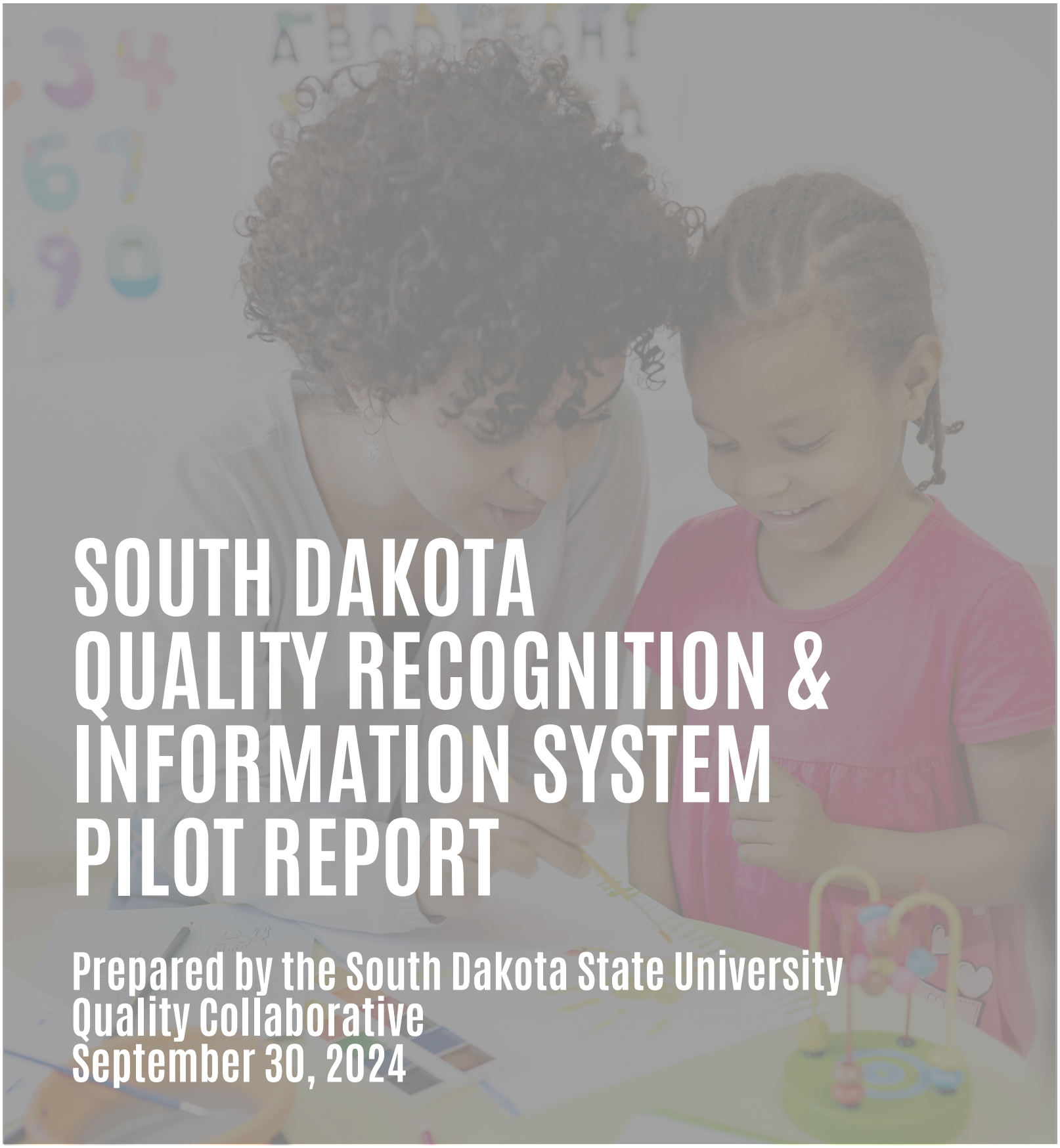


SOUTH DAKOTA QUALITY RECOGNITION & INFORMATION SYSTEM PILOT REPORT

Prepared by the South Dakota State University Quality Collaborative
September 30, 2024

South Dakota Department of Social Services

Acknowledgments

This pilot became a reality thanks to the dedicated family child care, group family child care homes, child care centers, and school-age program professionals who generously gave their time and shared their experiences to advance this research. The feedback on the Quality Recognition and Information System Pilot helped to capture the experiences of programs and providers to support the child care and school-age industries.

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Executive Summary

The South Dakota Quality Recognition and Information System (QRIS) Pilot was successfully launched by the South Dakota State University Quality Collaborative in partnership with South Dakota Department of Social Services. This report documents the accomplishments and lessons learned. It begins with findings related to the initial activities regarding the development of the QRIS Pilot, followed by findings related to quality improvements, and finally next steps for an ongoing commitment to quality care for South Dakota child care programs.

Participants included child care providers with licensed centers and school-age programs, and family child care homes registered with the Department of Social Services Office of Licensing and Accreditation (DSS-OLA).

The QRIS pilot was conducted between October 2022 and September 2024 with the following accomplishments:

- Produced outputs in terms of developed processes including, QRIS application process and materials, processing of grant awards, development of a QRIS data collection, coaching processes, participant manuals, and evaluation processes.
- Produced desired outputs in terms of participants and types of providers participating in the quality improvement processes.
- Created resources, materials, and processes that support the child care and school-age care providers that participated in the pilot.
- Evaluation data on levels of effort involved in the QRIS Pilot was obtained from treatment and control group participants, including a total of 211 Environment Rating Scale (ERS) observations.
- Treatment group participants in all three quality frameworks showed significant improvements on Environment Rating Scale (ERS) subscales suggesting that support from a dedicated professional coach, combined with quality grants, plays a vital role in improving indicators of quality.
- Evaluation led to better understanding of desired outcomes and efforts to support increasing quality levels with a total of nine programs achieving a Level 1 or higher in the quality framework.

Project Overview

Research has shown that child care quality is associated with better developmental outcomes. The development of a Quality Recognition and Information System (QRIS) to support child care quality was critical for South Dakota child care and school age programs.

QRIS frameworks provide a standardized way to define and assess quality in early childhood and school-age programs. They improve and enhance quality through systematic evaluation, and by providing valuable information to consumers, child care programs, and communities.

This project implemented a pilot program that identified indicators of quality and created a system to evaluate the quality of child care across the state. Additionally, it pinpointed the types of supports and resources that have the greatest impact on improving quality.

The hypothesis for this project was to assess whether data collected from Environmental Rating Scale (ERS) observations, and interventions such as coaching supports, and quality improvement funding would improve quality in child care and school-age care settings.

