



SCORING MATRIX

FAMILY CHILD CARE HOMES

**STEP QUALITY AREA 1:
REGULATORY COMPLIANCE**

Quality Assessment Information	Step 1 Beginning Quality	Step 2 Intermediate Quality	Step 3 Good Quality	Step 4 Advanced Quality	Step 5 Excellent Quality
<p>Quality Assessment Method:</p> <ul style="list-style-type: none"> Review of child care licensing history for the past 3 years <p>Quality Rating Outcome:</p> <p>Pass or Fail</p> <p>Additional Notes:</p> <ul style="list-style-type: none"> The same standard applies for all levels. 	<p>Family child care provider has been operating a licensed family child care home for at least 12 months.</p> <p>License is <u>not</u> probationary and provider is <u>not</u> involved in a compliance plan.</p> <p>Provider has <u>not</u> been fined by the Department of Social Services, Community Care Licensing Division for failing to correct a deficiency in a timely manner or for repeated offenses.</p> <p>Large family child care homes have passed annual fire inspections.</p>	<p>Same as Step 1.</p>	<p>Same as Step 1.</p>	<p>Same as Step 1.</p>	<p>Same as Step 1.</p>

STEP QUALITY AREA 2: TEACHER-CHILD RELATIONSHIPS

Quality Assessment Information	Step 1 Beginning Quality	Step 2 Intermediate Quality	Step 3 Good Quality	Step 4 Advanced Quality	Step 5 Excellent Quality
<p>Quality Assessment Method: Observation</p> <p>Quality Rating Outcome: Rating of 1-to-5</p> <p>Additional Notes: Review consists of assessing:</p> <ul style="list-style-type: none"> • Teacher-to-child ratios • Group size. • Rating on Adult Involvement Scale. 	<p>Meets appropriate ratios as defined in Title 22:</p> <p>Small Home = licensee and one of the following configurations:</p> <ul style="list-style-type: none"> • 4 infants only, • 6 children, no more than 3 under the age of 2 years, or • 8 children, at least 2 age 6 years or older, no more than 2 under 2 years. <p>Large Home = licensee, 1 assistant in one of the following configurations:</p> <ul style="list-style-type: none"> • 12 children, no more than 4 under 2 years of age or • 14 children, at least 2 are 6 years or older, no more than 3 under 2 years of age. <p>Average score on the Adult Involvement Scale is less than 3.0.</p>	<p>Meets appropriate ratios as defined in Title 22.</p> <p>Average score on the Adult Involvement Scale is between 3.0 and 3.9.</p>	<p>Meets appropriate ratios as defined in Title 22.</p> <p>Average score on the Adult Involvement Scale is between 4.0 and 4.9.</p>	<p>Meets appropriate ratios as defined in Title 22.</p> <p>Average score on the Adult Involvement Scale is between 5.0 and 5.9.</p>	<p>Meets appropriate ratios as defined in Title 22.</p> <p>Average score on the Adult Involvement Scale is equal to or over 6.</p>

STEP QUALITY AREA 3: LEARNING ENVIRONMENT

Quality Assessment Information	Step 1 Beginning Quality	Step 2 Intermediate Quality	Step 3 Good Quality	Step 4 Advanced Quality	Step 5 Excellent Quality
<p>Quality Assessment Method: Observation</p> <p>Quality Rating Outcome: Rating of 1-to-5</p> <p>Additional Notes: Review consists of assessing the family child care home using the Family Child Care Environment Rating Scale-R (FCCERS).</p>	<p>Average overall score on the FCCERS is less than 3.0.</p>	<p>Average overall score on the FCCERS is 3, verifying that custodial and some basic developmental needs are being met.</p>	<p>Average overall score on the FCCERS is 4, verifying that custodial needs and more basic developmental needs are met than in Level 2.</p>	<p>Average overall score on the FCCERS is 5, verifying that basic dimensions of developmental care are present.</p>	<p>Average overall score on the FCCERS is 6, verifying that additional dimensions of high-quality care are present.</p>

