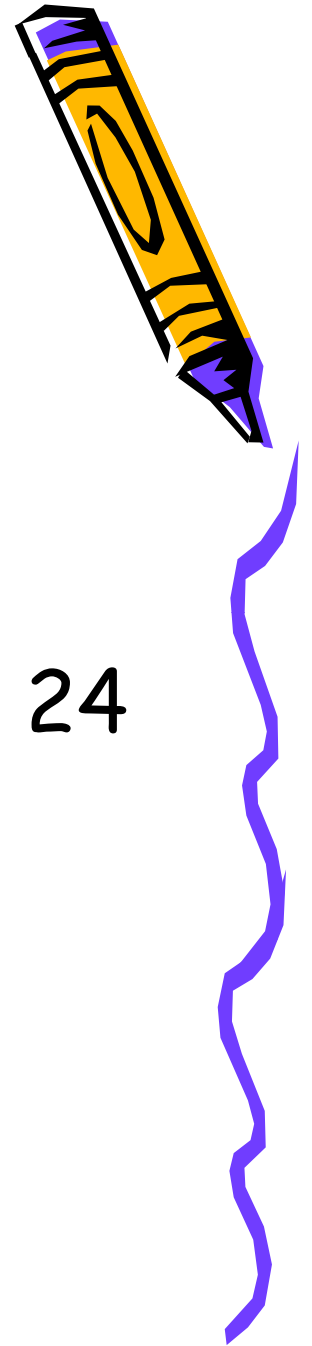




# Group Size/Ratio

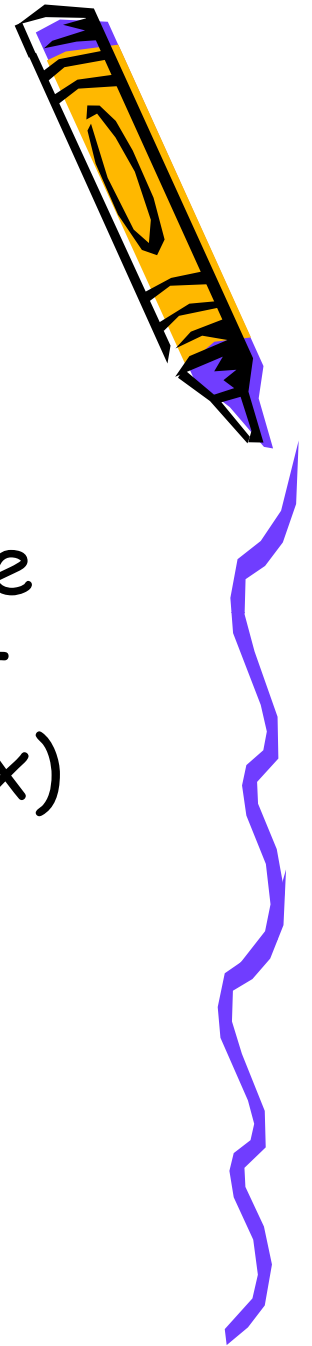
- Infant: 4:1, group 12
- Toddler (12-24 mo): 4:1, group 12
- Preschool (center): 12:1 group size 24
- Family Child Care Home: Title 22 regulations

What does this look like?



# Tier 1 - Family Child Care

- 1 adult with 8 children (may include up to 2 infants and must include at least 2 children over the age of six)
- 1 adult : 6 children (may include up to 3 infants)
- 1 adult: 4 (infants are under 2)





# Tier 1 Teaching & Learning



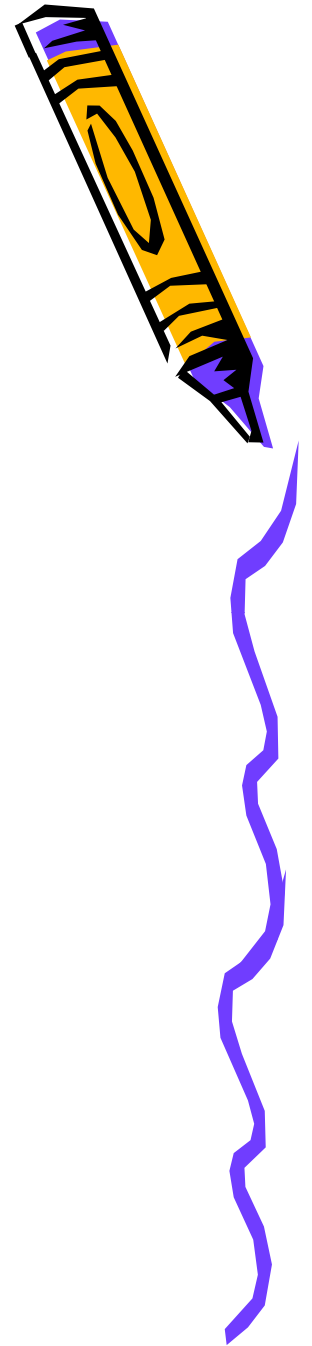
- **FCCRS self-assessment** with a one-on-one training after the assessment is completed.
- There is no requirement for score level.





# Tier 1 Teaching & Learning

- Have a copy of and receive orientation on Early Learning Foundations and Frameworks
- Program will have a philosophy statement

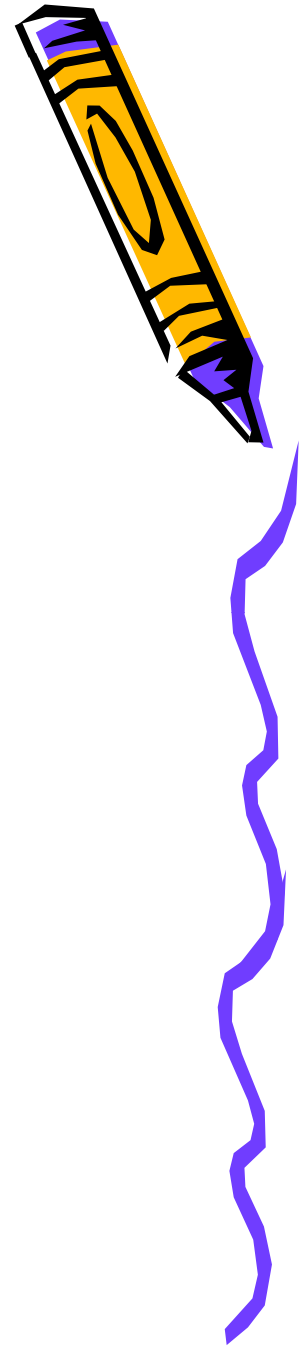
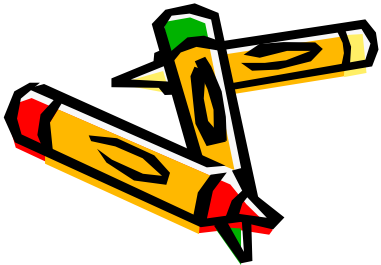