Objectives

The QRIS Pilot aimed to identify key quality indicators and support, benefiting children, families, early childhood and school age professionals, and communities. The pilot objectives included the following:

- **Assess QRIS Effectiveness and Monitoring Quality in Child Care and School-Age Programs:** Evaluate caregiver interactions, environments, and educational activities in early childhood and school-age care settings.
- **Improve Communication Between Caregivers, Communities, and Families:** Evaluate how the QRIS program can enhance communication and information-sharing among caregivers, educators, and families regarding children's well-being, progress, and any concerns, fostering a collaborative approach to care.
- **Statewide Quality Frameworks:** Create, test, and recognize implementations of quality criteria in early childhood and school-age care, ensuring compliance with regulations, policies, and framework requirements.
- **Collect and Analyze Data**: Ensure the system provides accurate and actionable reports for administrators and decision-makers to improve service quality and resource allocation.

Approach

I. Phase and Timeline of the Project

The South Dakota Quality Recognition and Information System (QRIS) Pilot included 4 phases between October 2022 and September 2024. The first phase, SD QRIS Design, focused on finalizing the QRIS project pilot design which included the development and finalization of the three quality frameworks, training of quality coaches and observers, and the development of marketing materials. Phase one was completed in January 2023. The second phase, Develop Pilot and Implementation Plan took place from January through August 2023 and included implementation of pilot design, recruitment of program participants, and initial data collection. The third phase, Ongoing Pilot Management was focused on full implementation and management from August 2023 to June 2024. From June 2024 through September 30, 2024, pilot implementation was completed, and data collected through the pilot was analyzed during the project's final phase, Evaluation and Recommendations.

II. Recruitment and Participating Programs

An invitation to apply to participate in the QRIS pilot was distributed to all state registered and licensed child care and school-age programs in three phases beginning in February 2023. Pilot participants were recruited from various parts of the state by following the regional structure of the SD Early Childhood Enrichment System (ECE), as shown in Figure 1. All programs were required to be in good standing with the Office of Licensing and Accreditation and acceptance into the QRIS Pilot was based on geographic representation, program capacities, and regional trends for operating program types. Child care centers (CCC) were the first programs recruited, followed by group family child care (GFCC) and family child care homes (FCCH) in May of 2023, and school-age programs (SAP) in August 2023.

Further, participants were randomly assigned between two groups – treatment and control. The treatment group received targeted interventions, such as coaching, individualized professional development with LearnERS modules, and grants for quality improvement. Those programs assigned to the control group maintained existing practices, serving as a comparison to measure the effectiveness of the interventions. The research design included all programs receiving ERS pre-assessment observations, which began in March 2023, and ERS post-assessment observations, started in May 2024, to measure the effectiveness of interventions.

A total of 46 programs serving an estimated 2,300 children across South Dakota participated in the QRIS Pilot. Table 1 shows the number of participants per program type, regional distribution, and number of children served, along with the number of participants in control and treatment groups.

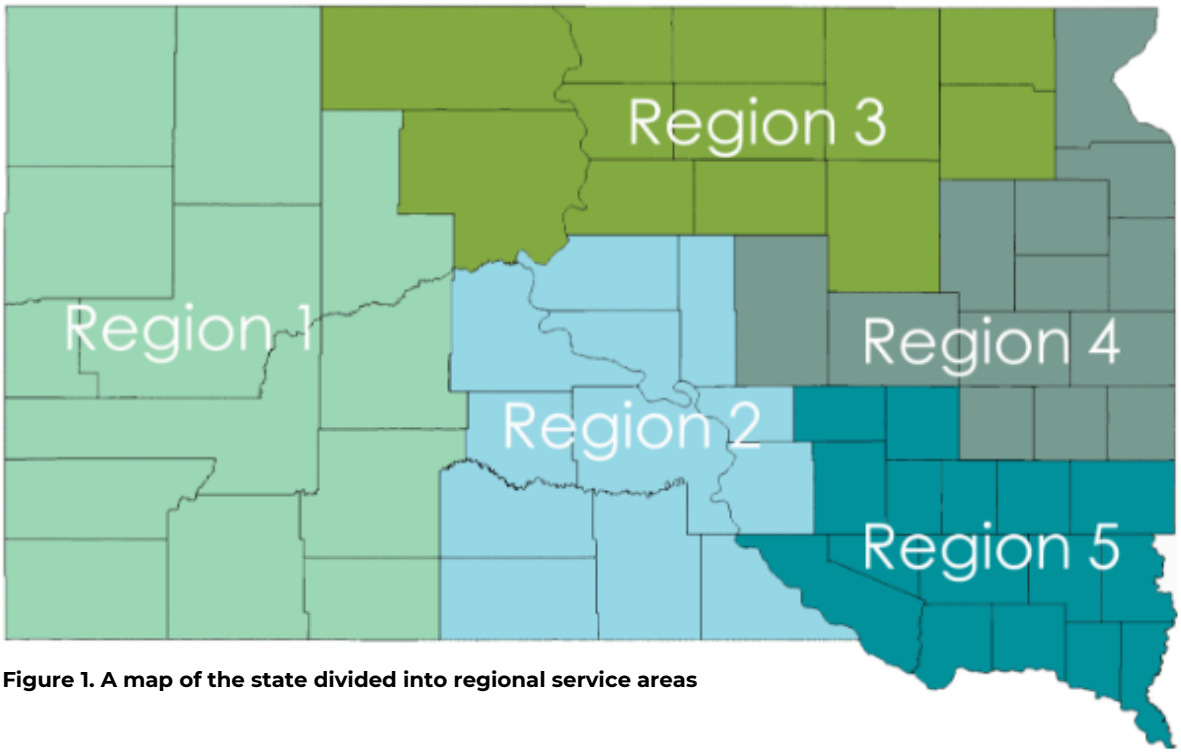


Figure 1. A map of the state divided into regional service areas

Program Type	# of Programs	# of Participants per Region	# of Children Served
Child Care Center (CCC)	14 (Control = 4; Treatment = 10)	Region 1= 1 Region 2= 1 Region 3= 2 Region 4= 4 Region 5= 6	Highest= 361 Lowest= 40 Average= 104.7
Group Family Child Care (GFCC)	5 (Control = 2; Treatment = 3)	Region 1= 0 Region 2= 0 Region 3= 0 Region 4= 0 Region 5= 5	Highest= 35 Lowest=18 Average=24.8
Family Child Care Home (FCCH)	17 (Control = 5; Treatment = 15)	Region 1= 1 Region 2= 0 Region 3= 2 Region 4= 5 Region 5=9	Highest= 16 Lowest= 4 Average=12
School-Age Program (SAP)	10 (Control = 7; Treatment = 3)	Region 1= 1 Region 2= 1 Region 3= 1 Region 4= 3 Region 5=4	Highest= 102 Lowest= 30 Average=63.9

Table 1. Number of Participants per Program Type, Region, and Children Served

III. The Quality Framework Pilot Draft

The pilot evaluated quality frameworks for child care centers, family child care providers, and school-age programs. Each framework used a building block approach which is built upon the Office of Licensing and Accreditation regulations for child care and school-age programs. The frameworks guide providers through gradual quality improvements as the levels increase from 1 to 4. Each framework focused on building practices using the following 6 quality indicators: Health & Safety, Learning Environments, Activities & Experiences, Relationships & Interactions, Program Management, and Workforce Development and Support. The quality frameworks used in the pilot can be found in Appendix A.

