

A Guide to Capital Quality



Table of Contents

Overview of the Capital Quality Guide	4
1. A Brief History	4
Glossary of Capital Quality Terms	6
What is Capital Quality?	9
1. Accreditation and Capital Quality	9
Transitioning to Capital Quality	10
1. Capital Quality Implementation Groups	10
1.1 Pilot/Group 2.....	13
1.2 Group 3.....	19
1.3 Group 4.....	23
1.4 Group 5.....	27
2. Updates to Capital Quality Policies and Implementation	29
2.1 Policy Guidance Issued on April 21, 2020.....	29
Capital Quality Frameworks	29
1. Establishing a Facility’s Framework for the Purpose of Calculating a Designation	30
Quality Rating Overview	31
1. Capital Quality Metrics: How is Quality Measured?	31
1.1 <i>ITERS-R Overview</i>	32
1.2 <i>FCCERS-R Overview</i>	33
1.3 <i>CLASS Pre-K Overview</i>	33
2. How are Data Collected?	34
3. Capital Quality Designations	34
4. How is a Capital Quality Rating Calculated?	35
4.1 <i>Capital Quality Rating: Previous and Current Year Calculations</i>	35
4.2 <i>Floors and Targets</i>	36
4.3 <i>Capital Quality Rating by Framework</i>	38
5. Frequency of Rating and Designations	62
6. What Can Initiate a Re-Rating?	62
7. Appeals Process	62
Validation	63
1. Overview	63
2. Validation of Capital Quality Rating and Designation.....	63
2.1 <i>Validation of Capital Quality Profile</i>	63
3. Validation Process.....	64
3.1 <i>Quick Base Application</i>	64
3.2 <i>Authorized Representative</i>	64
3.3 <i>Validation Timeline</i>	65

Continuous Quality Improvement Process	65
1. Quality Facilitators	65
2. Continuous Quality Improvement Plan (CQIP)	66
Capital Quality Profile	66
OSSE Contacts	68
Appendix	69
Implementation and Transition – Business Rules.....	69
<i>Overview</i>	69
<i>Detailed Business Rules by Framework</i>	69

Overview of the Capital Quality Guide

This guide provides an overview of each aspect of Capital Quality, the District of Columbia’s redesigned Quality Rating and Improvement System (QRIS). This guide was developed to give early childhood care and education providers and staff, center directors, child development homes, child development expanded homes, families, policymakers and other stakeholders an understanding of the key components of Capital Quality. Specifically, it includes:

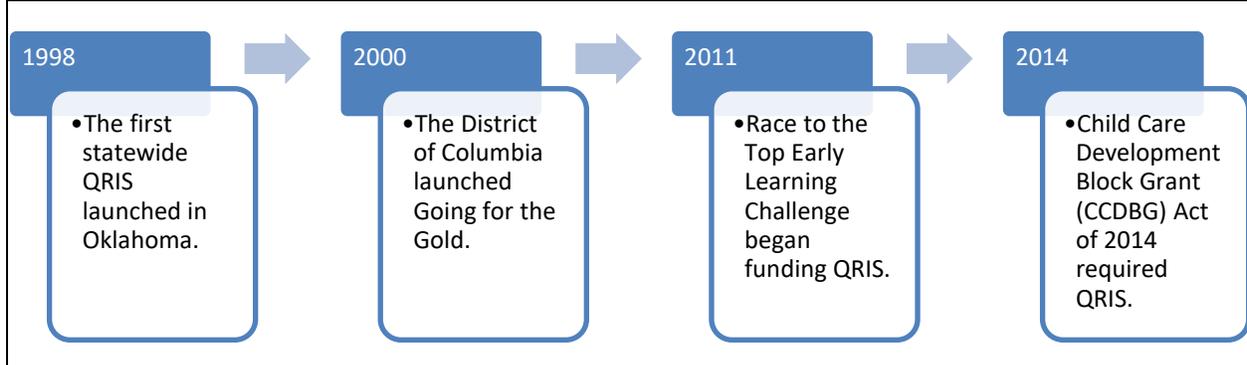
- A brief history of the District’s QRIS and related federal law;
- Definitions of Capital Quality terms;
- A detailed description of the Capital Quality implementation groups and the timelines for adopting the Capital Quality designation, public posting of the provider’s quality profile and the Hold Harmless policy for tiered reimbursement;
- A description of each of the [frameworks](#) (i.e., the type of facility and age group of the children served at each type of facility) and the measures associated with the frameworks;
- A detailed explanation of how each Capital Quality rating is calculated;
- Examples of each framework (e.g., Pre-K only, Infant-Toddler Only) to demonstrate the way in which a Capital Quality rating, based on ratings from two years, translates into a facility’s Capital Quality [designation](#);
- A description of the Capital Quality Validation process and timeline;
- An overview of the continuous quality improvement process—a key component of the QRIS that supports early childhood care and education providers as they continually develop as professionals;
- A description of the ways in which these facility designations are then publicly shared with families and other stakeholders so that they can select the facility that is the best fit for their child and family; and
- A description of implementation and business rules by framework.

1. A Brief History

The District is proud to have made significant investments in early learning, not only through the Pre-K Enhancement and Expansion Act of 2008, which created universal pre-K and sought ways to increase quality through quality grants, but also by becoming an early adopter of the QRIS almost two decades ago. The District began exploring a tiered-rate reimbursement system in 1998, the same year the first statewide QRIS launched in Oklahoma. On June 1, 2000, Going for the Gold was officially launched as the District’s QRIS, based on accreditation and in 2011 the Race to the Top Early Learning Challenge began funding QRIS.

The reauthorization of the Child Care and Development Block Grant (CCDBG) Act of 2014 required QRIS to states and provided the Office of the State Superintendent of Education (OSSE) an opportunity to assess how funds were directed to support its strategic early childhood education goals. The OSSE Division of Early Learning (DEL) has worked to redesign Going for the Gold since 2010.

Fig. 1: QRIS Timeline (Note: The CCDBG specifies specific activities to improve the quality of child care (SEC. 658G.))



Specifically, the CCDBG requires states to:

Develop, implement or enhance a tiered quality rating system for child care providers and services, which may:

- (A) Support and assess the quality of child care providers in the state;
- (B) Build on state licensing standards and other state regulatory standards for such providers;
- (C) Be designed to improve the quality of different types of child care providers and services;
- (D) Describe the safety of child care facilities;
- (E) Build the capacity of state early childhood programs and communities to promote parents' and families' understanding of the state's early childhood system and the ratings of the facilities in which the child is enrolled;
- (F) Provide, to the maximum extent practicable, financial incentives and other supports designed to expand the full diversity of child care options and help child care providers improve the quality of services; and
- (G) Accommodate a variety of distinctive approaches to early childhood education and care, including but not limited to, those practiced in faith-based settings, community-based settings, child-centered settings or similar settings that offer a distinctive approach to early childhood development.

Glossary of Capital Quality Terms

Accreditation: A process, determined by a national accrediting body, to support facilities in providing quality early care and education. National accreditation is a recognizable achievement and is encouraged if facilities are interested.

Capital Quality: The District of Columbia's redesigned QRIS.

Community-Based Organization (CBO): Head Start, Early Head Start or early childhood education facilities operated by a nonprofit, faith-based organization or organization that participates in locally or federally funded early childhood programs.

Continuous Quality Improvement Plan (CQIP): An ongoing documented plan developed by providers with the guidance of quality facilitators to improve processes, operations and quality of services.

Designation: A facilities' level of quality based on points earned –Developing, Progressing, Quality or High-Quality. Each is described in more detail beginning on page 28.

- **Developing:** These facilities meet children's basic health and District safety standards and there is *minimal* evidence that the facility provides a nurturing environment with supportive interactions (e.g., responsive scheduling, warm/positive interactions) that promotes children's cognitive, physical and social-emotional development.
- **Progressing:** These facilities meet children's basic health and District safety standards and there is *adequate* evidence that the facility provides a nurturing environment with supportive interactions (e.g., responsive scheduling, warm/positive interactions) that promotes children's cognitive, physical and social-emotional development.
- **Quality:** These facilities meet children's basic health and District safety standards and there is *good* evidence that the facility provides a nurturing environment with supportive interactions (e.g., scheduling that meets children's needs, warm and positive interactions) that promotes children's cognitive, physical and social-emotional development.
- **High-Quality:** These facilities meet children's basic health and District safety standards and there is *considerable* evidence that the facility provides a nurturing environment with supportive interactions (e.g., scheduling that meets children's needs, warm and positive interactions) that promotes children's cognitive, physical and social-emotional development.

Note: For facilities that do not yet have two years of observation data, they will have the following designation:

- **Preliminary:** These facilities meet children's basic health and District safety standards. This is an initial designation provided to facilities that have just entered the Capital Quality. These facilities are still in the process of being rated to determine their Capital Quality designation of Developing, Progressing, Quality or High-Quality.

Facility: Center, home, expanded home, or other structure that provides care and other services, supervision and guidance for children, infants, and toddlers on a regular basis, regardless of its designated name. Child Development Facility does not include a public or private elementary or secondary school engaged in legally required educational and related functions or a pre-kindergarten education program licensed pursuant to the Pre-K Act.

- **Child Development Center:** A child development facility located in premises other than a dwelling occupied by the operator of the facility serving more than 12 children. This definition encompasses facilities generally known as child care centers, preschools, nursery schools, before- and after-school programs and similar programs and facilities.
- **Child Development Home:** A private residence that provides a child development program for up to six children. Child development home also includes those facilities classified as “expanded child development homes.”
- **Child Development Expanded Home:** A child development home in which child care is provided by two or more caregivers for up to 12 children.

Floor¹: The minimum value for which any points are earned (for all metrics), indicating the minimum level of performance acceptable for a facility to receive points in the Capital Quality rating system.

Framework: The Capital Quality category based on the type of setting (home or center) and the age groups of children served (birth to 5). The framework is then used in combination with the metric and informs the way in which the rating is calculated to determine a Capital Quality designation.

- **Infant and Toddler-Only:** A child development center licensed to serve children from birth to 36 months of age.
- **Preschool Age/Pre-K Only:** A child development center licensed to serve children from 30 to 60 months of age.
- **Birth-to-Five:** A child development center licensed to serve children from birth to 60 months of age.
- **Child Development Homes/Child Development Expanded Homes:** A private residence that provides a child development program for children from birth to 60 months of age. These facilities may serve children up to age 12 in before- and after-school care.

Going for the Gold: The District of Columbia’s first QRIS.

Metric: Instruments or indicators used to assess performance in each area defined, commonly known as measures.

- **Infant/Toddler Environment Rating Scale-Revised (ITERS-R):** Used to conduct observations to assess facility quality in infant and toddler classrooms in child development centers.
- **Family Child Care Environment Rating Scale-Revised (FCCERS-R):** Used to conduct observations

¹ Red text denotes “floor” throughout the document

to assess facility quality in child development homes and child development expanded homes.

- **Classroom Assessment Scoring System (CLASS™):** Used to measure the quality of teacher-child interactions in preschool classroom settings.

Quality Facilitators: The quality facilitators assist the owner, director or designee and his or her leadership team with improving the overall learning environment of the facility. The quality facilitator will be able to support knowledge of assessment metrics, offer training based on the needs of the staff, discuss goals that will be achievable and beneficial and assist in the quality improvement planning and implementation.

Quality Profile: Profiles that provide an overview of each child development facility rated in Capital Quality, including information about a facility's designation, parent/family engagement tools and other important information for families. For more information about the quality profiles, visit My Child Care DC at: <http://mychildcaredc.org/>.

Quality Rating and Improvement System (QRIS): A systemic approach to evaluate, improve and communicate the level of quality in early care and education facilities by awarding quality ratings to facilities that meet a set of defined program standards.

Rating: Refers to the numeric score (0-100) earned each year upon calculating the facility's scores from each of their metrics according to the formula for their framework.

Score: Refers to points earned each year from the metric (e.g., ITERS-R, FCCERS-R, CLASS) for each facility.

Target²: The value at which the maximum points for a metric are earned, indicating the desired level of performance in achieving the stated outcome in the Capital Quality rating system.

Validation: An opportunity for a designated official within each facility to review the observation scores used to calculate the facility's Capital Quality rating and designation; the purpose of which is to review the ratings calculations for accuracy. In addition, there is an opportunity to review other information that will be included in the facility's Capital Quality profile. Validation is a passive process; if no concerns are submitted during the validation time period, OSSE considers the Capital Quality rating, designation and all other information to be final.

² Green text denotes "target" throughout the document

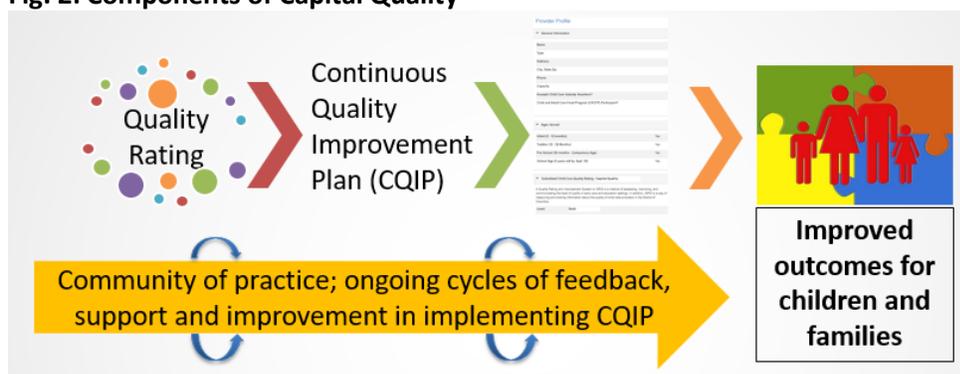
What is Capital Quality?

Capital Quality is the District of Columbia’s redesigned QRIS. A QRIS is a systemic approach to evaluate, improve and communicate the level of quality in early care and education facilities. The five main components are:

- (1) Ensuring and promoting quality standards for facilities and practitioners;
- (2) Aligning supports and infrastructure to meet quality standards;
- (3) Ensuring continuous monitoring of facilities to promote quality;
- (4) Enhancing incentives linked to meeting quality standards; and
- (5) Increasing consumer information to promote public transparency.

OSSE launched Capital Quality in April 2016. Capital Quality has three components: a designation that is determined by the use of research-based metrics, CQIP that is aligned with research-based quality standards and a quality profile to support families in selecting an early care and education setting that best meets their child’s needs (see Fig. 2).

Fig. 2: Components of Capital Quality



The previous QRIS system, Going for the Gold, was based on national accreditation. Although both systems are based on research-based indicators and focus on continuous quality improvement, OSSE recognized the need to update Going for the Gold due to changes in the District’s early childhood and education sector, including the success of universal pre-K, increased enrollment, significant local investments in quality initiatives and the growing body of research that higher-quality facilities are positively associated with young children’s outcomes. Specifically, research has increasingly shown that higher-quality facilities (e.g., safe and nurturing settings, more responsive teachers and staff) are positively associated with young children’s cognitive, behavioral and social-emotional skills.³ Research has shown, however, that the quality of care and education varies considerably across facilities and by facility type. Utilizing a common metric of quality that is specific to each type of early care and education setting (e.g., family child care and center-based care), Capital Quality yields valid and reliable data (using classroom observations from the measures ITERS-R, FCCERS-R and CLASS) that can inform parents, facilities, practitioners and policymakers.

1. Accreditation and Capital Quality

While Going for the Gold was based on accreditation, accreditation will not be part of the Capital Quality rating metrics. However, national accreditation is and will continue to be an effective strategy for providing quality care and education. National accreditation is a recognizable achievement and is

³ Fuller, Kagan, Loeb, & Chang, 2004; Votruba-Drzal, Coley, & Chase-Lansdale, 2004.

encouraged if facilities are interested. The Capital Quality public-facing profile will continue to indicate a facility’s accreditation status.

Transitioning to Capital Quality

In accordance with the newly revised District of Columbia’s Municipal Regulation, Chapter 1, Child Development Facilities: Licensing, Subtitle A of the Title 5, all child development facilities licensed pursuant to this Chapter that accept public funding must participate in OSSE’s redesigned QRIS, or its succeeding tiered-QRIS, within three years from the effective date (December 2016) of this Chapter. All child development facilities licensed pursuant to this Chapter not accepting public funding may choose to voluntarily participate in OSSE’s Capital Quality or its succeeding tiered QRIS.

In accordance with shifts in federal requirements to make facility-specific QRIS information available to parents, the quality profile is posted on My Child Care DC, the District’s consumer website, which allows parents to review and compare the quality of various child development facilities throughout the District and make more informed decisions when deciding where to enroll their child. Though some information (e.g., licensing, hours of operation, accreditation status) has been available to parents since September 2017, the data available through the quality profile will enable parents to more specifically understand the extent to which the early care and education facility promotes children’s health, safety and supportive interactions with teachers and staff.

As of Oct. 1, 2018, the QRIS designations for all licensed, subsidized child development facilities in the District that had been participating in Going for the Gold transitioned to the Capital Quality designations (see Table 1 for transition information). Licensed, subsidized child development facilities that enter Capital Quality after Oct. 1, 2018 do not transition according to the criteria below; policies that affect these facilities are presented on page 23.

Table 1: Transition to Capital Quality

Going for the Gold Tiers	Designations Under Capital Quality
Not Applicable	High-Quality
Gold	Quality
Silver	Progressing
Bronze	Developing

Note: Facilities transitioning to Capital Quality for the first time, after Oct. 1, 2018, will be designated as *Preliminary* until they complete the process of being rated to determine their Capital Quality designation of *Developing*, *Progressing*, *Quality* or *High-Quality*. This includes facilities that newly enter into and maintain a subsidy agreement, facilities that are newly licensed and enter into/maintain a subsidy agreement or facilities that voluntarily participate in Capital Quality.

1. Capital Quality Implementation Groups

There are currently five Capital Quality implementation groups that determine the timeframe for participation. Based on feedback received from providers in 2016, OSSE allowed providers that maintained the Provider Agreement for Subsidized Child Care Services with OSSE under Going for the Gold to self-select the group in which they would like to participate. After the Capital Quality Pilot, providers received an email notification in February 2017 to register for the group of their choice. Providers that did

not sign-up by the deadline were assigned to a group – Group 2, Group 3 or Group 4 – by OSSE. After full implementation of Capital Quality, effective Oct. 1, 2018, all providers that enter into the Provider Agreement for Subsidized Child Care Services with OSSE or voluntarily elect to participate in Capital Quality are assigned to Group 5.

In fall 2019, OSSE calculated the Capital Quality ratings using the appropriate research-based metrics (i.e., ERS and/or CLASS) and determined the corresponding designations for all Capital Quality implementation groups. Furthermore, based on OSSE’s hold harmless policy (see page 11), the rating calculated in fall 2019 and resultant Capital Quality designations, will not lead to a decrease in any facility’s tiered reimbursement rate.

The policies described in this section will remain in effect through 2025.

Depending on when groups transitioned to Capital Quality (i.e., which implementation group: Pilot/Group 2, Group 3, Group 4, Group 5) determines: 1) when facilities must adopt their calculated Capital Quality designation 2) when their facility’s Capital Quality Profile becomes public and 3) when the Hold Harmless policy expires. For Group 4 participants, each of these is also dependent upon whether Group 4 participants transitioned to Capital Quality on or before Oct. 1, 2018 or after Oct. 1, 2018. Each is discussed in detail below.

Designations: Valid for Up to Three Years

Facilities will be observed every year. Each facility’s Capital Quality designation, however, once adopted, is valid for up to three years. This policy is the same for all groups (i.e., Pilot/Group 2, Group 3, Group 4 and Group 5) and is only applicable to designations that are based upon observation data (i.e., ITTERS-R, FCCERS-R and/or CLASS). This policy does **not** apply to designations based upon transitions, either from *Going for the Gold* (e.g., *Gold* → *Quality*, etc.) or for transition designations that are maintained due to the fact that the facility has not yet obtained the two years of valid observation data required to earn a Capital Quality rating and designation.

