QUALITY COMMITTEE MEETING AGENDA

Monday, May 18th, 2020, 9:00 a.m. – 10:15 a.m.
Meeting will be conducted via Teleconference Only

Website Link: https://smcoe.zoom.us/j/96633301323?pwd=UHZ5bFFYQThyanQyQm5FUXhxS1hoUT09
Meeting ID: 966 3330 1323    Password: 707412
Dial-In Option: 1-669-900-9128

Approval of the May 18, 2020 Quality Committee Meeting Agenda    Mary Browning
Welcome and Check-In    Mary Browning
Review / Feedback of Inclusion Matrix    Lisa Shaanan
(Handout provided at meeting)
Next steps: Group Discussion    Mary Browning
Adjournment    Mary Browning

The next CCPC Workforce Committee meeting is Monday, June 22, 2020, 9:00 a.m.- 10:15 a.m.
### QUALITY ELEMENT

<table>
<thead>
<tr>
<th>QUALITY ELEMENT</th>
<th>1 POINT</th>
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</thead>
</table>
| **Access***   | □ We need more resources in order to begin laying foundations and implementing practices consistent with this element. | □ Program is in compliance with ADA (Title 22 regulations which address nondiscrimination and access) regarding enrollment and accessibility. | □ Program invites and welcomes the participation of children with diverse abilities and their families. | □ Program welcomes collaboration with special education providers who support students on IFSP's / IEP's. | □ Written ECE program policy in place which includes:  
- position statement on inclusion  
- statement that program welcomes all children (i.e. Zero reject on-basis of disability, including characteristics which might correlate with disability, such as child is not toilet trained) |
|               | □ We need more resources in order to begin laying foundations and implementing practices consistent with this element. | □ Program is in compliance with ADA (Title 22 regulations which address nondiscrimination and access) regarding enrollment and accessibility. | □ Program invites and welcomes the participation of children with diverse abilities and their families. | □ Program welcomes collaboration with special education providers who support students on IFSP's / IEP's. | □ Written ECE program policy in place which includes:  
- position statement on inclusion  
- statement that program welcomes all children (i.e. Zero reject on-basis of disability, including characteristics which might correlate with disability, such as child is not toilet trained) |

*Footnote TK

**Core 1: Child Development and School Readiness**

- We are laying the foundations which enable us to implement this element.
- We are beginning to utilize critical practices which promote quality early learning for young children with diverse abilities.
- We are consistently engaging in practices which promote quality early learning for young children with diverse abilities.

**San Mateo County Quality Continuum Framework with Inclusion Specialization Criteria**

- **Evolving**
- **Integrating**
- **Implementing**

- Evidence that agency/provider utilizes feedback from family survey to inform program policies, procedures, and practices.
- Evidence that Early Childhood Director and Special Education Director collaborate to establish procedures for placing students with IEP's in district ECE program and for enabling the provision of special education supports in the early childhood setting.
## San Mateo County Quality Continuum Framework with Inclusion Specialization Criteria

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<tr>
<th>QUALITY ELEMENT</th>
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</thead>
<tbody>
<tr>
<td>1. Child Observation</td>
<td>🗝️ Not required</td>
<td>🗝️ Program uses evidence-based child assessment/observation tool annually that covers all five domains of development</td>
<td>🗝️ Program uses valid and reliable child assessment/observation tool aligned with CA Foundations &amp; Frameworks’ twice a year</td>
<td>🗝️ DRDP (minimum twice a year) and results used to inform curriculum planning</td>
<td>🗝️ Program uses DRDP twice a year and uploads into DRDP Tech and results used to inform curriculum planning</td>
</tr>
</tbody>
</table>

**Evolving:**
- We are laying the foundations which enable us to implement this element

**Integrating:**
- We are beginning to utilize critical practices which promote quality early learning for young children with diverse abilities

**Implementing:**
- We are consistently engaging in practices which promote quality early learning for young children with diverse abilities

- Evidence that District provides a continuum of special education service options for children with IEPs, including enrollment district and/or community preschools with special education supports provided in the preschool setting.
## San Mateo County Quality Continuum Framework with Inclusion Specialization Criteria

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<tr>
<td>□ We need more resources in order to begin laying foundations and implementing practices consistent with this element.</td>
<td>□ Parent / teacher conferences twice yearly to discuss child assessment / observation tool that cover 5 domains of development. □ ECE teacher/FCCP and program director have access to IFSP's / IEP's. □ Current signed consent enabling communication between ECE teacher and IEP team members / specialists or evidence communication / collaboration structures are in place.</td>
<td>□ Program uses valid and reliable child assessment / observation tool aligned with CA Foundations and Frameworks twice yearly that is completed collaboratively by family, ECE teacher(s)/FCCP and ECSE teacher / specialists for children who have IFSP's / IEP's.</td>
<td></td>
<td></td>
<td>□ Evidence that ECE teacher contributed observations regarding child's strengths and needs to IFSP/IEP development. □ Evidence that ECSE case manager incorporates into the IEP the contributions of early learning staff and family regarding child's strengths and needs. □ Minimum of quarterly, two way communication with family around progress in developmental domains. □ Evidence that ECSE staff and/or Specialists contribute to the content of the family / teacher conferences.</td>
</tr>
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## San Mateo County Quality Continuum Framework with Inclusion Specialization Criteria