# Tier1 Family Involvement

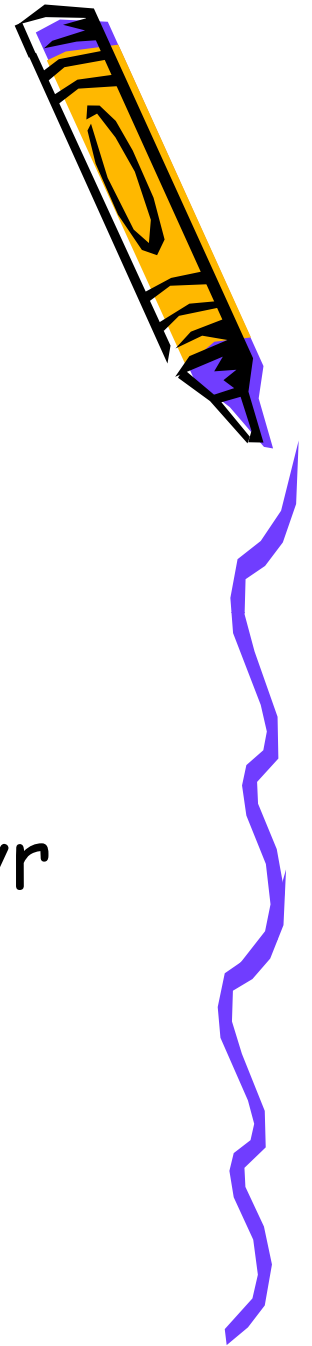
## *Communicate with Parents*

- A. FCCRS facilitated **self-assessment**
- B. If subscale less than '3', an improvement plan is developed
- C. Comparable Title 22 FCCH requirements



# Tier 1 Staff and Educational Training

- 15 hours of Health and Safety
- Professional Development: 21hrs/yr





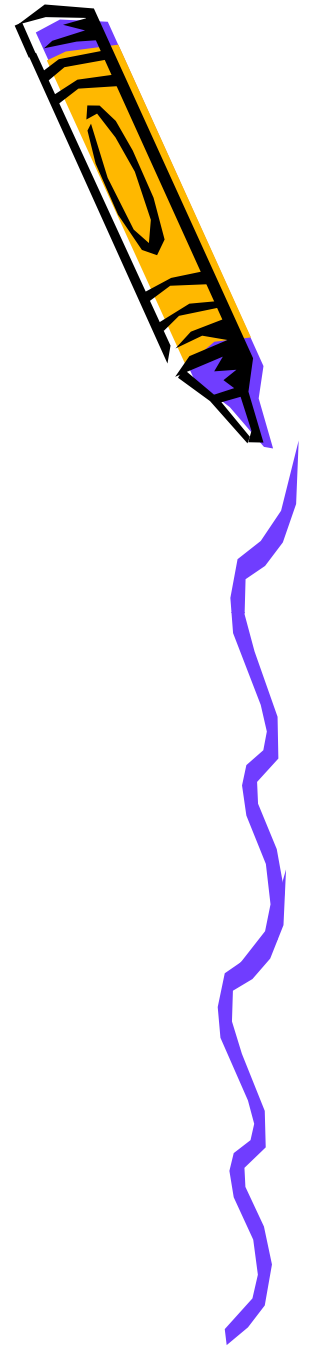
# Tier 1 Program Leadership

- 12 units core ECE (Early Childhood Education, child development, family/consumer studies, or related field), 3 units Administration, 4 years of experience
- Introduction to BAS



# Tier 2 Preschool Scenario

- Up to 24 children in the classroom
- 1 teacher for every 12 children







# Tier 2 Teaching & Learning

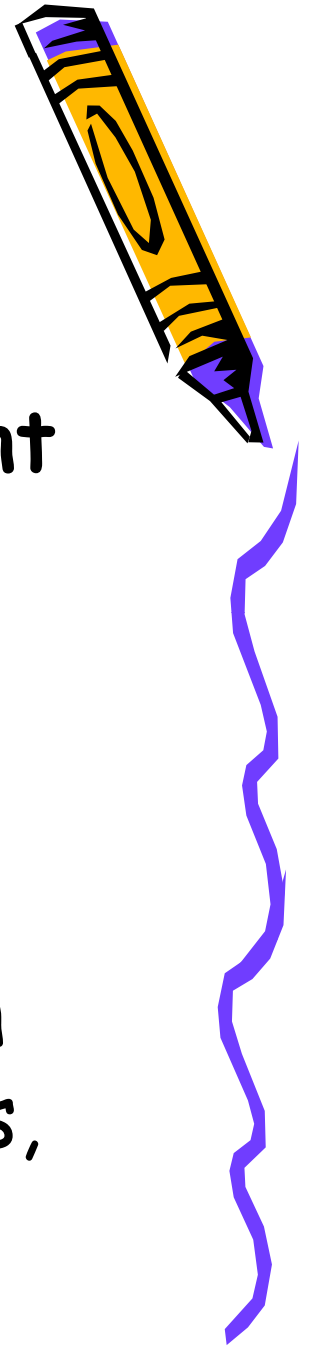
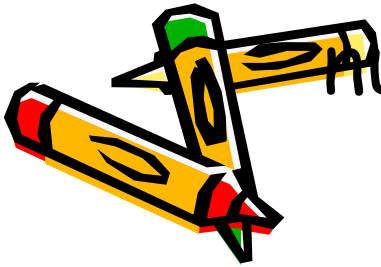
- **Environmental Scale -Facilitated peer-assessment w/ training no minimum score**
- **Exploring integration of Framework and Foundations**
- **Education Plan - A developmentally, culturally, and linguistically appropriate (DCLA) curriculum**





## Tier 2 Family Involvement Educate Parents and Receive Information

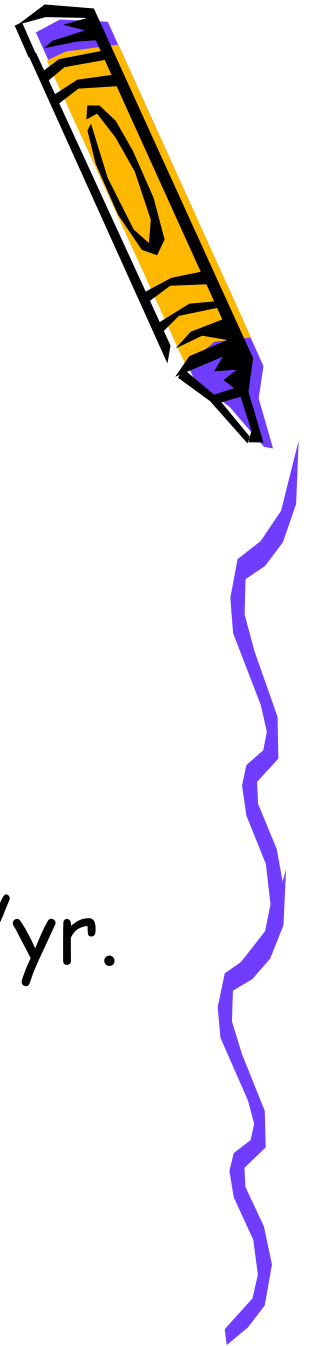
- a. ERS facilitated peer-assessment
- b. If subscale is less than '3', an improvement plan is developed
- C. Topics offered in support of subscale results to parents:
  - Brain Development, how children learn at home, physical activities, nutrition





# Tier 2 Staff Education and Training

- Education
- Center: 24 Units ECE (core 8)
- Experience
- One year of experience
- Professional Development: 21 hrs./yr.