Impact on Designations Due to Moves in Geographical Location

If a facility changes its license, due to a move in geographical location, in the first or second year of the Capital Quality designation cycle, the facility will maintain its then-current designation until that designation expires or the facility obtains sufficient observation data for a revised Capital Quality rating and designation.

If a facility changes its license, due to a move in geographical location, in the third year of the Capital Quality designation cycle, the facility will maintain its then-current designation until it obtains sufficient observation data for a revised Capital Quality rating and designation.

Note: OSSE reserves the right to revoke a designation at any time due to extenuating circumstances. These circumstances include, but are not limited to, a loss or change in facility license and/or an operation-level change (e.g., a facility changes from an Infant/Toddler Only framework to a Birth-to-Five framework).

My facility has already received a designation valid for three years. What happens when my facility’s designation becomes lower during the three-year time period?

- If a facility’s designation lowers during the three-year timeframe, then the facility’s designation will not change. For example, if a facility has a *Progressing* designation in 2019 and then earns a

Developing designation in 2020, the facility will maintain the higher designation (see Example A below). In that case, the facility’s designation on the public profile would remain as *Progressing* from 2019 to 2021. A new three-year cycle would then begin in 2022 for this facility, as shown in the chart below.

Example A

Year	2019	2020	2021	2022
Yearly Capital Quality Designation	Progressing	Developing	Developing	Developing
Capital Quality Designation on Public Profile	Progressing			Developing
Three-Year Cycle	2019 – 2021			2022+ Note: a new three-year cycle begins

What happens when my facility’s designation becomes higher during the three-year time period?

- If, during the three-year time timeframe, a facility’s Capital Quality designation becomes higher, then the facility’s higher designation will immediately take effect. Once this new designation takes effect, a new three-year cycle begins for that designation. For example, if a facility earns a *Progressing* designation in 2019 and then earns a *Quality* designation in 2020, the facility’s higher designation (i.e., *Quality*) will immediately take effect and a new three-year cycle begins (see Example B below). Although the original three-year cycle spanned from 2019 to 2021, the 3-year cycle changed and now spans from 2020 to 2022 once the facility earned a higher (i.e., *Quality*) designation in 2020.

Example B

Year	2019	2020*	2021
Yearly Capital Quality Designation	Progressing	To be determined	To be determined
Capital Quality Designation on Public Profile	Progressing		
Three-Year Cycle	2019 - 2021		

Year	2019	2020*	2021	2022
Yearly Capital Quality Designation	Progressing	Quality	To be determined	To be determined
Capital Quality Designation on Public Profile	Progressing	Quality		
Three-Year Cycle	2019	2020 - 2022		

***Note:** In 2020, the facility earns a higher designation. Given this, the facility’s higher designation immediately takes effect and begins a new three-year cycle.

The “Hold Harmless” Policy

The Hold Harmless policy ensures that the tiered reimbursement for each of the Capital Quality implementation groups will not be lowered upon initially participating in Capital Quality. If the facility’s designation lowers during the designated timeframe (which varies for each Capital Quality group), then the tiered reimbursement will remain the same (i.e., the facility will not receive a lower reimbursement that would be associated with that lower designation). However, if a facility earns a higher designation the next year, then the facility will receive a higher reimbursement that aligns with the higher designation. Scenarios for each Capital Quality group are provided below.

1.1 Pilot/Group 2

Child development facilities in the pilot entered Capital Quality in April 2016 through March 2017; facilities that maintained the Provider Agreement for Subsidized Child Care Services with OSSE transitioned from Going for the Gold under their current license number and other facilities that voluntarily elected to participate entered Capital Quality. Facilities self-selected or were assigned to participate in Group 2 between March 2017 and December 2017; facilities that maintained the Provider Agreement for Subsidized Child Care Services with OSSE transitioned from Going for the Gold under their current license number and other facilities that voluntarily elected to participate entered Capital Quality. On or

after March 1, 2017, facilities began receiving important supports (e.g., assignment of a quality facilitator, communities of practice) that helped directors and owners improve professional practices essential to achieving and maintaining quality facilities. Quality facilitators assist directors or designees of child development facilities in developing and annually revising their CQIP and facilitate the continuous quality improvement process. Quality facilitators customize technical assistance based on the CQIP, assessment results and the goals of the child development facility.

Adopting the Capital Quality Designation and Public Posting of the Provider's Quality Profile

Following two years of professional development support and engaging with quality facilitators, Pilot/Group 2 facilities must adopt the designation associated with the observations (e.g., ITERS-R, FCCERS-R and/or CLASS) no later than fall 2019. At that time (i.e., fall 2019), the Capital Quality designation based upon observation data will be posted on My Child Care DC (<http://mychildcaredc.org/>) as part of the Quality profile for Pilot and Group 2 facilities.

The "Hold Harmless" Policy and Tiered Reimbursement

The Hold Harmless policy ensures that the tiered reimbursement for Pilot/Group 2 will not be lowered upon initially participating in Capital Quality. If the facility's designation becomes lower for Pilot/Group 2 facilities during the designated timeframe (through fall 2020 and/or when facilities receive designations based upon observation data, whichever comes first), then the tiered reimbursement rates will remain the same (i.e., the facility will not receive a lower reimbursement). However, if a facility earns a higher designation the next year, then the facility will receive a higher reimbursement that aligns with the higher designation.

Pilot/Group 2 facilities that entered into Capital Quality before Dec. 31, 2017 and have a transition designation, but have not yet obtained the two years of valid observation data required to earn a Capital Quality rating and designation, will maintain their transition designation throughout their group's Hold Harmless period OR until the facility has earned an observation-based designation, whichever comes first. In all cases, the Hold Harmless policy will remain in effect until the end of the designated timeframe (i.e., fall 2020) or until the facility adopts the observation based designation, whichever comes first.

Scenarios illustrating different designations and the resulting implications are provided below.

Pilot/Group 2: Example 1

In this example, Facility A was accredited (e.g., National Association for the Education of Young Children (NAEYC) accredited), so they transitioned from Gold tier to Capital Quality with a *Quality* designation upon full implementation of Capital Quality in October 2018. Given this, Facility A's reimbursement rates were aligned with a *Quality* designation.

In fall 2019, Facility A earns a *Progressing* designation and its Capital Quality designation in My Child Care DC (<http://mychildcaredc.org/>) now reflects *Progressing* since all Pilot and Group 2 participants must adopt observation-based designations as of fall 2019. As noted in Table 2, below, the tiered reimbursement rate was initially aligned with the designation that Facility A transitioned into Capital Quality with (i.e., *Quality*). Because of the Hold Harmless policy, the tiered reimbursement continues to align with the *Quality* designation even though the public-facing Capital Quality designation is now *Progressing*.

In fall 2020, for Pilot and Group 2, the Hold Harmless policy is no longer in effect. Given this, in 2020 and all years moving forward, the tiered reimbursement will align with the public-facing designation. In this example, Facility A earns a *Progressing* designation in 2020 and, therefore, receives a tiered reimbursement rate that aligns to *Progressing*.

**Table 2 Facility A
Pilot/Group 2**

Month and Year Designation Posts	October 2018	Fall 2019	Fall 2020	Fall 2021
Capital Quality Designation	Quality	Progressing	Progressing	Progressing
Did the facility adopt the designation?	N/A Transition into Capital Quality	Yes; It is required for all Pilot and Group 2 Participants	N/A	N/A
Capital Quality Profile	Quality*	Progressing	Progressing	Progressing
Tiered Reimbursement Rate	Quality	Quality	Progressing	Progressing
Hold Harmless in Effect?	Yes	Yes	No	No

***Note:** The Quality designation listed on the public profile was based upon transitioning into Capital Quality. In 2019 and all years forward, for Pilot and Group 2, the Capital Quality Profile will be based upon observation data (i.e., ITERS-R, FCCERS-R and/or CLASS). If a facility does not have sufficient observation data, it will maintain the transition designation until two years of valid observation data is obtained or until fall 2020, whichever comes first.

Pilot/Group 2: Example 2

In this example, as noted in Table 3, below, Facility B was **not** accredited (e.g., NAEYC accredited), so they transitioned into Capital Quality with a *Developing* designation in October 2018. Given this, Facility B’s reimbursement rates were aligned with a *Developing* designation.

In 2019, Facility B earns a *Progressing* designation and its Capital Quality designation in My Child Care DC (<http://mychildcaredc.org/>) now reflects *Progressing* since all Pilot and Group 2 participants must adopt observation-based designations as of fall 2019. As noted in Table 3, below, the tiered reimbursement rate was initially aligned with the designation that Facility B transitioned into Capital Quality with (i.e., *Developing*). Because the facility then earns a higher designation, the tiered reimbursement changes to align with the *Progressing* designation. Adopting the observation-based designation in 2019 begins this facility’s three-year designation cycle. As such, this facility’s *Progressing* designation is valid from 2019-2021 until or unless the facility earns a higher designation.

In fall 2020, for Pilot and Group 2, the Hold Harmless policy is no longer in effect. Given this, in 2020 and all years moving forward, the tiered reimbursement will align with the public-facing designation. In this example, Facility B earns a *Progressing* designation in 2020 and, therefore, receives a tiered reimbursement rate that aligns to *Progressing*.

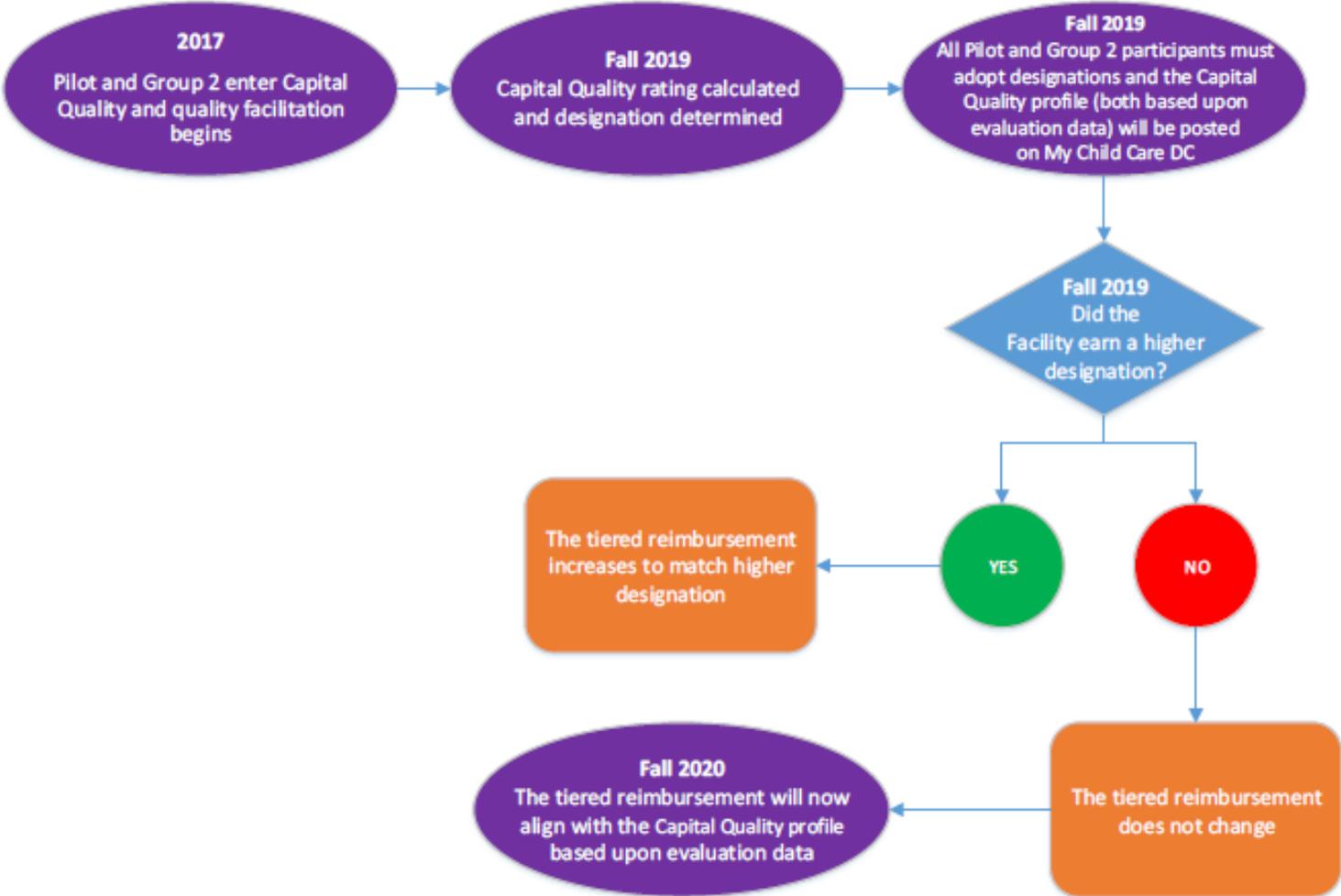
**Table 3: Facility B
Pilot/Group 2**

Month and Year Designation Posts	October 2018	Fall 2019	Fall 2020	Fall 2021
Capital Quality Designation	Developing	Progressing	Progressing	Progressing
Did the facility adopt the designation?	N/A Transition into Capital Quality	Yes; It is required for all Pilot and Group 2 Participants	N/A	N/A
Capital Quality Profile	Developing*	Progressing	Progressing	Progressing
Tiered Reimbursement Rate	Developing	Progressing	Progressing	Progressing
Hold Harmless in Effect?	Yes	Yes	No	No

***Note:** The Developing designation listed on the public profile was based upon transitioning into Capital Quality. In 2019 and all years forward, for Pilot/Group 2, the Capital Quality Profile will be based upon observation data (i.e., ITERS-R, FCCERS-R and/or CLASS). If a facility does not have sufficient observation data, they will maintain the transition designation until two years of valid observation data is obtained or until fall 2020, whichever comes first.

Fig. 3 Pilot/Group 2 Timeline

Pilot and Group 2



1.2 Group 3

Child development facilities self-selected or were assigned to participate in Group 3 between January 2018 and September 2018; facilities that maintained the Provider Agreement for Subsidized Child Care Services with OSSE transitioned from Going for the Gold under their current license number and other facilities that voluntarily elected to participate entered Capital Quality. On or after Jan. 1, 2018, facilities began receiving important supports (e.g., assignment of a quality facilitator) that helped directors and owners improve professional practices essential to achieving and maintaining quality facilities. Quality facilitators assist facility directors or designees of child development facilities in developing and annually revising their CQIP to facilitate the continuous quality improvement process. Quality facilitators customize technical assistance based on the CQIP, assessment results and the goals of the child development facility.

Adopting the Capital Quality Designation and Public Posting of the Quality Profile

Following two years of professional development support and engaging with quality facilitators, Group 3 facilities must adopt the designation associated with the observations (e.g., ITERS-R, FCCERS-R and/or CLASS) no later than fall 2020. At that time (i.e., fall 2020), the Capital Quality designation based upon observation data will be posted on My Child Care DC (<http://mychildcaredc.org/>) as part of the Quality Profile for Group 3 facilities.

The “Hold Harmless” Policy and Tiered Reimbursement

The Hold Harmless policy ensures that the tiered reimbursement for Group 3 will not be lowered upon initially participating in Capital Quality. If the facility’s designation lowers for Group 3 facilities during the designated timeframe (through Fall 2021 and/or when facilities receive when facilities receive designations based upon observation data, whichever comes first), then the tiered reimbursement will remain the same (i.e., the facility will not receive a lower reimbursement). However, if a facility earns a higher designation the next year, then the facility will receive a higher reimbursement that aligns with the higher designation.

Group 3 facilities that entered into Capital Quality in 2018 and have a transition designation, but have not yet obtained the two years of valid observation data required to earn a Capital Quality rating and designation, will maintain their transition designation throughout their group’s Hold Harmless period OR until the facility has earned an observation-based designation, whichever comes first. In all cases, the Hold Harmless policy will remain in effect until the end of the designated timeframe (i.e., fall 2021) or until the facility adopts the observation based designation, whichever comes first.

Scenarios illustrating different designations and the resulting implications are provided below.

Group 3: Example 1

In this example, shown in Table 4 below, Facility C was accredited (e.g., NAEYC accredited), so they transitioned from Gold tier into Capital Quality with a *Quality* designation upon full implementation of Capital Quality in October 2018. Given this, Facility C’s reimbursement rates were aligned with a *Quality* designation.

In fall 2019, Facility C earns a *Progressing* designation. Given the Hold Harmless policy, the facility will maintain the higher designation (i.e., the facility will continue to receive the tiered reimbursement rate that aligns to a *Quality* designation).

In fall 2020, Facility C earns a *Progressing* designation and its Capital Quality designation in My Child Care

DC (<http://mychildcaredc.org/>) now reflects *Progressing* since all Group 3 participants must adopt observation-based designations as of Fall 2020. As noted in Table 4, below, the tiered reimbursement rate was initially aligned with the designation that Facility C transitioned into Capital Quality with (i.e., *Quality*). Because of the Hold Harmless policy, the tiered reimbursement continues to align with the *Quality* designation even though the public-facing Capital Quality designation is now *Progressing*.

In fall 2021, for Group 3, the Hold Harmless policy is no longer in effect. Given this, in 2021 and all years moving forward, the tiered reimbursement will align with the public-facing designation. In this example, Facility C earns a *Progressing* designation in 2021 and, therefore, receives a tiered reimbursement rate that aligns to *Progressing*.

**Table 4: Facility C
Group 3**

Month and Year Designation Posts	October 2018	Fall 2019	Fall 2020	Fall 2021
Capital Quality Designation	Quality	Progressing	Progressing	Progressing
Did the facility adopt the designation?	N/A Transition into Capital Quality	No	Yes; It is now required for all Group 3 Participants	N/A
Capital Quality Profile	Quality*	Quality	Progressing	Progressing
Tiered Reimbursement Rate	Quality	Quality	Quality	Progressing
Hold Harmless in Effect?	Yes	Yes	Yes	No

***Note:** The Quality designation listed on the public profile was based upon transitioning into Capital Quality. In 2020 and all years forward, for Group 3, the Capital Quality Profile will be based upon observation data (i.e., ITERS-R, FCCERS-R and/or CLASS). If a facility does not have sufficient observation data, they will maintain the transition designation until two years of valid observation data is obtained or until fall 2021, whichever comes first.

Group 3: Example 2

In this example, shown in Table 5 below, Facility D was **not** accredited (e.g., NAEYC accredited), so they transitioned from Bronze tier into Capital Quality with a *Developing* designation upon full implementation of Capital Quality in October 2018). Given this, Facility D’s reimbursement rates were aligned with a *Developing* designation.

In 2019, Facility D earns a *Progressing* designation. As noted in Table 5, below, the tiered reimbursement rate was initially aligned with the designation that Facility D transitioned into Capital Quality with (i.e., *Developing*). Because the facility then earns a higher designation in 2019, the tiered reimbursement changes to align with the *Progressing* designation.

Because this facility earns a higher designation in 2019 (compared to its transitional designation) and began receiving tiered reimbursement rates aligned to their facility’s observation data in 2019—sooner than required—this facility’s Capital Quality designation will be posted on the website My Child Care DC (<http://mychildcaredc.org/>) and, for this facility, the Quality Profile will now reflect the *Progressing* designation. Adopting the observation-based designation in 2019 begins this facility’s three-year designation cycle. As such, this facility’s *Progressing* designation is valid from 2019-2021 until or unless the facility earns a higher designation.