IV. The Environment Rating Scale

The QRIS Pilot utilized the Environment Rating Scales (ERS) to assess quality in classrooms, home-based, and school-age settings at the start (pre-assessment) and end (post-assessment) of the program. The ERS is a valid and reliable quality assessment tool that provides data on practices, environments, and interactions occurring in the classroom for child care and school-age programs. The ERS tools are widely used in the field of early childhood education and school-age programs. The ERS versions utilized in the QRIS Pilot were:

- ITERS-3: Infant Toddler Environment Rating Scale Third Edition. Observe children from birth up to 3 years of age.
- ECERS-3: Early Childhood Environment Rating Scale Third Edition. Observe children 3-5 years of age.
- FCCERS-3: Family Child Care Environment Rating Scale Third Edition. Observe children in a family care setting from birth to 12 years of age.
- SACERS-U: School-Age Care Environment Rating Scale Updated Edition. Observe children 5-12 years of age.

The ERS is sectioned into subscales which evaluate health, safety, interactions, language and literacy, learning activities, program structure, space and furnishings, and personal care routines. The ERS tools provided data to each program to support classroom Continuous Quality Improvement (CQI) goals. The CQI goals flow through a process of planning, doing, studying, and acting upon changes in practices (see Figure 2). In addition, the Pilot used the Program Administration Scale and Business Administration Scale as a reflective resource for leadership in child care and school-age programs.

The CQI goals were correlated with professional development opportunities from LearnERS, an online professional development tool based on the Environment Rating Scale (ERS). This was introduced to programs in the treatment group in May 2023 to enrich the understanding of the ERS subscales leading to improved quality. This resource provided ongoing support between coaching sessions and was integral to CQI efforts. Participants used LearnERS to access online training modules, which offered insights, examples, and reflection activities. Providers selected modules based on their classroom needs, created goals, and received input from coaches. A total of 341 modules were completed by providers.



Figure 2. Cycle for Continuous Quality Improvement

"The LearnERS Portal was super easy to use. I like that we write out the SMART goals because I am a visual learner. Everything I was looking for was there (variety of modules)." Quote from QRIS participant

V. Coaching

An important component of the QRIS Pilot was the opportunity for treatment group participants to be supported by a quality coach. The quality coach worked with directors, assistant directors, and all lead classroom teachers for CCCs, GFCCs, SAPs, and FCCH providers. The role of the quality coach was to support the participating programs with guidance, resources, and one-on-one support. The coach also assisted in the development and implementation of the program's Continuous Quality Improvement (CQI) plans to support the programs in identifying their strengths and areas for growth. Across all treatment group participants, coaches spent a cumulative total of 677 hours working one-on-one with program participants.

After participating in the QRIS Pilot, a provider who has been serving the child care field for 28 years, stated that she has never felt more supported and better understands her program's opportunities for growth.

VI. Community of Practice

A Community of Practice (CoP) was developed in the QRIS Pilot to support professional development, collaboration, and reflection among quality coaches. Members of the CoP included the QRIS coaches, and coaches from the SD Early Childhood Enrichment (ECE) System. The CoP was facilitated by the SDSU Quality Collaborative meeting 14 times throughout the pilot. Topics covered included enhancing coaching effectiveness, information about LearnERS, CQI, recruitment strategies, and addressing barriers to quality programming. CoP meetings also focused on practical issues like fostering free play, managing transitions, conflict resolution, and self-care.

VII. Input from Stakeholders

In developing and implementing the QRIS Pilot, input was sought from a diverse range of early childhood and school-age stakeholders and experts. Recognizing the complexity of addressing both process and structural quality and navigating multiple policies, the Collaborative formed the Quality Advisory Group (QAG) to provide a collective voice. QAG included professionals from family child care homes, school-age care, and center-based programs. The QAG provided feedback on areas such as continuous quality improvement, training, parent education, career pathways, and programs like LearnERS.

In addition to the QAG, the Collaborative also gathered QRIS participant feedback to evaluate the process and inform future QRIS implementation. Feedback was collected through coaching evaluations, exit surveys, and observer evaluations.

Insights

The research component of the QRIS Pilot gathered observation data using the Environmental Rating Scale (ERS), as well as feedback from providers and parents using surveys and interviews to evaluate the Pilot. The following sections summarize the data collection processes and findings.

I. Framework Designation Levels

At the start of the Pilot, all participants have a designation level of 0, which means they have met the licensing requirements set by the Office of Licensing and Accreditation.

- **Level 1:** This level represents the beginning stages of understanding quality and meeting basic requirements.
- **Level 2:** This level represents the beginning stages of understanding quality, with more indicators or evidence of quality present in the program.
- **Level 3**: This level represents high quality across three main components.
- **Level 4:** This level represents consistently attaining high quality across the indicators in the three main components.

Programs were encouraged to apply for at least a level 1 designation throughout their participation in the pilot. Table 2 presents the number of programs who achieved level designation. This is a building block approach so programs completing multiple levels are counted at each level completion. Only programs in the treatment group were eligible to apply for level designation.

Achieved	Family Child Care Homes	Group Family Child Care Homes	Child Care Centers	School Age Program
Level 1	3	0	2	2
Level 2	1	0	0	0
Level 3	1	0	0	0
Level 4	1	0	0	0

Table 2. Number of programs who achieved a level designation during the pilot.

"The QRIS pilot opportunity allowed the SDSU Quality Collaborative to collect data about what is currently happening in South Dakota early care and school-age settings. Then from that information, identify how we can provide resources to enhance what quality looks like to support programs in their journey to enhancing quality."
-Rachel Busmann QRIS Project Lead

II. Pre-Assessment and Post-Assessment Environment Rating Scale (ERS) Scores

Over the course of the pilot, a total of 127 pre-assessment observations were conducted. For the post-assessment, a sample of classrooms from both treatment and control groups was observed resulting in the completion of a sampling of 84 observations. The sampling included a percentage of observations based on the number and type of spaces for each program with a minimum of 33% of classrooms observed. For example, a child care center with two infant rooms, two toddler rooms, two preschool rooms, and one school-age classroom would receive two ITERS-3, one ECERS-3, and one SACERS-U.