# Tier 2 Program Leadership

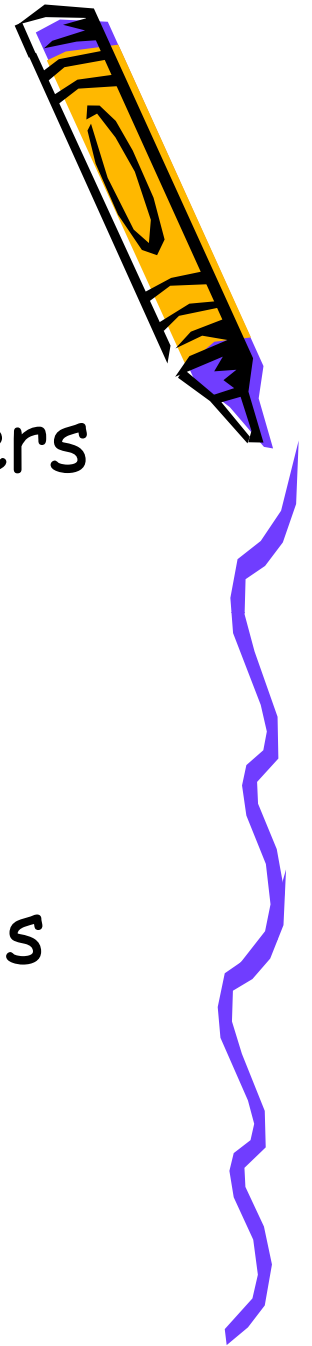
- 24 units core ECE, 16 units GE, 3 units Administration, 1 year mgmt. or supervisory experience.
- Self study with PAS or BAS





# Tier 3, Toddler Scenario

- One teacher for every four toddlers
- 12 toddlers maximum
- Toddler is defined as 18-36 months





# Tier 3 Teaching & Learning

- Environmental Scale - ITTRS
  - Independent assessment
  - All subscales completed with a avg. score of 4
  - Self assessment with CLASS measure teacher/child interactions alternating rating periods

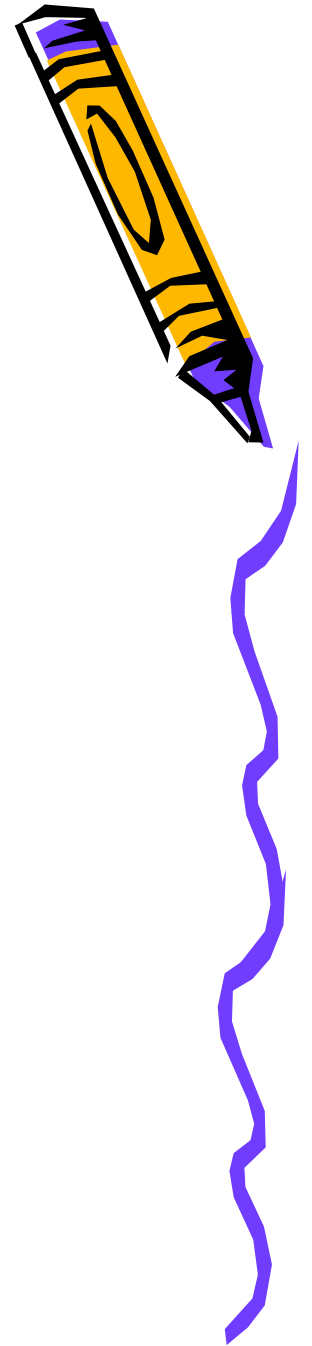


# Tier 3 Foundations and Frameworks

- Developing competency in integrating Foundations and Frameworks
- Education Plan- Soc/Emotional, cognitive and physical domains in:
  - >DCLA child assessments
  - >Lessons plans linked DCLA



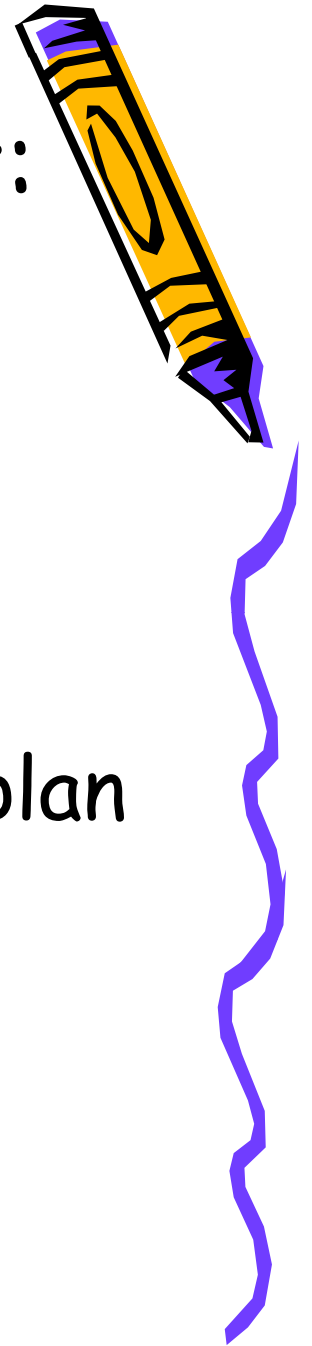
Prof. Dev. Plan for  
Foundations and Frameworks.





# Tier 3 Family Involvement: Involve Parents

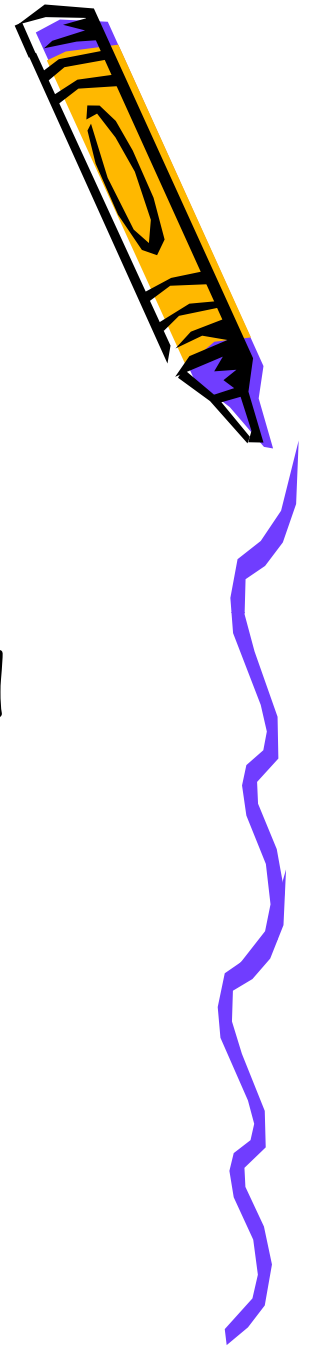
- ERS Independent Assessment
- Avg. Score 4 - if less, plan for improvement
- Provider has written transition plan which is activated when a child moves into another child care setting or into K.





# Tier 3 Staff Education & Training

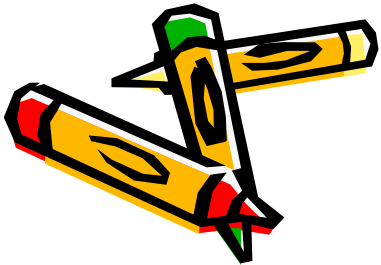
- Education
- 24 ECE units (core) 16 units GE
- (Same as Title 5 and Current Child Dev. Teacher Permit)
- Experience: 2 years
- Prof. Development: 21 hrs./yr.