STEP QUALITY AREA 4:

IDENTIFICATION AND INCLUSION OF CHILDREN WITH SPECIAL NEEDS

Quality Assessment Information	Step 1 Beginning Quality	Step 2 Intermediate Quality	Step 3 Good Quality	Step 4 Advanced Quality	Step 5 Excellent Quality
<p>Quality Assessment Method: Portfolio review</p> <p>Quality Rating Outcome: Rating of 1-to-5</p> <p>Additional Notes: Review consist of examining the following elements:</p> <ul style="list-style-type: none"> ▪ Marketing practices to welcome children of all abilities ▪ Knowledge of community resources ▪ Use of a developmental screening tool ▪ Inclusion of children with special needs ▪ Staff training in special needs topics 	<p>No criteria</p>	<p>Families of children with special needs are welcomed to the home.</p> <p>Provider is aware of supports available through basic early intervention services provided by:</p> <ul style="list-style-type: none"> ▪ the local Regional Center and ▪ the local school district(s). 	<p>Step 2+:</p> <p>Identification: Provider makes a high quality, culturally and developmentally appropriate screening tool* available to all families enrolling their children in the family child care home.</p> <p>Provider works with families to screen their children within 90 days of enrollment.</p> <p>Families are engaged in the screening process. Results are shared with the family in a confidential and supportive manner.</p> <p>Based on screening results, provider offers families referral information to appropriate agencies for further assessment.</p>	<p>Step 2+:</p> <p>Identification: Provider makes a high quality, culturally and developmentally appropriate screening tool* available to all families enrolling their children in the family child care home.</p> <p>Provider works with families to screen their children within 90 days of enrollment and at least once a year thereafter.</p> <p>Families are engaged in the screening process. Results are shared with the family in a confidential and supportive manner.</p> <p>Based on screening results, provider offers families referral information to appropriate agencies for further assessment.</p> <p>Provider uses screening results to implement interventions strategies and adaptations as appropriate.</p>	<p>Step 2+:</p> <p>Identification: Provider makes a high quality, culturally and developmentally appropriate screening tool* available to all families enrolling their children in the family child care home.</p> <p>Provider works with families to screen their children within 45 days of enrollment and at least twice a year thereafter.</p> <p>Families are engaged in the screening process. Results are shared with the family in a confidential and supportive manner.</p> <p>Based on screening results, provider offers families special needs resources and referral information to appropriate agencies for further assessment.</p> <p>Provider uses screening results to implement interventions strategies and adaptations as appropriate.</p>

*Note: Refer to the STEP Screening Tool Tip Sheet available online at www.childcare.lacounty.gov for a list of STEP-approved screening tools.

