

# A Guide to Capital Quality

---



## Table of Contents

<b>Overview of the Capital Quality Guide .....</b>	<b>4</b>
1. A Brief History .....	4
<b>Glossary of Capital Quality Terms .....</b>	<b>6</b>
<b>What is Capital Quality? .....</b>	<b>9</b>
1. Accreditation and Capital Quality .....	9
<b>Capital Quality Policies and Implementation .....</b>	<b>10</b>
1. Transition to Capital Quality and Initial Implementation .....	10
2. Capital Quality Rating and Designation Policies .....	11
3. Updates to Capital Quality Policies and Implementation during the Coronavirus (COVID-19) Public Health Emergency .....	15
<b>3.1 Policy Guidance Issued on April 21, 2020 .....</b>	<b>15</b>
<b>3.2 Observation Guidance Issued on Oct. 6, 2020.....</b>	<b>16</b>
<b>3.3 Observation Guidance Issued on Feb. 22, 2021.....</b>	<b>16</b>
<b>3.4 Observation Guidance Issued on March 24, 2022 .....</b>	<b>17</b>
<b>Capital Quality Frameworks.....</b>	<b>18</b>
1. Establishing a Facility's Framework for the Purpose of Calculating a Designation .....	18
<b>Quality Rating Overview .....</b>	<b>19</b>
1. Capital Quality Metrics: How is Quality Measured? .....	19
<b>1.1 ITERS-3 Overview.....</b>	<b>20</b>
<b>1.2 FCCERS-3 Overview .....</b>	<b>20</b>
<b>1.3 CLASS Pre-K Overview .....</b>	<b>21</b>
2. How are Data Collected? .....	22
3. Capital Quality Designations .....	22
4. How is a Capital Quality Rating Calculated? .....	23
<b>4.1 Capital Quality Rating: Previous and Current Year Calculations .....</b>	<b>23</b>
<b>4.2 Floors and Targets .....</b>	<b>24</b>
<b>4.3 Capital Quality Rating by Framework .....</b>	<b>26</b>
<b>4.4 Facilities with Only One Year of Valid Data .....</b>	<b>50</b>
5. Frequency of Rating and Designations .....	63
6. What Can Initiate a Re-Rating? .....	63
7. Appeals Process .....	63
<b>Validation.....</b>	<b>64</b>
1. Overview .....	64
2. Validation of Capital Quality Rating and Designation.....	64
<b>2.1 Validation of Capital Quality Profile .....</b>	<b>64</b>
3. Validation Process.....	65
<b>3.1 Quick Base Application .....</b>	<b>65</b>

<b>3.2 Authorized Representative</b> .....	<b>65</b>
<b>3.3 Validation Timeline</b> .....	<b>65</b>
<b>Continuous Quality Improvement Process</b> .....	<b>66</b>
1. Quality Facilitators .....	66
2. Continuous Quality Improvement Plan (CQIP) .....	67
<b>Capital Quality Profile</b> .....	<b>67</b>
<b>OSSE Contacts</b> .....	<b>69</b>
<b>Appendix A</b> .....	<b>70</b>
Implementation and Transition – Business Rules.....	70
<b>Overview</b> .....	<b>70</b>
<b>Detailed Business Rules by Framework</b> .....	<b>70</b>
<b>Appendix B</b> .....	<b>75</b>
Policy Guidance Issued on April 21, 2020 .....	75
<b>Appendix C</b> .....	<b>77</b>
Observation Guidance Issued on Oct. 6, 2020.....	77
<b>Appendix D</b> .....	<b>78</b>
Observation Guidance Issued on Feb. 22, 2021 .....	78
<b>Appendix E</b> .....	<b>80</b>
Observation Guidance Issued on March 24, 2022 .....	80
<b>Appendix F</b> .....	<b>83</b>
Capital Quality Implementation Groups .....	83
<b>Pilot/Group 2</b> .....	<b>83</b>
<b>Group 3</b> .....	<b>86</b>
<b>Group 4</b> .....	<b>92</b>
<b>Group 5</b> .....	<b>96</b>

# Overview of the Capital Quality Guide

This guide provides an overview of each aspect of Capital Quality, the District of Columbia's 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:

