### CORE I: CHILD DEVELOPMENT AND SCHOOL READINESS

#### 1. Child Observation
- **Not required**
- **Program uses evidence-based child assessment/observation tool once a year**
- **Program uses valid and reliable child assessment/observation tool aligned with CA Foundations & Frameworks twice a year**
- **DRDP 2010 (minimum twice a year) and results used to inform curriculum planning**
- **Program uses DRDP 2010 twice a year and uploads into DRDP Tech and results used to inform curriculum planning**

#### 2. Developmental and Health Screenings
- **Meets Title 22 Regulations**
- **Health Screening Form (Community Care Licensing form LIC 701 "Physician's Report - Child Care Centers") used at entry, then:**
  - **Annually OR**
  - **Conducts vision and hearing screenings annually**
- **Program works with families to screen all children using a valid and reliable child screening tool at entry and as indicated by results thereafter AND**
- **Meets Criteria from point level 2**
- **Program works with families to screen all children using the ASQ at entry and as indicated by results thereafter AND**
- **Meets Criteria from point level 2**
- **Program staff uses children's screening results to implement intervention strategies and adaptations as appropriate AND**
- **Meets Criteria from point level 2**

### CORE II: TEACHERS AND TEACHING

#### 3. Minimum Qualifications for Lead Teacher/Family Child Care Home (FCCH)
- **Meets Title 22 Regulations**
- **Center: 24 units of ECE (core 8)**
- **FCCH: 12 units of ECE (core 8)**
- **24 units of ECE (core 8) and 16 units of General Education AND**
- **21 hours professional development (PD) annually**
- **Associate's degree (AA) in ECE OR 60 degree-applicable units, including 24 units of ECE OR AA in any field plus 24 units of ECE AND**
- **21 hours PD annually**
- **Bachelor's degree in ECE (or closely related field) with 48+ units of ECE OR master's degree in ECE AND**
- **21 hours PD annually**

#### 4. Effective Teacher-Child Interactions: CLASS Assessments
- **Not Required**
- **Familiarity with CLASS (e.g., 2-hour Overview training) for appropriate age group as available by one representative from the site (on-line or face-to-face via facilitator)**
- **Independent CLASS assessment by reliable observer to inform the program's professional development/improvement plan**
- **Independent CLASS assessment by reliable observer with minimum CLASS scores:**
  - Emotional Support – 5.5
  - Instructional Support – 3.5
  - Classroom Organization – 5
- **Independent assessment with CLASS with minimum CLASS scores:**
  - Emotional Support – 5.5
  - Instructional Support – 3.5
  - Classroom Organization – 5.5

**Note:** Point values are not indicative of Tiers 1-5 but reflect a range of point values.

December 27, 2012
## CORE III: PROGRAM AND ENVIRONMENT - Administration and Leadership

### 5. Ratios and Group Size (Centers Only beyond licensing regulations)
- **Center:** Title 22 Regulations
  - Infant Ratio of 1:4
  - Toddler Option Ratio of 1:6
  - Preschool Ratio of 1:12
- **FCCH:** Title 22 Regulations (excluded from point values in ratio and group size)

### 6. Program Environment Rating Scale(s)
(Use tool for appropriate setting: ECERS-R, ITERS-R, FCCERS-R)
- **Not Required**
- **Familiarity with ERS and every classroom uses ERS as a part of a Quality Improvement Plan**
- **Independent ERS assessment. All subscales completed and averaged to meet overall score level of 4.0**
- **Independent ERS assessment. All subscales completed and averaged to meet overall score level of 5.0**
- **Independent ERS assessment. All subscales completed and averaged to meet overall score level of 5.5**

### 7. Director Qualifications (Centers Only)
- **12 units core ECE (early childhood education, child development, family/consumer studies, or related field), 3 units management/administration**
- **24 units core ECE, 16 units General Education, 3 units management/Administration**
- **Associate’s degree with 24 units core ECE, 6 units management/administration, 2 units supervision AND 21 hours PD annually**
- **Bachelor’s degree with 24 units core ECE, 8 units management/administration AND 21 hours PD annually**
- **Master’s degree with 30 units core ECE including specialized courses, 8 units management/administration, or Administrative Credential AND 21 hours PD annually**

## TOTAL POINT RANGES

<table>
<thead>
<tr>
<th>Program Type</th>
<th>Common-Tier 1</th>
<th>Local-Tier 2&lt;sup&gt;1&lt;/sup&gt;</th>
<th>Common-Tier 3</th>
<th>Common-Tier 4</th>
<th>Local-Tier 5&lt;sup&gt;2&lt;/sup&gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Centers</td>
<td>Blocked (No Point Value) – Must Meet All Elements</td>
<td>Point Range 8 to 19</td>
<td>Point Range 20 to 25</td>
<td>Point Range 26 to 31</td>
<td>Point Range 32 and above</td>
</tr>
<tr>
<td>FCCHs</td>
<td>Blocked (No Point Value) – Must Meet All Elements</td>
<td>Point Range 6 to 13</td>
<td>Point Range 14 to 17</td>
<td>Point Range 18 to 21</td>
<td>Point Range 22 and above</td>
</tr>
</tbody>
</table>

<sup>1</sup>Local-Tier 2: Local decision if Blocked or Points and if there are additional elements
<sup>2</sup>Local-Tier 5: Local decision if there are additional elements included

Note: Point values are not indicative of Tiers 1-5 but reflect a range of point values.

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