**STEP QUALITY AREA 4:
IDENTIFICATION AND INCLUSION OF CHILDREN WITH SPECIAL NEEDS (CONTINUED)**

Quality Assessment Information	Step 1 Beginning Quality	Step 2 Intermediate Quality	Step 3 Good Quality	Step 4 Advanced Quality	Step 5 Excellent Quality
<p>Quality Assessment Method: Portfolio review</p> <p>Quality Rating Outcome: Rating of 1-to-5</p>	<p>Inclusion: No criteria</p> <p>Special Needs Training: No criteria</p>	<p>Inclusion: A variety of adaptable materials are available in the learning environment to support at-risk* children and to facilitate the inclusion of children with identified special needs.</p> <p>Special Needs Training: Licensee has completed, in the past 3 years, professional development training that prepares them to work with children with special needs.</p>	<p>Inclusion: A variety of adaptable materials are available in the learning environment <u>and</u> activities are implemented to support at-risk* children and to facilitate the inclusion of children with identified special needs.</p> <p>Special Needs Training: Licensee has completed, in the past 3 years, specialized coursework <u>or</u> professional development trainings that prepare her/him to work with children who have special needs. Training includes administration and interpretation of developmental screening tools.</p>	<p>Inclusion: A variety of adaptable materials are available in the learning environment <u>and</u> activities are implemented to support at-risk* children and to facilitate the inclusion of children with identified special needs.</p> <p>Clear and explicit intervention strategies and adaptations are based on assessment results and implemented to support at-risk children and to facilitate the inclusion of children with identified special needs.</p> <p>Special Needs Training: Licensee has completed, in the past 3 years, specialized coursework <u>and</u> professional development trainings that prepare her/him to work with children who have special needs. Training includes administration and interpretation of developmental screening tools.</p>	<p>Inclusion: A variety of adaptable materials are available in the learning environment <u>and</u> activities are implemented to support at-risk* children and to facilitate the inclusion of children with identified special needs.</p> <p>Clear and explicit intervention strategies and adaptations are based on assessment results and implemented to support at-risk* children and to facilitate the inclusion of children with identified special needs.</p> <p>A monitoring system is implemented to observe and record children's progress and to determine if further assessment is needed.</p> <p>Special Needs Training: Licensee and assistants** (if applicable) have <u>each</u> completed in the past 18 months specialized coursework and professional development trainings that prepares them to work with children with special needs. Training includes administration and interpretation of developmental screens.</p>

* STEP defines **at-risk children** as those who show signs of learning difficulties and struggle to learn.

****Assistants** in family child care homes may fulfill a variety of functions. The standards described in this section apply to Assistants who have regular and direct caregiving responsibilities with participating children and their families.

STEP QUALITY AREA 5: STAFF QUALIFICATIONS AND WORKING CONDITIONS

Quality Assessment Information	Step 1 Beginning Quality	Step 2 Intermediate Quality	Step 3 Good Quality	Step 4 Advanced Quality	Step 5 Excellent Quality
<p>Quality Assessment Method: Portfolio review</p> <p>Quality Rating Outcome: Rating of 1-to-5</p> <p>Additional Notes: Review consist of examining the following elements:</p> <ul style="list-style-type: none"> • Licensed provider's education • Assistant(s)* education • Compensation and staff retention 	<p>Licensed Provider:</p> <ul style="list-style-type: none"> ▪ Has completed 15 hours of health and safety training <u>and</u> ▪ Holds Cardio/Pulmonary Resuscitation (CPR) certification. <p>Assistants*: No qualification requirements for Assistants.</p> <p>Staff Stability: Parents are notified in advance when a substitute provider will be responsible for their children.</p> <p>Working Conditions: Assistants (who are not family members):</p> <ul style="list-style-type: none"> ▪ Receive written job descriptions <u>and</u> ▪ Are paid at least minimum wage. 	<p>Licensed Provider:</p> <ul style="list-style-type: none"> ▪ Holds/has applied for a Child Development Assistant permit. <p>Assistants*:</p> <ul style="list-style-type: none"> ▪ Have completed 15 hours of health and safety training <u>and</u> ▪ Hold current CPR certifications. <p>Staff Stability: The average length of employment for current assistant(s) is at least 12 months.</p> <p>Working Conditions: Assistants (who are not family members):</p> <ul style="list-style-type: none"> ▪ Receive written job descriptions <u>and</u> ▪ Are paid at least minimum wage <u>and</u> ▪ Receive written confirmation of job, salary, and hours. 	<p>Licensed Provider:</p> <ul style="list-style-type: none"> ▪ Holds/has applied for a Child Development Teacher Permit. <p>Assistants* : Meet Step 2 qualifications and either:</p> <ul style="list-style-type: none"> ▪ Have completed 30 hours of ECE training in the past 24 months <u>or</u> ▪ Hold/have applied for a Child Development Assistant Permit <p>Staff Stability: The average length of employment for current assistant(s) is at least 18 months.</p> <p>Working Conditions: Previous step +:</p> <ul style="list-style-type: none"> ▪ Licensee conducts an annual written evaluation of Assistant(s) who are not family members <u>and</u> ▪ Regularly informs all Assistants of training opportunities. 	<p>Licensed Provider:</p> <ul style="list-style-type: none"> ▪ Holds an Associate of Arts (AA) degree in Child Development <u>or</u> ▪ Holds an AA in other field and has completed 24 ECE units <u>or</u> ▪ Holds/has applied for a Child Development Teacher Permit and is accredited by NAFCC. <p>Assistants* : Meet Step 2 qualifications <u>and</u></p> <ul style="list-style-type: none"> ▪ Hold/has applied for a Child Development Assistant Permit <u>and</u> ▪ Have completed 12 hours of child development training in the past 12 months. <p>Staff Stability: The average length of employment for current assistant(s) is at least 24 months.</p> <p>Working Conditions: Previous step +:</p> <ul style="list-style-type: none"> ▪ Professional Growth Plans are in place for Licensee and Assistants (non-family members). 	<p>Licensed Provider:</p> <ul style="list-style-type: none"> ▪ Holds a Bachelor of Arts (BA) degree in ECE <u>or</u> ▪ Holds a BA in another field with at least 12 ECE units. <p>Assistants*: Meet Step 2 qualifications <u>and</u></p> <ul style="list-style-type: none"> ▪ Hold/has applied for Child Development Assistant Permit <u>and</u> ▪ Have completed 21 hours of ECE training in the past 36 months. <p>Staff Stability: The average length of employment for current assistant(s) exceeds 24 months.</p> <p>Working Conditions: Previous step +:</p> <ul style="list-style-type: none"> ▪ Licensee provides professional development training to other child care providers.