In fall 2021, for Group 3, the Hold Harmless policy is no longer in effect. Given this, in 2021 and all years

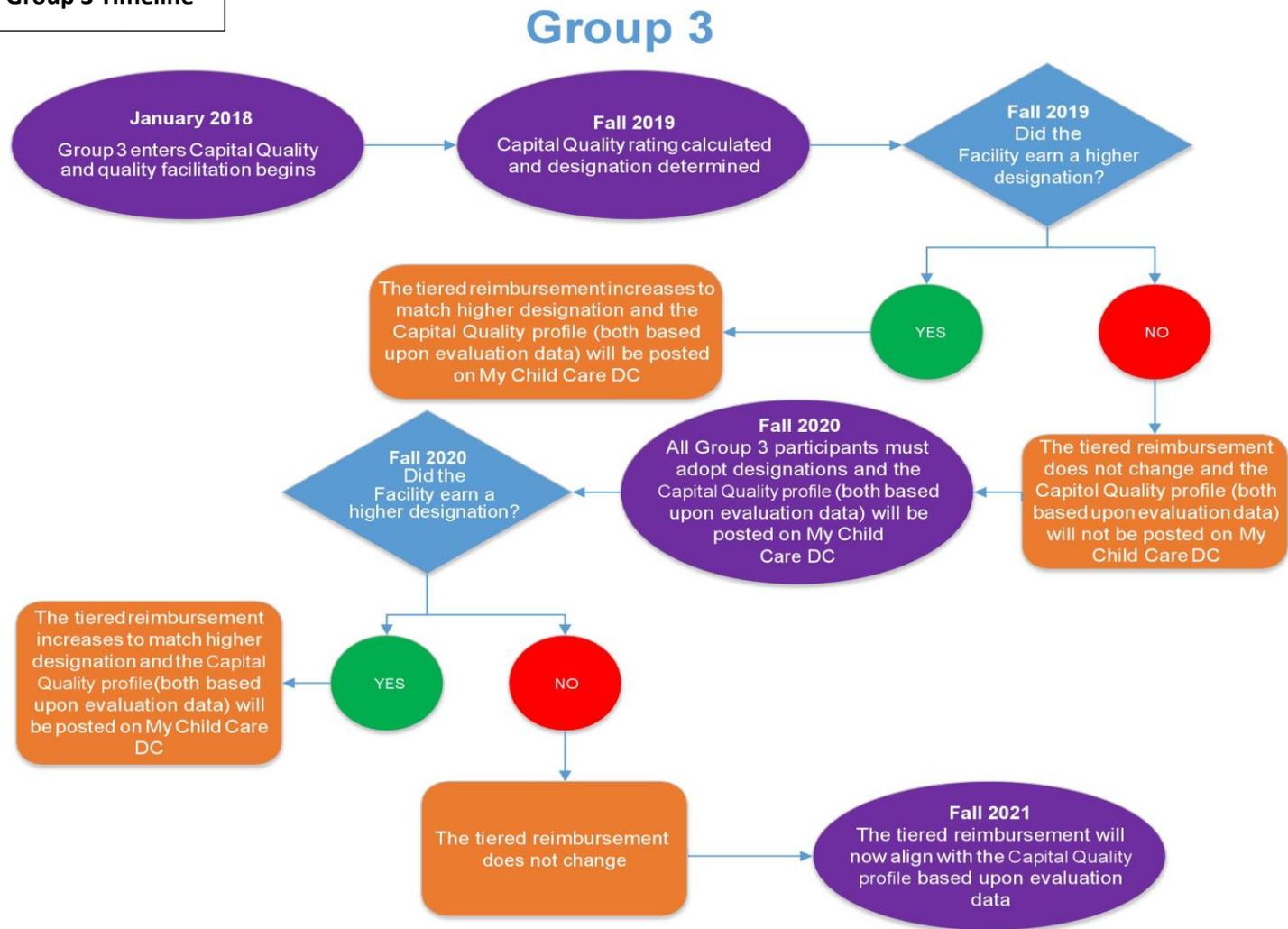
moving forward, the tiered reimbursement will align with the public-facing designation. In this example, Facility D earns a *Progressing* designation in 2021 and, therefore, receives a tiered reimbursement rate that aligns to *Progressing*.

**Table 5: Facility D
Group 3**

Month and Year Designation Posts	October 2018	Fall 2019	Fall 2020	Fall 2021
Capital Quality Designation	Developing	Progressing	Progressing	Progressing
Did the facility adopt the designation?	N/A Transition into Capital Quality	Yes	N/A (Designation is the same)	N/A (Designation is the same)
Capital Quality Profile	Developing*	Progressing	Progressing	Progressing
Tiered Reimbursement Rate	Developing	Progressing	Progressing	Progressing
Hold Harmless in Effect?	Yes	Yes	Yes	No

***Note:** The Developing designation listed on the public profile was based upon transitioning into Capital Quality. In 2019 and all years forward, for Group 3, the Capital Quality Profile will be based upon observation data (i.e., ITERS-R, FCCERS-R and/or CLASS). If a facility does not have sufficient observation data, they will maintain the transition designation until two years of valid observation data is obtained or until fall 2021, whichever comes first.

Fig. 4: Group 3 Timeline



1.3 Group 4

Child development facilities self-selected or were assigned to participate in Group 4 on or before Sept. 30, 2018; facilities that maintained the Provider Agreement for Subsidized Child Care Services with OSSE transitioned from Going for the Gold under their current license number and other facilities that voluntarily elected to participate entered Capital Quality. On or after Jan. 1, 2019, facilities began receiving important supports (e.g., assignment of a quality facilitator) that helped directors and owners improve professional practices essential to achieving and maintaining quality facilities. Quality facilitators assist facility directors or designees of child development facilities in developing and annually revising their CQIP to facilitate the continuous quality improvement process. Quality facilitators customize technical assistance based on the CQIP, assessment results and the goals of the child development facility.

Adopting the Capital Quality Designation and Public Posting of the Quality Profile

Following two years of professional development support and engaging with quality facilitators, Group 4 facilities must adopt the designation associated with the observations (e.g., ITERS-R, FCCERS-R and/or CLASS) no later than fall 2021. At that time (i.e., fall 2021), the Capital Quality designation based upon observation data will be posted on My Child Care DC (<http://mychildcaredc.org/>) as part of the Quality Profile for all Group 4 facilities.

The “Hold Harmless” Policy and Tiered Reimbursement

The Hold Harmless policy ensures that the tiered reimbursement for Group 4 will not be lowered upon initially participating in Capital Quality. If the facility’s designation lowers for Group 4 facilities during the designated timeframe (through fall 2022 and/or when facilities receive designations based upon observation data, whichever comes first), then the tiered reimbursement will remain the same (i.e., the facility will not receive a lower reimbursement). However, if a facility earns a higher designation the next year, then the facility will receive a higher reimbursement that aligns with the higher designation.

Group 4 facilities that maintained the Provider Agreement for Subsidized Child Care Services with OSSE on or before Sept. 30, 2018 and have a transition designation, but have not yet obtained the two years of valid observation data required to earn a Capital Quality rating and designation, will maintain their transition designation throughout their group’s Hold Harmless period OR until the facility has earned an observation-based designation, whichever comes first. In all cases, the Hold Harmless policy will remain in effect until the end of the designated timeframe (i.e., fall 2022) or until the facility adopts the observation-based designation, whichever comes first.

Scenarios illustrating different designations and the resulting implications are provided below.

Group 4: Example 1

In this example, shown in Table 6, below, Facility E was accredited (e.g., NAEYC accredited), so they transitioned from Gold tier into Capital Quality with a *Quality* designation upon full implementation of Capital Quality in October 2018. Given this, Facility E’s reimbursement rates were aligned with a *Quality* designation.

In fall 2019, Facility E does not have enough observation data (i.e., two years) to earn a Capital Quality designation based upon observation data, so they maintain their *Quality* designation that they transitioned into Capital Quality with in October 2018. The facility will continue to receive the tiered reimbursement rate that aligns to a *Quality* designation.

In fall 2020, Facility E earns a *Progressing* designation. Given the Hold Harmless policy, the facility will

maintain the higher designation (i.e., the facility will continue to receive the tiered reimbursement rate that aligns to a *Quality* designation).

In fall 2021, Facility E again earns a *Progressing* designation and its Capital Quality designation in My Child Care DC (<http://mychildcaredc.org/>) now reflects *Progressing* since all Group 4 participants must adopt observation-based designations as of fall 2021 (i.e., once that year’s designations post). As noted in Table 6, below, the tiered reimbursement rate was initially aligned with the designation (i.e., *Quality*) with which Facility E transitioned into Capital Quality. Because of the Hold Harmless policy, the tiered reimbursement continues to align with the *Quality* designation even though the public-facing Capital Quality designation is now *Progressing*.

In fall 2022, for Group 4 participants, the Hold Harmless policy is no longer in effect. Given this, in 2022 and all years moving forward, the tiered reimbursement will align with the public-facing designation. In this example, Facility E earns a *Progressing* designation in 2022 and, therefore, receives a tiered reimbursement rate that aligns to *Progressing*.

**Table 6: Facility E
Group 4**

Month and Year Designation Posts	October 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Capital Quality Designation	Quality	Quality	Progressing	Progressing	Progressing
Did the facility adopt the designation?	N/A Transition into Capital Quality	N/A	No	Yes; It is now required for all Group 4 Participants	N/A
Capital Quality Profile	Quality*	Quality*	Quality*	Progressing	Progressing
Tiered Reimbursement Rate	Quality	Quality	Quality	Quality	Progressing
Hold Harmless in Effect?	Yes	Yes	Yes	Yes	No

***Note:** The Quality designation listed on the public profile was based upon transitioning into Capital Quality. In 2021 and all years forward, for Group 4, the Capital Quality Profile will be based upon observation data (i.e., ITERS-R, FCCERS-R and/or CLASS). If a facility does not have sufficient observation data, they will maintain the transition designation until two years of valid observation data is obtained or until fall 2022, whichever comes first.

Group 4: Example 2

In this example, Facility F was **not** accredited (e.g., NAEYC accredited), so they transitioned from Bronze tier into Capital Quality with a *Developing* designation upon full implementation of Capital Quality in Oct. 2018. Given this, Facility F’s reimbursement rates were aligned with a *Developing* designation.

In 2019, Facility F again earned a *Developing* designation. As noted in Table 7, below, the tiered reimbursement rate was initially aligned with the designation that Facility F transitioned into Capital Quality with (i.e., *Developing*). Given this, Facility F’s reimbursement rates again aligned with a *Developing* designation.

In 2020, however, Facility F earned a *Progressing* designation. As noted in Table 7, below, the tiered reimbursement rate was initially aligned with the designation that Facility F transitioned into Capital Quality with (i.e., *Developing*). Because the facility then earned a higher designation in 2020, the tiered reimbursement changes to align with the *Progressing* designation. Because this facility earned a higher designation in 2020 (compared to its transitional designation) and began receiving tiered reimbursement rates aligned to their facility’s observation data in 2020—sooner than required—this facility’s Capital Quality designation will be posted on the website My Child Care DC (<http://mychildcaredc.org/>) and, for this facility, the Quality Profile will now reflect the *Progressing* designation. Adopting the observation-based designation in 2020 begins this facility’s three-year designation cycle. As such, this facility’s *Progressing* designation is valid from 2020-2023 until or unless the facility earns a higher designation.

In fall 2022, for Group 4 participants, the Hold Harmless policy is no longer in effect. Given this, in 2022 and all years moving forward, the tiered reimbursement will align with the public-facing designation. In this example, Facility F earns a *Quality* designation in 2022 and, therefore, receives a tiered reimbursement rate that aligns to *Quality*.

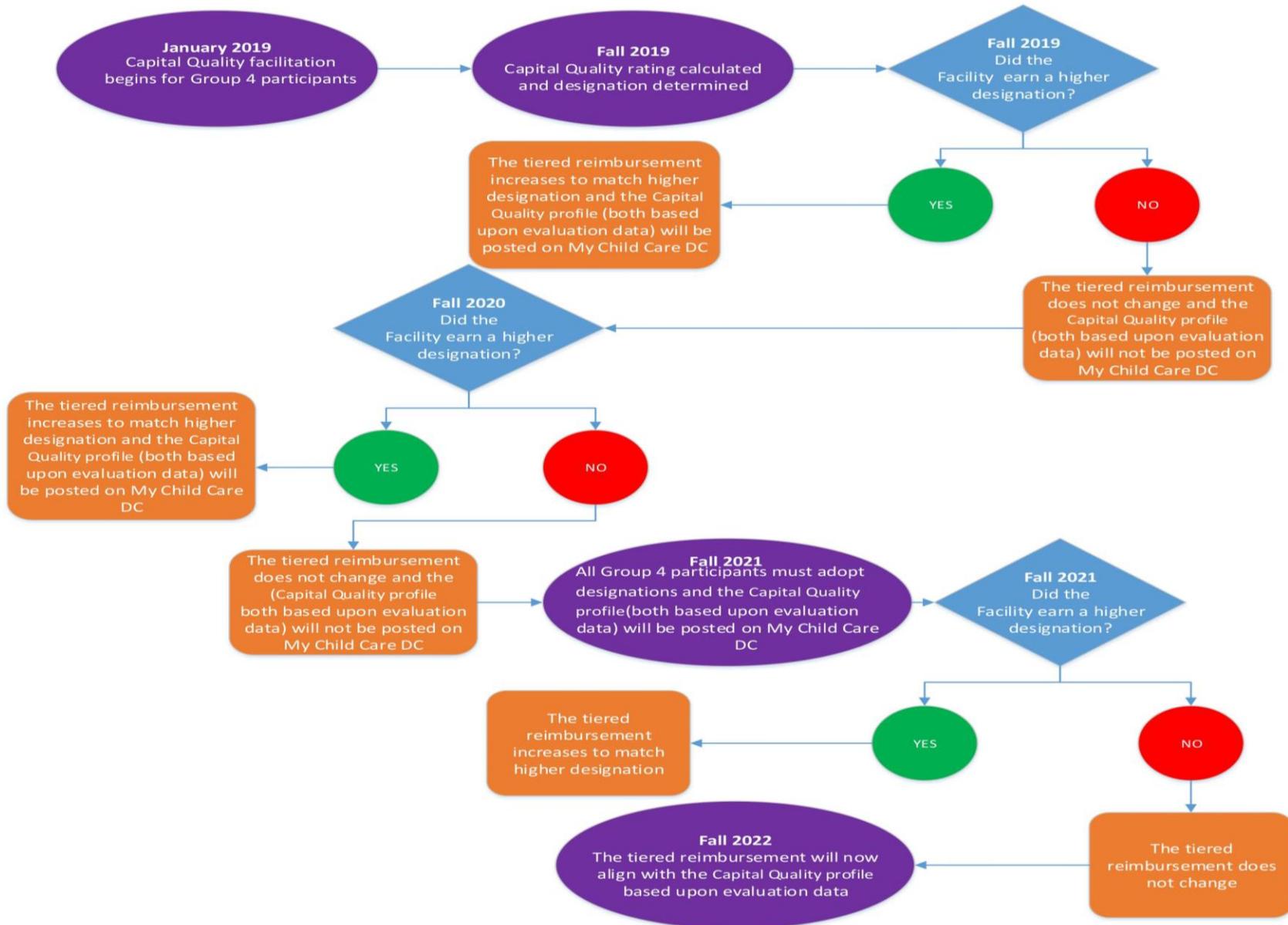
Table 7: Facility F
Group 4

Month/Year Designation Posts	October 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Capital Quality Designation	Developing	Developing	Progressing	Progressing	Quality
Did the facility adopt the designation?	N/A Transition into Capital Quality	N/A	N/A	N/A	N/A; It is now required for all Group 4 Participants
Capital Quality Profile	Developing*	Developing*	Progressing	Progressing	Quality
Tiered Reimbursement	Developing	Developing	Progressing	Progressing	Quality
Hold Harmless in Effect?	Yes	Yes	Yes	Yes	No

***Note:** The Developing designation listed on the public profile was based upon transitioning into Capital Quality. In 2020 and all years forward, for Group 4, the Capital Quality Profile will be based upon observation data (i.e., ITERS-R, FCCERS-R and/or CLASS). If a facility does not have sufficient observation data, they will maintain the transition designation until two years of valid observation data is obtained or until fall 2022, whichever comes first.

Fig. 5: Group 4 Timeline

Group 4



1.4 Group 5

Child development facilities in Group 5 entered into a Provider Agreement for Subsidized Child Care Services with OSSE or voluntarily elected to participate in Capital Quality on or after Oct. 1, 2018, on a rolling basis. On or after Jan. 1, 2019, on a rolling basis, facilities began receiving important supports (e.g., assignment of a quality facilitator, communities of practice) that helped directors and owners improve professional practices essential to achieving and maintaining quality facilities. Quality facilitators assist directors or designees of child development facilities in developing and annually revising their CQIP and facilitate the continuous quality improvement process. Quality facilitators customize technical assistance based on the CQIP, assessment results and the goals of the child development facility.

Group 5: Example 1

In this example, shown in Table 8, below, Facility G entered into Capital Quality after Oct. 1, 2018. Given this, they entered into Capital Quality with a *Preliminary* designation. This facility will maintain the *Preliminary* designation until they have two years of observation data that can inform a Capital Quality designation of *Developing*, *Progressing*, *Quality* or *High-Quality*.

In 2019 and 2020, Facility G maintains a *Preliminary* designation. The facility continues to receive the tiered reimbursement rate that aligns to a *Preliminary* designation.

In 2021, Facility G earns a *Progressing* designation and its Capital Quality designation in My Child Care DC (<http://mychildcaredc.org/>) now reflects *Progressing*. As noted in Table 8, below, the tiered reimbursement rate was initially aligned with the *Preliminary* designation. Because the facility now has a Capital Quality designation based upon observation data (i.e., *Progressing*), the tiered reimbursement is now aligned with the *Progressing* designation and the public-facing Capital Quality designation is now *Progressing* as well.

In June 2022, for Group 5 participants, and all years moving forward, the tiered reimbursement will align with the public-facing designation. In this example, Facility G earns a *Progressing* designation in 2022 and, therefore, receives a tiered reimbursement rate that aligns to *Progressing*.

Table 8: Facility G

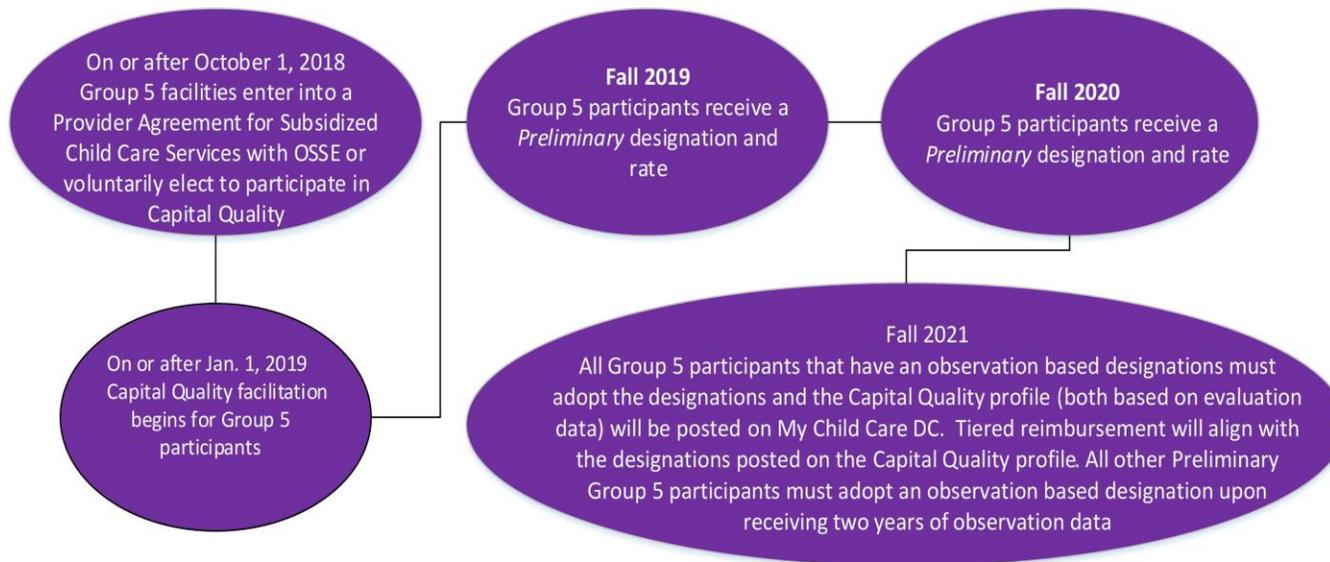
Group 5 – Entered Capital Quality After Oct. 1, 2018

Month and Year Designation Posts	Any Time On or After October 1, 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Capital Quality Designation	Preliminary	Preliminary	Preliminary	Progressing	Progressing
Capital Quality Profile	Preliminary	Preliminary	Preliminary	Progressing	Progressing
Tiered Reimbursement Rate	Preliminary	Preliminary	Preliminary	Progressing	Progressing
Hold Harmless in Effect?	N/A	N/A	N/A	N/A	N/A

*Note: The Hold Harmless policy does not apply to facilities that enter Capital Quality after Oct. 1, 2018.