# Tier 3 Program Leadership

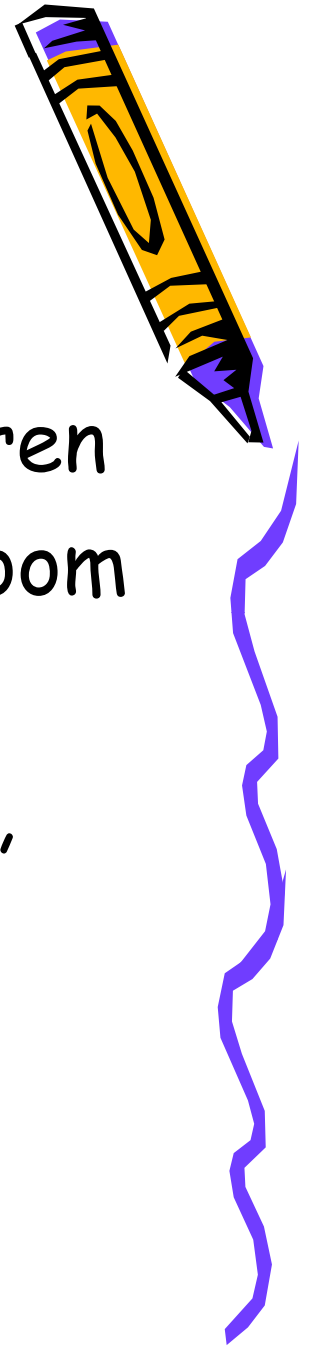
- AA Degree with 24 units core ECE, 16 units GE, 6 units Administration, 2 units supervision, 2 year mgmt. or supervisory experience.
- Continuous improvement through PAS





# Tier 4, Preschool Scenario

- One teacher for every eight children
- No more than 24 children in the room  
or
- One teacher for every 10 children,  
with a maximum group size of 20



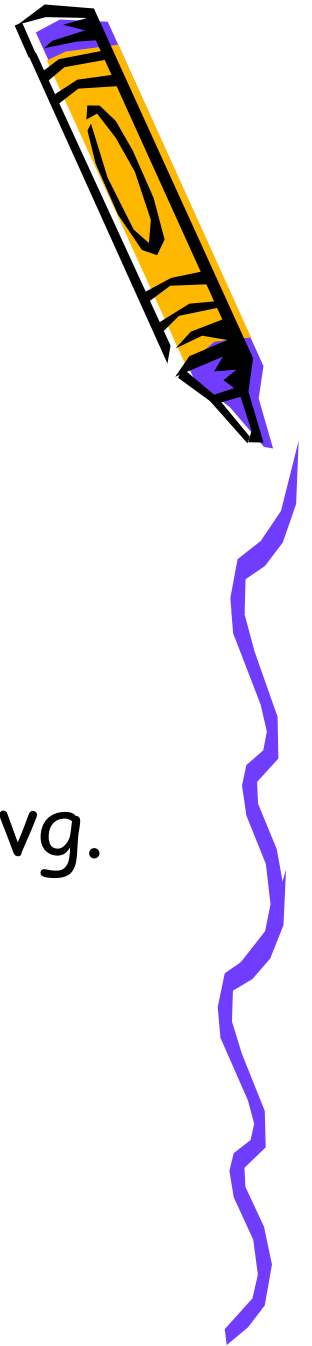


# Tier 4 Teaching & Learning

- ECCRS Scale -

## Independent assessment

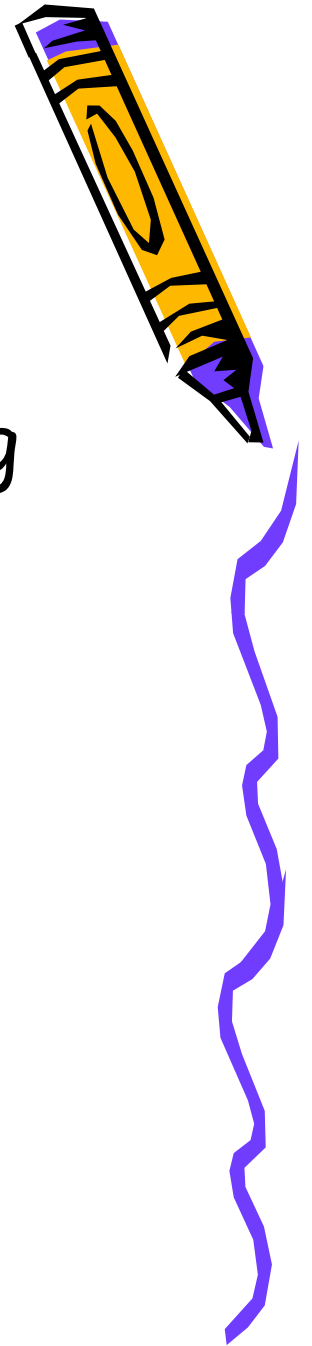
- All subscales completed with a avg. score of 5
- Plus CLASS Assessment





# Tier 4 Foundations and Frameworks

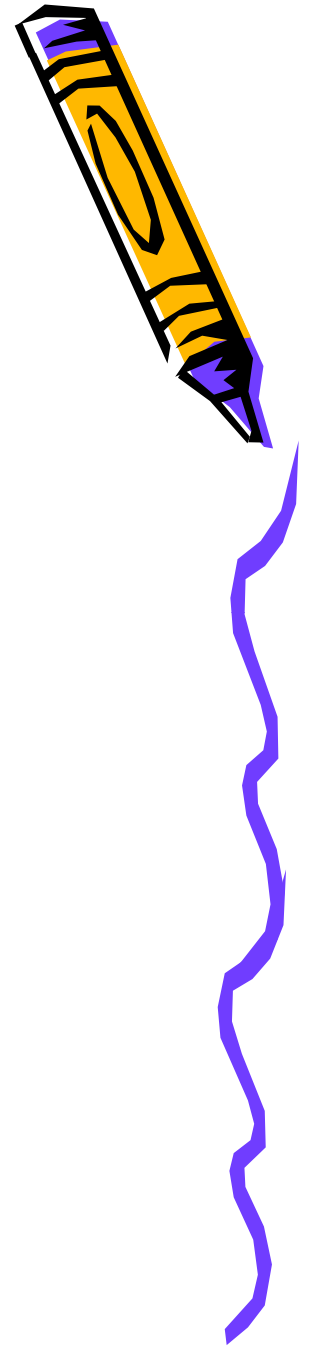
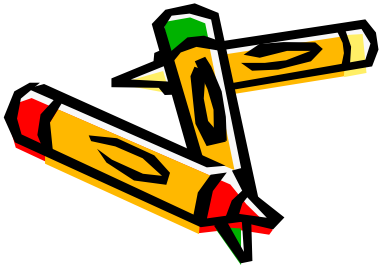
- **Building competency** in integrating Foundations and Frameworks
- **Education Plan- Soc/Emotional, cognitive and physical domains in:**
  - > DCLA child assessments
  - > Lessons plans linked DCLA
  - > Prof. Dev. Plan for Foundations and Frameworks.