ERS scores range from 1 to 7, with scores of 1 as inadequate, 2 to 3.9 as minimal, 4 to 5.9 as good, and scores of 6 or more as excellent quality. Subscales with scores less than 3 suggest priority areas for focused quality improvement.

A. Infant Toddler Environment Rating Scale (ITERS-3)

The average ITERS-3 overall score across 40 classrooms in both the treatment and control groups was 2.84 at pre-assessment. Across the subscales, **Interaction** had the highest average score, while **Activities** had the lowest. For post-assessment, the overall average score increased to 3.20 across 19 classrooms. **Interaction** and **Activities** continued to have the highest and lowest average scores, respectively.

The highest area of growth in infant and toddler classrooms was in the **Activities** subscale which includes areas of fine motor, art, music and movement, blocks, dramatic play, nature/science, math/number, technology, diversity and gross motor.

B. Early Childhood Environment Rating Scale (ECERS-3)

The average ECERS-3 overall score across 33 preschool classrooms was 2.38. Across the subscales, **Interaction** had the highest average score, whereas **Learning Activities** had the lowest. For post-assessment, the overall score increased to 3.22 across 21 classrooms. **Interaction** and **Learning Activities** continued to have the highest and lowest average scores, respectively.

The highest area of growth in preschool classrooms was in the **Interactions** subscale which includes areas of supervision of gross motor, individualized teaching and learning, staff-child interaction, peer interaction, and discipline.

C. Family Child Care Environment Rating Scale (FCCERS-3)

The average FCCERS-3 overall score across 17 programs was 3.06. Across the subscales, **Interaction** had the highest average score, whereas **Activities** had the lowest average score. For the post-assessment, the overall score increased to 3.82 across 17 programs. **Language and Books** had the highest average score, while **Activities** remained to have the lowest average score.

The highest area of growth in family child care homes was in the **Language and Books** subscale which includes areas of talking with children, encouraging vocabulary development, responding to children's communication, encouraging children to communicate, provider use of books with children, and encouraging children's use of books.

D. School-Age Care Environment Rating Scale (SACERS-U)

The SACERS-U average overall score across 27 classrooms was 3.20. Across the subscales, **Program Structure** had the highest average score, whereas **Health and Safety** had the lowest average score. For this study, it is important to note that adjustments were made to the tool under the **Program Structure** subscale, where only two items were used; and only three items for **Health and Safety**. Thus, the scores obtained may not be as comprehensive as the original scale intended. For the post-assessment, the overall score increased to 3.40 across 18 classrooms.

Interactions had the highest average score, while **Activities** had the lowest. The highest area of growth in school-age classrooms was in the **Health and Safety** subscale which includes areas of safety practices, meals/snacks, and personal hygiene.

Quality coaches reported that programs in the treatment group had more improved child-centered environments, increased intentionality with learning activities, higher quality interactions with children, and a stronger focus on program administration.

The ERS scores were also analyzed separately for the control group and treatment group participants. For the treatment group, there were statistically significant improvements in five ECERS-3 subscales and overall score, six FCCERS-3 subscales and overall score, and one SACERS-U subscale. Although scores in the ITERS-3 subscales mostly improved, the difference between pre-and post-assessment scores were not statistically significant. Table 3 summarizes the pre- and post-assessment scores treatment group participants.

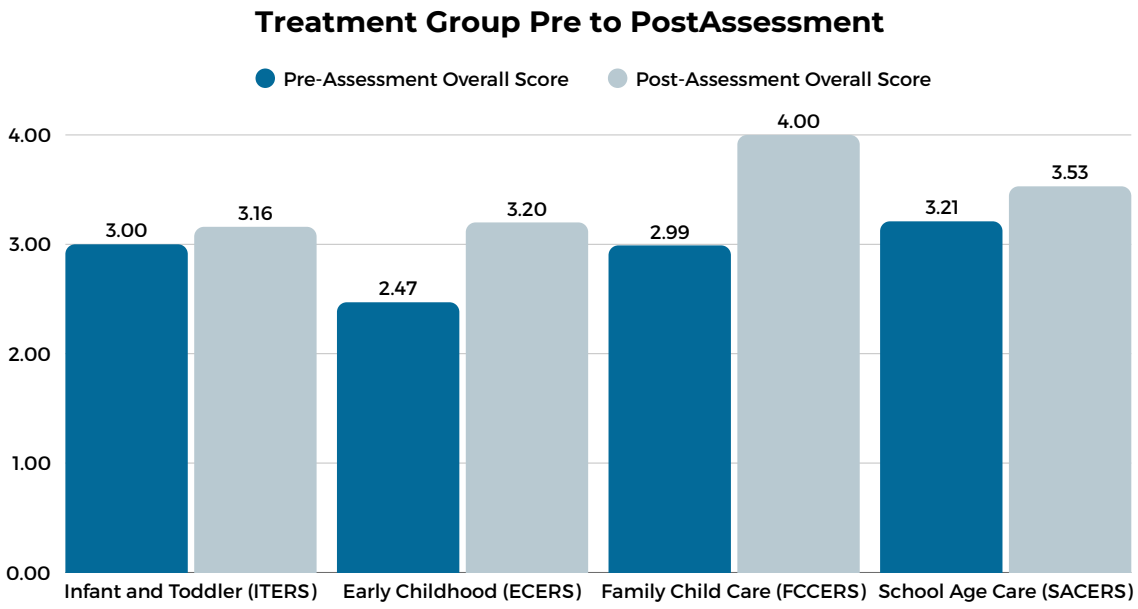


Table 3. Treatment group pre-assessment and post-assessment overall score comparison

In the control group, increases were found in six ITERS-3 subscales, three ECERS-3 subscales, four FCCERS-3 subscales, and two SACERS-U subscales which were not statistically significant. Additionally, the SACERS-U Interactions subscale showed a significant decrease in post-assessment scores compared to the pre-assessment scores. See the table below for a summary of scores and mean differences for control group participants.

