THE CHILD CARE QUALITY RATING SYSTEM (QRS) ASSESSMENT

District of Columbia Going for the Gold Tiered Rate Reimbursement System

QRS Profile

April 2010

OPRE
Office of Planning, Research and Evaluation
Administration for Children and Families

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Policy Research, Inc.

Child TRENDS

District of Columbia Going for the Gold Tiered Rate Reimbursement System

QRS Profile

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Child Care Quality Rating System (QRS) Assessment Study

PROFILE

Site:	District of Columbia
Program Name:	**Going for the Gold**
Respondents:	**Carla Thompson** **Office of the State Superintendent of Education, Office of Early Childhood Education**
Information Reviewed and Finalized:	**March 25, 2010**

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District of Columbian – Going for the Gold Tiered Rate Reimbursement System

Program Information

This section provides general information about the QRS including the location, numbers and types of programs participating in the QRS, funding amounts, funding sources and goals.

Site name:	District of Columbia
Program name:	Going for the Gold Tiered Rate Reimbursement System
Service area:	Other geographic region
Details about other geographic area:	District-wide
Pilot:	No
Date full program launched:	2000
Voluntary:	Yes
Website:	N/A
Eligible programs:	Center-based programs, Head Start/Early Head Start, licensed family child care
Total numbers of programs participating:	281
Number of participating child care centers:	204
Number of participating family child care programs:	77
Number of other programs participating:	N/A
Percent of total programs enrolled in QRS:	Approximately 50-60%
Percent of programs at each rating level:	For centers: Gold Level- 72 /35% Silver Level- 44 /21.5% Bronze Level- 88 /43% For homes: Gold Level- 10 /12.9% Silver Level- 9 /11.6% Bronze Level- 58 /75%
Additional details about programs in the QRS:	None

Goals:	The D.C. Tiered Reimbursement System was established to fulfill the following objectives: 1) reward programs that excel, 2) increase quality of care for children and families in the District of Columbia, 3) bring new providers into the subsidy system, 4) increase subsidy slots, 5) increase compensation for providers, and 6) help consumers be more informed about options ("Going for the Gold Tiered Rate Reimbursement System, District of Columbia Department of Human Services Office of Early Childhood Development, 2000).
Language from statute:	N/A

Rating Details

This section provides details about how the rating component is structured and the process that is used to rate programs.

Rating structure:	Building Blocks
Number of levels:	3
Length of time rating is valid:	> 2 years
Rating process:	Providers attend orientation and submit documents. A panel reviews evidence and makes decision about rating accordingly. All documentation is reviewed and programs must meet all criteria for a certain rating.
Method of combining points:	All criteria at each level must be met.
Method used to assess programs for infants/toddlers:	Yes. The Infant Toddler Environmental Rating Scale-Revised is used
Method used to assess programs for school-aged children:	N/A
Different process used to assess family child care:	Yes. Family child care programs have a separate set of indicators.
Different process used to assess Head Start/Early Head Start:	No
Different process used to assess accredited programs:	Yes. Accredited programs are automatically at the Gold Star Level.
Events that trigger re-rating:	Licensing violation, loss of accreditation, and parent complaints
Appeal process:	
Availability of technical assistance for rating process:	Yes
Description of technical assistance for rating process:	Education Services Monitors help programs create quality improvement plans and provide technical assistance throughout the rating process based on program need.
Availability of technical assistance for preparatory	Yes

process:	
Description of technical assistance for preparatory process:	An Education Services Monitor is assigned to every program after application and is available for technical assistance.

Quality Indicators for Center-Based Programs

This section describes the indicators used in a QRS to assess the quality of center-based programs. The indicators are divided into the following categories: licensing compliance, ratio and group size, health and safety, curriculum, environment, child assessment, staff qualifications, family partnership, administration and management, cultural/linguistic diversity, accreditation, community involvement and provisions for children with special needs. A QRS may not have indicators in one or more of these categories, and the category labels used in the profile may differ from the site-specific category names used in a QRS.

Number of site-specific indicator categories:	7
Site-specific names of categories used in the QRS:	Accreditation Compliance with Licensing Regulations Director Qualifications and Training Staff Qualifications and Training Staff Compensation Parent Involvement and Consumer Satisfaction Learning Environment

Licensing Compliance (centers)

Licensing requirements frequently serve as a minimal set of provisions to ensure that care and education environments are safe, healthy and provide for children's basic needs. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: http://nrckids.org/STATES/states.htm.

Licensing compliance included:	Yes
Licensing required for enrollment:	Yes
Licensing equivalent to the first level:	No
Licensing compliance referred to within:	Compliance with Licensing Regulations
Source of evidence:	Documentation submitted
Comments:	**Bronze:** -Current DC Regular License for Child Development Centers **Silver:** -The Center has no citations from Licensing in the last year that jeopardize the health, safety and well-being of children under care **Gold:**

	-The Center has received no substantiated complaints

Ratio and Group Size (centers)

Ratio and group size requirements are frequently established in state licensing regulations. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: http://nrckids.org/STATES/states.htm.

Ratio and group size indicators included:	No

Health and Safety (centers)

Provisions for health and safety are frequently established in state licensing regulations. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: http://nrckids.org/STATES/states.htm. Health and safety indicators are also included in the Environment Rating Scales which are used in some QRSs.