Fig. 6: Group 5 Timeline

Group 5



2. Updates to Capital Quality Policies and Implementation

As the District’s state education agency (SEA), OSSE reserves the right to issue guidance and updates related to Capital Quality policies and implementation. OSSE will assess any future events that may impact data collection and calculation of Capital Quality ratings and designations, and OSSE will release guidance in a timely manner relative to the available resources and what Capital Quality provisions may allow.

2.1 Policy Guidance Issued on April 21, 2020

Due to the extension of the recommended closure period for child care providers, the Office of the State Superintendent of Education (OSSE) is canceling the Environment Rating Scale (ERS) and Classroom Assessment Scoring System (CLASS) observations for all child care providers for the remainder of the 2019-20 program year.

What does this mean for your designation?

Capital Quality designations will not be calculated in fall 2020. Observations will resume in fall 2020 and the fall 2021 calculations will use the 2018-19 and 2020-21 school year observation data. Additional information for each group is included in the table below. Groups 4 and 5 will maintain their current designation at this time.

Group	Original Timeline	Update
Pilot and Group 2	Tiered reimbursement aligns with the Capital Quality designation in fall 2020.	Timeline remains the same, the designation reflected on My Child Care DC will be the designation at which you are reimbursed beginning Oct. 1, 2020.
Group 3	Quality profile on My Child Care DC reflects the designation calculated in fall 2020 and tiered reimbursement rate reflects the calculated designation in fall 2021.	The designation you are currently reimbursed at will continue for the next fiscal year beginning Oct. 1, 2020. Your designation calculated in fall 2021 will be reflected on My Child Care DC and will align with your reimbursement rate.

Capital Quality Frameworks

Capital Quality is organized into four frameworks based on the type of facility and the age groups of children served by the facility (see Table 9). A multi-site program may have more than one Capital Quality framework based on the age of the children each site serves. For example, a program that has a site in one geographical location that serves infants and toddlers only would be considered an “Infant and Toddler-Only” framework, even if a facility in another location—owned by the same organization—serves preschool age/pre-K only. The framework is determined by the age group of the children served at the facility and the type of setting (i.e., center-based or family-based provider). Given this, each facility receives its own Capital Quality rating and designation.

Table 9: Capital Quality Frameworks

Framework	Description
Infant and Toddler-Only	A child development center licensed to serve children from birth to 36 months of age.
Preschool Age/Pre-K Only	A child development center licensed to serve children from 30 to 60 months of age.
Birth-to-Five	A child development center licensed to serve children from birth to 60 months of age.
Child Development Homes/Child Development Expanded Homes	A private residence, which provides a child development program for children from birth to 60 months of age. These facilities may serve children up to age 12 in before- and after-school care.

1. Establishing a Facility’s Framework for the Purpose of Calculating a Designation

Every licensed child development facility participating in Capital Quality has an established framework. A framework is defined by the age groups of children the facility is authorized to serve as well as the setting type (i.e., center or home) as is documented in the Division of Early Learning License Tool (DELLT). DELLT is the database for where all licensing and compliance information is stored, and therefore, is the database of record for licensing information. Frameworks are established on Sept. 1 of each program year for which observation data are collected.

For the 2019-20 program year, framework determinations were finalized for facilities on Oct. 11, 2019. Frameworks were finalized on this date as updates were made to DELLT that ensured the frameworks were correct. Moving forward, frameworks will be finalized on Sept. 1 of each year.

Determining the Capital Quality Framework

The Capital Quality framework is established using the following data elements, which exist in DELLT and are updated by licensing specialists:

- License Capacity Checkbox
- Facility Type
 - *Note: Changes in licensed capacity between Sept. 1 and Aug. 30 may change a facility’s Capital Quality framework.*

Licensed Capacity: Age Groups

Licensed Capacity data from the facility page in DELLT are used for determining the age groups that the facility is licensed to serve.

- **Data Location:** Facilities page/Under capacities- Labeled “Children To Be Served”
- **Specific Field:** Capacity Checkboxes - These boxes are used to identify the age groups that the facility is authorized to serve based on the limitations of the Certificate of Occupancy (C of O) or Home Occupancy (HOP) and the limitations of the license. The age groups used in these fields are defined in the licensing regulation and are listed below.
 - Infant: 0-12 months
 - Toddler: 12-36 months
 - Preschool: 3-5 years

- School-Age: 5-15 years

Licensed Capacity: Reason for Updates

Licensed capacity checkboxes are updated for the following reasons:

- Facility applies for and receives an amended license to change age groups served outside of its current license limitations; and
- Facility's capacity is restricted for compliance reasons.

Quality Rating Overview

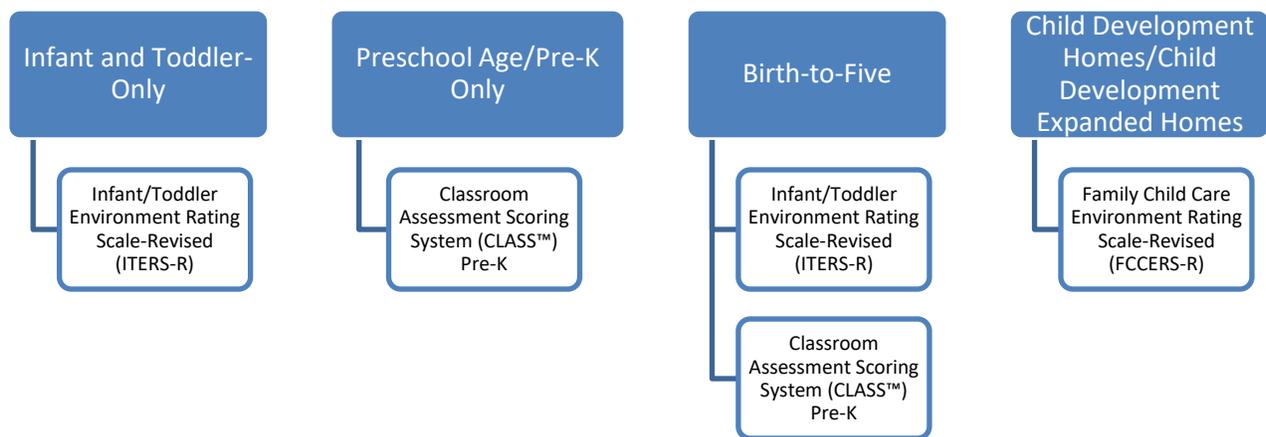
1. Capital Quality Metrics: How is Quality Measured?

Quality is assessed based on the following observation metrics:

- Infant/Toddler Environment Rating Scale-Revised (ITERS-R)
- Family Child Care Environment Rating Scale-Revised (FCCERS-R)
- Classroom Assessment Scoring System (CLASS) Pre-K

The type of framework determines which metrics are used to capture a facility's quality (see Fig. 7). Depending on the type of setting (i.e., center-based or family-based provider) and the age ranges of the children served (e.g., preschool-age only, birth to 5) in the facility, the results of one or more of these measures (CLASS, ITERS-R and/or FCCERS-R) are used to calculate a facility's Capital Quality rating, which translates into a Capital Quality designation.

Fig. 7: Capital Quality Frameworks and Metrics



1.1 ITERS-R Overview

Description

The Infant/Toddler Environment Rating Scale-Revised (ITERS-R) is used to conduct observations to assess facility quality in infant and toddler classrooms in child development centers. ITERS-R items measure the extent to which the early care and education environments promote children’s health and safety and stimulate children through language and activities and warm, supportive interactions with providers during a “typical” day. The ITERS-R metric utilizes six of the seven subscales, which are then used in the calculation of the total score used in the Capital Quality rating:

- i. **Space and Furnishings:** Amount and use of indoor space; gross motor space and equipment; furniture for routine care, play and learning, relaxation and comfort; and room arrangement of indoor space.
- ii. **Personal Care Routines:** Organization and quality of greeting and departing routines, meal/snack routines, nap/rest routines, toileting/diapering processes and health and safety practices.
- iii. **Listening and Talking:** Aspects of staff-child communication used to help children understand and use language, as well as use of books in the classroom.
- iv. **Activities:** Use of materials that support fine motor, active physical play (e.g., blocks, dramatic play, sand and water play), art, music and movement, nature/science, technology, evidence of promotion and acceptance of diversity.
- v. **Interaction:** The quality of the supervision and attention/guidance given to children by the staff during play and learning times.
- vi. **Program Structure:** The extent to which the schedule (e.g., routines and adjusting them as needed) meets the needs of all children, including children with disabilities.
- vii. **Parents and Staff:** Examines the provisions made for parents (e.g., communications about program policies, practices) and the professional and personal needs of the staff (e.g., how staff interact with each other, how staff are supervised and developed).

Each item is scored on a scale of 1 to 7, with higher scores indicating higher quality.

Note: The Parents and Staff subscale scores are not included in the overall Capital Quality rating. Similarly, these scores are not part of the program-level report.

1.2 FCCERS-R Overview

Description

The Family Child Care Environment Rating Scale-Revised (FCCERS-R) is used to conduct observations to assess facility quality in child development homes and child development expanded homes. FCCERS-R items measure the extent to which the early care and education environments promote children’s health and safety and stimulate children through language and activities and warm, supportive interactions with providers during a “typical” day.

The FCCERS-R metric utilizes six of the seven subscales, which are then used in the calculation of the total score used in the Capital Quality rating:

- i. **Space and Furnishings:** Amount and use of indoor space; space arrangement for privacy, gross motor space and equipment; furniture for routine care, play and learning, relaxation and comfort; and room arrangement of indoor space.
- ii. **Personal Care Routines:** Organization and quality of greeting and departing routines, meal/snack routines, nap/rest routines, toileting/diapering processes and health and safety practices.
- iii. **Listening and Talking:** Aspects of provider-child communication used to help children understand and use language, as well as use of books in the classroom.
- iv. **Activities:** Use of materials that support fine motor, active physical play (e.g., blocks, dramatic play, sand and water play), art, music and movement, nature/science, technology, math/ numbers, evidence of promotion and acceptance of diversity.
- v. **Interaction:** The quality of the supervision and attention/guidance given to children by the provider during play and learning times.
- vi. **Program Structure:** The extent to which the schedule (e.g., routines and adjusting them as needed) meets the needs of all children, including children with disabilities.
- vii. **Parents and Provider:** Examines the provisions made for parents (e.g., communications about program policies, practices) and how the provider balances personal and caregiving responsibilities and the opportunities for professional development.

Each item is scored on a scale of 1 to 7, with higher scores indicating higher quality.

Since child development homes and child development expanded homes frequently enroll a wide range of children, this scale is designed to assess facilities serving children from birth through school-age children, up to 12 years of age, including the provider’s own children, if present. Therefore, the FCCERS-R includes items to assess provisions in the environment for a wide age range.

Note: The Parents and Provider subscale scores are not included in the overall Capital Quality rating. Similarly, these scores are not part of the program-level report.

1.3 CLASS Pre-K Overview

Description

The Classroom Assessment Scoring System (CLASS) is a research-based observational metric that measures the quality of teacher-child interactions in preschool classroom settings. The CLASS measure includes multiple (four to six) 30-minute cycles of classroom observations and comprised of three domains, each with its own floor and target:

- i. **Emotional Support:** Captures teachers’ attempts to support children’s social and emotional functioning in the classroom.
- ii. **Classroom Organization:** Measures classroom-level regulation process that take place through the day.

- iii. **Instructional Support:** Captures the way in which teachers effectively support cognitive and language development in their classrooms.

Each domain is comprised of dimensions that are scored on a scale of 1 to 7, with higher scores for each domain indicating higher quality. Fig. 8 shows how the dimensions are organized within each domain.

Fig. 8: CLASS Domains and Dimensions



2. How are Data Collected?

OSSE uses independent contractors (i.e., vendors) to conduct the ITERS-R, FCCERS-R and CLASS observations. Each vendor's data collection process includes a scheduling system, ongoing training and professional development of observers, a detailed project specific protocol and data protection and review measures. These procedures ensure the evaluation is characterized by the highest level of data integrity and transparency for all involved.

To ensure that all data observers are qualified to conduct classroom observations, OSSE follows the certification procedures established by the authors of each metric implemented in Capital Quality. In addition to initial certification, OSSE works with the selected vendors to ensure that data collectors adhere to ongoing reliability checks.

- Each ERS observer holds a current ITERS-R or FCCERS-R certificate in accordance with the Environment Rating Scales Institute (ERSI) at Frank Porter Graham Child Development Institute/University of North Carolina-Chapel Hill.
- Each CLASS observer holds a current CLASS Pre-K certificate through Teachstone.
- Observers are also trained in reporting child abuse and neglect, their role as mandated reporters and maintaining confidentiality and professionalism when conducting classroom observations. Observers have cleared federal background checks and produced proof of a negative tuberculosis screening.

For the most updated information related to data collection protocols (i.e., who is typically observed, when observations take place, length of a typical observation, etc.), please visit the OSSE website: <https://osse.dc.gov/page/capital-quality-qris>.

3. Capital Quality Designations

The scores from each framework's ratings over the course of two years are used to calculate each facility's Capital Quality designation: Developing, Progressing, Quality or High-Quality. Facilities that score below the floor (see section 4.2 Floors and Targets) on **all** included ITERS-R, FCCERS-R or CLASS subscales will be

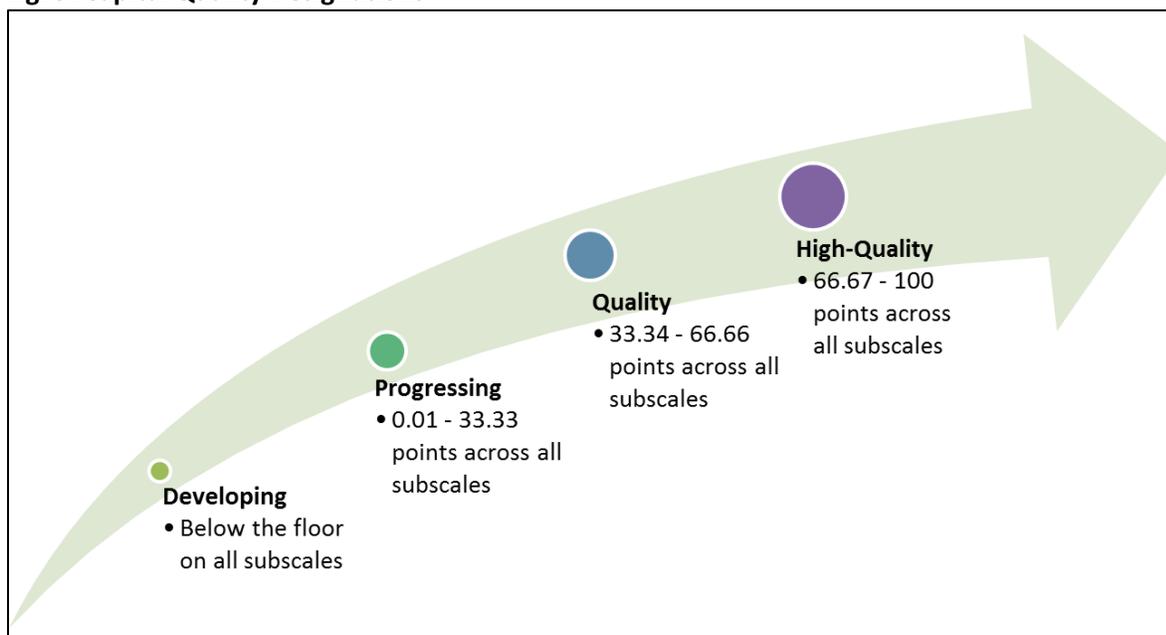
designated as Developing. Facilities that receive a score above the floor on at least **one** included ITERS-R, FCCERS-R or CLASS subscale will be designated as Progressing, Quality or High-Quality based on the total number of points received across all included subscales.

Once calculation of a facility rating is completed (discussed below in *How is a Capital Quality Rating Calculated?*), each facility will be assigned a designation using a 100-point scale:

- **Developing:** Facilities earn below the floor on all subscales.
- **Progressing:** Facilities earn 0.01 to 33.33 of the possible points across all subscales.
- **Quality:** Facilities earn 33.34 to 66.66 of the possible points across all subscales.
- **High-Quality:** Facilities earn at least 66.67 of the possible points across all subscales.

Note: **Preliminary:** Facilities are still in the process of being rated to determine their Capital Quality designation. These facilities do not yet have any points on this 0-100 scale as they do not yet have scores from two years of observation data.

Fig. 9: Capital Quality Designations



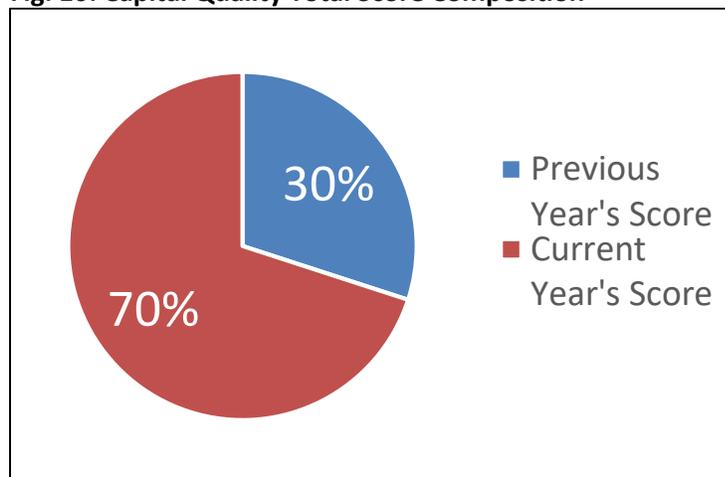
4. How is a Capital Quality Rating Calculated?

4.1 Capital Quality Rating: Previous and Current Year Calculations

In general, when calculating a rating, 70 percent of the score is based on each metric from the current year and 30 percent of the score is based on each metric from the previous year (Fig. 10).

See Appendix on page 68 for variations when there is missing data and the various scenarios that could account for this.

Fig. 10: Capital Quality Total Score Composition



* In some cases, the current year's scores and the previous year's scores will be the two most consecutive program years for which we have valid observation data.

4.2 Floors and Targets

The score for each metric (i.e., ITERS-R, FCCERS-R and CLASS) is calculated separately using the established floors and targets for the metric. A rating is determined using floors, targets and weighting for each Capital Quality metric.

- The **floor** represents the minimum value for which any points are earned (for all metrics), indicating the minimum level of performance acceptable for a facility to receive points in the Capital Quality rating system. (**Note:** Facilities do not receive points for values at or below the floor.)
- The **target** is the value at which the maximum points for a metric are earned, indicating the desired level of performance in achieving the stated outcome in the Capital Quality rating system. (**Note:** Facilities do not receive additional points for values above the target.)
- The last step is calculating a rating according to the formula, which varies for each metric and for each framework. Detailed descriptions are provided in section 4.3.

While ITERS-R and FCCERS-R are designed for use in different settings (i.e., center or child development home), the floor and target scores are the same for both metrics (see Table 10). The floor, indicating minimal quality, is a 3 and the target, indicating good to excellent quality, is a 6 for each of these metrics.