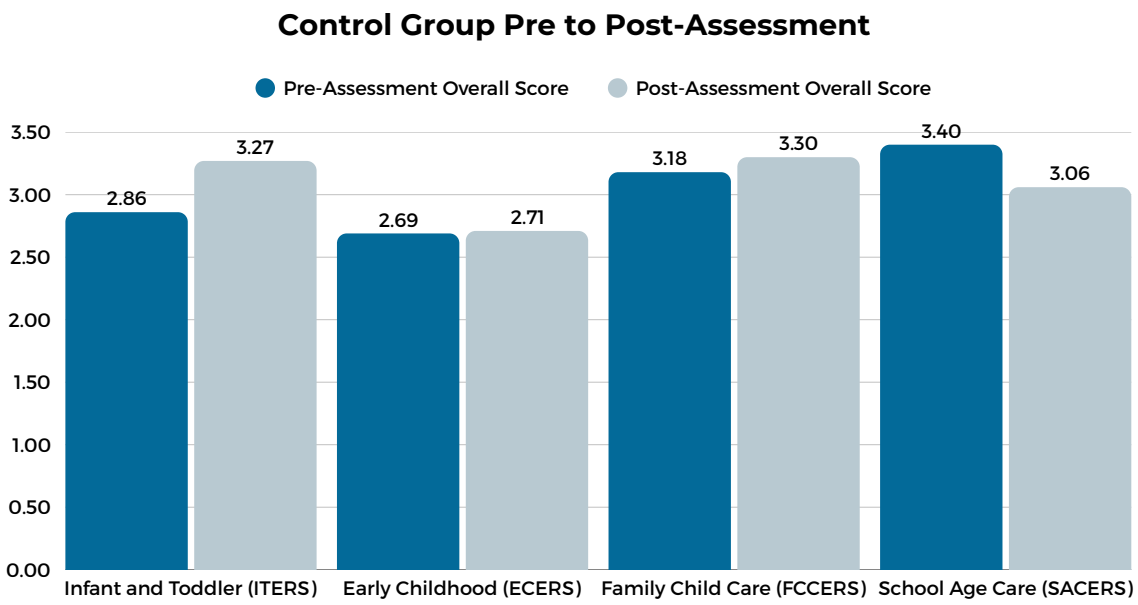


Table 4. Control group pre-assessment and post-assessment overall score comparison

III. Summary of Environment Rating Scale

Overall, the treatment group showed greater improvements than the control, likely due to coaching, incentives, setting continuous quality improvement goals, and access to resources like LearnERS. However, factors like staff turnover and the timing of post-assessments may have influenced areas where the treatment group had low results.

Treatment programs were allotted five to 12 months of support. It is plausible that a longer period between pre and post-assessments may have shown a more substantial amount of growth amongst the treatment group.

"Making data-driven decisions on how programs see their ability to support children and families is very important. Using quality funding to goal-driven strategies to improve quality was an exciting opportunity, and our team was truly honored to walk alongside our community champions in early childhood and school-age programs."
Rachel Busmann-QRIS Project Lead

Key Take Aways

- The treatment group showed greater improvements than the control, likely due to intervention.
- FCCERS-3 scores significantly improved across all subscales for treatment group participants.
- The highest area of growth ITERS-3 was seen in the Activities subscale which includes areas of fine motor, art, music and movement, blocks, dramatic play, nature/science, math/number, technology, diversity and gross motor.
- The highest area of growth ECERS-3 was seen in the Interactions subscale which includes areas of supervision of gross motor, individualized teaching and learning, staff child interaction, peer interaction, and discipline.
- The highest area of growth FCCERS-3 was seen in the Language and Books which includes talking with children, encouraging vocabulary development, responding to children's communication, encouraging children to communicate, providers use of books with children, and encouraging children's use of books.
- The highest area of growth for SACERS-U was seen in the Health and Safety subscale which includes areas of safety practices, meals/snacks, and personal hygiene.

Each treatment (individual coaching, ERS observation feedback, LearnERS training, grants) indicated positive changes in quality, but it is the combination of these strategies that provided systemic change and will allow the changes to be sustained (and possibly increased) over time.

IV. Provider Feedback

Provider surveys were conducted once during the pilot for feedback and reflection on their experiences in the pilot. In the survey, participants were asked about what they perceive as the strengths and areas for improvement of their child care program, as well as their feedback on QRIS participation.

- 80% of providers mentioned training as relevant growth opportunities.
- 100% of the providers agreed that having regular contact with their coach got them excited to learn more and see what changes could be implemented to enhance the quality of their programs.
- 90% of the providers interviewed agreed they would continue to participate in the QRIS program.

Next Steps: Ongoing Commitment to Quality Care

Program Engagement and Support

Coaching

Coaching efforts supporting quality improvement should prioritize relationship-building, orienting program leaders to key concepts, using ERS tools, setting S.M.A.R.T. goals, and distributing grants to enhance quality across all classrooms, especially for infants and toddlers.

Leadership Development

Investing in program leadership is accomplished by focusing on staff readiness, mentoring, goal-setting, and introducing ERS tools for continuous quality improvement. Implementing internal assessments allows program leadership to gain confidence and knowledge of the ERS which guides coaching, quality goals, and professional development.

Professional Development

Professional development and recognition of quality efforts are key to improving staff retention and workforce sustainability in early childhood and school-age settings. LearnERS helps providers engage in training, track goals, and lead quality improvements.

Continuous Quality Improvement

A feedback loop structure where the coach and provider collaborate closely, regularly setting and refining goals for improvement and determining strategies to achieve these goals will have ongoing benefits for quality improvement.

Stakeholder Collaboration, Engagement, and Communication

Early Childhood Education and School Age Program Partners

The SD Early Childhood Enrichment (ECE) System supports quality improvements in early childhood and school-age care programs through professional development, leadership initiatives and supporting ERS observations. It is recommended that stakeholder collaboration, including feedback from various child care professionals, be a key component of the implementation process.

Parents and Providers

It is essential for parents, providers, and stakeholders to be informed about the QRIS program and its role in quality early childhood and school-age care. Collaboration with the Child Care Helpline, Office of Licensing and Accreditation, and a user-friendly website will offer resources and materials to help programs engage parents, explain QRIS levels, and recognize quality efforts.

"This sets the stage for potential supports and conversations for growth in this area, to really lift up efforts for our youngest citizens in South Dakota."
SDSU Quality Collaborative

Appendix

Child Care Center Pilot Frameworks

Category	Level 1	Level 2	Level 3	Level 4
Health & Safety	Site Health and Safety Checklist Tracking - Initial then monthly	Injury, Illness and Contagious Disease Tracking – Initial then monthly Classroom observation by Director/Coach focused on subscale below (annually): Environment Rating Scales (ERS)™ **ECERS-3 and ITERS-3** Personal Care Routines **SACERS-U** Health and Safety	Staff complete self-assessment using Environment Rating Scales (ERS)™ tool in the following areas: **ECERS-3 and ITERS-3** Personal Care Routines **SACERS-U** Health and Safety	Daily Site Safety Inspection Valid and Reliable Observer provides ERS Score with feedback and OST tool feedback
Learning Environments	Staff complete Space and Materials Checklist Annually	Classroom observation by Director/Coach focused on subscale below (annually): Environment Rating Scales (ERS)™ **ECERS-3, ITERS-3, SACER-U** Space & Furnishings Program Structure	Staff complete self-assessment using Environment Rating Scales (ERS)™ tool in the following areas: **ECERS-3, ITERS-3, SACERS-U** Space & Furnishings Program Structure	Valid and Reliable Observer provides ERS Score with feedback and OST tool feedback
Activities & Experiences		Staff offer at least 3 different interest centers equipped with learning materials (Art, Music, Blocks, Dramatic Play, Nature/Science, Math materials and activities) Daily outside, or alternatively in bad weather, gross motor time is offered Staff offer a variety of books and activities for children during free choice time A daily schedule and routine are posted, used, and reflects children's needs Developmentally appropriate observations based on a checklist are recorded weekly by staff and informs activity planning	Classroom observation by Director/Coach focused on subscale below (annually): Environment Rating Scales (ERS)™ **ECERS-3** Learning Activities **ITERS-3, SACERS-U** Activities Developmental Screening with families and referral to resources as needed (for children/families not in OST)	Valid and Reliable Observer provides ERS Score and Feedback Staff complete self-assessment using Environment Rating Scales (ERS)™ tool in the following areas: **ECERS-3** Learning Activities **ITERS-3, SACERS-U** Activities