Health and safety indicators included:	No

Curriculum (centers)

A curriculum is a written document that provides a plan for intentional activities and interactions in an early childhood program. Indicators described in this section refer to requirements for the use of particular curricula or to demonstration that certain features of curriculum are in place. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: http://nrckids.org/STATES/states.htm.

Curriculum indicators included:	Yes
Description:	All programs that participate in the Subsidy Provider Program must verify that an approved curriculum is used in the program. This is required for all levels.
Curriculum review process:	No
	Yes
List of approved curricula:	The pre-kindergarten (3 and 4 year-olds) programs required to use one of the following: Creative Curriculum High/Scope Opening Windows to Learning (OWL) Scholastic's Building Language for Literacy Houghton-Mifflin Pre-K Harcourt Pre-K Core Knowledge

	Scholastic Early Childhood Workshop
Curriculum referred to within:	Learning Environment
Curriculum source of evidence:	Documentation submitted

Environment (centers)

Indicators in this section refer to features of the classroom environment. Further details about Observational Measures included in the QRS are included in a section below. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: http://nrckids.org/STATES/states.htm.

Environment indicators included:	Yes
Environment Rating Scales (ERS) included:	Yes
Range of recognized ERS scores:	2.0-4.0
Description:	**Bronze:** A minimum average score of 2.0 in The Environment Rating Scale/s (ITERS or/and ECERS-R) with built-in improvement plan. **Silver:** A minimum average score of 3.0 in The Environment Rating Scale/s (ITERS or/and ECERS-R) with built-in improvement plan. **Gold:** A minimum average score of 4.0 in The Environment Rating Scale/s (ITERS or/and ECERS-R) with built-in improvement plan.
Additional indicators related to the environment (e.g. activities, interactions, specific features):	None
Environment referred to within:	Learning Environment
Environment source of evidence:	Observation
Comments:	The use of Environment Rating Scales depends on funding. This funding was pending in 2009 and is available in 2010. If funding is not available for all programs to be assessed, a subset of programs is selected. If a program does not have an ERS observation, the Education Services Monitor observes using a checklist with comparable content to substitute for ERS.

Child Assessment (centers)

Indicators in this section refer to processes in place to assess, observe or monitor children's development on a regular basis. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: http://nrckids.org/STATES/states.htm.

Child assessment indicators included:	No

Staff Qualifications (centers)

Indicators in this section refer to specific educational or training requirements for staff. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: http://nrckids.org/STATES/states.htm.

Staff qualification indicators included:	Yes
Indicators for teachers include:	Education, Training
Indicators for directors include:	Education, Training
Directors qualifications related to administration and management	Yes
Administrative and management qualifications included in the indicators:	At Silver level, directors must have 8 hours in-service training in Administration, Management, and Supervision of child development programs. At Gold level, directors must have a minimum of one 3-credit course in Administration Management, and Supervision of child development programs.
Bachelors degree indicator for director:	No
Bachelors degree indicator for teacher:	No
Bachelors degree indicator for assistant teacher:	No
Description:	**Director Qualifications and Training:** **Bronze:** -A minimum of 18 clock hours of in-service training per year for each staff person -30% of staff must have or be enrolled in CDA program or higher education over a 12 month period **Silver:** -A minimum of 24 clock hours of inservice training per year -Plus eight clock hours in in-service training per year in Administration, Management, and Supervision of child development programs

	Gold: -A minimum of one 3-credit hour courses (45 hours) in Administration, Management, and Supervision of child development programs **<u>Staff Qualifications and Training:</u>** **Bronze:** -A minimum of 18 clock hours of in-service training per year for each staff person -30% of staff must have or be enrolled in CDA program or higher education over a 12 month period **Silver:** -A minimum of 24 clock hours of inservice training per year for each staff person -60% of staff must have a CDA, AA or Bachelor's degree; or be enrolled in CDA program or higher education over a 12 month period **Gold:** -A minimum of 30 clock hours of in-service training per year
Staff qualifications referred to within:	Director Qualifications and Training, Staff Qualifications and Training
Staff qualifications source of evidence	Documentation submitted, self report, verified

Family Partnership (centers)

Indicators in this section refer to activities and strategies to involve and engage families. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: http://nrckids.org/STATES/states.htm.

Family partnership indicators included:	Yes
Description:	**Bronze:** -Parent bulletin board with daily schedule -Open door policy -Parent handbook -A minimum of two parent meetings per year -A minimum of three parent training sessions per year **Silver:** -Semi-annual individual conferences as deemed necessary by parents/and providers

	-Parent handbook with developmental milestones and referral information -A minimum of four parent meetings per year -A minimum of four parent training sessions per year -Parent resources are available -Document parents' participation in program and policy development through broad involvement -Parents volunteerism is encouraged -Include consumer satisfaction in program through suggestion box, evaluations from parent surveys after workshops, consumer surveys, and administration of exit interviews **Gold:** -Proof of parent and community involvement in accreditation process -A minimum of six parent training sessions per year -A minimum of six parent meetings per year
Family partnership referred to within:	Parent Involvement and Consumer Satisfaction
Family partnership source of evidence:	Documentation submitted, self report, verified

Administration and Management (centers)

Indicators in this section refer to features of the administration and management of the program. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: http://nrckids.org/STATES/states.htm.