Table 10 shows examples from each of these metrics (i.e., ITERS-R and FCCERS-R) with sample floor and target scores to illustrate the differences in the quality of facilities who score at the lower end, indicating minimal quality (i.e., the floor: scores of 3) compared to facilities who score at the higher end of the score range, indicating good to excellent quality (i.e., the target: scores of 6).

Table 10: ITERS-R and FCCERS-R Floors and Targets

	How Do They Differ?	What Does the Floor Score Represent? Score: 3	What Does the Target Score Represent? Score: 6
ITERS-R	Designed for use in infant and toddler classrooms	Indicated <i>minimal</i> quality	Indicated good to excellent quality
FCCERS-R	Designed for use in family child care settings	<ul style="list-style-type: none"> • Books are in good repair • Occasional smiling, talking, affection with children • Schedule meets the needs of most of the children • Attention is on caregiving • Moderate amount of talking 	<ul style="list-style-type: none"> • Books are set-up for independent and shared use • Frequent interaction that is responsive to child’s mood and needs • Schedule is modified to meet children’s needs • Supervision is individualized • Wide range of vocabulary used/verbal play with children

Each of the three CLASS domains has its own floor and target, which as stated previously, are research-based (see Table 11). The Emotional Support domain floor score is 4.5 and the target score is 6.0. Similarly, the Classroom Organization domain floor score is 4.5 and the target score is 6.0. For the Instructional Support domain, the floor score is 2.0 and the target score is 4.0.

Table 11 shows examples from each of these CLASS Domains (i.e., Emotional Support, Classroom Organization and Instructional Support) with sample floor and target scores to illustrate the differences in the quality of facilities that score at the lower end, indicating minimal quality (i.e., the floor: scores of 4.5 for Emotional Support and Classroom Organization, scores of 2.0 for Instructional Support) compared to facilities that score at the higher end of the score range, indicating good to excellent quality (i.e., the target: scores of 6.0 for Emotional Support and Classroom Organization, scores of 4.0 for Instructional Support).

Table 11: CLASS Floors and Targets

CLASS Domain	What does it measure?	What does the Floor Score represent?	What does the Target Score represent?
Emotional Support	Measures teachers' efforts to support children's social and emotional functioning (e.g., teacher sensitivity, emotional connection)	Score: 4.5 Some evidence that the teachers and children share warm, supportive relationships, yet teachers are only sometimes aware of children who need support or attention	Score: 6.0 Evidence of frequent positive communication between teachers and children; teachers consistently are flexible, go along with child's ideas and organize instruction around child interests
Classroom Organization	Measures classroom-level organization (e.g., behavior management, routines)	Score: 4.5 Some evidence that rules/expectations may be stated clearly, but are inconsistently enforced by the teachers	Score: 6.0 Consistent evidence that teachers are proactive, monitor the classroom effectively to prevent problems from developing; they focus on positives and making use of subtle cues
Instructional Support	Measures the ways in which teachers effectively support cognitive and language development in their classrooms (e.g., language modeling, asking open-ended questions)	Score: 2.0 Evidence that teachers rarely provide scaffolding and ignore problems in understanding; feedback to children is often perfunctory (e.g. yes/no, that's right/wrong)	Score: 4.0 Evidence of occasional use of discussions that promote analysis and reasoning; sometimes feedback loops promote exchanges, other times not

4.3 Capital Quality Rating by Framework

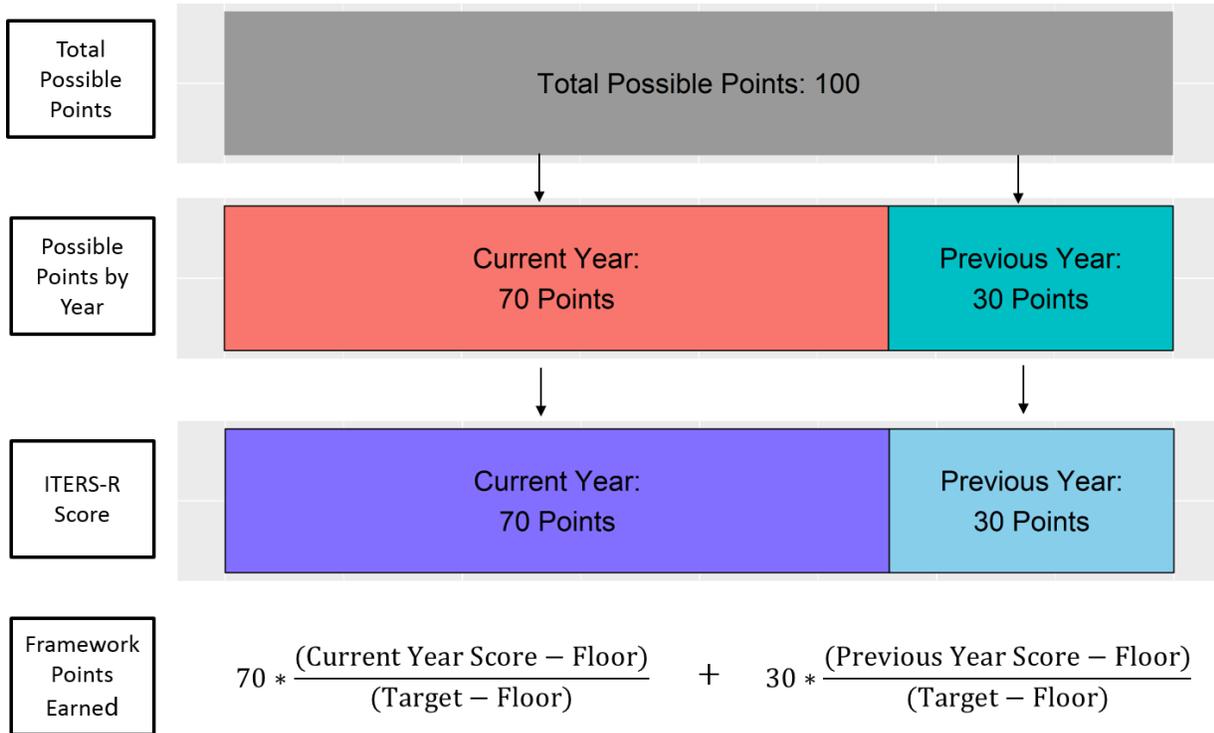
If a program has more than one site, each site receives a separate, single rating. A site's rating may, however, be comprised of more than one metric if the classrooms within a site serve different age groups. For example, a child development center may have a combination of both infant and toddler classrooms and pre-K classrooms (i.e., a *Birth-to-Five* framework). The infant and toddler classrooms are observed and rated using ITERS-R, while the pre-K classrooms are observed and rated using CLASS. The site's Capital Quality rating is calculated by taking the weighted average of the scores for the infant and toddler classrooms and pre-K classrooms. Specifically, this weighted average is calculated based on the number of infant/toddler classrooms and the number of preschool age/pre-K classrooms, given the total number of classrooms serving all age groups. More information is provided throughout this section.

The following sections present Capital Quality rating calculations by framework (i.e., *Infant and Toddler-Only*, *Preschool Age/Pre-K Only*, *Birth-to-Five* and *Child Development Homes/Child Development Expanded Homes*).

A. Infant and Toddler-Only

The Capital Quality rating for the *Infant and Toddler-Only* framework is determined using the total ITERS-R score for the current year (70 percent) and previous year (30 percent) relative to the target and the floor (see Fig. 11).

Fig. 11: Previous and Current Year's Calculation for *Infant and Toddler-Only* Facilities



Using an example facility, Fig. 12 demonstrates how the ITERS-R score translates into a Capital Quality designation.

Fig. 12: Points Calculation (Infant and Toddler-Only)

In this example, this Infant/Toddler-Only facility earned a score of 5.5 for the current year and 5.0 for the previous year on ITERS-R. For ITERS-R, the floor is a 3 and the target is a 6.

Current year's score: 5.5

Previous year's score: 5.0

Target: 6

Floor: 3

The following formula is used to calculate the framework's Capital Quality rating:

Framework Points Earned

$$70 \times \left(\frac{\text{Current Year's Score} - \text{Floor}}{\text{Target} - \text{Floor}} \right) + 30 \times \left(\frac{\text{Previous Year's Score} - \text{Floor}}{\text{Target} - \text{Floor}} \right)$$

To simplify calculating the framework points earned, the current year's points and previous year's points are calculated separately.

$$70 \times \left(\frac{\text{Current Year's Score} - \text{Floor}}{\text{Target} - \text{Floor}} \right)$$

Insert the current year's score (5.5), floor (3) and target (6) into the equation. Then, calculate.

$$70 \times \left(\frac{5.5 - 3}{6 - 3} \right)$$

$$70 \times \left(\frac{2.5}{3} \right) = 58.33$$

$$30 \times \left(\frac{\text{Previous Year's Score} - \text{Floor}}{\text{Target} - \text{Floor}} \right)$$

Insert the previous year's score (5.0), floor (3) and target (6) into the equation. Then, calculate.

$$30 \times \left(\frac{5.0 - 3}{6 - 3} \right)$$

$$30 \times \left(\frac{2}{3} \right) = 20.00$$

Then add the current year's points earned (58.33) and previous year's points (20.00) into the formula to calculate the total number of points earned by this facility.

$$58.33 + 20.00 = 78.33 \text{ points}$$

This rating of 78.33 points translates to a High-Quality designation, meaning this facility would earn a Capital Quality designation of High-Quality.

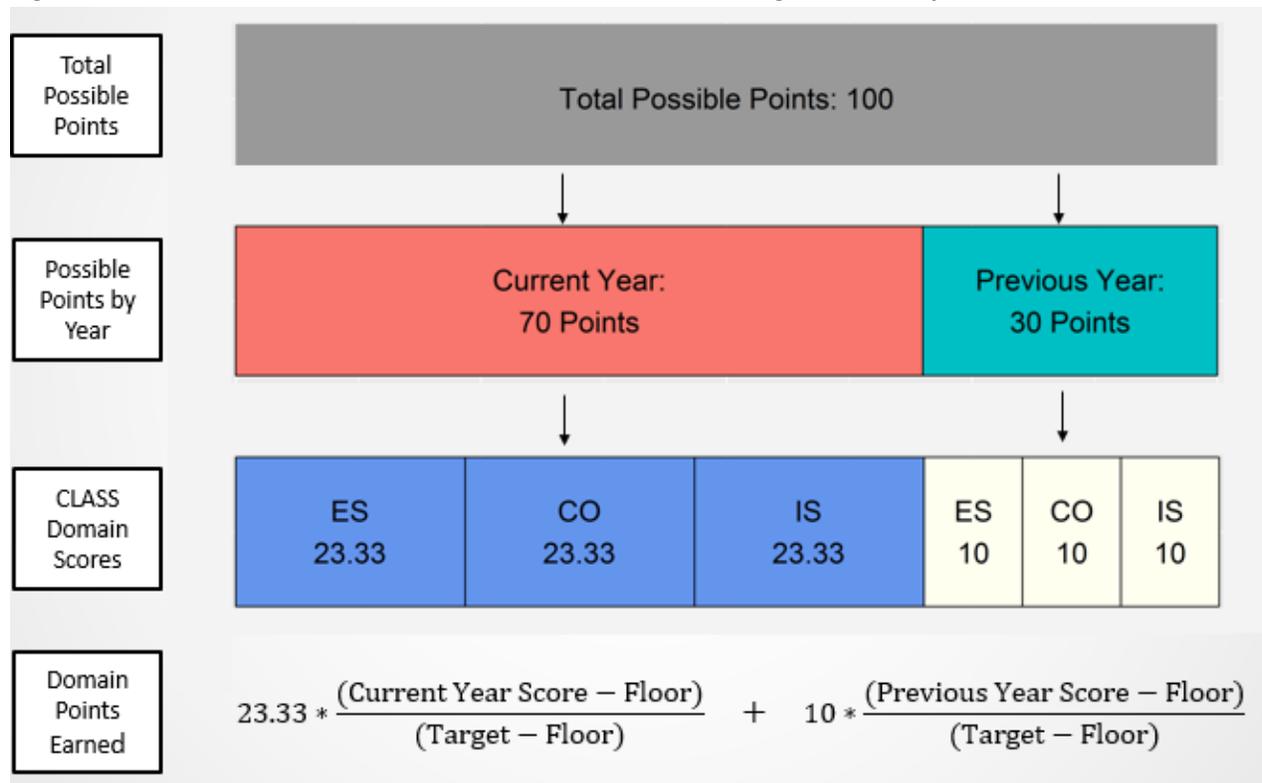
Capital Quality Designation: High-Quality

B. Preschool Age/Pre-K Only

The Capital Quality rating for the *Preschool Age/Pre-K Only* framework is determined using the total CLASS score for the current year (70 percent) and the previous year (30 percent) relative to the target and the floor (see Fig. 13). The possible points by year are calculated using scores from the three CLASS domains: Emotional Support (ES), Classroom Organization (CO) and Instructional Support (IS). The maximum possible points that can be earned for each CLASS domain is 23.33 points for the current year; the maximum possible points that can be earned for each CLASS domain is 10 points for the previous year.

Therefore, each *Preschool Age/Pre-K Only* facility could earn a total of 100 possible points for CLASS across all three domains and across the current and previous year.

Fig. 13: Previous and Current Year's Calculation for Preschool Age/Pre-K Only Facilities



Using an example facility, Fig. 14 demonstrates how the CLASS scores translate into a Capital Quality designation.

Fig. 14: Points Calculation (Preschool Age/Pre-K Only)

Each domain of CLASS has a different floor and target, which is presented in the tables below. In this example, this Preschool Age/Pre-K Only facility's current year's scores are presented in blue and previous year's scores are presented in purple for each CLASS domain.

<p>Emotional Support Current year's score: 5.5 Previous year's score: 5.0</p> <p style="text-align: center;">Target: 6 Floor: 4.5</p>	<p>Classroom Organization Current year's score: 6.1 Previous year's score: 6.3</p> <p style="text-align: center;">Target: 6 Floor: 4.5</p>	<p>Instructional Support Current year's score: 2.56 Previous year's score: 2.0</p> <p style="text-align: center;">Target: 4 Floor: 2</p>
---	--	--

The following formula is used to calculate the points earned in each domain for each year:

Points Earned for Each Domain

$$= 23.33 \times \left(\frac{\text{Current Year's Score} - \text{Floor}}{\text{Target} - \text{Floor}} \right) + 10 \times \left(\frac{\text{Previous Year's Score} - \text{Floor}}{\text{Target} - \text{Floor}} \right)$$

To calculate the framework points earned for CLASS, the current year's points and previous year's points are calculated separately for each domain as illustrated below:

Emotional Support

$23.33 \times \left(\frac{\text{Current Year's Score} - \text{Floor}}{\text{Target} - \text{Floor}} \right)$ $23.33 \times \left(\frac{5.5 - 4.5}{6 - 4.5} \right)$ $23.33 \times \left(\frac{1}{1.5} \right) = 15.55$	$10 \times \left(\frac{\text{Previous Year's Score} - \text{Floor}}{\text{Target} - \text{Floor}} \right)$ $10 \times \left(\frac{5.0 - 4.5}{6 - 4.5} \right)$ $10 \times \left(\frac{0.5}{1.5} \right) = 3.33$
---	--

15.55 + 3.33 = 18.88 points

In this example, the Preschool Age/Pre-K Only facility earns **18.88 points** for Emotional Support.

Classroom Organization

$23.33 \times \left(\frac{\text{Current Year's Score} - \text{Floor}}{\text{Target} - \text{Floor}} \right)$	$10 \times \left(\frac{\text{Previous Year's Score} - \text{Floor}}{\text{Target} - \text{Floor}} \right)$
---	---

$$23.33 \times \left(\frac{6.1 - 4.5}{6 - 4.5} \right)$$

$$23.33 \times \left(\frac{1.6}{1.5} \right) = 24.89$$

24.89 → 23.33 points

$$10 \times \left(\frac{6.3 - 4.5}{6 - 4.5} \right)$$

$$10 \times \left(\frac{1.8}{1.5} \right) = 12.00$$

12.00 → 10.00 points

$$23.33 + 10.00 = \mathbf{33.33 \text{ points}}$$

In this example, the Preschool Age/Pre-K Only facility earns 24.89 points in Classroom Organization in the current year, but the maximum number of points that can be earned in each domain is 23.33 points in the current year. In the previous year, the facility earns 12.00 points in Classroom Organization, but the maximum number of points that can be earned in each domain is 10 points. Therefore, this facility earns the total possible points for the Classroom Organization domain for each year, earning a total of 33.33 points.

Instructional Support

$$23.3 \times \left(\frac{\text{Current Year's Score} - \text{Floor}}{\text{Target} - \text{Floor}} \right)$$

$$23.33 \times \left(\frac{2.56 - 2}{4 - 2} \right)$$

$$23.33 \times \left(\frac{0.56}{2} \right) = \mathbf{6.53}$$

$$10 \times \left(\frac{\text{Previous Year's Score} - \text{Floor}}{\text{Target} - \text{Floor}} \right)$$

$$10 \times \left(\frac{2.0 - 2}{4 - 2} \right)$$

$$10 \times \left(\frac{0}{2} \right) = \mathbf{0}$$

$$\mathbf{6.53 + 0 = 6.53 \text{ points}}$$

This facility earns **6.53** points for Instructional Support.

In the last step, the points earned from each CLASS, domain are combined and the Capital Quality rating is calculated as follows:

Emotional Support		Classroom Organization		Instructional Support
18.88 points	+	33.33 points	+	6.53 points
= 58.74 points				

This rating of 58.74 points translates to a Quality designation, meaning this facility would earn a Capital Quality designation of Quality.

Capital Quality Designation: Quality

C. Birth-to-Five Facilities

The Capital Quality rating for the *Birth-to-Five* framework is determined using the CLASS and ITERS-R metrics for the current year and previous year, relative to the targets and floors. As with every other Capital Quality framework (e.g., Infant/Toddler-Only, Child Development Home), the rating is comprised of 70 percent of the current year's scores and 30 percent of the previous year's scores. What makes this framework's ratings calculation unique, however, is that the total number of possible points allocated for each year for each metric is based on the number of pre-K and infant/toddler classrooms served. If a facility has more pre-K classrooms than infant/toddler classrooms, then its Capital Quality rating will be weighted more heavily by CLASS. If a facility has more infant/toddler classrooms than pre-K classrooms, then its Capital Quality rating will be weighted more heavily by ITERS-R.

Birth-to-Five Facilities with Stable Classroom Composition: Two Types of Classroom Observations in Each Year During a Two-Year Rating Period

Using an example facility with stable classroom composition (i.e., the same number and type of classrooms during the two-year rating time period), Fig. 15 demonstrates how CLASS and ITERS-R scores translate into a Capital Quality designation.

Fig. 15: Points Calculation for Birth-to-Five with Stable Classroom Composition

In this example, this Birth-to-Five facility has two infant/toddler classrooms observed with ITERS-R and four preschool/pre-K classrooms observed with CLASS. This Birth-to-Five facility's current year's scores are presented in blue and previous year's scores are presented in purple.

To calculate the Capital Quality rating, start by calculating the ITERS-R portion of the rating for each year. In this example, the facility earned the following scores:

ITERS-R	
Current year's score:	5.5
Previous year's score:	5.0
Target:	6
Floor:	3

The following formula is used to calculate the points earned for Infant/Toddler Classrooms observed with ITERS-R:

$$\text{Points Earned for Infant/Toddler Classrooms} = 70 \times \left(\frac{\text{Current Year's Score} - \text{Floor}}{\text{Target} - \text{Floor}} \right) + 30 \times \left(\frac{\text{Previous Year's Score} - \text{Floor}}{\text{Target} - \text{Floor}} \right)$$

To calculate the framework points earned for Infant/Toddler Classrooms with ITERS-R, the current year's points and previous year's points can be calculated separately as illustrated below:

Insert the current year's score (5.5), floor (3) and target (6) into the equation. Then, calculate.

$$70 \times \left(\frac{5.5 - 3}{6 - 3} \right)$$

$$70 \times \left(\frac{2.5}{3} \right) = 58.33$$

Insert the previous year's score (5.0), floor (3) and target (6) into the equation. Then, calculate.

$$30 \times \left(\frac{5.0 - 3}{6 - 3} \right)$$

$$30 \times \left(\frac{2.0}{3} \right) = 20.00$$

Current Year ITERS-R Points Earned: 58.33
Previous Year ITERS-R Points Earned: 20.00

Next, the CLASS portion of the rating is calculated for each domain and for each year. The possible points by year are calculated using scores from the three CLASS domains: Emotional Support (ES), Classroom Organization (CO) and Instructional Support (IS). The maximum possible points that can be earned for each CLASS domain is 23.33 points for the current year; the maximum possible points that can be earned for each CLASS domain is 10 points for the previous year.