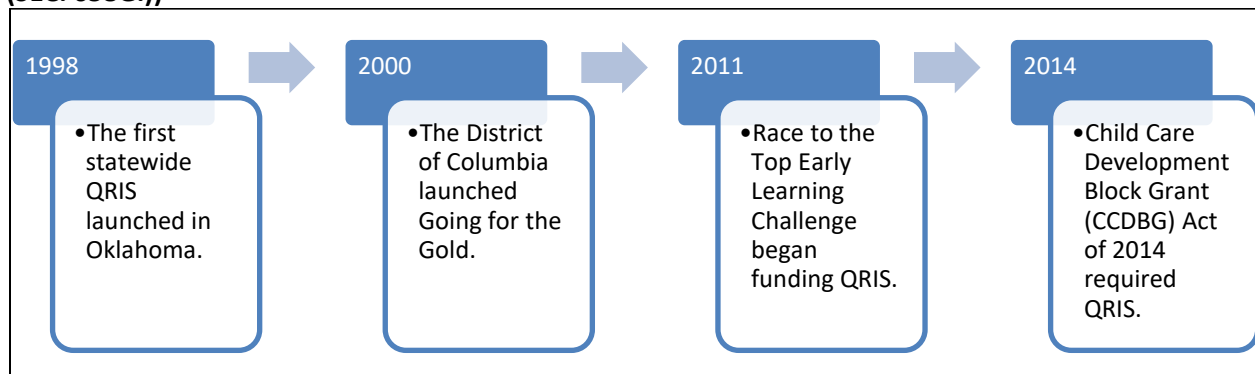
- A brief history of the District's QRIS and related federal law;
- Definitions of Capital Quality terms;
- A detailed description of the Capital Quality implementation groups and the timelines for adopting the Capital Quality designation, public posting of the provider's quality profile and the hold 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., Preschool Age/Pre-K Only, Infant and Toddler Only) to demonstrate the way in which a Capital Quality rating, based on sufficient, valid observation data, 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. Figure 1 outlines the history of QRIS in DC.

The reauthorization of the Child Care and Development Block Grant (CCDBG) Act of 2014 required states to implement QRIS 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) worked to redesign Going for the Gold since 2010, and Capital Quality was fully implemented in 2018.

**Figure 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 QRIS.

**Community-Based Organization (CBO):** Head Start or early childhood education program operated by a nonprofit, for-profit or faith-based organization, or organization that participates in locally or federally funded early childhood programs, including the Child Care Subsidy.

**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 facility's 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 sufficient, valid 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 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 Enhancement and Expansion Act of 2008.

- **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 “child development expanded 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.

**Floor<sup>1</sup>:** 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, Third Edition (ITERS-3):** Used to conduct observations to assess facility quality in infant and toddler classrooms in child development centers.

---

<sup>1</sup> Red text denotes “floor” throughout the document.

- Note: The Infant/Toddler Environment Rating Scale-Revised (ITERS-R) was used to conduct observations from 2016 through 2020. The ITERS-3, the latest edition of the metric, is now used in place of the ITERS-R.
- **Family Child Care Environment Rating Scale, Third Edition (FCCERS-3):** Used to conduct observations to assess facility quality in child development homes and child development expanded homes.
  - Note: The Family Child Care Environment Rating Scale-Revised (FCCERS-R) was used to conduct observations from 2016 through 2020. The FCCERS-3, the latest edition of the metric, is now used in place of the FCCERS-R.
- **Classroom Assessment Scoring System Pre-K (CLASS Pre-K):** 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: [mychildcaredc.com](http://mychildcaredc.com).

**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-3, FCCERS-3, CLASS Pre-K) for each facility.

**Target<sup>2</sup>:** 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.

---

<sup>2</sup> Green text denotes "target" throughout the document.