Administration and management indicators included:	Yes
Description:	**Silver:** -Percentage increase for staff: salary and/or benefits -Individual staff that completes advanced education or credential receive percentage or bonus contingent on funding **Gold:** -Higher salary and benefits percentage for all staff -Individual staff that completes advanced education receive percentage or bonus contingent on funding
Administration and management referred to within:	Staff Compensation
Administration and management source of evidence:	Self report, unverified

Cultural/Linguistic Diversity (centers)

Indicators in this section refer to provisions for responsiveness to cultural and linguistic diversity. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: http://nrckids.org/STATES/states.htm. Cultural/Linguistic Diversity indicators are also included in the Environment Rating Scales which are used in some QRSs.

Cultural/linguistic diversity indicators included:	No

Accreditation (centers)

Indicators described in this section refer to accreditation by a national accrediting body. Accreditation is a process in which programs demonstrate that they meet standards set forth by the accrediting body. The standards are determined by the accrediting body. There is not a common set of standards used for early childhood program accreditation. The National Association for the Education of Young Children (NAEYC) accreditation, the National Early Childhood Program Accreditation (NECPA), the National Accreditation Commission for Early Care and Education Programs (NAC) and the Council on Accreditation (COA) are commonly included accreditation systems used in QRSs for center-based programs.

Accreditation included:	Yes
	One criterion in the highest rating
Comments:	**Bronze:** Application for accreditation from a national accrediting institution recognized by DHS/OECD **Silver:** -Evidence of self-study submitted for accreditation from a national accrediting institution recognized by DHS/OECD **Gold:** -Accredited by a national accrediting institution recognized by DHS/OECD

Community Involvement (centers)

Indicators described in this section refer to the type or frequency of involvement in the community. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: http://nrckids.org/STATES/states.htm.

Community involvement indicators included:	No

Provisions for Children with Special Needs (centers)

Indicators described in this section refer to provisions for children with special needs and the extent to which programs meet standards for inclusion of children with disabilities or other limiting conditions. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: http://nrckids.org/STATES/states.htm. Provisions for Children with Special Needs indicators are also included in the Environment Rating Scales which are used in some QRSs.

Indicators that specify provisions for children with special needs included:	No

Indicators for Family Child Care Programs

This section describes the indicators used in a QRS to assess the quality of family child care programs. The indicators are divided into the following categories: licensing compliance, ratio and group size, health and safety, curriculum, environment, child assessment, staff qualifications, family partnership, administration and management, cultural/linguistic diversity, accreditation, community involvement and provisions for children with special needs. A QRS may not have indicators in one or more of these categories, and these category labels may not be used in their QRS.

Number of site-specific indicator categories:	5
Site-specific names of categories used in the QRS:	Accreditation Compliance with Licensing Regulations Child Development Home Provider Qualifications and Training Parent Involvement and Consumer Education Home Environment and Home Evaluation

Licensing Compliance (family child care)

Licensing requirements frequently serve as a minimal set of provisions to ensure that care and education environments are safe, healthy and provide for children's basic needs. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: http://nrckids.org/STATES/states.htm.

Licensing compliance included:	Yes
Licensing required for enrollment:	Yes
Licensing equivalent to the first level:	No
Licensing compliance referred to within:	Compliance with Licensing Regulations
Source of evidence:	Documentation submitted, observation

Ratio (family child care)

Ratio and group size requirements are frequently established in state licensing regulations. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: http://nrckids.org/STATES/states.htm.

Ratio and group size indicators included:	No

Health and Safety (family child care)

Provisions for health and safety are frequently established in state licensing regulations. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: http://nrckids.org/STATES/states.htm. Health and safety indicators are also included in the Environment Rating Scales which are used in some QRSs.

Health and safety indicators included:	No

Curriculum (family child care)

A curriculum is a written document that provides a plan for intentional activities and interactions in an early childhood program. Indicators described in this section refer to requirements for the use of particular curricula or to demonstration that certain features of curriculum are in place. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: http://nrckids.org/STATES/states.htm.

Curriculum indicators included:	No

Environment (family child care)

Indicators in this section refer to features of the classroom environment. Further details about Observational Measures included in the QRS are included in a section below. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: http://nrckids.org/STATES/states.htm.

Environment indicators included:	Yes
	Yes
Range of recognized ERS scores:	2.0-4.0
Description:	**Bronze:** A minimum average score of 2.0 in The Family Day Care Rating Scale (FDCRS) with built-in improvement plan **Silver:** A minimum average score of 3.0 in The Family Day Care Rating Scale (FDCRS) with built-in improvement plan **Gold:** A minimum average score of 4.0 in The Family Day Care Rating Scale (FDCRS) with built-in improvement plan
Additional indicators related to the environment (e.g. activities, interactions, specific features):	None
Environment referred to within:	Home Environment and Home Evaluation
Environment source of evidence:	Observation
Comments:	The use of Environment Rating Scales depends on funding. This funding was pending in 2009 and is available in 2010. If funding is not available for all programs to be assessed, a subset of programs is selected. If a program does not have an ERS observation, the Education Services Monitor observes using a

	checklist with comparable content to substitute for ERS.