# Tier 4 Family Involvement Engage Parents

- Avg. Score 5 - if less, plan for quality improvement
- **ERS Independent Assessment**



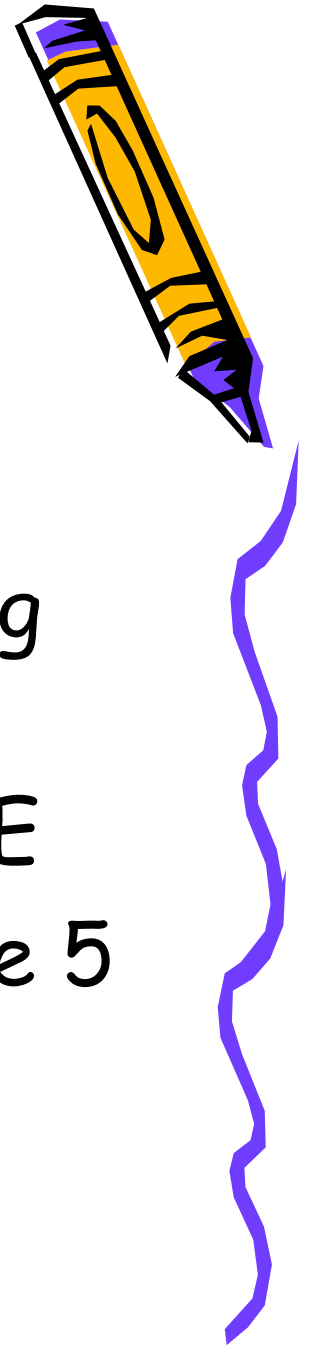
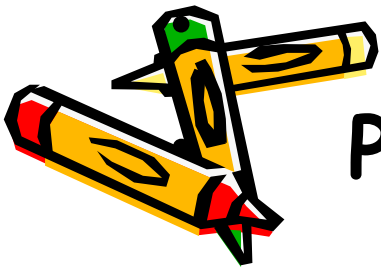


## Tier 4 Staff Education & Training

- Education
- AA degree in ECE or
- 60 degree applicable units including 24 ECE units (core) or
- BA in any field plus 24 units of ECE
- (Similar to Master Teacher in Title 5 and Head Start)

**Experience: 2 years**

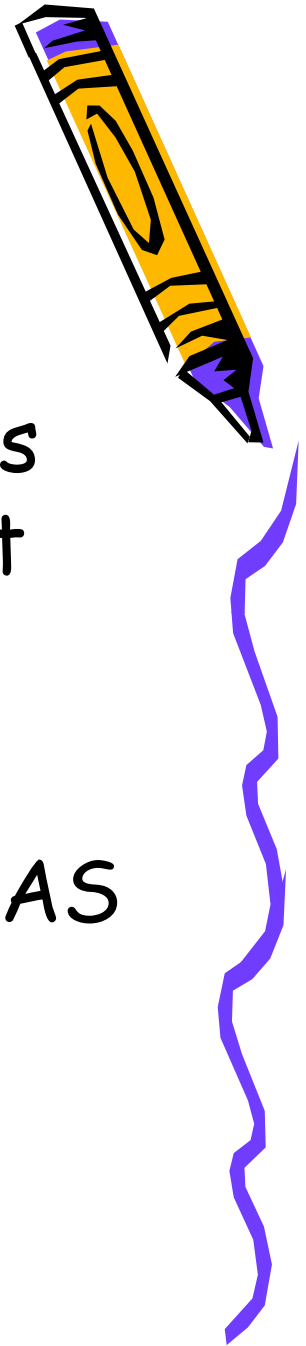
**Prof. Development: 21 hrs./yr.**





# Tier 4 Program Leadership

- BA with 24 units core ECE, 15 units Management, + 3 years management or supervisory experience,
- Continuous improvement through PAS action plan

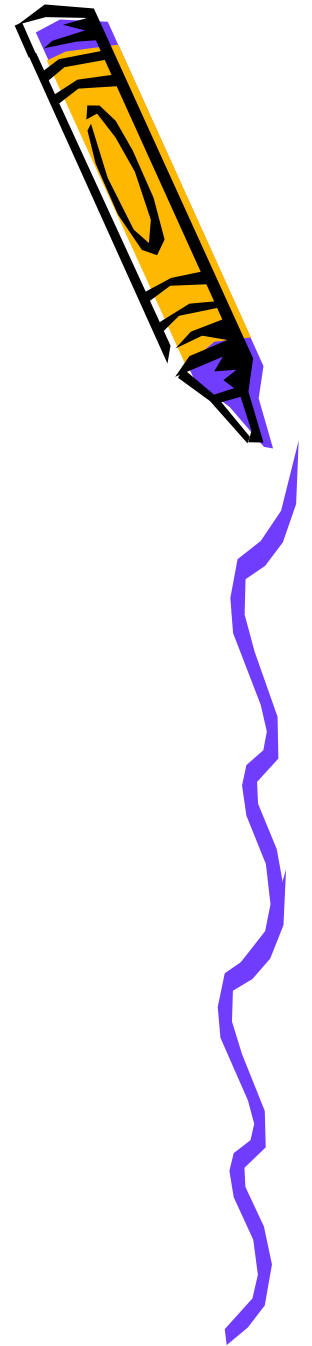






# Tier 5, Infant Scenario

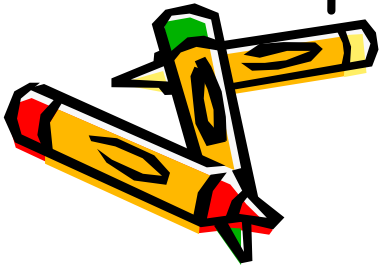
- Infant (Center)
- 3:1 with group size no more than 9





# Tier 5 Teaching & Learning

- **Environmental Scale - ITERS**
  - Independent assessment
  - All subscales completed with a avg. score of 6
  - Plus CLASS Assessment (centers interactions in alternating ) rating periods





# Tier 5 Foundations and Frameworks

- Fully Integrating Foundations and Frameworks
- Education Plan- Includes all domains of learning in an integrated fashion  
DCLA
- Lesson Plans linked to
  - >DCLA child assessments