Therefore, each birth-to-five facility could earn a total of 100 possible points for CLASS across all three domains and across the current and previous year.

Each domain of CLASS has a different floor and target, which is presented in the tables below. In this example, the facility earned the following scores:

Emotional Support	Classroom Organization	Instructional Support
Current year's score: 5.0 Previous year's score: 4.8	Current year's score: 4.4 Previous year's score: 4.0	Current year's score: 2.56 Previous year's score: 2.0
Target: 6 Floor: 4.5	Target: 6 Floor: 4.5	Target: 4 Floor: 2

The following formula is used to calculate the points earned in each domain of CLASS:

$$\text{Points Earned for Preschool Age/Pre-K Classrooms}$$

$$= 23.33 \times \left(\frac{\text{Current Year's Score} - \text{Floor}}{\text{Target} - \text{Floor}} \right) + 10 \times \left(\frac{\text{Previous Year's Score} - \text{Floor}}{\text{Target} - \text{Floor}} \right)$$

To calculate the framework points earned for CLASS, the current year's points and previous year's points are calculated separately for each domain as illustrated below:

Emotional Support

Insert the current year's score (5.0), floor (4.5) and target (6) into the equation. Then, calculate.

$$23.33 \times \left(\frac{\text{Current Year's Score} - \text{Floor}}{\text{Target} - \text{Floor}} \right)$$

$$23.33 \times \left(\frac{5.0 - 4.5}{6 - 4.5} \right)$$

$$23.33 \times \left(\frac{0.5}{1.5} \right) = 7.78$$

Insert the previous year's score (4.8), floor (4.5) and target (6) into the equation. Then, calculate.

$$10 \times \left(\frac{\text{Previous Year's Score} - \text{Floor}}{\text{Target} - \text{Floor}} \right)$$

$$10 \times \left(\frac{4.8 - 4.5}{6 - 4.5} \right)$$

$$10 \times \left(\frac{0.3}{1.5} \right) = 2.00$$

Current Year CLASS Emotional Support Points Earned: 7.78
Previous Year CLASS Emotional Support Points Earned: 2.00

Classroom Organization

Insert the current year's score (4.4), floor (4.5) and target (6) into the equation. Then, calculate.

$$23.33 \times \left(\frac{\text{Current Year's Score} - \text{Floor}}{\text{Target} - \text{Floor}} \right)$$

$$23.33 \times \left(\frac{4.4 - 4.5}{6 - 4.5} \right)$$

$$23.33 \times \left(\frac{-0.1}{1.5} \right) = -1.56$$

-1.56 → **0 points**

Insert the previous year's score (4.0), floor (4.5) and target (6) into the equation. Then, calculate.

$$10 \times \left(\frac{\text{Previous Year's Score} - \text{Floor}}{\text{Target} - \text{Floor}} \right)$$

$$10 \times \left(\frac{4.0 - 4.5}{6 - 4.5} \right)$$

$$10 \times \left(\frac{-0.5}{1.5} \right) = -3.33$$

-3.33 → **0 points**

A facility cannot earn points when they score below the floor, so this facility earns 0 points for the current year and 0 points for the previous year for Classroom Organization.

Current Year CLASS Classroom Organization Points Earned: 0
Previous Year CLASS Classroom Organization Points Earned: 0

Instructional Support

Insert the current year's score (2.56), floor (2) and target (4) into the equation. Then, calculate.

$$23.33 \times \left(\frac{\text{Current Year's Score} - \text{Floor}}{\text{Target} - \text{Floor}} \right)$$

$$23.33 \times \left(\frac{2.56 - 2}{4 - 2} \right)$$

$$23.33 \times \left(\frac{0.56}{2} \right) = 6.53$$

Insert the previous year's score (2.0), floor (2) and target (4) into the equation. Then, calculate.

$$10 \times \left(\frac{\text{Previous Year's Score} - \text{Floor}}{\text{Target} - \text{Floor}} \right)$$

$$10 \times \left(\frac{2.0 - 2}{4 - 2} \right)$$

$$10 \times \left(\frac{0}{2} \right) = 0$$

Current Year CLASS Instructional Support Points Earned: 6.53

Previous Year CLASS Instructional Support Points Earned: 0

In the next step, the points earned from each CLASS domain are combined to calculate the total current year CLASS points and total previous year CLASS points:

Current Year Emotional Support 7.78 points +	Current Year Classroom Organization 0 points +	Current Year Instructional Support 6.53 points
--	--	--

= 14.31 points

Previous Year Emotional Support 2.00 points +	Previous Year Classroom Organization 0 points +	Previous Year Instructional Support 0 points
---	---	--

= 2.00 points

Current Year CLASS Points Earned: 14.31

Previous Year CLASS Points Earned: 2.00

Weighting Points Earned Based on Classroom Composition in the Birth-to-Five Facility

The final step in calculating this Birth-to-Five facility's rating is to combine the facility's points earned from the ITERS-R scores and the points earned from the CLASS scores and "weight" them by the proportion of infant/toddler and preschool/pre-K classrooms served in the facility.

In this example, during both the current and previous years, the classroom composition at this facility includes two infant/toddler classrooms that were observed by ITERS-R and four preschool/pre-K classrooms that were observed by CLASS; there is a total of six classrooms that have observations.

	Infant/Toddler Classrooms		Preschool/Pre-K Classrooms	
	Current Year	Previous Year	Current Year	Previous Year
Number of Classrooms of this Type	2	2	4	4
Total Number of Classrooms in the Facility	6	6	6	6
Proportion of Classrooms of this Type	$\frac{2}{6}$	$\frac{2}{6}$	$\frac{4}{6}$	$\frac{4}{6}$

In this example, two of the six classrooms in the facility are infant/toddler classrooms that were observed by ITERS-R in each year, so the ITERS-R total points earned in the Current Year Points (58.33) are multiplied by the proportion ($\frac{2}{6}$) of infant/toddler classrooms that have ITERS-R observations and the Previous Year Points (20.00) are multiplied by the proportion ($\frac{2}{6}$) of infant/toddler classrooms that have ITERS-R observations. This is then added together, resulting in 26.11 ITERS-R points.

$$\left(\left(\begin{array}{c} \text{Current Year} \\ \text{Points} \end{array} \right) \times \left(\begin{array}{c} \text{Current Year} \\ \text{Classroom Proportion} \end{array} \right) \right) + \left(\left(\begin{array}{c} \text{Previous Year} \\ \text{Points} \end{array} \right) \times \left(\begin{array}{c} \text{Previous Year} \\ \text{Classroom Proportion} \end{array} \right) \right)$$

$$\left(58.33 \times \left(\frac{2}{6} \right) \right) + \left(20.00 \times \left(\frac{2}{6} \right) \right)$$

$$19.44 + 6.67 = 26.11$$

Weighted ITERS-R Points Earned: 26.11

In this example, four of the six classrooms in the facility are preschool/pre-K classrooms that were observed by CLASS in each year, so the CLASS total points earned in the Current Year Points (14.31) are multiplied by the proportion ($\frac{4}{6}$) of preschool/pre-K classrooms that have CLASS observations and the Previous Year Points (2.00) are multiplied by the proportion ($\frac{4}{6}$) of preschool/pre-K classrooms that have CLASS observations. This is then added together, resulting in 10.87 CLASS points.

$$\left(\left(\begin{array}{c} \text{Current Year} \\ \text{Points} \end{array} \right) \times \left(\begin{array}{c} \text{Current Year} \\ \text{Classroom Proportion} \end{array} \right) \right) + \left(\left(\begin{array}{c} \text{Previous Year} \\ \text{Points} \end{array} \right) \times \left(\begin{array}{c} \text{Previous Year} \\ \text{Classroom Proportion} \end{array} \right) \right)$$

$$\left(14.31 \times \left(\frac{4}{6} \right) \right) + \left(2.00 \times \left(\frac{4}{6} \right) \right)$$

$$9.54 + 1.33 = 10.87$$

Weighted CLASS Points Earned: 10.87

Finally, the weighted points earned from ITERS-R (26.11 points) and the weighted points earned from CLASS (10.87 points) are added together for a total of 36.98 points.

$$\left(\begin{array}{c} \text{Weighted ITERS-R} \\ \text{Points Earned} \end{array} \right) + \left(\begin{array}{c} \text{Weighted CLASS} \\ \text{Points Earned} \end{array} \right)$$

$$26.11 + 10.87 = 36.98$$

Capital Quality Rating: 36.98

This rating of 36.98 points translates to a Quality designation, meaning this facility would earn a Capital Quality designation of Quality.

Capital Quality Designation: Quality

Birth-to-Five Facilities with Changing Classroom Composition: Two Types of Classroom Observations in Each Year During a Two-Year Rating Period

Using an example facility with changing classroom composition (i.e., a facility with a different number and type of classrooms during a two-year rating period), Fig. 16 demonstrates how CLASS and ITERS-R scores translate into a Capital Quality designation.

Fig. 16: Points Calculation for Birth-to-Five with Changing Classroom Composition

In this example, this Birth-to-Five facility has two infant/toddler classrooms observed with ITERS-R and four preschool/pre-K classrooms observed with CLASS in the current year. This Birth-to-Five facility's current year's scores are presented in blue.

In the previous year, this Birth-to-Five facility has three infant/toddler classrooms observed with ITERS-R and three preschool/pre-K classrooms observed with CLASS. This facility's previous year's scores are presented in purple.

To calculate the Capital Quality rating, start by calculating the ITERS-R portion of the rating for each year. In this example, the facility earned the following scores:

<p>ITERS-R</p> <p>Current year's score: 5.0</p> <p>Previous year's score: 4.8</p> <p>Target: 6</p> <p>Floor: 3</p>

The following formula is used to calculate the points earned for Infant/Toddler Classrooms observed with ITERS-R:

$$\text{Points Earned for Infant/Toddler Classrooms} = 70 \times \left(\frac{\text{Current Year's Score} - \text{Floor}}{\text{Target} - \text{Floor}} \right) + 30 \times \left(\frac{\text{Previous Year's Score} - \text{Floor}}{\text{Target} - \text{Floor}} \right)$$

To calculate the framework points earned for Infant/Toddler Classrooms with ITERS-R, the current year's points and previous year's points are calculated separately as illustrated below:

<p>Insert the current year's score (5.0), floor (3) and target (6) into the equation. Then, calculate.</p> $70 \times \left(\frac{5.0 - 3}{6 - 3} \right)$ $70 \times \left(\frac{2.0}{3} \right) = 46.67$	<p>Insert the previous year's score (5.0), floor (3) and target (6) into the equation. Then, calculate.</p> $30 \times \left(\frac{4.8 - 3}{6 - 3} \right)$ $30 \times \left(\frac{1.8}{3} \right) = 18.00$
<p>Current Year ITERS-R Points Earned: 46.67</p> <p>Previous Year ITERS-R Points Earned: 18.00</p>	

Next, the **CLASS** portion of the rating is calculated for each domain and for each year. The possible points by year are calculated using scores from the three CLASS domains: Emotional Support (ES), Classroom Organization (CO) and Instructional Support (IS). The maximum possible points that can be earned for each CLASS domain is 23.33 points for the current year; the maximum possible points that can be earned for each CLASS domain is 10 points for the previous year.

Therefore, each birth-to-five facility could earn a total of 100 possible points for CLASS across all three domains and across the current and previous year.

Each domain of CLASS has a different floor and target, which is presented in the tables below. In this example, the facility earned the following scores:

<p>Emotional Support Current year's score: 5.5 Previous year's score: 5.1</p> <p>Target: 6 Floor: 4.5</p>	<p>Classroom Organization Current year's score: 5.0 Previous year's score: 5.0</p> <p>Target: 6 Floor: 4.5</p>	<p>Instructional Support Current year's score: 2.0 Previous year's score: 1.8</p> <p>Target: 4 Floor: 2</p>
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The following formula is used to calculate the points earned in each domain of CLASS:

Points Earned for Preschool Age/Pre-K Classrooms

$$= 23.33 \times \left(\frac{\text{Current Year's Score} - \text{Floor}}{\text{Target} - \text{Floor}} \right) + 10 \times \left(\frac{\text{Previous Year's Score} - \text{Floor}}{\text{Target} - \text{Floor}} \right)$$

To calculate the framework points earned for CLASS, the current year's points and previous year's points are calculated separately for each domain as illustrated below:

Emotional Support

Insert the current year's score (5.5), floor (4.5) and target (6) into the equation. Then, calculate.

$$23.33 \times \left(\frac{\text{Current Year's Score} - \text{Floor}}{\text{Target} - \text{Floor}} \right)$$

$$23.33 \times \left(\frac{5.5 - 4.5}{6 - 4.5} \right)$$

$$23.33 \times \left(\frac{1.0}{1.5} \right) = 15.55$$

Insert the previous year's score (5.1), floor (4.5) and target (6) into the equation. Then, calculate.

$$10 \times \left(\frac{\text{Previous Year's Score} - \text{Floor}}{\text{Target} - \text{Floor}} \right)$$

$$10 \times \left(\frac{5.1 - 4.5}{6 - 4.5} \right)$$

$$10 \times \left(\frac{0.6}{1.5} \right) = 4.00$$

Current Year CLASS Emotional Support Points Earned: 15.55

Previous Year CLASS Emotional Support Points Earned: 4.00

Classroom Organization

Insert the current year's score (5.0), floor (4.5) and target (6) into the equation. Then, calculate.

$$23.33 \times \left(\frac{\text{Current Year's Score} - \text{Floor}}{\text{Target} - \text{Floor}} \right)$$

$$23.33 \times \left(\frac{5.0 - 4.5}{6 - 4.5} \right)$$

$$23.33 \times \left(\frac{0.5}{1.5} \right) = 7.78$$

Insert the previous year's score (5.0), floor (4.5) and target (6) into the equation. Then, calculate.

$$10 \times \left(\frac{\text{Previous Year's Score} - \text{Floor}}{\text{Target} - \text{Floor}} \right)$$

$$10 \times \left(\frac{5.0 - 4.5}{6 - 4.5} \right)$$

$$10 \times \left(\frac{0.5}{1.5} \right) = 3.33$$

Current Year CLASS Classroom Organization Points Earned: 7.78
Previous Year CLASS Classroom Organization Points Earned: 3.33

Instructional Support

Insert the current year's score (2.0), floor (2) and target (4) into the equation. Then, calculate.

$$23.33 \times \left(\frac{\text{Current Year's Score} - \text{Floor}}{\text{Target} - \text{Floor}} \right)$$

$$23.33 \times \left(\frac{2.0 - 2}{4 - 2} \right)$$

$$23.33 \times \left(\frac{0}{2} \right) = 0$$

Insert the previous year's score (1.8), floor (2) and target (4) into the equation. Then, calculate.

$$10 \times \left(\frac{\text{Previous Year's Score} - \text{Floor}}{\text{Target} - \text{Floor}} \right)$$

$$10 \times \left(\frac{1.8 - 2}{4 - 2} \right)$$

$$10 \times \left(\frac{-0.2}{2} \right) = -1.00$$

-1.00 → **0 points**

A facility cannot earn points when they score below the floor, so the facility earns 0 points for the current year and 0 points for the previous year for Instructional Support.

Current Year CLASS Instructional Support Points Earned: 0
Previous Year CLASS Instructional Support Points Earned: 0

In the next step, the points earned from each **CLASS** domain are combined to calculate the total current year **CLASS** points and total previous year **CLASS** points:

Current Year Emotional Support	Current Year Classroom Organization	Current Year Instructional Support
15.55 points +	7.78 points +	0 points
= 23.33 points		
Previous Year Emotional Support	Previous Year Classroom Organization	Previous Year Instructional Support
4.00 points +	3.33 points +	0 points
= 7.33 points		

Current Year CLASS Points Earned: 23.33
Previous Year CLASS Points Earned: 7.33

Weighting Points Earned Based on Classroom Composition in the Birth-to-Five Facility

The final step in calculating this Birth-to-Five facility's rating is to combine the facility's points earned from the ITERS-R scores and the points earned from the CLASS scores and "weight" them by the proportion of infant/toddler and preschool/pre-K classrooms served in the facility.

In this example, during the current year, the classroom composition at this facility includes two infant/toddler classrooms that were observed by ITERS-R and four preschool/pre-K classrooms that were observed by CLASS; there is a total of six classrooms that have observations.

During the previous year, the classroom composition at this facility includes three infant/toddler classrooms that were observed by ITERS-R and three preschool/pre-K classrooms that were observed by CLASS; there is a total of six classrooms that have observations.

	Infant/Toddler Classrooms		Preschool/Pre-K Classrooms	
	Current Year	Previous Year	Current Year	Previous Year
Number of Classrooms of this Type	2	3	4	3
Total Number of Classrooms in the Facility	6	6	6	6
Proportion of Classrooms of this Type	$\frac{2}{6}$	$\frac{3}{6}$	$\frac{4}{6}$	$\frac{3}{6}$

In this example, two of the six classrooms in the facility are infant/toddler classrooms that were observed by ITERS-R in the current year, so the ITERS-R total points earned in the Current Year Points (46.67) are multiplied by the proportion ($\frac{2}{6}$) of current year infant/toddler classrooms that have ITERS-R observations. Three of the six classrooms in the facility are infant/toddler classrooms that were observed by ITERS-R in the previous year, so the ITERS-R total points earned in the Previous Year Points (18.00) are multiplied by the proportion ($\frac{3}{6}$) of previous year infant/toddler classrooms that have ITERS-R observations. This is then added together, resulting in 24.56 ITERS-R points.

$$\left(\left(\text{Current Year Points} \right) \times \left(\text{Current Year Classroom Proportion} \right) \right) + \left(\left(\text{Previous Year Points} \right) \times \left(\text{Previous Year Classroom Proportion} \right) \right)$$

$$\left(46.67 \times \left(\frac{2}{6} \right) \right) + \left(18.00 \times \left(\frac{3}{6} \right) \right)$$

$$15.56 + 9.00 = 24.56$$

Weighted ITERS-R Points Earned: 24.56

In this example, four of the six classrooms in the facility are preschool/pre-K classrooms that were observed by CLASS in the current year, so the CLASS total points earned in the Current Year Points (23.33) are multiplied by the proportion ($\frac{4}{6}$) of current year preschool/pre-K classrooms that have CLASS observations. Three of the six classrooms in the facility are preschool/pre-K classrooms that were observed by CLASS in the previous year, so the CLASS total points earned in the Previous Year Points

(7.33) are multiplied by the proportion ($\frac{3}{6}$) of previous year preschool/pre-K classrooms that were observed by CLASS. This is then added together, resulting in 19.22 CLASS points.

$$\left(\left(\begin{array}{c} \text{Current Year} \\ \text{Points} \end{array} \right) \times \left(\begin{array}{c} \text{Current Year} \\ \text{Classroom Proportion} \end{array} \right) \right) + \left(\left(\begin{array}{c} \text{Previous Year} \\ \text{Points} \end{array} \right) \times \left(\begin{array}{c} \text{Previous Year} \\ \text{Classroom Proportion} \end{array} \right) \right)$$

$$\left(23.33 \times \left(\frac{4}{6} \right) \right) + \left(7.33 \times \left(\frac{3}{6} \right) \right)$$

$$15.55 + 3.67 = 19.22$$

Weighted CLASS Points Earned: 19.22

Finally, the weighted points earned from ITERS-R (24.56 points) and the weighted points earned from CLASS (19.22 points) are added together for a total of 43.78 points.

$$\left(\begin{array}{c} \text{Weighted ITERS-R} \\ \text{Points Earned} \end{array} \right) + \left(\begin{array}{c} \text{Weighted CLASS} \\ \text{Points Earned} \end{array} \right)$$

$$24.56 + 19.22 = 43.78$$

Capital Quality Rating: 43.78

This rating of 43.78 points translates to a Quality designation, meaning this facility would earn a Capital Quality designation of Quality.