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<tr>
<td>2. Developmental &amp; Health Screening</td>
<td>☐ Meets Title 22 Regulations</td>
<td>☐ Health Screening Form (Community Care Licensing form LIC 701 “Physician’s Report - Child Care Centers” or equivalent) used at entry, then: 1. Annually OR 2. Ensures vision and hearing screenings are conducted annually</td>
<td>☐ Program works with families to ensure screening of all children using a valid and reliable developmental screening tool at entry and as indicated by results thereafter AND ☐ Meets Criteria from point level 2</td>
<td>☐ Program works with families to ensure screening of all children using the ASQ at entry and as indicated by results thereafter AND ☐ Meets Criteria from point level 2</td>
<td>☐ Program works with families to ensure screening of all children using the ASQ &amp; ASQ-SE, if indicated, at entry, then as indicated by results thereafter AND ☐ Meets Criteria from point level 2</td>
</tr>
</tbody>
</table>
| ☐ We need more resources in order to begin laying foundations and implementing practices consistent with this element. | ☐ Policy in place establishing parent / teacher conference when concerns arise related to child’s health or development. | ☐ Teacher/FCCP shares screening results with child’s family and provides information regarding resources and referral as appropriate. | ☐ Evidence that teacher/FCCP or other program representative has followed-up with families on helpfulness of resource / referral information, and provided additional guidance / support as indicated. |}

We are laying the foundations which enable us to implement this element.

We are beginning to utilize critical practices which promote quality early learning for young children with diverse abilities.

We are consistently engaging in practices which promote quality early learning for young children with diverse abilities.
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</table>
| 3. Minimum Qualifications for Lead Teacher/Family Child Care Home (FCCH) | [ ] Meets Title 22 Regulations
[Center: 12 units of Early Childhood Education (ECE)/Child Development (CD)
FCCH: 15 hours of training on preventive health practices] | [ ] Center: 24 units of ECE/CD2
OR
[ ] FCCH: 12 units of ECE/CD OR Associate Teacher Permit | [ ] 24 units of ECE/CD + 16 units of General Education OR Teacher Permit
AND
[ ] 21 hours professional development (PD) annually | [ ] Associate’s degree (AA/AS) in ECE/CD (or closely related field) OR AA/AS in any field plus 24 units of ECE/CD
AND
[ ] 21 hours PD annually | [ ] Bachelor’s degree in ECE/CD OR BA/BS in any field plus/wi
### QUALITY ELEMENT

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<tbody>
<tr>
<td>□ We need more resources in order to begin laying foundations and implementing practices consistent with this element.</td>
<td>□ Lead teacher/FCCP has completed CPR and Mandated Reporter trainings.</td>
<td></td>
<td>□ Lead teacher/FCCP has completed at least 6 hours annually of PD or coaching or participates in PLC preparing them to work with young children with special needs. (Developmental, Behavioral, Health, etc.)  □ ECSE teachers and related service specialists who collaborate in ECE environments complete at least one training annually from one of following categories: overview of Quality Counts, Foundations and Framework, Powerful Interactions, Quality Learning Environments, Teaching Pyramid.</td>
<td></td>
<td>□ Evidence that lead teacher/FCCP has completed at least 6 hours annually of PD or coaching or participates in PLC preparing them to work with young children with special needs AND that at least one of the activities was intentionally selected to address the unique needs of a child/children enrolled in the program.  □ Evidence that 50% of additional teaching staff have completed in past year a minimum of 6 hours of PD or coaching or participated in PLC preparing them to work with young children with special needs.  □ ECE and ECSE staff attend at least one training annually which addresses common areas of need and provides opportunities for cross disciplinary collaboration.</td>
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</tbody>
</table>
# San Mateo County Quality Continuum Framework with Inclusion Specialization Criteria

## 4. Effective Teacher-Child Interactions: CLASS Assessments

*Use tool for appropriate age group as available*

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<tr>
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</thead>
<tbody>
<tr>
<td>4. Effective Teacher-Child Interactions: CLASS Assessments</td>
<td>□ Not required</td>
<td>□ Familiarity with CLASS for appropriate age group as available by one representative from the site</td>
<td>□ Independent CLASS assessment by reliable observer to inform the program’s professional development/improvement plan</td>
<td>□ Independent CLASS assessment by reliable observer with minimum CLASS scores:</td>
<td>□ Independent assessment with CLASS with minimum CLASS scores:</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Pre-K</td>
<td>Toddler</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Emotional Support – 5</td>
<td>• Emotional &amp; Behavioral Support – 5</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Instructional Support – 3</td>
<td>• Engaged Support for Learning – 3.5</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Classroom Organization – 5</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Infant</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Responsive Caregiving (RC) – 5.0</td>
<td></td>
</tr>
</tbody>
</table>

☐ We need more resources in order to begin laying foundations and implementing practices consistent with this element.