Lessons plans linked DCLA

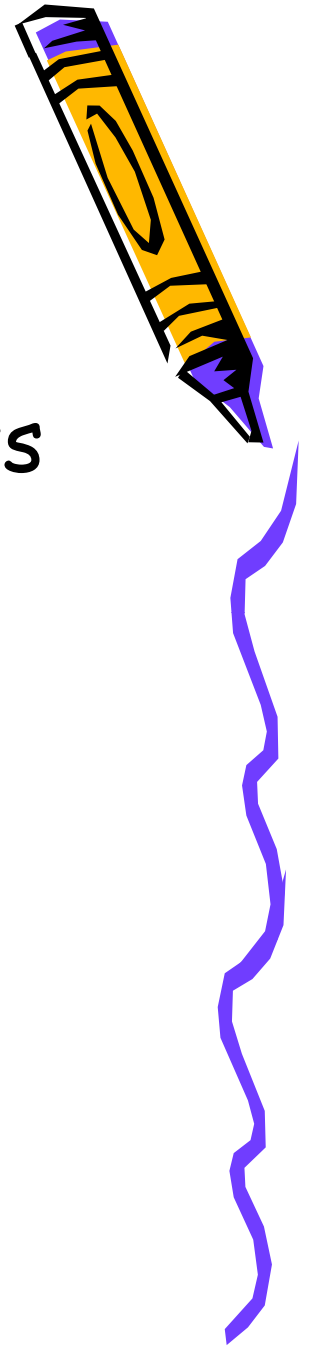




# Tier 5 Family Involvement

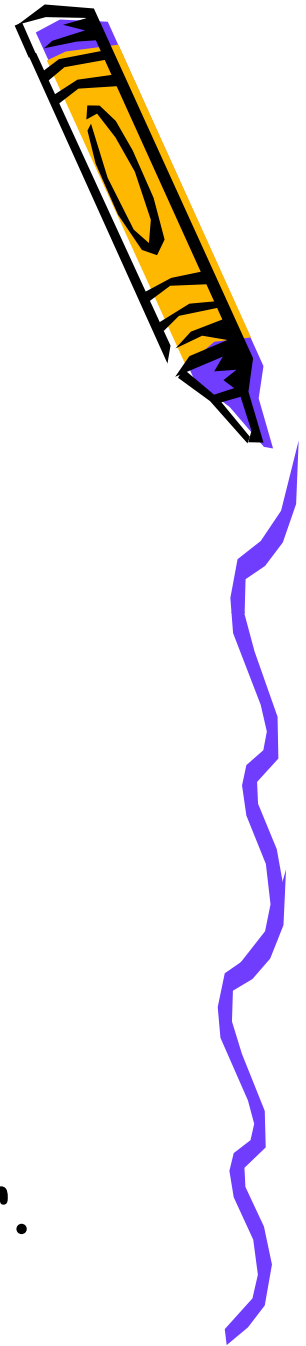
Partner and Advocate with Parents

- **ERS Independent Assessment**
- Avg. Score 6 - if less, plan for quality improvement

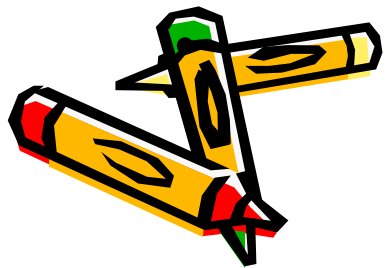




# Tier 5 Staff Education & Training



- **Education**
- BA/BS degree in ECE or closely related field, 48+ ECE units
- or
- MA in ECE
- **Experience: 2 years**

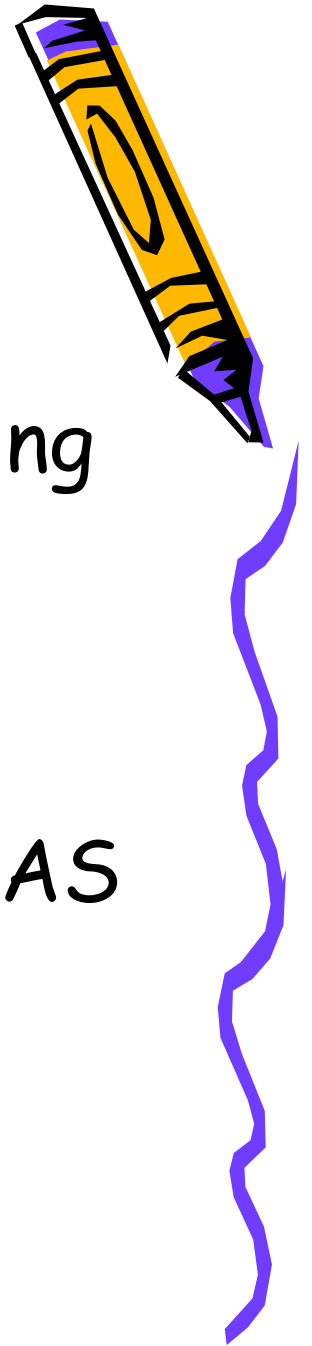


**Prof. Development: 21 hrs./yr.**



# Tier 5 Program Leadership

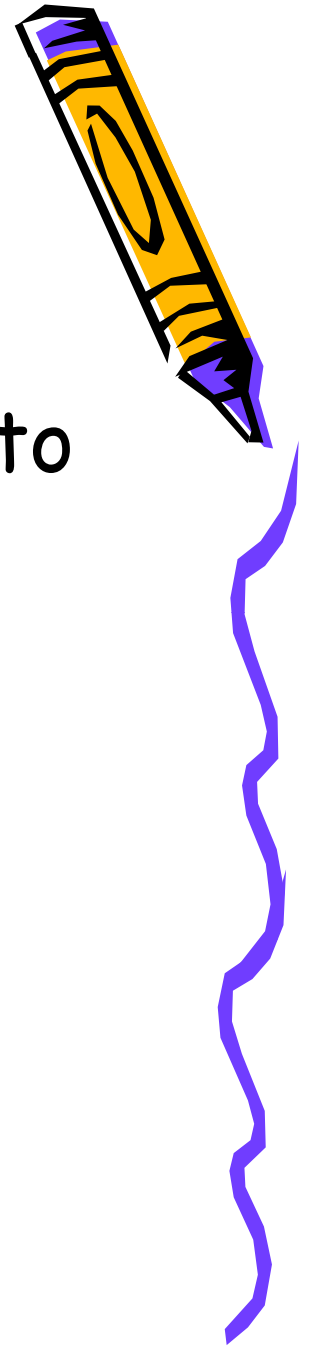
- MA with 30 units core ECE, including 21 units Management + 3 years management or administrative Credential
- Continuous improvement through PAS action plan





# Additional Recommendations

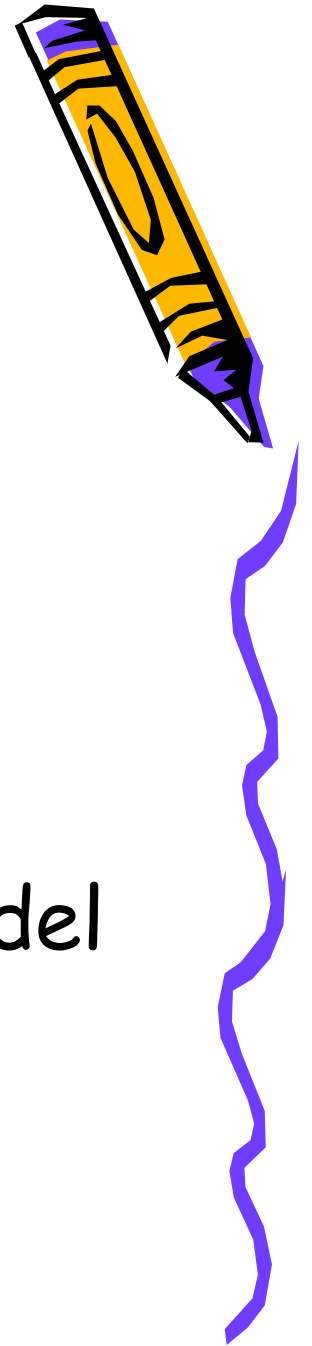
- Develop a funding model designed to prepare CA for federal resources
- Partner with business and foundations
- Consider progressive build out of QRiS with pilot projects





# Additional Recommendations

- Use a combination of local implementation to maximize resources and expertise with fidelity to a statewide QRIS model