Capital Quality Designation: Quality

Birth-to-Five Facilities with Changing Classroom Composition: Only One Type of Classroom Observation in One Year During a Two-Year Rating Period

Using an example facility with changing classroom composition (i.e., a facility with only one type of classroom in one year and both infant/toddler and preschool/pre-K classrooms in another year during a two-year rating period), Fig. 17 demonstrates how CLASS and ITERS-R scores translate into a Capital Quality designation.

Fig. 17: Points Calculation for Birth-to-Five with Changing Classroom Composition and Only One Type of Classroom in One Year During a Two-Year Rating Period

In this example, this Birth-to-Five facility has **four** infant/toddler classrooms observed with ITERS-R and **one** preschool/pre-K classroom observed with CLASS in the current year. This Birth-to-Five facility's current year's scores are presented in blue.

In the previous year, this Birth-to-Five facility has **five** infant/toddler classrooms observed with ITERS-R and no preschool/pre-K classrooms observed with CLASS. This facility's previous year's scores are presented in purple.

To calculate the Capital Quality rating, start by calculating the ITERS-R portion of the rating for each year. In this example, the facility earned the following scores:

<p>ITERS-R</p> <p>Current year's score: 4.8</p> <p>Previous year's score: 4.5</p> <p>Target: 6</p> <p>Floor: 3</p>

The following formula is used to calculate the points earned for Infant/Toddler Classrooms observed with ITERS-R:

$$\text{Points Earned for Infant/Toddler Classrooms} = 70 \times \left(\frac{\text{Current Year's Score} - \text{Floor}}{\text{Target} - \text{Floor}} \right) + 30 \times \left(\frac{\text{Previous Year's Score} - \text{Floor}}{\text{Target} - \text{Floor}} \right)$$

To calculate the framework points earned for Infant/Toddler Classrooms with ITERS-R, the current year's points and previous year's points are calculated separately as illustrated below:

Insert the current year's score (4.8), floor (3) and target (6) into the equation. Then, calculate.

$$70 \times \left(\frac{4.8 - 3}{6 - 3} \right)$$

$$70 \times \left(\frac{1.8}{3} \right) = 42.00$$

Insert the previous year's score (4.5), floor (3) and target (6) into the equation. Then, calculate.

$$30 \times \left(\frac{4.5 - 3}{6 - 3} \right)$$

$$30 \times \left(\frac{1.5}{3} \right) = 15.00$$

<p>Current Year ITERS-R Points Earned: 42.00</p> <p>Previous Year ITERS-R Points Earned: 15.00</p>
--

Next, the CLASS portion of the rating is calculated for each domain and for each year. The possible points by year are calculated using scores from the three CLASS domains: Emotional Support (ES), Classroom Organization (CO) and Instructional Support (IS). The maximum possible points that can be earned for each CLASS domain is 23.33 points for the current year; the maximum possible points that can be earned for each CLASS domain is 10 points for the previous year.

Therefore, each birth-to-five facility could earn a total of 100 possible points for CLASS across all three domains and across the current and previous year.

Each domain of CLASS has a different floor and target, which is presented in the tables below. In this example, the facility earned the following scores:

Emotional Support Current year's score: 5.5 Previous year's score: N/A Target: 6 Floor: 4.5	Classroom Organization Current year's score: 5.0 Previous year's score: N/A Target: 6 Floor: 4.5	Instructional Support Current year's score: 2.0 Previous year's score: N/A Target: 4 Floor: 2
--	---	--

The following formula is used to calculate the points earned in each domain of CLASS,:

Points Earned for Preschool Age/Pre-K Classrooms

$$= 23.33 \times \left(\frac{\text{Current Year's Score} - \text{Floor}}{\text{Target} - \text{Floor}} \right) + 10 \times \left(\frac{\text{Previous Year's Score} - \text{Floor}}{\text{Target} - \text{Floor}} \right)$$

To calculate the framework points earned for CLASS, the current year's points and previous year's points are calculated separately for each domain as illustrated below:

Emotional Support

Insert the current year's score (5.5), floor (4.5) and target (6) into the equation. Then, calculate.

$$23.33 \times \left(\frac{\text{Current Year's Score} - \text{Floor}}{\text{Target} - \text{Floor}} \right)$$

$$23.33 \times \left(\frac{5.5 - 4.5}{6 - 4.5} \right)$$

$$23.33 \times \left(\frac{1.0}{1.5} \right) = 15.55$$

This facility has no previous year's CLASS score, so no scores are calculated for this domain of CLASS for the previous year.

Current Year CLASS Emotional Support Points Earned: 15.55
Previous Year CLASS Emotional Support Points Earned: Not Applicable (N/A)

Classroom Organization

Insert the current year's score (5.0), floor (4.5) and target (6) into the equation. Then, calculate.

$$23.33 \times \left(\frac{\text{Current Year's Score} - \text{Floor}}{\text{Target} - \text{Floor}} \right)$$
$$23.33 \times \left(\frac{5.0 - 4.5}{6 - 4.5} \right)$$
$$23.33 \times \left(\frac{0.5}{1.5} \right) = 7.78$$

This facility has no previous year's CLASS score, so no scores are calculated for this domain of CLASS for the previous year.

Current Year CLASS Classroom Organization Points Earned: 7.78
Previous Year CLASS Classroom Organization Points Earned: Not Applicable (N/A)

Instructional Support

Insert the current year's score (2.0), floor (2) and target (4) into the equation. Then, calculate.

$$23.33 \times \left(\frac{\text{Current Year's Score} - \text{Floor}}{\text{Target} - \text{Floor}} \right)$$
$$23.33 \times \left(\frac{2.0 - 2}{4 - 2} \right)$$
$$23.33 \times \left(\frac{0}{2} \right) = 0$$

This facility has no previous year's CLASS score, so no scores are calculated for this domain of CLASS for the previous year.

Current Year CLASS Instructional Support Points Earned: 0
Previous Year CLASS Instructional Support Points Earned: Not Applicable (N/A)

In the next step, the points earned from each CLASS domain are combined to calculate the total current year CLASS points and total previous year CLASS points, which, in this case are Not Applicable (N/A):

Current Year Emotional Support	Current Year Classroom Organization	Current Year Instructional Support
15.55 points +	7.78 points +	0 points

= 23.33 points

Previous Year Emotional Support	Previous Year Classroom Organization	Previous Year Instructional Support
N/A	N/A	N/A

N/A

Current Year CLASS Points Earned: 23.33
Previous Year CLASS Points Earned: N/A

Weighting Points Earned Based on Classroom Composition in the Birth-to-Five Facility

The final step in calculating this Birth-to-Five facility’s rating is to combine the facility’s points earned from the ITERS-R scores and the points earned from the CLASS scores and “weight” them by the proportion of infant/toddler and preschool/pre-K classrooms served in the facility.

In this example, during the current year, the classroom composition at this facility includes four infant/toddler classrooms that were observed by ITERS-R and one preschool/pre-K classroom that was observed by CLASS; there is a total of five classrooms that have observations.

During the previous year, the classroom composition at this facility includes five infant/toddler classrooms that were observed by ITERS-R and no preschool/pre-K classrooms that were observed by CLASS; there is a total of five classrooms that have observations.

	Infant/Toddler Classrooms		Preschool/Pre-K Classrooms	
	Current Year	Previous Year	Current Year	Previous Year
Number of Classrooms of this Type	4	5	1	0
Total Number of Classrooms in the Facility	5	5	5	5
Proportion of Classrooms of this Type	$\frac{4}{5}$	$\frac{5}{5}$	$\frac{1}{5}$	$\frac{0}{5}$

In this example, four of the five classrooms in the facility are infant/toddler classrooms that were observed by ITERS-R in the current year, so the ITERS-R total points earned in the Current Year Points (42.00) are multiplied by the proportion ($\frac{4}{5}$) of current year infant/toddler classrooms that have observations. Five of the five classrooms in the facility are infant/toddler classrooms that were observed by ITERS-R in the previous year, so the ITERS-R total points earned in the Previous Year Points (15.00) are multiplied by the proportion ($\frac{5}{5}$) of previous year infant/toddler classrooms that have observations. This is then added together, resulting in 48.60 ITERS-R points.

$$\left(\left(\begin{matrix} \text{Current Year} \\ \text{Points} \end{matrix} \right) \times \left(\begin{matrix} \text{Current Year} \\ \text{Classroom Proportion} \end{matrix} \right) \right) + \left(\left(\begin{matrix} \text{Previous Year} \\ \text{Points} \end{matrix} \right) \times \left(\begin{matrix} \text{Previous Year} \\ \text{Classroom Proportion} \end{matrix} \right) \right)$$

$$\left(42 \times \left(\frac{4}{5}\right)\right) + \left(15 \times \left(\frac{5}{5}\right)\right)$$

$$33.60 + 15.00 = 48.60$$

Weighted ITERS-R Points Earned: 48.60

In this example, one of the five classrooms in the facility is a preschool/pre-K classroom that was observed by CLASS in the current year, so the CLASS total points earned in the Current Year Points (23.33) are multiplied by the proportion ($\frac{1}{5}$) of current year preschool/pre-K classrooms that have observations. None of the five classrooms in the facility are preschool/pre-K classrooms that were observed by CLASS in the previous year, so there were no CLASS total points earned in the Previous Year Points (N/A) and the proportion of previous year preschool/pre-K classrooms that have observations is ($\frac{0}{5}$). This results in 4.67 CLASS points.

$$\left(\left(\begin{array}{c} \text{Current Year} \\ \text{Points} \end{array}\right) \times \left(\begin{array}{c} \text{Current Year} \\ \text{Classroom Proportion} \end{array}\right)\right) + \left(\left(\begin{array}{c} \text{Previous Year} \\ \text{Points} \end{array}\right) \times \left(\begin{array}{c} \text{Previous Year} \\ \text{Classroom Proportion} \end{array}\right)\right)$$

$$\left(23.33 \times \left(\frac{1}{5}\right)\right) + \left(\text{Not Applicable} \times \left(\frac{0}{5}\right)\right)$$

$$4.67 + 0 = 4.67$$

Weighted CLASS Points Earned: 4.67

Finally, the weighted points earned from ITERS-R (48.60 points) and the weighted points earned from CLASS (4.67 points) are added together for a total of 53.27 points.

$$\left(\begin{array}{c} \text{Weighted ITERS-R} \\ \text{Points Earned} \end{array}\right) + \left(\begin{array}{c} \text{Weighted CLASS} \\ \text{Points Earned} \end{array}\right)$$

$$48.60 + 4.67 = 53.27$$

Capital Quality Rating: 53.27

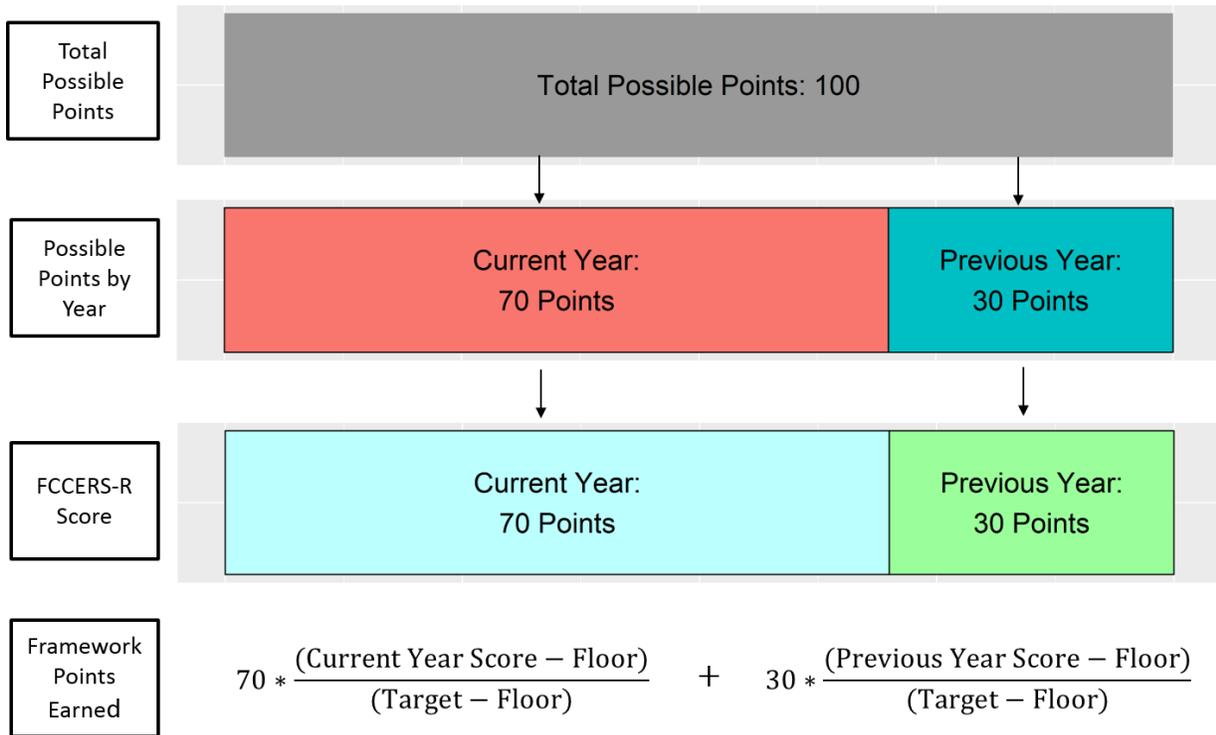
This rating of 53.27 points translates to a Quality designation, meaning this facility would earn a Capital Quality designation of Quality.

Capital Quality Designation: Quality

D. Child Development Homes/Child Development Expanded Homes

The Capital Quality rating for the *Child Development Homes/Child Development Expanded Homes* framework is determined using the total FCCERS-R score for the current year (70 percent) and previous year (30 percent) relative to the target and the floor (see Fig. 18).

Fig. 18: Previous and Current Year’s Calculation for Child Development Homes/Child Development Expanded Homes Framework



Using a Child Development Homes/Child Development Expanded Homes framework as an example facility, the following figure demonstrates how the FCCERS-R score translates into a Capital Quality designation.

Fig. 19: Points Calculation (Child Development Homes/Child Development Expanded Homes Framework)

In this example, this child development home/child development expanded home earned a score of 4.8 this year and 2.5 last year on FCCERS-R. For FCCERS-R, the floor is a 3 and the target is a 6.

Current year's score: 4.8
 Previous year's score: 2.5
 Target: 6
 Floor: 3

The following formula is used to calculate the framework's Capital Quality rating:

Framework Points Earned

$$70 \times \left(\frac{\text{Current Year's Score} - \text{Floor}}{\text{Target} - \text{Floor}} \right) + 30 \times \left(\frac{\text{Previous Year's Score} - \text{Floor}}{\text{Target} - \text{Floor}} \right)$$

To simplify calculating the framework points earned, the current year's points and previous year's points are calculated separately.

$$70 \times \left(\frac{\text{Current Year's Score} - \text{Floor}}{\text{Target} - \text{Floor}} \right)$$

$$70 \times \left(\frac{4.8 - 3}{6 - 3} \right)$$

$$70 \times \left(\frac{1.8}{3} \right) = 42.00$$

$$30 \times \left(\frac{\text{Previous Year's Score} - \text{Floor}}{\text{Target} - \text{Floor}} \right)$$

$$30 \times \left(\frac{2.5 - 3}{6 - 3} \right)$$

$$30 \times \left(\frac{-0.5}{3} \right) = -5.00$$

-5.00 → 0 points

Insert the current year's points (42.00) and previous year's points (0) into the original formula to calculate the total number of points earned by this facility.

$$42.00 + 0 = 42 \text{ points}$$

This rating of 42 points translates to a Quality designation, meaning this facility would earn a Capital Quality designation of Quality.

Capital Quality Designation: Quality

5. Frequency of Rating and Designations

Facilities are observed every year, resulting in a program-level report with that year's ITERS-R, FCCERS-R and/or CLASS scores. In addition, each facility's scores, across two years of data will be combined to result in a Capital Quality rating and designation. However, once a facility has earned a designation based upon observation data, that designation will be valid for up to three years (see page 10 for more details). A facility's designation can be re-evaluated at any time, however, as a result of significant events that include changes in leadership/facility structure, changes in licensing and/or documented failure to comply with Capital Quality Policies, which are outlined below.

6. What Can Initiate a Re-Rating?

OSSE reserves the right to initiate a re-rating for reasons other than those outlined elsewhere in this guide. Factors that may initiate a re-rating and re-designation by OSSE may occur if a program experiences:

Changes in Leadership/Program Structure

- Leadership or classroom staff turnover of 40 percent or more from one facility year to the next; and/or
- Changes to age configurations that are different than the status when the facility was previously rated.

Changes in Licensing

- Change in location (new license);
- Change in ownership;
- Licensing enforcement action;
- Change in Capital Quality framework (e.g., Birth-to-Five facility becoming an Infant/Toddler Only facility);
- Amended license; and/or
- Serious licensing deficiencies.

Documented Failure to Comply with Capital Quality Policies

- A facility fails to develop and implement a CQIP.

7. Appeals Process

Facilities have the right to appeal their observation scores (i.e., the scores in their facility-level reports) if they believe that the stated process for observations detailed in the District of Columbia Observation Data Collection and Quality Assurance Protocols was not followed. Appeals can be submitted to appeals.osse@dc.gov via email. For more information about the appeals process, please review the Data Collection and Quality Assurance Protocols for the appropriate metric (i.e., ITERS-R, FCCERS-R or CLASS) available on the [OSSE website: https://osse.dc.gov/page/capital-quality-qris](https://osse.dc.gov/page/capital-quality-qris) during each data collection window.

Validation

1. Overview

Each year, child development facility owners, center directors and home providers (an “authorized representative”) have an opportunity to review the scores used to calculate the facility’s Capital Quality rating and designation and review the calculations for accuracy. Authorized representatives will also have the opportunity to review other information for accuracy that will be included in the facility’s Capital Quality profile, which will be displayed on My Child Care DC: <http://childcareconnections.osse.dc.gov/>. This review process is referred to as validation.

Validation is a passive process, meaning if a provider does not submit any concerns during the validation time period regarding the calculation of the facility’s Capital Quality rating and designation, OSSE considers the Capital Quality rating, designation and all other information to be final.

The Capital Quality rating (i.e., the numeric score that is between 0-100) will not be publicly posted. The determination as to whether or not the Capital Quality designation impacts a facility’s subsidy reimbursement rates and whether or not the Capital Quality designation is posted on [My Child Care DC: http://childcareconnections.osse.dc.gov/](http://childcareconnections.osse.dc.gov/) depends upon a facility’s Capital Quality group number (i.e., Pilot/Group Two, Group Three, Group Four or Group Five).

OSSE will display other facility information (e.g., mission statement) on the Capital Quality profile, which will be displayed on My Child Care DC: <http://childcareconnections.osse.dc.gov/>. The Capital Quality profile will be posted on [My Child Care DC: http://childcareconnections.osse.dc.gov/](http://childcareconnections.osse.dc.gov/) for all facilities participating in Capital Quality, including Pilot/Group Two, Group Three, Group Four and Group Five facilities.

