

**CALIFORNIA RACE TO THE TOP – EARLY LEARNING CHALLENGE (RTT–ELC)  
QUALITY CONTINUUM FRAMEWORK – HYBRID MATRIX WITH ELEMENTS AND POINTS FOR CONSORTIA COMMON TIERS 1, 3, AND 4**

ELEMENT	BLOCK (Common Tier 1) Licensed In-Good Standing	2 POINTS	3 POINTS	4 POINTS	5 POINTS
<b>CORE I: CHILD DEVELOPMENT AND SCHOOL READINESS</b>					
<b>1. Child Observation</b>	<input type="checkbox"/> Not required	<input type="checkbox"/> Program uses evidence-based child assessment/observation tool annually that covers all five domains of development	<input type="checkbox"/> Program uses valid and reliable child assessment/ observation tool aligned with CA <i>Foundations &amp; Frameworks</i> twice a year	<input type="checkbox"/> DRDP 2010 (minimum twice a year) and results used to inform curriculum planning	<input type="checkbox"/> Program uses DRDP 2010 twice a year and uploads into DRDP Tech and results used to inform curriculum planning
<b>2. Developmental and Health Screenings</b>	<input type="checkbox"/> Meets Title 22 Regulations	<input type="checkbox"/> Health Screening Form (Community Care <i>Licensing form LIC 701 "Physician's Report - Child Care Centers" or equivalent</i> ) used at entry, then: 1. Annually <b>OR</b> 2. Ensures vision and hearing screenings are conducted annually	<input type="checkbox"/> Program works with families to ensure screening of all children using a <b>valid and reliable developmental screening tool</b> at entry and as indicated by results thereafter <b>AND</b> <input type="checkbox"/> Meets Criteria from point level 2	<input type="checkbox"/> Program works with families to ensure screening of all children using the <b>ASQ</b> at entry and as indicated by results thereafter <b>AND</b> <input type="checkbox"/> Meets Criteria from point level 2	<input type="checkbox"/> Program works with families to ensure screening of all children using the <b>ASQ &amp; ASQ-SE</b> , if indicated, at entry, then as indicated by results thereafter <b>AND</b> <input type="checkbox"/> Program staff uses children's screening results to make referrals and implement intervention strategies and adaptations as appropriate <b>AND</b> <input type="checkbox"/> Meets Criteria from point level 2
<b>CORE II: TEACHERS AND TEACHING</b>					
<b>3. Minimum Qualifications for Lead Teacher/ Family Child Care Home (FCCH)</b>	<input type="checkbox"/> Meets Title 22 Regulations [ <b>Center:</b> 12 units of Early Childhood Education (ECE)/Child Development (CD) <b>FCCH:</b> 15 hours of training on preventive health practices]	<input type="checkbox"/> <b>Center:</b> 24 units of ECE/CD <sup>1</sup> <b>OR</b> Associate Permit + 12 units of ECE/CD <input type="checkbox"/> <b>FCCH:</b> 12 units of ECE/CD <b>OR</b> Associate Permit	<input type="checkbox"/> 24 units of ECE/CD + 16 units of General Education <b>OR</b> Teacher Permit <b>AND</b> <input type="checkbox"/> 21 hours professional development (PD) annually	<input type="checkbox"/> Associate's degree (AA) in ECE/CD OR 60 degree-applicable units, including 24 units of ECE <b>OR</b> AA in any field plus 24 units of ECE/CD <b>OR</b> Site Supervisor Permit <b>AND</b> <input type="checkbox"/> 21 hours PD annually	<input type="checkbox"/> Bachelor's degree in ECE/CD (or closely related field) with 48+ units of ECE/CD OR Master's degree in ECE/CD <b>OR</b> Program Director Permit <b>AND</b> <input type="checkbox"/> 21 hours PD annually
<b>4. Effective Teacher-Child Interactions: CLASS Assessments</b> (*Use tool for appropriate age group as available)	<input type="checkbox"/> Not Required	<input type="checkbox"/> Familiarity with CLASS for appropriate age group as available by one representative from the site	<input type="checkbox"/> Independent CLASS assessment by reliable observer to inform the program's professional development/improvement plan	<input type="checkbox"/> Independent CLASS assessment by reliable observer with minimum CLASS scores: <b>Pre-K</b> ▪ Emotional Support - 5 ▪ Instructional Support –3 ▪ Classroom Organization – 5 <b>Toddler</b> ▪ Emotional & Behavioral Support – 5 ▪ Engaged Support for Learning – 3.5	<input type="checkbox"/> Independent assessment with CLASS with minimum CLASS scores: <b>Pre-K</b> ▪ Emotional Support – 5.5 ▪ Instructional Support – 3.5 ▪ Classroom Organization – 5.5 <b>Toddler</b> ▪ Emotional & Behavioral Support – 5.5 ▪ Engaged Support for Learning – 4

<sup>1</sup> For all ECE/CD units, the core 8 are desired but not required.