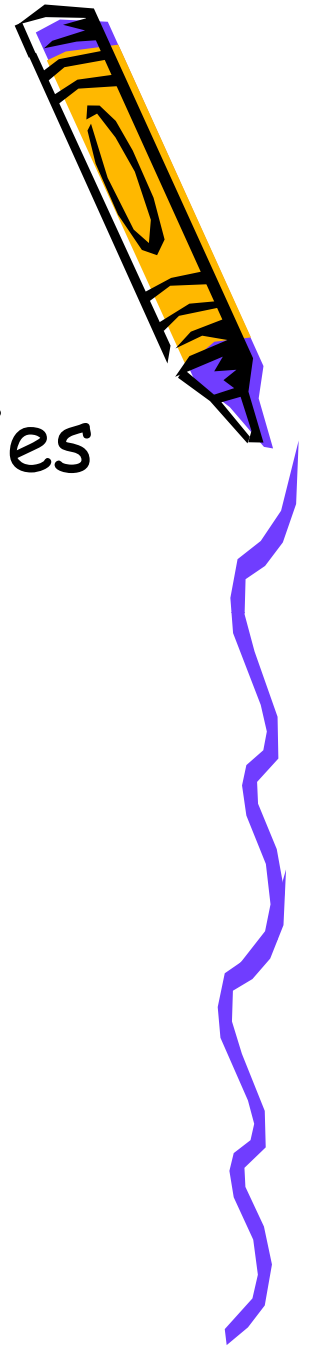






# Additional Recommendations

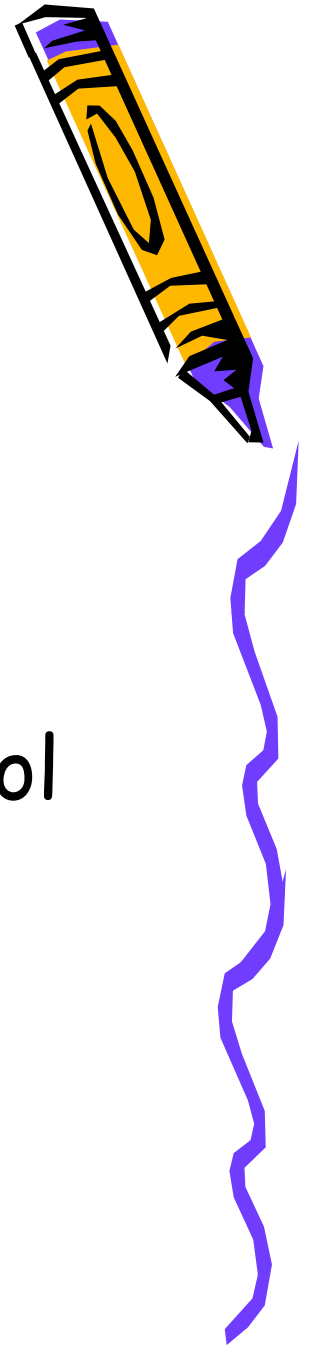
- Consider trade-offs to set priorities and ultimately build to statewide implementation
- Progressive build-out and full funding option for state-wide implementation





# Additional Recommendations

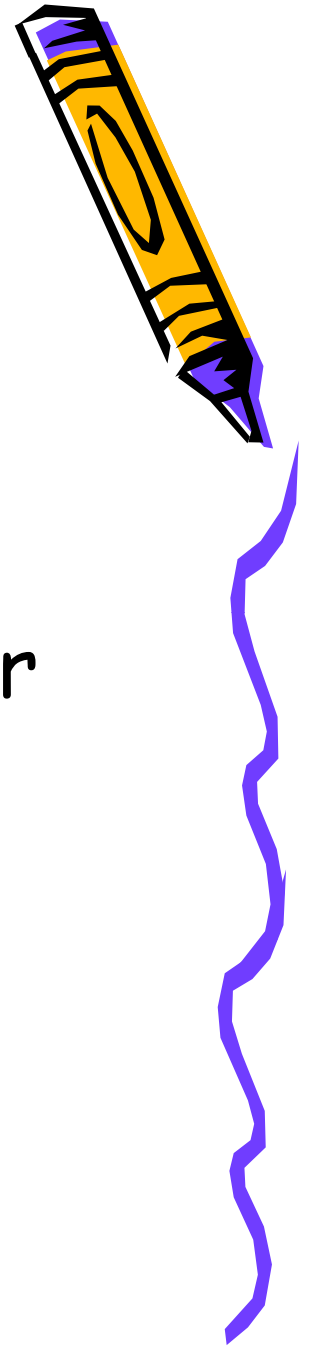
- Possibly consolidate review and inspection systems
- Review Title 22 Standards by introducing new compliance protocol
- Develop common definitions of Infants and Toddler





# Additional Recommendations

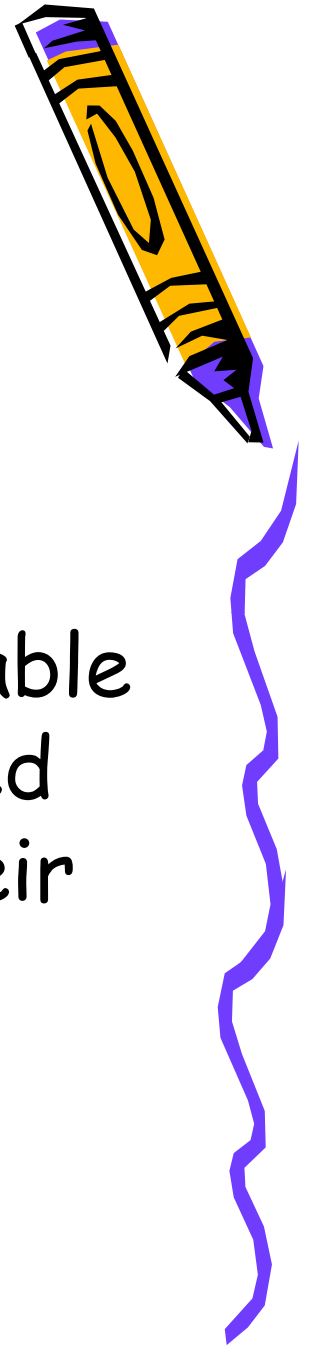
- Increase health and safety inspections to annual visits
- Comparable nutrition standards for centers and FCCs.
- Incentivize program participation
- And equalize incentives (voucher/title 5)





# Additional Recommendations

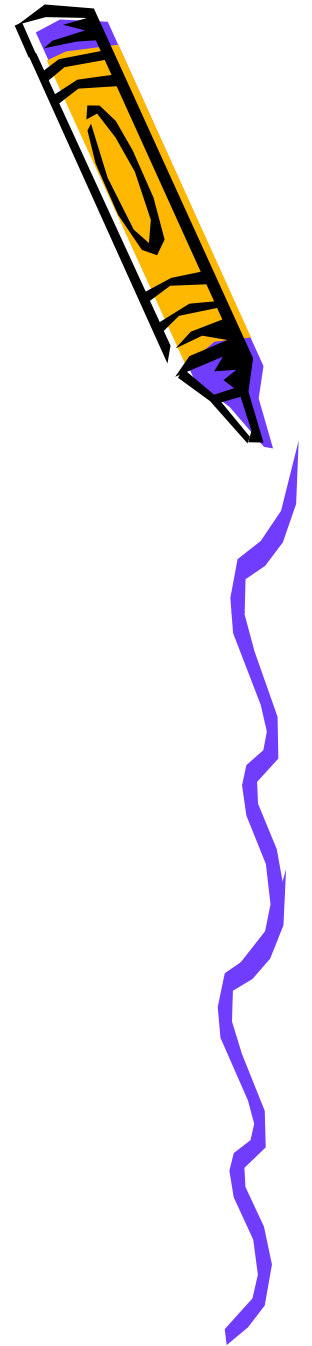
- Consider cost-effective ways to make credit-bearing courses available to as many teacher and home-based providers who want to advance their education