2. Validation of Capital Quality Rating and Designation

During validation, authorized representatives have the opportunity to review the scores used to calculate their facilities’ Capital Quality ratings and designations and review the calculations for accuracy. The following information will be available for review for accuracy:

- Capital Quality framework;
- Capital Quality group number;
- Observation Scores used to calculate the Capital Quality rating and designation, which may include any of the following:
 - Infant/Toddler Environment Rating Scale-Revised (ITERS-R) scores
 - Family Child Care Environment Rating Scale-Revised (FCCERS-R) scores and/or
 - Classroom Assessment Scoring System (CLASS™) scores;
- Capital Quality rating (i.e., the numeric score that is between 0-100); and
- Capital Quality designation (i.e., Preliminary, Developing, Progressing, Quality or High-Quality).

2.1 Validation of Capital Quality Profile

During validation, authorized representatives will also have the opportunity to review other information for accuracy that will be included in the facility’s Capital Quality profile, which will be displayed on My Child Care DC: <http://childcareconnections.osse.dc.gov/>. The following information will be available for review for accuracy:

-
- Point of contact for the facility;
 - Contact type (e.g., owner/director, center director, home provider, other);
 - Phone;
 - Email address;
 - Link to facility website;
 - Mission statement;
 - Current year ITERS-R, FCCERS-R and/or CLASS scores;
 - Number of classrooms;
 - Number of staff;
 - List of research-based curricula used;
 - List of research-based assessments used; and
 - Whether teachers have planning time outside of classroom hours.

3. Validation Process

3.1 Quick Base Application

The validation process takes place in the [Continuous Quality Improvement Plan \(CQIP\) Quick Base application](#), a secure, online database.

3.2 Authorized Representative

Each facility's authorized representative is the point of contact that the licensee/provider submitted to the OSSE/DEL licensing and compliance unit. The point of contact submitted to the licensing and compliance unit is typically the owner/director, center director or home provider of the child development facility.

Each facility's authorized representative is the only Quick Base user who has access to the validation section of the CQIP Quick Base application although additional facility staff may have access to other sections in the CQIP Quick Base application (e.g., general program information, the facility's CQIP, site visit notes from quality facilitators).

The authorized representative is given access to review the scores used to calculate the facility's Capital Quality rating and designation and review the calculations for accuracy. The authorized representative is also given access to review for accuracy other information that will be included in the facility's Capital Quality profile, which will be displayed on My Child Care DC: <http://childcareconnections.osse.dc.gov/>. The authorized representative is responsible for submitting any concerns about the accuracy of the information reviewed during the validation process.

If the licensee/provider wants to designate a different authorized representative other than the current point of contact submitted to the OSSE/DEL licensing and compliance unit, the licensee/provider must designate another authorized representative in writing (via email) to Validation.OSSE@dc.gov.

3.3 Validation Timeline

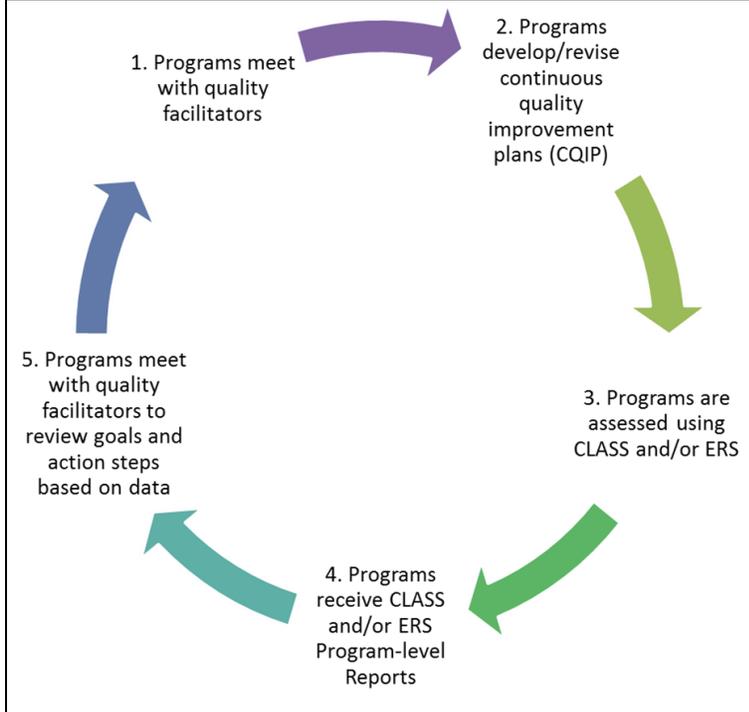
The Capital Quality validation period for validating ratings, designations and other information that will be displayed on the Capital Quality profile will occur for two weeks in the fall of each program year (e.g., fall 2019, fall 2020) prior to the release of facilities' Capital Quality rating and designation. Specific dates will be published each year.

As a reminder, the validation is a passive process, so no submissions are required.

Continuous Quality Improvement Process

Continuous quality improvement is an ongoing process in which providers engage in activities to improve processes, operations and quality of services for facility children, families and staff (see Fig. 20).

Fig. 20: Capital Quality Continuous Quality Improvement Process



1. Quality Facilitators

The role of the quality facilitator is to assist the director or designee with improving the overall learning environment of the facility. The quality facilitator assigned to the facility will work alongside the facility owner, director, curriculum specialist or designee to offer ongoing guidance and support through regular visits, communication and assistance. While the director or designee ultimately manages the facility's progress in Capital Quality, the quality facilitator brings additional expertise to the facility practice and supports the quality goals identified. Examples of the types of activities the quality facilitator could assist with include:

- Site data review with administrative and teaching staff;

-
- Assistance in developing and implementing strategies;
 - Professional development activities;
 - Assistance in establishing or enhancing a CQIP;
 - Reflective practices regarding goals and outcomes; and
 - Staff training on monitoring program progress.

2. Continuous Quality Improvement Plan (CQIP)

Capital Quality places a strong emphasis on supporting facilities to develop plans and strategies to promote high-quality early care and education facilities for all children ages birth to pre-K. The CQIP is a component of Capital Quality and is based on the ongoing self-assessment of the facility for child development centers and child development homes/child development expanded homes. Aiming to support the professional development of early care and education professionals, the CQIP includes indicators that capture the extent to which:

- Mission statements are reflective of both the facility and the families served;
- Curriculum implementation is aligned to DC Common Core Early Learning Standards;
- Formal and informal assessments are aligned to curriculum;
- Formal and informal assessments are implemented;
- Data is used to inform instructional and professional practices;
 - Using the results of the CLASS Pre-K and/or ITERS-R and/or FCCERS-R
- Culturally and linguistically responsive practices are implemented;
- Inclusion practices are implemented;
- Developmental screenings are implemented;
- Early care and education professionals meaningfully engage in professional development; and
- Family engagement promotes positive and goal-oriented relationships.

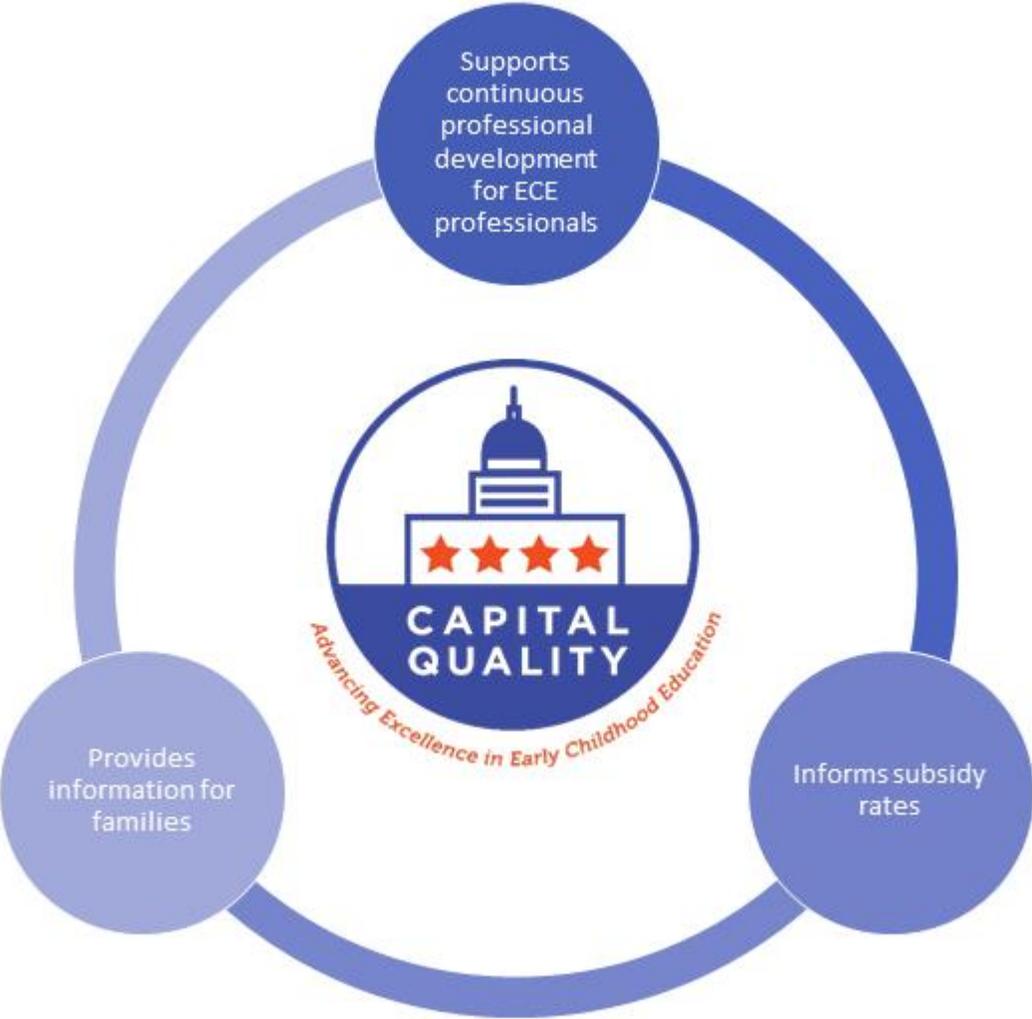
Quality facilitators assist center directors or designees of child development centers, child development homes and child development expanded homes in developing and annually revising their CQIPs to facilitate the continuous quality improvement process. Quality facilitators customize technical assistance based on the CQIP, assessment results and the goals of the child development center/child development homes/expanded homes.

Capital Quality Profile

[My Child Care DC](#) is a user-friendly website that helps families find and compare child care options. It allows families to search child development facilities by several features, including distance from a particular address or Zip code (e.g., from a family's work or home), the child development facility's operating hours, type of facility (e.g., center, child development home), age range of children served (e.g., *Infant and Toddler-Only, Birth-to-Five, Preschool Age/Pre-K Only*) and the facility's Capital Quality designation (i.e., Developing, Progressing, Quality or High-Quality) and accreditation, if applicable. The website also specifies which child development facilities accept subsidy and participate in the Child and Adult Care Food Program (CACFP). All of these features are summarized in the facility's profile.

The [My Child Care DC](#) website also includes a detailed, easy-to-read Capital Quality profile of each provider that consists of licensing inspection reports, licensing capacity, ages of children the facility is licensed to serve, hours of operation, substantiated complaints and Capital Quality designation (if there are any for that child development facility). The [My Child Care DC](#) can be accessed here: <http://mychildcaredc.org/>.

Fig. 21: Capital Quality Profile





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OSSE Contacts

If you have additional questions, please contact us!

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Appendix

Implementation and Transition – Business Rules

Overview

If it is determined that a facility has one or more invalid CLASS or ERS score, the invalid scores will be removed from calculation and only valid scores will be used for calculating the facility’s Capital Quality rating.

If the removal of invalid scores results in the facility having no valid scores, then the calculation of the facility’s score will be based on the most recent valid scores that are available.

The remaining sections describe how these rules apply to each of the frameworks.

Detailed Business Rules by Framework

Infant/Toddler Framework

At Least One Invalid Score, Some Scores Still Valid

If a facility in the infant/toddler framework has one or more invalid ITERS-R score, then the invalid score(s) will be removed and the remaining scores will be used to calculate the Capital Quality rating.

For example, if a two classroom infant/toddler facility received an invalid score for one classroom during the 2017-18 school year, only the valid 2017-18 score will contribute to the current year 70 points in the calculation of the rating. In the next year, only the one valid 2017-18 score will contribute to the previous year 30 points.

All Scores Are Invalidated

If the removal of invalid scores results in no valid ITERS-R scores for a facility in the infant/toddler framework, then the facility’s Capital Quality rating will be based on the two most recent years of valid scores.

For example, if a one classroom infant/toddler facility received an invalid score during the 2017-18 school year, then 70 points in the calculation of the rating will be based on the prior year’s, 2016-17, score and 30 points will be based on two years prior, 2015-16. In the 2018-19 school year, the 2018-19 score will contribute to 70 points in the calculation of the rating and the 2016-17 score will contribute to 30 points in the calculation of the rating.

The table below demonstrates which years’ score contributes to the Capital Quality rating for years in which a one classroom facility received an invalid score.

Year	Valid Score	Points Calculation for CQ Rating
2015-16	Valid score	No rating calculated this year.
2016-17	Valid Score	No rating calculated this year.
2017-18	Invalid score	2015-16 ITERS-R = 30% 2016-17 ITERS-R = 70%
2018-19	Valid score	2016-17 ITERS-R = 30% 2018-19 ITERS-R = 70%
2019-20	Valid score	2018-19 ITERS-R = 30% 2019-20 ITERS-R = 70%

Child Development Home Framework

If a facility in the child development home framework has an invalid FCCERS-R score, then the facility's Capital Quality rating will be based on the two most recent years' of valid scores.

For example, if a child development home received an invalid score during the 2017-18 school year, then 70 points in the calculation of the rating will be based on the prior year's, 2016-17, scores, and 30 points will be based on two years prior, 2015-16. In the next year, 2018-19, the 2018-19 scores will contribute to 70 points in the calculation of the rating and the 2016-17 will contribute to 30 points in the calculation of the rating.

The table below demonstrates which years' scores contribute to the Capital Quality rating for years in which there are invalid scores.

Year	Valid Score	Points Calculation for CQ Rating
2015-16	Valid score	No rating calculated this year.
2016-17	Valid score	No rating calculated this year.
2017-18	Invalid Score	2015-16 FCCERS -R = 30% 2016-17 FCCERS-R = 70%
2018-19	Valid score	2016-17 FCCERS -R = 30% 2018-19 FCCERS -R = 70%
2019-20	Valid score	2018-19 FCCERS -R = 30% 2019-20 FCCERS -R = 70%

Pre-K Only Framework

At Least One Invalid Score, Some Scores Still Valid

If a facility in the pre-K only framework has one or more invalid CLASS score, then the invalid score(s) will be removed and the remaining scores will be used to calculate the Capital Quality rating.

For example, if a three classroom pre-K facility received an invalid score for one classroom during the 2017-18 school year, only the remaining two valid 2017-18 scores will contribute to the current year's 70 points in the calculation of the rating. In the next year, only the two valid 2017-18 scores will contribute to the previous year's 30 points.

All Scores Are Invalidated

If the removal of invalid scores results in no valid CLASS scores for a facility in the pre-K only framework, then the facility's Capital Quality rating will be based on the two most recent years' of valid scores.

For example, if a three classroom pre-K only facility received invalid scores for all three classrooms during the 2017-18 school year, then 70 points in the calculation of the rating will be based on the prior year's, 2016-17, scores and 30 points will be based on two years prior, 2015-16. In the next year 2018-19, the 2018-19 scores will contribute to 70 points in the calculation of the rating and the 2016-17 scores will contribute to 30 points in the calculation of the rating.

The table below demonstrates which years' scores contribute to the Capital Quality rating for scenarios in which there are invalid scores.

Year	Valid Score	Points Calculation for CQ Rating
2015-16	At least one valid score	No rating calculated this year.
2016-17	At least one valid score	No rating calculated this year.
2017-18	No valid scores	2015-16 CLASS = 30% 2016-17 CLASS = 70%
2018-19	At least one valid score	2016-17 CLASS = 30% 2018-19 CLASS = 70%
2019-20	At least one valid score	2018-19 CLASS = 30% 2019-20 CLASS = 70%

Birth-To-Five Framework

If a facility in the birth-to-five framework has one or more invalid CLASS™ or ITERS-R scores, then the invalid score(s) will be removed and the remaining scores will be used to calculate the Capital Quality rating. Scores will be weighted based on the configuration of pre-K and infant/toddler classrooms at the facility during the rating year, regardless of how many classrooms received valid scores.

For example, if a facility with three pre-K classrooms and two infant/toddler classrooms received an invalid CLASS score for one pre-K classroom during the 2017-18 school year, the invalid score would be removed and only two CLASS scores would contribute to the current year's 70 points for CLASS. Despite removal of the invalid CLASS score, in this case, the calculation of the points for the Capital Quality rating would still be weighted 3/5 for CLASS and 2/5 for ITERS-R.

The table below shows an example of the way in which each year's scores contribute to the rating for the 2017-18 school year. Both of the infant/toddler classrooms have valid scores for the current year, 2017-18, and the previous year, 2016-17. For these two infant/toddler classrooms, the 2017-18 ITERS-R scores will contribute to the 70 points and the 2016-17 ITERS-R scores will contribute to the 30 points. The total ITERS-R points earned will be weighted by 2/5. Pre-K classroom 3's score was invalidated in 2017-18. This score will be removed from the calculation. The two valid 2017-18 scores for pre-K classrooms 1 and 2 will contribute to the 70 points in the calculation. All three valid 2016-17 scores for the three pre-K classrooms will contribute to the 30 points in the calculation. The total CLASS points earned will be weighted by 3/5.

Classroom	2016-17	2017-18	Scores used for 2017-18 CQ Rating	Weight Applied
Infant/Toddler Classroom 1	Valid	Valid	2016-17 ITERS-R 2017-18 ITERS-R	2/5 for ITERS-R points earned
Infant/Toddler Classroom 2	Valid	Valid	2016-17 ITERS-R 2017-18 ITERS-R	
Pre-K Classroom 1	Valid	Valid	2016-17 CLASS 2017-18 CLASS	3/5 for CLASS points earned
Pre-K Classroom 2	Valid	Valid	2016-17 CLASS 2017-18 CLASS	
Pre-K Classroom 3	Valid	Invalid	2016-17 CLASS*	

*The 2016-17 score for pre-K classroom 3 only contributes to the possible 30 points for the previous year of CLASS.

If the removal of invalid scores results in no valid CLASS scores or no valid ITERS-R scores for a facility for a given year, then the metric (ITERS-R or CLASS) that has no valid scores for the current year's rating will instead use the two most recent years' of valid scores to calculate that year's rating for the facility. The

calculation of the points will be weighted based on the classroom configuration during the year of the rating.

For example, if a facility with three pre-K classrooms and two infant/toddler classrooms received invalid ITERS-R scores for both infant/toddler classrooms during the 2017-18 school year, then 70 points in the calculation of the points for the infant/toddler classrooms will be based on the prior year's, 2016-17 ITERS-R scores and 30 points will be based on two years prior, 2015-16 ITERS-R scores. The calculation of points for the pre-K classrooms will use 2017-18 CLASS scores and 2016-17 CLASS scores. The points earned will be weighted based on the classroom configuration of the rating year. In this scenario, the rating year is 2017-18; therefore, scores will be weighted based on the classroom configuration for 2017-18. Specifically, the total CLASS points earned will be weighted by 3/5; the total ITERS-R points earned will be weighted by 2/5.

Classroom	2015-16	2016-17	2017-18	Scores used for 2017-18 CQ Rating	Weight Applied
Infant/Toddler Classroom 1	Valid	Valid	Invalid	2015-16 ITERS-R 2016-17 ITERS-R	2/5 for ITERS-R points earned
Infant/Toddler Classroom 2	Valid	Valid	Invalid	2015-16 ITERS-R 2016-17 ITERS-R	
Pre-K Classroom 1	Valid	Valid	Valid	2016-17 CLASS 2017-18 CLASS	3/5 for CLASS points earned
Pre-K Classroom 2	Valid	Valid	Valid	2016-17 CLASS 2017-18 CLASS	
Pre-K Classroom 3	Valid	Valid	Valid	2016-17 CLASS 2017-18 CLASS	