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Relationships & Interactions		Behavior expectations are developmentally appropriate, staff respond quickly, positive redirection for a child's unsafe choices. Children appear to be aware of classroom rules and generally follow them with a reasonable amount of teacher support. Staff generally help, guide and support children solve problems between peers in a positive manner. Staff interactions with children and families are warm, respectful, and positive. Parents and children are greeted daily	Classroom observation by Director/Coach focused on subscale below (annually): Environment Rating Scales (ERS)™ **ECERS-3** Interaction Language and Literacy **ITERS-3** Interaction Language and Books **SACERS-U** Interactions Special Needs Supplementary Items	Valid and Reliable Observer provides ERS Score and Feedback Staff complete self-assessment using Environment Rating Scales (ERS)™ tool in the following areas: **ECERS-3** Interaction Language and Literacy **ITERS-3** Interaction Language and Books **SACERS-U** Interactions Special Needs Supplementary Items
Program Management	Complete Application to Participate Program has implemented written policies in at least 1 of the following areas: Nutrition Physical Activity Health/Safety Safe Sleep Practices Supervision of Children	Complete and implement an annual CQI Plan Program has implemented written policies in at least 2 of the following areas: Nutrition Physical Activity Health/Safety Practices Safe Sleep Practices Child Observation Supervision of Children Other approved area	Complete and implement an annual CQI Plan Program has implemented written policies in at least 3 of the following areas: Nutrition Physical Activity Health/Safety Practices Safe Sleep Practices Child Observation Supervision of Children Other approved area Written Annual Performance Appraisal Conducted for all staff (for lead teachers includes a classroom observation)	Complete and implement an annual CQI Plan Program has implemented written policies in at least 4 of the following areas: Nutrition Physical Activity Health/Safety Practices Safe Sleep Practices Child Observation Supervision of Children Activity Planning and Implementation Other approved area Staff Complete an Annual Professional Development Plan based on skills, experience, qualifications, past professional development, performance appraisal, interests of the practitioner, needs of the program.

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Workforce Development and Support	25% of Staff on Pathways to Professional Development (1/4) 25% of Staff trained in Age Specific Entry Level Training	33% of Staff on Pathways to Professional Development (1/3) 50% of Staff trained in Age Specific Entry Level Training	50% of Staff on Pathways to Professional Development (1/2) 25% Staff trained in Age Specific Quality Practice Training (+ 25% in entry level = total 50%)	75% of Staff on Pathways to Professional Development (3/4) 50% Staff trained in Age Specific Quality Practice Training (+ 25% in entry level = total 75%)
Staff		25% of staff have attended training in the following areas:	50% of staff have attended training in the following areas:	75% of staff have attended training in the following areas:
Health & Safety		fitCare Series (8 hours)	fitCare Series (8 hours)	fitCare Series (8 hours)
Learning Environment		Early Learning Guidelines Series (6 hours)	Early Learning Guidelines Series (6 hours)	Early Learning Guidelines Series (6 hours)
Activities & Experiences		In's and Out's of Lesson Planning Series (6 hours) ASQ®-3 and ASQ®:SE-2 training	Ins and Out's of Lesson Planning Series (6 hours) ASQ®-3 and ASQ®:SE-2 training	In's and Out's of Lesson Planning Series (6 hours) ASQ®-3 and ASQ®:SE-2 training
Relationships & Interactions		Foundations for Social Wellness and Emotional Wellness (6 hours)	Foundations for Social Wellness and Emotional Wellness (6 hours)	Foundations for Social Wellness and Emotional Wellness (6 hours)
Observational Assessments		Lead Staff in each classroom completes a LearnERS module in at least two of the areas below based on classroom observation (1-3 hours each): Space & Furnishings Program Structure Personal Care Routines OST – working on options for PD based on assessment due to no LearnERS for SA	Lead Staff in each classroom completes a LearnERS module in at least two additional areas below based on classroom observation (1-3 hours each): ECERS-3 Interaction Language and Literacy Learning Activities ITERS-3 Interaction Language and Books Activities OST – working on options for PD based on assessment	Lead Staff in each classroom completes a LearnERS module in the remaining two areas below based on classroom observation (1-3 hours each): ECERS-3 Interaction Language and Literacy Learning Activities Space & Furnishings Program Structure Personal Care Routines ITERS-3 Interaction Language and Books Activities Space & Furnishings Program Structure Personal Care Routines OST – working on options for PD based on assessment

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Director- Program Management		Completes Foundations for Social Wellness and Emotional Wellness Series (6 hours)	Completes Management Training Series (6 hours)	Completes Leadership Quality Practice Series (8 hours)
Director- Observational Assessments	In's and Out's of Lesson Planning Series (6 hours)	Complete one of the following courses: Online Introductory 101 Training Course on the Early Childhood Environment Rating Scale®, Third Edition (ECERS-3). OR Online Introductory 101 Training Course on the Infant/Toddler Environment Rating Scale®, Third Edition (ITERS-3). OR Online Introductory 101 Training Course on the School-Age Care Environment Rating Scales®, Updated (SACERS-Updated) ASQ®-3 and ASQ®:SE-2 training	If applicable due to ages of children served, complete an additional 101 course: Online Introductory 101 Training Course on the Early Childhood Environment Rating Scale®, Third Edition (ECERS-3). OR Online Introductory 101 Training Course on the Infant/Toddler Environment Rating Scale®, Third Edition (ITERS-3). OR Online Introductory 101 Training Course on the School-Age Care Environment Rating Scales®, Updated (SACERS-Updated)	If applicable, complete remaining course: Online Introductory 101 Training Course on the Early Childhood Environment Rating Scale®, Third Edition (ECERS-3). OR Online Introductory 101 Training Course on the Infant/Toddler Environment Rating Scale®, Third Edition (ITERS-3). OR Online Introductory 101 Training Course on the School-Age Care Environment Rating Scales®, Updated (SACERS-Updated)

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The SDSU Quality Collaborative will review any other sources of training currently used that could replace the trainings identified in the framework, which includes a comparison of goals and objective.