☐ Teacher/FCCP has access to IFSPs / IEPs.

☐ Current signed consent enabling communication between ECE teacher and IEP team members / specialists or evidence communication / collaboration structures are in place.

☐ All district staff are aware of and comply with Weber Bill requirements regarding restrictions to use of restraints and seclusion.

☐ Teacher/FCCP collaborates with specialists and family members to identify goals, instructional strategies, accommodations and modifications to address unique needs of children on IEP / IFSPs.

☐ Evidence of section on lesson plan to incorporate planning for children with unique needs, including children on IEPs / IFSPs, and that section is used to document appropriate goals, accommodations, modifications.
## 5. Ratios & 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)

### 1 Point
- We need more resources in order to begin laying foundations and implementing practices consistent with this element.

### 2 Points
- Center - Ratio: Group Size
  - Infant/Toddler – 4:16
  - Toddler – 3:18
  - Preschool – 3:36

### 3 Points
- Center - Ratio: Group Size
  - Infant/Toddler – 3:12
  - Toddler – 2:12
  - Preschool – 2:24

### 4 Points
- Center - Ratio: Group Size
  - Infant/Toddler – 3:12 or 2:8
  - Toddler – 2:10
  - Preschool – 3:24 or 2:20

### 5 Points
- Center - Ratio: Group Size
  - Infant/Toddler – 3:9 or better
  - Toddler – 3:12 or better
  - Preschool – 1:8 ratio and group size of no more than 20

### Notes
- No less than 2 typically developing children to every one child on IEP/IFSP at enrollment.
## QUALITY ELEMENT

### 6. Program Environment Rating Scale(s)

*(Centers Only)*

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<tbody>
<tr>
<td>6. Program Environment Rating Scale(s)</td>
<td>□ Not required</td>
<td>□ Familiarity with ERS and every classroom uses ERS as a part of a Quality Improvement Plan</td>
<td>□ Assessment on the whole tool. Results used to inform the program's Quality Improvement Plan</td>
<td>□ Independent ERS assessment. All subscales completed and averaged to meet overall score level of 5.0</td>
<td>□ Independent ERS assessment. All subscales completed and averaged to meet overall score level of 5.5 OR Current National Accreditation approved by the California Department of Education</td>
</tr>
</tbody>
</table>

- □ We need more resources in order to begin laying foundations and implementing practices consistent with this element.
- □ ECE teacher has access to IFSP's / IEP's.
- □ Current signed consent enabling communication between ECE teacher and IEP team members / specialists.
- □ Teacher collaborates with specialists and family members to identify necessary adaptations to environment and/or adaptive equipment / materials necessary to address the unique needs of children on IEP / IFSP's.
- □ Evidence of self-assessment of inclusivity of program environment via completion of one of the tools listed in appendix a. and a plan to address prioritized areas of need. Tool is completed collaboratively by representatives from district early learning and special education programs.
### 7. Director Qualifications

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<tr>
<td>12 units ECE/CD+ 3 units management/administration</td>
<td>□</td>
<td>□ 24 units ECE/CD + 16 units General Education +/-/with 3 units management/administration OR Master Teacher Permit</td>
<td>□ Associate’s degree with 24 units ECE/CD +/-/with 6 units management/administration and 2 units supervision OR Site Supervisor Permit AND □ 21 hours PD annually</td>
<td>□ Bachelor’s degree with 24 units ECE/CD +/-/with 8 units management/administration OR Program Director Permit AND □ 21 hours PD annually</td>
<td>□ Master’s degree with 30 units ECE/CD including specialized courses +/-/with 8 units management/administration, OR Administrative Credential AND □ 21 hours PD annually</td>
</tr>
</tbody>
</table>

- □ We need more resources in order to begin laying foundations and implementing practices consistent with this element.
- □ Evidence that Director has completed at least 6 hours annually of PD or coaching; participates in a Community of Practice; or has higher level coursework or experience preparing them to work with young children with special needs.
- □ Evidence that Special Education Director or designee has attended an introductory training on Quality Counts and/or state licensing requirements.
- □ Evidence that Early Childhood Director and Special Education Director or designee collaboratively utilize Early Childhood Inclusion Matrix to reflect on program’s strengths and needs and set goals and action steps for coming school year.

### TOTAL POINT RANGES

<table>
<thead>
<tr>
<th>Program Type</th>
<th>Common-Tier 1</th>
<th>Local-Tier 2</th>
<th>Common-Tier 3</th>
<th>Common-Tier 4</th>
<th>Local-Tier 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Centers</td>
<td>Blocked (7 points) – 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 (5 points) – 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>
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