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<b>CORE III: PROGRAM AND ENVIRONMENT - Administration and Leadership</b>					
<b>5. Ratios and Group Size</b> (Centers Only beyond licensing regulations)	<input type="checkbox"/> Center: Title 22 Regulations Infant Ratio of 1:4 Toddler Option Ratio of 1:6 Preschool Ratio of 1:12 <input type="checkbox"/> FCCH: Title 22 Regulations (excluded from point values in ratio and group size)	<input type="checkbox"/> Center - Ratio:Group Size  Infant/Toddler – 4:16 Toddler – 3:18 Preschool – 3:36	<input type="checkbox"/> Center - Ratio:Group Size  Infant/Toddler– 3:12 Toddler – 2:12 Preschool– 2:24	<input type="checkbox"/> Center - Ratio:Group Size  Infant/Toddler – 3:12 or 2:8 Toddler – 2:10 Preschool – 3:24 or 2:20	<input type="checkbox"/> Center - Ratio:Group Size  Infant/Toddler – 3:9 or better Toddler – 3:12 or better Preschool – 3:20 or better
<b>6. Program Environment Rating Scale(s)</b> (Use tool for appropriate setting: ECERS-R, ITERS-R, FCCERS-R)	<input type="checkbox"/> Not Required	<input type="checkbox"/> Familiarity with ERS and every classroom uses ERS as a part of a Quality Improvement Plan	<input type="checkbox"/> Independent ERS assessment. All subscales completed and averaged to meet overall score level of 4.0	<input type="checkbox"/> Independent ERS assessment. All subscales completed and averaged to meet overall score level of 5.0	<input type="checkbox"/> Independent ERS assessment. All subscales completed and averaged to meet overall score level of 5.5
<b>7. Director Qualifications</b> (Centers Only)	<input type="checkbox"/> 12 units core ECE/CD+ 3 units management/ administration	<input type="checkbox"/> 24 units core ECE/CD + 16 units General Education + 3 units management/ administration  <u>OR</u> Master Teacher Permit	<input type="checkbox"/> Associate's degree with 24 units core ECE/CD + 6 units management/ administration + 2 units supervision <u>OR</u> Site Supervisor Permit <u>AND</u> <input type="checkbox"/> 21 hours PD annually	<input type="checkbox"/> Bachelor's degree with 24 units core ECE/CD + 8 units management/ administration <u>OR</u> Program Director Permit <u>AND</u> <input type="checkbox"/> 21 hours PD annually	<input type="checkbox"/> Master's degree with 30 units core ECE/CD including specialized courses + 8 units management/ administration, <u>OR</u> Administrative Credential <u>AND</u> <input type="checkbox"/> 21 hours PD annually
<b>TOTAL POINT RANGES</b>					
Program Type	Common-Tier 1	Local-Tier 2 <sup>2</sup>	Common-Tier 3	Common-Tier 4	Local-Tier 5 <sup>3</sup>
<b>Centers</b> 7 Elements for 35 points	<b>Blocked</b> (No Point Value) – Must Meet All Elements	<b>Point Range</b> 8 to 19	<b>Point Range</b> 20 to 25	<b>Point Range</b> 26 to 31	<b>Point Range</b> 32 and above
<b>Infant-only Centers</b> 6 elements for 30 points	<b>Blocked</b> (No Point Value) – Must Meet All Elements	<b>Point Range</b> 7 to 16	<b>Point Range</b> 16 to 21	<b>Point Range</b> 22 to 26	<b>Point Range</b> 27 and above
<b>FCCHs</b> 5 Elements for 25 points	<b>Blocked</b> (No Point Value) – Must Meet All Elements	<b>Point Range</b> 6 to 13	<b>Point Range</b> 14 to 17	<b>Point Range</b> 18 to 21	<b>Point Range</b> 22 and above
<b>Infant-only FCCHs</b> 4 Elements for 20 points	<b>Blocked</b> (No Point Value) – Must Meet All Elements	<b>Point Range</b> 5 to 10	<b>Point Range</b> 11 to 13	<b>Point Range</b> 14 to 17	<b>Point Range</b> 18 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