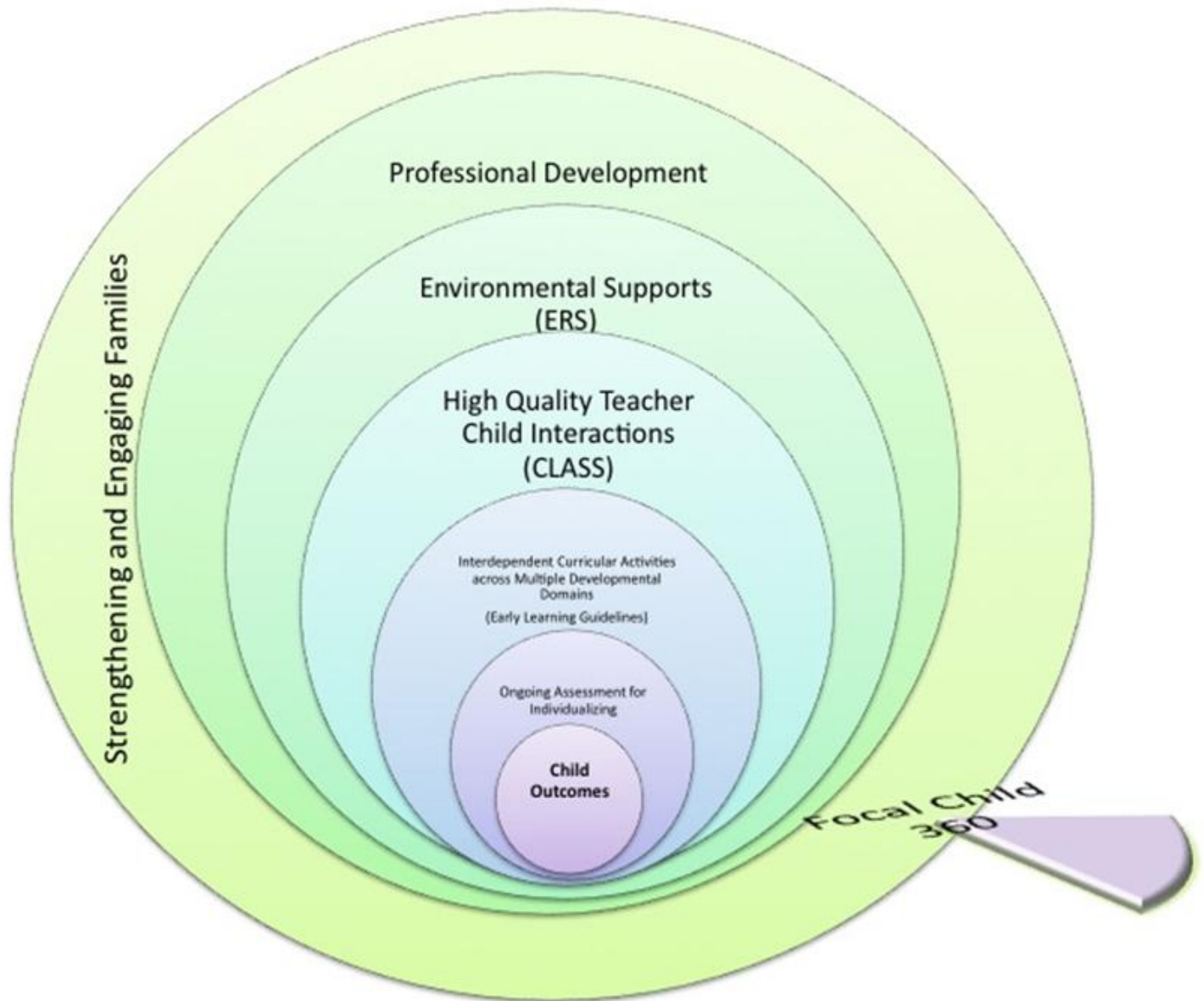


Washington Quality Rating and Improvement System Standards
A Framework to Support Positive Child Outcomes



Level One: Licensing or Certification

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

Level Two: Facility Leadership and 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
- Active license (no suspensions, revocations, not on probation)
- Cannot have two or more valid complaints of the same type within six months of application submission date
- All facility staff must have an active 'Professional Record' in MERIT

Documentation:

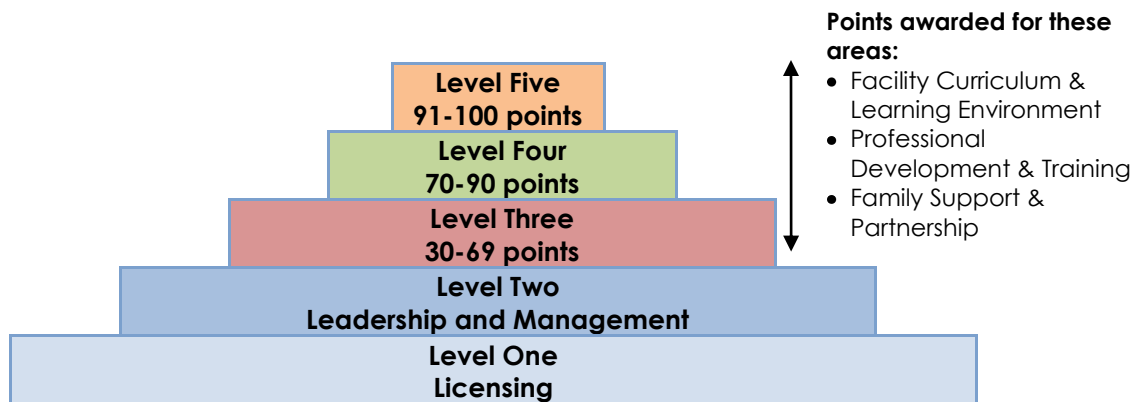
- Complete QRIS Application
- Complete Facility Profile in QRIS Data Base
- Complete Environment Rating Scale (ERS) Self Assessment

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

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.



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

Facility Curriculum and Learning Environment	Total: 70 points
○ Classroom/FCC Home Environment (CLASS/ERS)	55 points
○ Curriculum, Learning and Assessment	15 points
Professional Development and Training	Total: 15 points
Family Support and Partnership	Total: 15 points
○ Strengthening and Engaging Families	10 points
○ Focal Child and Family	5 points
Grand Total: 100 points	

Facility Curriculum & Learning Environment Standard Area
Total – 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, Learning and Assessment – 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 (1 point)	2 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 (2 points)	4 Points
Ongoing mentoring of **teaching staff to support improvement in curriculum and teacher child interactions			2 Points
Ongoing assessment of children to monitor progress and individualize instruction			2 points
Individualized instruction for all children			1 point
Periodic review and use of child assessment data to improve program instruction (e.g. analyze group patterns and behaviors)			1 point
Use of WA Kids Assessment Tool <u>or</u> demonstration/documentation of alignment to WA Kids			1 point

Assessment process			
Dedicated time for **teaching staff planning time on a weekly basis			1 point
Dedicated time for **teaching staff to engage in reflective practice with peer group on a monthly basis			1 point

**Includes family child care assistants*

***Includes FCC primary educator/care provider*

Professional Development and Training Standard Area
Total – 15 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	3 points
MA in ECE or related field	Level 5 of the Core Competencies for Early Care	6 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	4 points
25% have BA or higher in ECE or related field	Level 4 of the Core Competencies for Early Care and Education Professionals	6 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 or higher	Level 3 of the Core Competencies for Early Care and Education Professionals	3 points

Family Child Care Owner or Primary Educator

CDA	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	9 points
BA in ECE or related field	Level 4 of the Core Competencies for Early Care and Education Professionals	12 points
MA in ECE or related field	Level 5 of the Core Competencies for Early Care and Education Professionals	15 points

*This person must be the primary provider of care.

Family Support and Partnership
Total – 15 Points

Strengthening and Engaging Families – 10 Points

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, Parent's 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, 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 (maximum)
Share individualized child data with parents	2 points

Focal Child and Family Standard – 5 Points

Research demonstrates that appraisals of quality differ depending on whether quality is analyzed on the level of an individual classroom (e.g., the ERS/the CLASS) or from the perspective of an individual child. Drawing on recent developments in ecological approaches to quality assessment, the current model appraises quality from the perspective of an individual child. This will help to ensure that individual children's experiences stay at the focus of QRIS efforts. Thus, the name "focal child". The intention is for the individual child and their family to be represented in the different standard areas so that providers are always prompted to think about **every child** they serve when working with the standards.

Component	Sub-Component One	Sub-Component Two	Total Points
Daily Experience of Quality	CLASS (1 point)	ERS (1 point)	2 points
Individualized Instruction			1 point
Child Profile based on family interviews around engagement, data sharing, and transition			1 point
Records Review (child portfolio/assessments)			1 point