Child Assessment (family child care)

Indicators in this section refer to processes in place to assess, observe or monitor children's development on a regular basis. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: http://nrckids.org/STATES/states.htm.

Child assessment indicators included:	No

Staff qualifications (family child care)

Indicators in this section refer to specific educational or training requirements for staff. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: http://nrckids.org/STATES/states.htm.

Staff qualification indicators included:	Yes
Indicators for family child care providers include:	Education, Training
Family child care qualifications related to administration and management	No
Bachelors degree indicator for family child care provider:	No
Description:	**Bronze:** -Current CPR and First Aid for Infants and Children Certificate -18 clock hours of inservice Training **Silver:** -High School Diploma or GED -24 clock hours of in-service training in the year -Be enrolled in a Child Development Associate (CDA) Training Program **Gold:** -CDA Credential 30 clock hours of in-service training
Staff qualifications referred to within:	Child Development Home Provider Qualifications and Training
Staff qualifications source of evidence	Documentation submitted, self report, unverified

Family Partnership (family child care)

Indicators in this section refer to activities and strategies to involve and engage families. QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: http://nrckids.org/STATES/states.htm.

Family partnership indicators included:	Yes
Description:	**Bronze:** -Program Policy on Parent Involvement is provided to parents -Parent Policy is reviewed with parent participation a minimum of 2 times per year **Silver:** -Documentation of Parent/Provider Communication -Contract agreement signed and copy given to parent -Parent/consumer satisfaction measure is incorporated through different means (e.g. suggestion box, parent survey) **Gold:** -Weekly children progress reports to parents -Parents volunteer a minimum of 3 times per year -List of resources shared with the parents
Family partnership referred to within:	Parent Involvement and Consumer Education
Family partnership source of evidence:	Documentation submitted, self report, unverified

Administration and Management (family child care)

Indicators in this section refer to features of the administration and management of the program. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: http://nrckids.org/STATES/states.htm.

Administration and management indicators included:	No

Cultural/Linguistic Diversity (family child care)

Indicators in this section refer to provisions for responsiveness to cultural and linguistic diversity. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: http://nrckids.org/STATES/states.htm. Cultural/Linguistic Diversity indicators are also included in the Environment Rating Scales which are used in some QRSs.

Cultural/linguistic diversity indicators included:	No

Accreditation (family child care)

Indicators described in this section refer to accreditation by a national accrediting body. Accreditation is a process in which programs demonstrate that they meet standards set forth by the accrediting body. The standards are determined by the accrediting body. There is not a common set of standards used for early childhood program accreditation. Accreditation by the National Association of Family Child Care is a commonly included accreditation used in QRSs for family child care programs.

Accreditation included:	Yes
If yes, accreditation is:	One criterion in the highest rating
Comments:	**Bronze:** -Application to Mentoring Program for Accreditation **Silver:** -Proof of working with a mentor for Accreditation for at least six months -Application for accreditation made to National Family Child Care (NFCC) or other national accrediting institution recognized by DHS/OEC **Gold:** -Accredited by NAFCC or other national accrediting institution recognized by DHS/OECD

Community Involvement (family child care)

Indicators described in this section refer to the type or frequency of involvement in the community. QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: http://nrckids.org/STATES/states.htm.

Community involvement indicators included:	No

Provisions for Children with Special Needs (family child care)

Indicators described in this section refer to provisions for children with special needs and the extent to which programs meet standards for inclusion of children with disabilities or other limiting conditions. QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: http://nrckids.org/STATES/states.htm. Provisions for Children with Special Needs indicators are also included in the Environment Rating Scales which are used in some QRSs.

Indicators that specify provisions for children with special needs included:	No

Application Process

Information in this section describes specific features of the application process in the QRS.

Requires self-assessment tool:	Yes
Describe self-assessment tool:	A self-assessment is required for the Bronze Tier.

	There are different assessment requirements at Silver and Gold tiers.
Availability of preparatory process:	Yes
Describe preparatory process:	There is technical assistance available for programs completing their self-study (immediately after application).
Requires orientation:	Yes
Describe orientation :	Programs are required to participate in an Orientation application process to participate as a Subsidy Child Care Provider. These Orientations are held quarterly. Additionally, providers participate in an orientation upon interest in submission of the application to move to the Silver Tier. The Orientation includes an overview of the entire application process, a review of the standards and the appeals process.
	90 day cycle, maximum 3 months
Can apply for particular rating:	Yes
Describe apply for particular rating:	Accredited centers typically apply for the Gold Tier.

Outreach

This section describes the strategies that a QRS uses to disseminate information to parents, providers/programs, and the public.

Outreach to parents:	Yes
Method of outreach to parents:	Information in languages other than English, website, written materials mailed, parent forums and conferences
Outreach to providers:	Yes
Method of outreach to providers:	Information in languages other than English, website, written materials disseminated through partners, written materials mailed, monthly provider meetings
Outreach to public:	Yes
Method of outreach to public:	Information disseminated through partners, print advertising, website
Percent of budget dedicated to marketing:	Information not available

Use of Observational Tools

The information in this section provides further detail about observational tools used in the QRS.