Abbreviations:

CQI- Continuous Quality Improvement
ECERS- Early Childhood Environment Rating Scale
ITERS-3- Infant and Toddler Environment Rating Scale
SACERS-U- School Age Environment Rating Scale
ASQ- Ages and Stages Questionnaire

Family Child Care Framework Pilot Framework

Category	Level 1	Level 2	Level 3	Level 4
Health & Safety	Site Health and Safety Checklist Tracking - Initial then monthly	Injury, Illness and Contagious Disease Tracking – Initial then monthly FCC observation by Coach focused on subscale below: Environment Rating Scales (ERS)™ **FCCERS-3** Personal Care Routines	Provider completes self-assessment using Environment Rating Scales (ERS)™ tool in the following areas: **FCCERS-3** Personal Care Routines	Daily Site Safety Inspection Valid and Reliable Observer provides ERS Score and Feedback
Learning Environments	Provider completes Learning Environment Checklist - Annually	FCC observation by Coach focused on subscale below: Environment Rating Scales (ERS)™ **FCCERS-3** Space & Furnishings Program Structure	Provider completes self-assessment using Environment Rating Scales (ERS)™ tool in the following areas: **FCCERS-3** Space & Furnishings Program Structure	Valid and Reliable Observer provides ERS Score and Feedback
Activities & Experiences		Provider offers at least 3 different interest areas equipped with learning materials (Art, Music, Blocks, Dramatic Play, Nature/Science, Math materials and activities) Daily outside, or alternatively in bad weather, gross motor time is offered Provider offers a variety of books and activities for children during free choice time A daily schedule and routine are posted, used, and reflects children's needs	FCC observation by Coach focused on subscale below (annually): Environment Rating Scales (ERS)™ FCCERS-3 Activities Developmentally appropriate observations based on a checklist are recorded weekly by provider and informs activity planning	Valid and Reliable Observer provides ERS Score and Feedback FCC Provider complete self-assessment using Environment Rating Scales (ERS)™ tool in the following areas: FCCERS-3 Activities Developmental Screening with families and referral to resources as needed

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Relationships & Interactions		Behavior expectations are developmentally appropriate, provider responds quickly, positive redirection for a child's unsafe choices. Children appear to be aware of rules and generally follow them with a reasonable amount of provider support. Provider generally helps, guide and support children solve problems between peers in a positive manner. Provider interactions with children and parents are warm, respectful, and positive. Parents and children are greeted daily	FCC observation by Coach focused on subscale below (annually): Environment Rating Scales (ERS)™ **FCCERS-3** Interaction Language and Books	Valid and Reliable Observer provides ERS Score and Feedback Provider complete self-assessment using Environment Rating Scales (ERS)™ tool in the following areas: **FCCERS-3** Interaction Language and Books
Program Management	Complete Application to Participate Provider has implemented written policies in at least 1 of the following areas: Nutrition Physical Activity Health/Safety Safe Sleep Practices Supervision of Children Has developed and shares a family handbook	Complete and implement an annual CQI Plan Provider has implemented written policies in at least 2 of the following areas: Has developed and shares a family handbook Nutrition Physical Activity Health/Safety Practices Safe Sleep Practices Child Observation Supervision of Children Other approved area	Complete and implement an annual CQI Plan Provider has implemented written policies in at least 3 of the following areas: Has developed and shares a family handbook Nutrition Physical Activity Health/Safety Practices Safe Sleep Practices Child Observation Supervision of Children Other approved area Provider completes an annual self-assessment and completes an Annual Professional Development Plan based on skills, experience, qualifications, past professional development, interests of the practitioner, needs of the children and families.	Complete and implement an annual CQI Plan Provider has implemented written policies in at least 4 of the following areas: Has developed and shares a family handbook Nutrition Physical Activity Health/Safety Practices Safe Sleep Practices Child Observation Supervision of Children Activity Planning and Implementation Other approved area Provider completes a Business Administration Training (BAS) or other Business professional development

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Workforce Development and Support		Provider on Pathways Provider trained in FCC Entry Level Training Series (6 hours)	Provider trained in FCC Quality Practice series classes 1 & 2 (4 hours)	Any Helpers on Pathways Provider trained in FCC Quality Practice series classes 3 & 4 (4 hours)
Professional Development		Provider has attended and completed 1 of the following series:	Provider has attended 2 of the following series (took one in the previous level):	Provider has attended and completed an additional series (3 total) and then completes an additional one each year until completed:
Health & Safety		fitCare Series (8 hours)	fitCare Series (8 hours)	fitCare Series (8 hours)
Learning Environment		Early Learning Guidelines Series (6 hours)	Early Learning Guidelines Series (6 hours)	Early Learning Guidelines Series (6 hours)
Activities & Experiences Child Observation		In's and Out's of Lesson Planning Series (6 hours)	In's and Out's of Lesson Planning Series (6 hours)	In's and Out's of Lesson Planning Series (6 hours)
Relationships & Interactions		Foundations for Social Wellness and Emotional Wellness (6 hours)	Foundations for Social Wellness and Emotional Wellness (6 hours)	Foundations for Social Wellness and Emotional Wellness (6 hours)
Observational Assessments		Provider completes at least one LearnERS module in one of the areas below based on FCCERS-3 observation: (1-3 Hours each module) Space & Furnishings Program Structure Personal Care Routines	Provider completes at least two additional LearnERS modules in the areas below based on FCCERS-3 observation: (1-3 Hours each module) Interaction Language and Books Activities **FCCERS -3 101 – Recommended but not required** Online Introductory Training Course on the Early Childhood Environment Rating Scale®, Third Edition (ECERS-3).	Provider has completed a LearnERS module in at least four of the areas below based on FCCERS-3 observation and then an additional module each year: (1-3 Hours each module) Interaction Language and Books Activities Space & Furnishings Program Structure Personal Care Routines

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Abbreviations:

CQI- Continuous Quality Improvement
FCCERS- Family Child Care Environment Rating Scale
LearnERS- An online on-demand professional development system which your QRIS coach will provide a log in and guidance