***Assistants** in family child care homes may fulfill a variety of functions. The standards described in this section apply to Assistants who have regular and direct caregiving responsibilities with participating children and their families.

STEP QUALITY AREA 6: FAMILY AND COMMUNITY CONNECTIONS

Quality Assessment Information	Step 1 Beginning Quality	Step 2 Intermediate Quality	Step 3 Good Quality	Step 4 Advanced Quality	Step 5 Excellent Quality
<p>Quality Assessment Method: Portfolio review</p> <p>Quality Rating Outcome: Rating of 1-to-5</p> <p>Additional Notes: Review consist of examining the following elements:</p> <ul style="list-style-type: none"> ▪ Having a Parent Handbook ▪ Welcoming families and encouraging their involvement ▪ Communication practices used with families ▪ Supporting family strengths, including improving their understanding of parenting and child development ▪ Facilitating meaningful connections between families and community resources 	<p>Licensee maintains a Parent Handbook, which includes:</p> <ul style="list-style-type: none"> ▪ Admission policy; ▪ Discipline policy; ▪ Notification of parents' rights, including visiting the program; and ▪ Sign-in and out procedures. 	<p>Step 1+:</p> <p>Welcomes families and encourages their involvement:</p> <p>Applies at least 3 strategies from Section A (refer to next page).</p> <p>Establishes intentional communication practices with families:</p> <p>Applies at least 3 strategies from Section B (refer to next page).</p>	<p>Step 1+:</p> <p>Welcomes all families and encourages their involvement:</p> <p>Applies at least 4 strategies from Section A</p> <p>Establishes intentional communication practices with families:</p> <p>Applies at least 4 strategies from Section B.</p> <p>Promotes family strengths, including an understanding of parenting and child development:</p> <p>Applies at least 4 strategies from Section C.</p> <p>Facilitates meaningful connections between families and community resources:</p> <p>Applies at least 4 strategies from Section D.</p>	<p>Step 1+:</p> <p>Welcomes all families and encourages their involvement:</p> <p>Applies at least 5 strategies from Section A</p> <p>Establishes intentional communication practices with families:</p> <p>Applies at least 5 strategies from Section B.</p> <p>Promotes family strengths, including an understanding of parenting and child development:</p> <p>Applies at least 5 strategies from Section C.</p> <p>Facilitates meaningful connections between families and community resources:</p> <p>Applies at least 5 strategies from Section D.</p>	<p>Step 1+:</p> <p>Welcomes all families and encourages their involvement:</p> <p>Applies at least 6 strategies from Section A</p> <p>Establishes intentional communication practices with families:</p> <p>Applies at least 6 strategies from Section B.</p> <p>Promotes family strengths, including an understanding of parenting and child development:</p> <p>Applies at least 6 strategies from Section C.</p> <p>Facilitates meaningful connections between families and community resources:</p> <p>Applies at least 6 strategies from Section D.</p>