Observational tools used:	ECERS-R, FCCERS-R, ITERS-R
Describe how scores are used in the rating:	Environmental Rating Scale scores included in Learning Environment/Home Environment categories: Bronze level-2.0 Silver level-3.0 Gold level-4.0
Frequency of observational assessment:	1 year
Method for choosing classrooms to observe:	Classrooms are assessed based on two criteria. 1. Category of service (infants, toddlers, and preschool) 2. Tier (Bronze, Silver or Gold)
Percent of classrooms observed in child care centers:	Depending on funding. If funding is available, at least one classroom per program is observed.
Training for observers:	Yes. Going for the Gold contracts observational evaluations out to a grantee. Part of their contract includes training and reliability for observers with anchors from ERS anchors.
Initial reliability required:	Yes, 85% is the initial requirement.
Ongoing reliability required:	Yes, 85% is required every 10th visit.
Comment:	A checklist (with similar content as ERS) is used by the Education Services Monitor when there is not enough funding to conduct an ERS observation at a program. There is no training or reliability requirement for this checklist.

Improvement Process

This section provides information about the strategies used to provide or support quality improvement in the QRS.

Training available that is linked to QRS:	Yes
Content of linked training:	Business Practices, Environmental Assessment
Total duration of training:	10-20 hours
Trainer approval process:	Yes
Target population for training:	All providers
Onsite assistance available that is linked to QRS:	Yes
Content of linked onsite assistance:	Varies
Onsite assistance frequency	Varies

Length of onsite sessions	Varies
Total duration of onsite assistance:	Varies
Formal approval for onsite assistance provider:	Yes
Target population for onsite assistance:	All providers
Comments about improvement process:	On-site assistance is targeted mostly to programs that have the capacity to move up a tier.

Financial Incentives

A variety of strategies may be used to provide financial incentives to providers to participate in the QRS or to support quality improvement efforts. This section provides information about different financial incentives.

Tiered reimbursement:	Yes. Providers that participate in the Subsidy Program received a higher rate of reimbursement with each higher level of achievement. **For Child Care Centers:** <u>Bronze</u> Full-time traditional programs: Infant-$28.49 Toddler-$27.14 Preschool Age-$22.03 Part-Time traditional programs: Infant-$17.09 Toddler-$16.28 Preschool Age-$13.22 <u>Silver</u> Full-time traditional programs: Infant-$47.25 Toddler-$46.23 Preschool Age-$35.60 Part-Time traditional programs: Infant-$28.35 Toddler-$27.74 Preschool Age-$21.36 <u>Gold</u> Full-time traditional programs: Infant-$54.41 Toddler-$50.87 Preschool Age-$42.00 Part-Time traditional programs: Infant-$32.65 Toddler-$30.52 Preschool Age-$25.20

	For Child Development Homes: Bronze Full-time traditional programs: Infant-$28.49 Toddler-$27.14 Preschool Age-$22.03 Part-Time traditional programs: Infant-$17.09 Toddler-$16.28 Preschool Age-$13.22 Silver Full-time traditional programs: Infant-$31.07 Toddler-$29.23 Preschool Age-$24.53 Part-Time traditional programs: Infant-$18.64 Toddler-$17.54 Preschool Age-$14.72 Gold Full-time traditional programs: Infant-$35.00 Toddler-$34.00 Preschool Age-$28.00 Part-Time traditional programs: Infant-$21.00 Toddler-$20.40 Preschool Age-$16.80
Quality award/bonus:	No
Startup award:	No
Scholarship (T.E.A.C.H)	Yes. Scholarships are available to participants/staff in the Subsidy Provider Program to attend the local state university.
Wage enhancement	No
Retention bonus:	No
Improvement grants:	No
Comments:	Financial incentives are currently only available for programs participating in the Subsidy Provider Program.

Administration Details

This section provides details about the QRS administration and funding.

QRS lead :	Office of the State Superintendent of Education in the District of Columbia

QRS lead type:	State agency
Overall funding amount for most recent fiscal year:	Child Care Development Fund- $1,041,100; Local funds-$265,100
Overall funding sources:	Child Care Development Fund, Other, State
Comments:	Currently there is no budget line item for QRS, however there is budget allocated towards quality enhancements such as, professional development, Child Development Associate training, early literacy training, University of D.C./Early Childhood Leadership Institute and University of D.C./Higher Education Scholarships, and the Accreditation Facilitation Project. (Note: Funds from Child Care Development Fund are from the 4% quality set aside).

Partners

This section provides information about the roles and responsibilities of partners in the QRS.

Partner 1 type :	University
Partner 1 name:	University of the District of Columbia
Partner 1 function:	Evaluation, management of Professional Development Symposium
Work plan in place:	Yes
Partner 2:	Resource and Referral
Partner 2 name:	Washington Child Development Council
Partner 2 function:	Manage communication/information dissemination, TA and quality improvement services
Work plan in place:	Yes
Partner 3 type :	7 ECE Grantees
Partner 3 name:	Provide trainings, provide financial incentives, and provide technical assistance
Partner 3 function:	Yes
Work plan in place:	

Linkage of QRS with Other Systems

This section provides information about how the QRS is linked with other systems/standards including child care subsidies, professional development, state early learning guidelines, and core knowledge /competencies for providers.