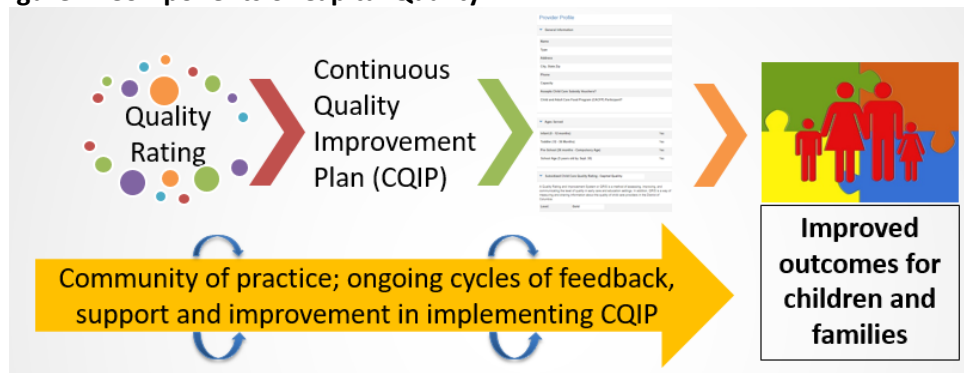
## What is Capital Quality?

Capital Quality is the District of Columbia's 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, a 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 Figure 2).

**Figure 2: Components of Capital Quality**



The previous QRIS, 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.<sup>3</sup> 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-3, FCCERS-3 and CLASS Pre-K) that can inform parents, facilities, practitioners and policymakers.

### 1. Accreditation and Capital Quality

While Going for the Gold was based on accreditation, accreditation is not part of the Capital Quality rating

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

metrics. However, national accreditation is and will continue to be an effective strategy for promoting quality care and education. National accreditation is a recognizable achievement and is encouraged if facilities are interested. The Capital Quality public-facing profile indicates a facility's accreditation status as well as its Capital Quality rating.

## Capital Quality Policies and Implementation

### 1. Transition to Capital Quality and Initial Implementation

In accordance with the 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 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 search for, review and compare the quality of various child development facilities throughout the District and make informed decisions when deciding where to enroll their child. In addition to information available for all licensed providers (e.g., address and contact information, licensing information, hours of operation, capacity, ages of children served), My Child Care DC includes Capital Quality profiles that provide the Capital Quality rating and additional information for Capital Quality participating providers. The quality profile enables parents to 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.

**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

Facilities entering Capital Quality for the first time after Oct. 1, 2018, are 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.

## 2. Capital Quality Rating and Designation Policies

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 Capital Quality ratings using the appropriate research-based metrics (i.e., ERS and/or CLASS Pre-K) and determined the corresponding designations for all Capital Quality implementation groups. Under OSSE's hold harmless policy (see Appendix F), the rating calculated in fall 2019 and resultant Capital Quality designations will not lead to a decrease in any facility's tiered reimbursement rate during the period the hold harmless policy is in effect for the facility's implementation group.

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

The timing of each implementation group's (i.e., Pilot/Group 2, Group 3, Group 4, Group 5) transition to Capital Quality 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. Each is discussed in detail in Appendix F.

### **Designations: Valid for Up to Three Years**

Facilities are observed every year, unless unforeseen circumstances prevent safe observations. Each facility's Capital Quality designation, 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., ITERS-3, FCCERS-3 and/or CLASS Pre-K). This policy does **not** apply to designations based upon transitions, either from *Going for the Gold* (e.g., *Gold to Quality*, etc.) or for transition designations that are maintained due to the fact that the facility has not yet obtained sufficient, 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, valid observation data for a revised Capital Quality rating and designation in its new location.

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, valid 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 and 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 earns a lower designation based on the annual rating calculation during the three-year time period?**

- If, during the three-year time period, a facility earns a lower designation based on the annual rating calculation, then the facility's designation will not change. For example, if a facility has a *Progressing* designation in 2022<sup>4</sup> and then earns a *Developing* designation in 2023, 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 2022 to 2024. A new three-year cycle would then begin in 2025 for this facility, as shown in the chart below.

**Example A**

Year	2022 <sup>5</sup>	2023	2024	2025
Yearly Capital Quality Designation	Progressing	Developing	Developing	Developing
Capital Quality Designation on Public Profile	Progressing			Developing
Three-Year Cycle	2022 – 2024			2025+ Note: a new three-year cycle begins

<sup>4</sup> Please note that this is for illustrative purposes only, OSSE will not assign new Capital Quality designations in fall 2022.

<sup>5</sup> Ibid.