School Age Framework Pilot Framework

Category	Level 1	Level 2	Level 3	Level 4
Health & Safety	School Age Program Site Health and Safety Checklist Tracking - Initial then monthly	Injury, Illness and Contagious Disease Tracking – Initial then monthly Classroom observation by Director/Coach focused on subscale below (annually): **SACERS-U** Health and Safety	Staff complete self-assessment using Program Quality Assessment tool in the following areas: Health and Safety	Daily Site Safety Inspection Valid and Reliable Observer provides SACERS-U Score with feedback and School Age Program tool feedback
Learning Environments	Staff complete Space and Materials Checklist Annually	Classroom observation by Director/Coach focused on subscale below (annually): **SACERS-U** Space & Furnishings Program Structure	Staff complete self-assessment tool in the following areas: Supportive Environment	Valid and Reliable Observer provides SACERS-U with feedback and School Age Program tool feedback
Activities & Experiences	Outside time/gym time is offered daily.	Staff offer at least 3 different interest areas equipped with learning materials (Art and crafts, Music and movement, Blocks and Construction, Dramatic/ theatre play, Math materials, Books, and STEM activities) A daily schedule is posted, used, and reflects youth's needs for free choice Youth are engaged in activity planning based on interests which include STEM and Art.	Classroom observation by Director/Coach focused on subscale below (annually): **SACERS-U** Activities	Valid and Reliable Observer provides SACERS-U Assessment and Feedback in Activities
Relationships & Interactions	Youth appear to be aware of classroom rules and generally follow them with a reasonable amount of teacher support.	Behavior expectations are developmentally appropriate, staff respond quickly, positive redirection for a youth's unsafe choices. Staff generally help, guide and support youth solve problems between peers in a positive manner.	Classroom observation by Director/Coach focused on subscale: Interactions Staff interactions with youth and families are warm, respectful, and positive. Parents and youth are greeted daily.	Valid and Reliable Observer provides SACERS-U Assessment and Feedback Staff complete self-assessment in the following areas: Interactions and Engagement

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Program Management	Complete Application to Participate Program has implemented written policies in at least 1 of the following areas: Healthy Eating & Physical Activity Health/Safety Youth Voice Supervision of Youth	Complete and implement an annual CQI Plan Program has implemented written policies in at least 2 of the following areas: Healthy Eating & Physical Activity Health/Safety Youth Voice SupervisionYouth Other approved area	Complete and implement an annual CQI Plan Program has implemented written policies in at least 3 of the following areas: Healthy Eating & Physical Activity Health/Safety Youth Voice Supervision of Youth Other approved area Written Annual Performance Appraisal Conducted for all staff Staff complete self-assessment using Program Quality Assessment tool in the following areas: Administration	Complete and implement an annual CQI Plan Program has implemented written policies in at least 4 of the following areas: Healthy Eating & Physical Activity Health/Safety Youth Voice Supervision of Youth Other approved area Staff Complete an Annual Professional Development Plan based on skills, experience, qualifications, past professional development, performance appraisal, interests of the practitioner, needs of the program.
Workforce Development and Support (All Staff)	25% of Staff on Pathways to Professional Development (1/4) 25% of Staff trained in Out of School Time Entry Level Training	33% of Staff on Pathways to Professional Development (1/3) 50% of Staff trained in Out of School Time Entry Level Training	50% of Staff on Pathways to Professional Development (1/2) 25% Staff trained in Out of School Time Quality Practice Training (+ 25% in entry level = total 50%)	75% of Staff on Pathways to Professional Development (3/4) 50% Staff trained in Out of School Time Quality Practice Training (+ 25% in entry level = total 75%)
Staff Lead Staff/Site Supervisors		**25% of lead staff have attended training in the following areas:**	**50% of lead staff have attended training in the following areas:**	**75% of lead staff have attended training in the following areas:**
Health and Safety		School Age (OST) Certificate Series (4 hours) Course 13: Creating and Maintaining Safe School-Age Environments OST Certificate Series Course 14: Creating and Maintaining Healthy School-Age Environments	School Age (OST) Certificate Series (4 hours) Course 13: Creating and Maintaining Safe School-Age Environments OST Certificate Series Course 14: Creating and Maintaining Healthy School-Age Environments	School Age (OST) Certificate Series (4 hours) Course 13: Creating and Maintaining Safe School-Age Environments OST Certificate Series Course 14: Creating and Maintaining Healthy School-Age Environments

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Learning Environment		OST Certificate Series (6 Hours) Course 15: Designing Effective Indoor School-Age Play and Learning Environments Course 16: Developing and implementing Effective School-Age Indoor Interest Areas Course 17: Developing and Implementing Effective School-Age Outdoor Learning Environments and Interest Areas	OST Certificate Series (6 Hours) Course 15: Designing Effective Indoor School-Age Play and Learning Environments Course 16: Developing and implementing Effective School-Age Indoor Interest Areas Course 17: Developing and Implementing Effective School-Age Outdoor Learning Environments and Interest Areas	OST Certificate Series (6 Hours) Course 15: Designing Effective Indoor School-Age Play and Learning Environments Course 16: Developing and implementing Effective School-Age Indoor Interest Areas Course 17: Developing and Implementing Effective School-Age Outdoor Learning Environments and Interest Areas
Activities & Experiences		OST Certificate Series (6 hours) Course 1: Exploring the Continuum of Developmental Tasks of School-Age Children from 5-12 Course 2: Exploring Four Areas of School-Age Development Course 7: Observation Skills- What's Going on Here?	OST Certificate Series (6 hours) Course 1: Exploring the Continuum of Developmental Tasks of School-Age Children from 5-12 Course 2: Exploring Four Areas of School-Age Development Course 7: Observation Skills- What's Going on Here?	OST Certificate Series (6 hours) Course 1: Exploring the Continuum of Developmental Tasks of School-Age Children from 5-12 Course 2: Exploring Four Areas of School-Age Development Course 7: Observation Skills- What's Going on Here?
Relationships & Interactions		OST Certificate Series (8 hours) Course 3: Exploring Developmental Needs and Characteristics of different Age Groups Course 4: Exploring Individual Differences in School-Age Children Course 5: Guiding School-Age Children in Groups Course 6: Guiding the Behavior of Individual Children	OST Certificate Series (8 hours) Course 3: Exploring Developmental Needs and Characteristics of different Age Groups Course 4: Exploring Individual Differences in School-Age Children Course 5: Guiding School-Age Children in Groups Course 6: Guiding the Behavior of Individual Children	OST Certificate Series (8 hours) Course 3: Exploring Developmental Needs and Characteristics of different Age Groups Course 4: Exploring Individual Differences in School-Age Children Course 5: Guiding School-Age Children in Groups Course 6: Guiding the Behavior of Individual Children

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Director- Program Management		OST Certificate series (8 hours) Course 3: Exploring Developmental Needs and Characteristics of Different Age Groups Course 4: Exploring Individual Differences in School-Age Children Course 5: Guiding School-Age Children in Groups Course 6: Guiding the Behavior of Individual Children	Completes Management Training Series (6 hours)	Completes Leadership Best Practice Series (8 hours)
Director- *Observational Assessments*	Coaches support trainings about using the tool to inform CQI			

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Abbreviations:

CQI- Continuous Quality Improvement
SACERS- School Age Environment Rating Scale
:OST Certificate- Out of School Time Certificate administered by Cypherworks for professional development for School Age professionals

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