Child care subsidies :	Yes

Description:	Providers have to receive subsidies to be eligible for the QRS.
Professional development:	Yes
Description	Each new program that signs a contract with Office of the State Superintendent of Education to receive subsidies and participate in the QRS gets assigned a Program Monitor that helps programs with monitoring and professional development.
Incorporation of other standards:	Yes
Description:	Core Body of Knowledge for Professional Development, Pre-K Early Learning Standards, and Infant/Toddler Early Learning Standards

Evaluation

Status of evaluation :	No evaluation to date
Comments:	Past evaluations are not applicable to present system.

Key Contacts

Category :	**Overall management**
Contact name:	Carla Thompson
Organization:	Assistant Superintendent for Early Childhood Education, Office of the State Superintendent of Education in the District of Columbia
Email:	carla.thompson@dc.gov
Phone:	202-727-5500
Category :	**Tiered reimbursement and connections with subsidy**
Contact name:	Felicia DeHaney
Organization:	Director of School Preparedness, Office of the State Superintendent of Education in the District of Columbia
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Phone:	202-727-8114
Category :	**Distribution of financial incentives**
Contact name:	Felicia DeHaney
Organization:	
Email:	

Phone:	
Category :	**Quality improvements and support**
Contact name:	Felicia DeHaney
Organization:	
Email:	
Phone:	
Category :	**Data systems, monitoring and evaluation**
Contact name:	Felicia DeHaney
Organization:	
Email:	
Phone:	

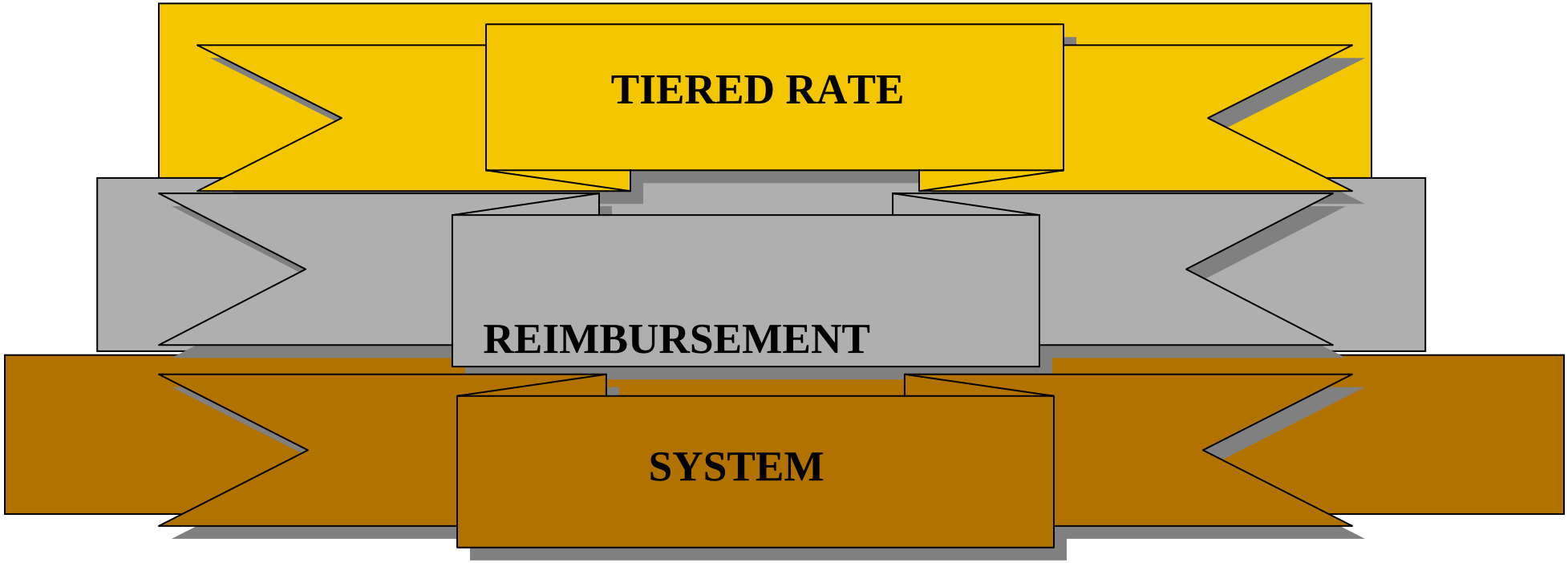
References

District of Columbia Department of Human Services Office of Early Childhood Development (2006). “Going for the gold tiered rate reimbursement system: quality criteria for child development centers and child development homes.” Washington, DC.

District of Columbia Department of Human Services Office of Early Childhood Development (2006). “Notice of final rulemaking.” Washington, DC.

District of Columbia Department of Human Services Office of Early Childhood Development (2006).” Comprehensive curriculum models approved by ECEA for use by child development centers serving preschool age three- and four-year-old children.” Washington, DC.