**What happens when my facility earns a higher designation based on the annual rating calculation during the three-year time period?**

- If, during the three-year time period, a facility earns a higher designation based on the annual rating calculation, 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 2022<sup>6</sup> and then earns a *Quality* designation in 2023, 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 2022 to 2024, the three-year cycle changed and now spans from 2023 to 2025 once the facility earned a higher (i.e., *Quality*) designation in 2023.

**Example B**

Year	2022 <sup>7</sup>	2023*	2024
Yearly Capital Quality Designation	Progressing	To be determined	To be determined
Capital Quality Designation on Public Profile	Progressing		
Three-Year Cycle	2022 - 2024		

Year	2022	2023*	2024	2025
Yearly Capital Quality Designation	Progressing	Quality	To be determined	To be determined
Capital Quality Designation on Public Profile	Progressing	Quality		
Three-Year Cycle	2022	2023 – 2025		

**\*Note:** In 2023, 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 in Appendix F.

<sup>6</sup> Please note that this is for illustrative purposes only, OSSE will not assign new Capital Quality designations in fall 2022.

<sup>7</sup> Ibid.



### 3. Updates to Capital Quality Policies and Implementation during the Coronavirus (COVID-19) Public Health Emergency

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.

#### 3.1 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) canceled the Environment Rating Scale (ERS) and Classroom Assessment Scoring System Pre-K (CLASS Pre-K) observations for all child care providers for the 2019-20 program year.**

#### **What does this mean for your designation?**

Capital Quality designations were not calculated in fall 2020. Observations will resume in fall 2021/spring 2022 (unless there are unforeseen circumstances that prevent safe observations) and the fall 2022 calculations will use the 2018-19 and 2021-22 school year observation data. Additional information for each group is included in the table below.

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 through the end of the three-year designation period or until sufficient, valid observation data are collected to calculate an updated Capital Quality rating.
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 fiscal year beginning Oct. 1, 2020. Your observation-based designation will be reflected on My Child Care DC and will align with your reimbursement rate for the fiscal year beginning Oct. 1, 2021.

Group	Original Timeline	Update
Group 4	Quality profile on My Child Care DC reflects the designation calculated in fall 2021 and tiered reimbursement rate reflects the calculated designation in fall 2022.	The designation you are currently reimbursed at will continue for the fiscal years beginning Oct. 1, 2020 and Oct. 1, 2021. Your observation-based designation will be reflected on My Child Care DC and will align with your reimbursement rate for the fiscal year beginning Oct. 1, 2022.
Group 5	Quality profile on My Child Care DC reflects the Preliminary designation and tiered reimbursement rate reflects the Preliminary designation until the Capital Quality rating is calculated to assign a designation of Developing, Progressing, Quality or High-Quality.	The designation you are currently reimbursed at will continue for the fiscal year beginning Oct. 1, 2020 until sufficient, valid observation data are collected to calculate a Capital Quality rating.

Appendix B contains the communication issued to providers on April 21, 2020.

### 3.2 Observation Guidance Issued on Oct. 6, 2020

Due to the ongoing public health emergency, the Office of the State Superintendent of Education (OSSE) canceled the Environment Rating Scale (ERS) observations for all child development facilities for the 2020-21 program year.

Appendix C contains the communication issued to providers on Oct. 6, 2020.

### 3.3 Observation Guidance Issued on Feb. 22, 2021

The Office of the State Superintendent of Education (OSSE), Division of Early Learning (DEL), offered **voluntary, opt-in** Classroom Assessment Scoring System Pre-K (CLASS Pre-K) observations of the District of Columbia's pre-K programs in Spring 2021. Due to the impacts of the public health emergency, OSSE is not using CLASS Pre-K data for Capital Quality ratings purposes in the 2020-21 program year.

OSSE will not use data collected during CLASS Pre-K observations in Spring 2021 to calculate ratings for Capital Quality during the 2020-21 program year or any future years. Aggregated CLASS Pre-K data collected during these observations will be used to: 1) understand system-level changes and patterns in teacher-child interactions during the public health emergency; 2) identify areas of strength and places for improvement; and 3) inform OSSE's professional development offerings and technical assistance strategies.

Appendix D contains the communication issued to providers on Feb. 22, 2021.