STEP QUALITY AREA 6: LIST OF FAMILY AND COMMUNITY CONNECTION STRATEGIES

SECTION A). THE PROVIDER WELCOMES ALL FAMILIES AND ENCOURAGES THEIR INVOLVEMENT BY PROVIDING:

- A1. A comprehensive orientation to all families
- A2. A parent handbook that describes the educational philosophy, policies and procedures of the family child care home
- A3. Written materials in home languages of families
- A4. Communications in home languages of families, including securing adults to translate as needed
- A5. A variety of opportunities for parents to contribute to the family child care home's operation (e.g. read to the children, donate items)
- A6. Materials and activities that incorporate the cultures of enrolled families and the community at large
- A7. An annual group activity for children and their families (e.g. family picnic, potluck)
- A8. Creative strategies to adapt activities and schedules to meet family needs

SECTION B). THE PROVIDER FOSTERS STRONG, RECIPROCAL RELATIONSHIPS WITH FAMILIES BY ESTABLISHING INTENTIONAL COMMUNICATION PRACTICES SUCH AS:

- B1. Utilizing families' preferred communication means
- B2. Being available on a regular basis, to discuss daily occurrences and/or concerns with families
- B3. Offering to meet with each family annually, to discuss their child's progress
- B4. Offering to meet twice a year with each family to discuss their child's progress, and additional parent conferences available by request
- B5. Providing an annual, written developmental report
- B6. Posting and/or distributing calendars of daily schedule and activities
- B7. Using a group information dissemination system, such as a newsletter
- B8. Creating opportunities for families to help shape curriculum and practices

STEP QUALITY AREA 6: LIST OF FAMILY AND COMMUNITY CONNECTION STRATEGIES

SECTION C). THE PROVIDER PROMOTES FAMILY STRENGTHS, INCLUDING AN UNDERSTANDING OF PARENTING AND CHILD DEVELOPMENT, AND FACILITATES SOCIAL CONNECTIONS BY OFFERING:

- C1. Opportunities for mutual support among families
- C2. Opportunities for families to share/exchange books, toys, clothing, etc
- C3. Information and coaching about healthy child growth and development
- C4. To work with families on strategies for creating consistency between home and the program relating to developmentally appropriate practices with children
- C5. Child-specific, home-based activity ideas to families based on child's talents and opportunities for growth
- C6. Opportunities to create family support plans and annual review of such plans (or more often, as needed)
- C7. Information, resources and support for parents to develop their advocacy skills
- C8. Support and encouragement for parents to become better informed primary decision makers for their children

SECTION D). THE PROVIDER FACILITATES MEANINGFUL CONNECTIONS BETWEEN COMMUNITY RESOURCES AND FAMILIES BY:

- D1. Cultivating working relationships with public and community-based services (e.g. health, education, and social services)
- D2. Developing and maintaining a current list of community resources
- D3. Participating in assessment and evaluation meetings with families, such as Individualized Family Service Plan (IFSP), Individualized Education Plan (IEP) meetings
- D4. Initiating discussions about kindergarten at least one year prior to kindergarten entry
- D5. Helping families navigate community resources including linking families to identified liaisons in public and community-based services
- D6. Inviting community programs to share their areas of expertise with staff, parents and children (e.g. library, local artists, police)
- D7. Informing families of relevant, local community events
- D8. Relaying policy changes at local, state or national levels that effect early care and education services to families