GOING FOR THE GOLD



QUALITY CRITERIA FOR CHILD DEVELOPMENT HOMES

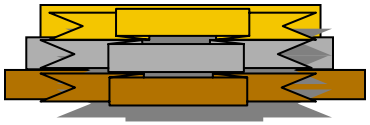
DISTRICT OF COLUMBIA
DEPARTMENT OF HUMAN SERVICES/OFFICE OF EARLY CHILDHOOD DEVELOPMENT
TIERED RATE REIMBURSEMENT SYSTEM/ QUALITY CRITERIA FOR CHILD DEVELOPMENT HOMES

CRITERIA	BRONZE	SILVER	GOLD
1. **ACCREDITATION**	➢ Application to Mentoring Program for Accreditation	➢ Proof of working with a mentor for Accreditation for at least six months ➢ Application for accreditation made to National Family Child Care (NFCC) or other national accrediting institution recognized by DHS/OEC	➢ Accredited by NAFCC or other national accrediting institution recognized by DHS/OECD
2. **COMPLIANCE WITH LICENSING REGULATIONS**	➢ Current DC Regular License for Child Care Development Home, plus ➢ Police clearance	All Bronze requirements, plus ➢ The Home has received no citations from Licensing in the last year that jeopardize the health, safety and well-being of children under care	All Silver requirements, plus ➢ The Home has received no substantial complaints
3. **CHILD DEVELOPMENT HOME PROVIDER (CDHP) QUALIFICATIONS AND TRAINING**	CDHP meets Licensing Requirements, plus ➢ Current CPR and First Aid for Infants and Children Certificate ➢ 18 clock hours of in-service training (#)	FCCHP meets all requirements for Bronze, plus ➢ High School Diploma or GED ➢ 24 clock hours of in-service training in the year ➢ Be enrolled in a Child Development Associate (CDA) Training Program	FCCHP meets all requirements for Silver, plus ➢ CDA Credential 30 clock hours of in-service training

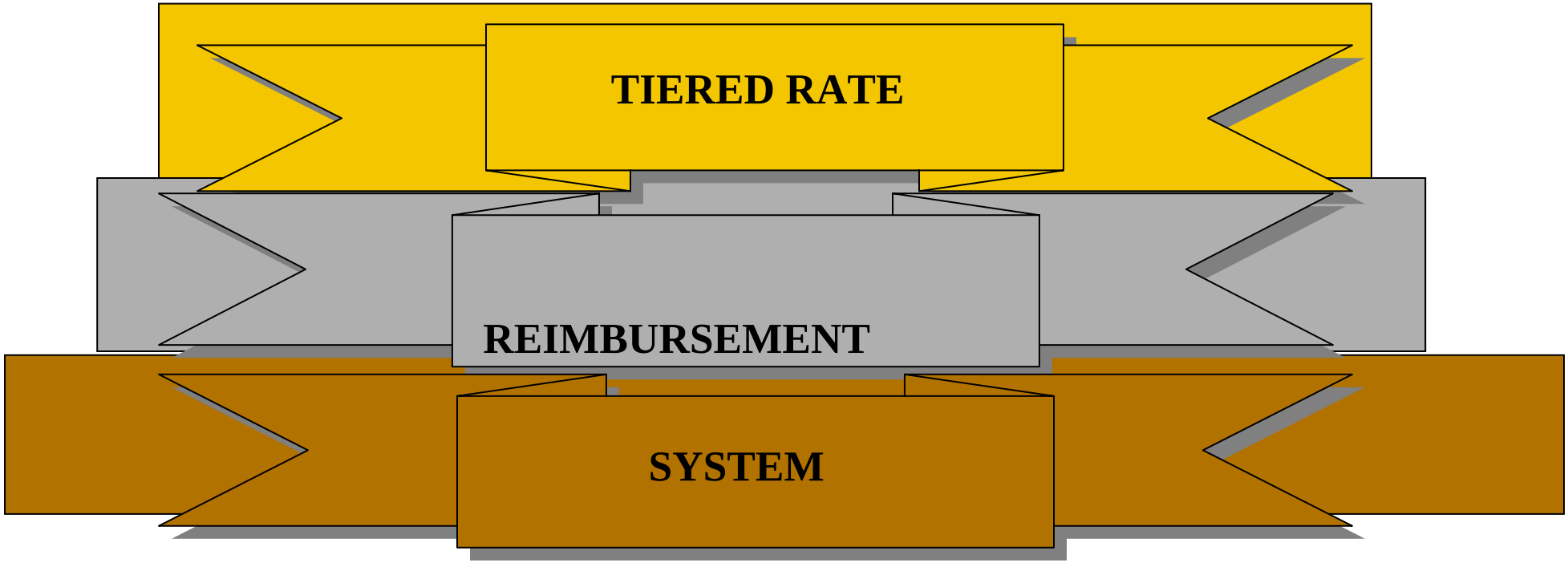
CRITERIA	BRONZE	SILVER	GOLD
4. **PARENT INVOLVEMENT AND CONSUMER EDUCATION**	Licensing regulations, plus ➢ Program Policy on Parent Involvement is provided to parents ➢ Parent Policy is reviewed with parent participation a minimum of 2 times per year	All Bronze requirements, plus ➢ Documentation of Parent/Provider Communication ➢ Contract agreement signed and copy given to parent ➢ Parent/consumer satisfaction measure is incorporated through different means (e.g. suggestion box, parent survey)	All Silver requirements, plus ➢ Weekly children progress reports to parents ➢ Parents volunteer a minimum of 3 times per year ➢ List of resources shared with the parents
5. **HOME ENVIRONMENT AND HOME EVALUATION**	➢ A minimum average score of two (2) in The Family Day Care Rating Scale (FDCRS) (*) with built-in improvement plan	➢ A minimum average score of three (3) in The Family Day Care Rating Scale with built-in improvement plan	➢ A minimum average score of four (4) in The Family Day Care Rating Scale with built-in improvement plan