# Early Learning Advisory Council

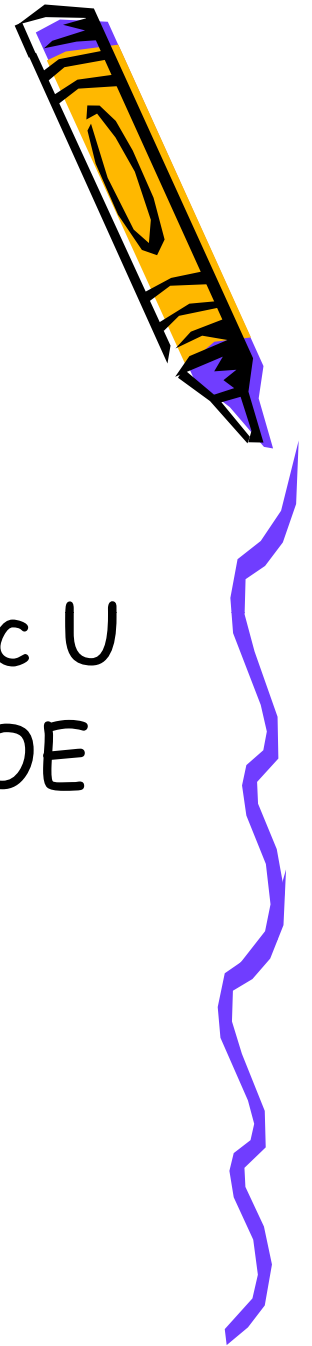
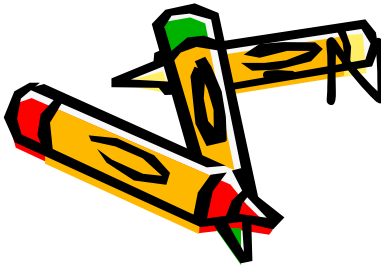
- ELQIS dissolves at the end of December (after making final recommendations)
- ELAC will be the active governing body for the QRIS





# ELAC Governor Appointees

- ELQIS Members Previously Mentioned +
  - David Lopez - Pres. Nat. Hispanic U
  - Sarah Youngblood-Dir., HS LACOE
  - Zulmara Cline- Assoc. Dir. CSU Chancellors Office
  - Jane Henderson- Consultant
  - Nancy Remley- Dir. CA HS





# ELAC vs. ELQIS: What's the difference?



- There is a great deal of commonality between the groups, but their authorizing documents give them different missions.





# ELAC - Differences



- The CAELQIS Advisory Committee's efforts will be a launch point for the Council

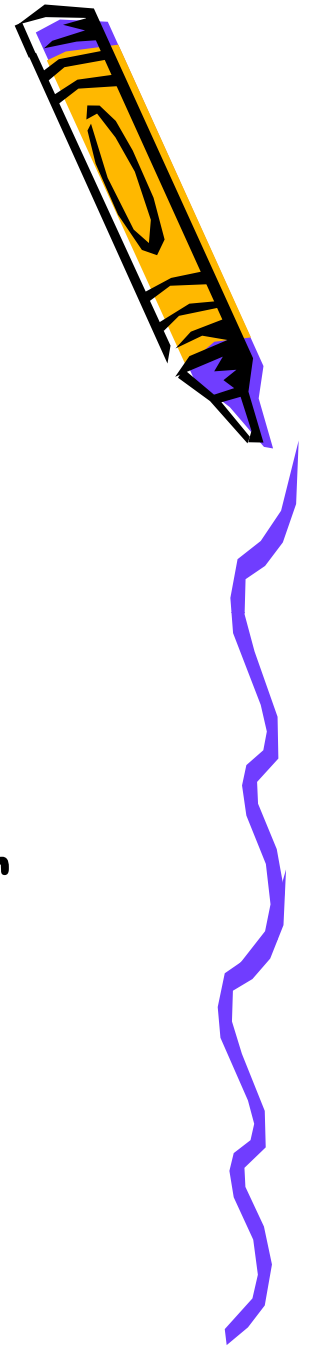
- The Council's charge is broader than the Committee's on certain issues, but the issues it is addressing are the same.





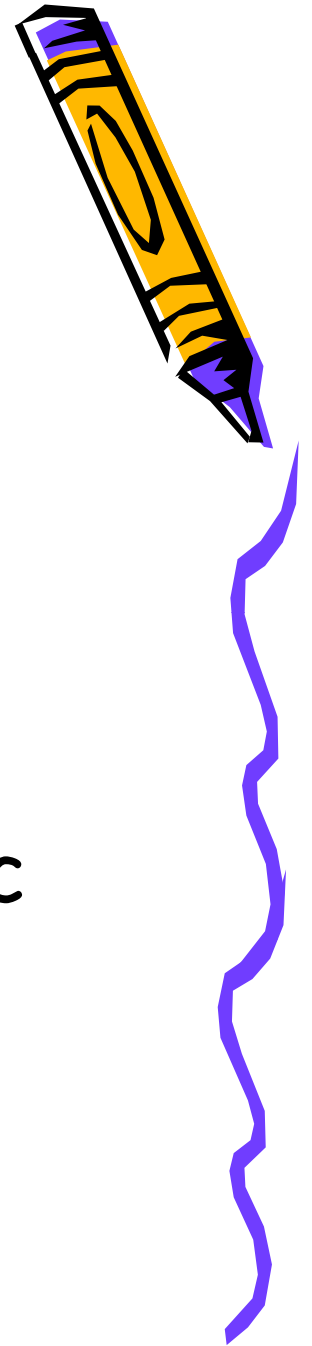
# ELAC Responsibilities

- Develop recommendations for a comprehensive plan for early childhood in California - one that builds on the recommendations for the quality improvement system



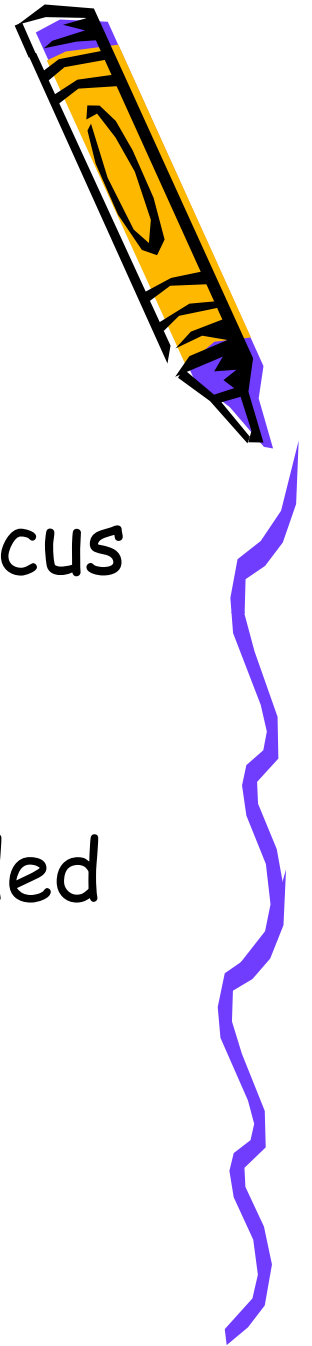
# Responsibilities

- Include in the long term comprehensive plan a set of short term actions that can inform immediate policy and programmatic change



# Responsibilities

- In the few years after the comprehensive plan is finalized, focus on activities that:
  - lead to the adoption and implementation of policies included in the comprehensive plan



ALAMEDA  
Child Care Planning Council  
COUNTY

- Questions?
- Small Group Activity - Pilot?