(#) Training as defined by the DC Child Development Facilities Regulations

(*) "The Family Day Care Rating Scale or FDCRS" refers to the Environment Rating Scale designed to assess family child care programs conducted in a provider's home by Thelma Harms, Richard Clifford and Debby Cryer from the Frank Porter Graham Child Development Center, The University of North Carolina at Chapel Hill.



GOING FOR THE GOLD



QUALITY CRITERIA FOR CHILD DEVELOPMENT CENTERS

DISTRICT OF COLUMBIA
DEPARTMENT OF HUMAN SERVICES/OFFICE OF EARLY CHILDHOOD DEVELOPMENT
TIERED RATE REIMBURSEMENT SYSTEM/ QUALITY CRITERIA FOR CHILD DEVELOPMENT CENTERS

CRITERIA	BRONZE	SILVER	GOLD
1. **ACCREDITATION**	➢ Application for accreditation from a national accrediting institution recognized by DHS/OECD	➢ Evidence of self-study submitted for accreditation from a national accrediting institution recognized by DHS/OECD	➢ Accredited by a national accrediting institution recognized by DHS/OECD
2. **COMPLIANCE WITH LICENSING REGULATIONS**	➢ Current DC Regular License for Child Development Centers	All Bronze requirements, plus ➢ The Center has no citations from Licensing in the last year that jeopardize the health, safety and well-being of children under care	All Silver requirements, plus ➢ The Center has received no substantiated complaints
3. **DIRECTOR QUALIFICATIONS AND TRAINING**	➢ Meet the Regulation requirements for the position ➢ A minimum of 18 clock hours of in-service training per year (#) for each staff person ➢ 30% of staff must have or be enrolled in CDA program or higher education over a 12 month period	➢ Meet Regulation requirements for the position ➢ A minimum of 24 clock hours of in-service training per year ➢ Plus eight clock hours in in-service training per year in Administration, Management, and Supervision of child development programs	Meet Regulation requirements for the position ➢ A minimum of one 3-credit hour courses (45 hours) in Administration, Management, and Supervision of child development programs

CRITERIA	BRONZE	SILVER	GOLD
4. **STAFF QUALIFICATIONS AND TRAINING**	➢ Meet Regulation requirements for the position ➢ A minimum of 18 clock hours of in-service training per year for each staff person ➢ 30% of staff must have or be enrolled in CDA program or higher education over a 12 month period	➢ Meet Regulation requirements for the position ➢ A minimum of 24 clock hours of in-service training per year for each staff person ➢ 60% of staff must have a CDA, AA or Bachelor's degree; or be enrolled in CDA program or higher education over a 12 month period	➢ Meet Regulation requirements for the position ➢ A minimum of 30 clock hours of in-service training per year
5. **STAFF COMPENSATION**	➢ Meet DHS Provider Agreement	All Bronze, plus ➢ Percentage increase for staff: salary and/or benefits ➢ Individual staff that completes advanced education or credential receive percentage or bonus contingent on funding	All Silver, plus ➢ Higher salary and benefits percentage for all staff ➢ Individual staff that completes advanced education receive percentage or bonus contingent on funding

CRITERIA	BRONZE	SILVER	GOLD
6. **PARENT INVOLVEMENT AND CONSUMER SATISFACTION**	Meet Licensing Regulations, plus ➢ Parent bulletin board with daily schedule ➢ Open door policy ➢ Parent handbook ➢ A minimum of two parent meetings per year ➢ A minimum of three parent training sessions per year	All Bronze requirements, plus ➢ Semi-annual individual conferences as deemed necessary by parents/and providers ➢ Parent handbook with developmental milestones and referral information ➢ A minimum of four parent meetings per year ➢ A minimum of four parent training sessions per year ➢ Parent resources are available ➢ Document parents' participation in program and policy development through broad involvement ➢ Parents volunteerism is encouraged ➢ Include consumer satisfaction in program through suggestion box, evaluations from parent surveys after workshops, consumer surveys, and administration of exit interviews	All Silver requirements, plus ➢ Proof of parent and community involvement in accreditation process ➢ A minimum of six parent training sessions per year ➢ A minimum of six parent meetings per year
7. **LEARNING ENVIRONMENT**	➢ A minimum average score of two (2) in The Environment Rating Scale/s (ITERS or/and ECERS-R) (*) with built-in improvement plan	➢ A minimum average score of three (3) in The Environment Rating Scale/s (ITERS or/and ECERS-R) with built-in improvement plan	➢ A minimum average score of four (4) in The Environment Rating Scale/s (ITERS or/and ECERS-R) with built-in improvement plan