### 3.4 Observation Guidance Issued on March 24, 2022

DEL collected CLASS Pre-K data for the 2021-22 program year, but program-level CLASS Pre-K scores will not be used to calculate Capital Quality ratings and assign Capital Quality designations that impact tiered subsidy reimbursement rates in fiscal year 2023. Child development facility owners and center directors may use the program-level CLASS Pre-K scores and other information in the program-level and classroom-level CLASS Pre-K reports for continuous improvement and professional development purposes, and OSSE will use aggregated data in the annual pre-K report and to inform system-level supports and professional development. A vendor was not selected to collect ERS data, including ITERS-3 data and FCCERS-3 data, during the 2021-22 program year.

DEL continues to implement the hold harmless policy according to the original timeline. As of Sept. 30, 2022, there will no longer be a hold harmless policy in effect for any Capital Quality participants.

Appendix E contains the communication issued to providers on March 24, 2022.

## 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 geographic 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 home-based provider). Given this, each facility receives its own Capital Quality rating and designation.

**Table 9: Capital Quality Frameworks**

Framework	Description
<b>Infant and Toddler Only</b>	A child development center licensed to serve children from birth to 36 months of age.
<b>Preschool Age/Pre-K Only</b>	A child development center licensed to serve children from 30 to 60 months of age.
<b>Birth-to-Five</b>	A child development center licensed to serve children from birth to 60 months of age.
<b>Child Development Homes/Child Development Expanded Homes</b>	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 documented in the Division of Early Learning License Tool (DELLT). DEFLT is the database 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.

#### Determining the Capital Quality Framework

The Capital Quality framework is established using the following data elements, which exist in DEFLT 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 for the next program year.*

#### Licensed Capacity: Age Groups

Licensed Capacity data from the facility page in DEFLT 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

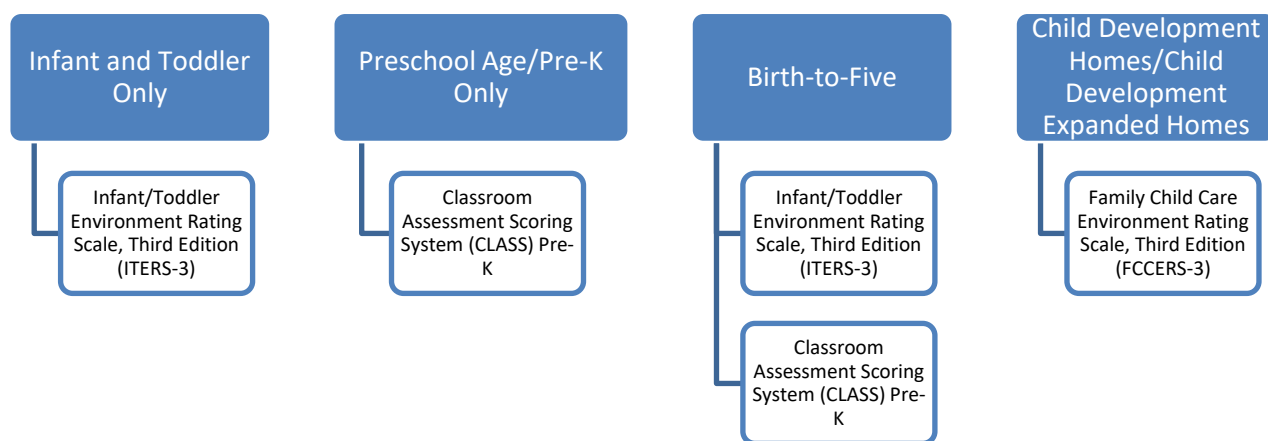
### 1. Capital Quality Metrics: How is Quality Measured?

Quality is assessed based on the following observation metrics:

- Infant/Toddler Environment Rating Scale, Third Edition (ITERS-3)
- Family Child Care Environment Rating Scale, Third Edition (FCCERS-3)
- Classroom Assessment Scoring System (CLASS) Pre-K

The type of framework determines which metrics are used to capture a facility's quality (see Figure 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 Pre-K, ITERS-3 and/or FCCERS-3) are used to calculate a facility's Capital Quality rating, which translates into a Capital Quality designation.

**Figure 7: Capital Quality Frameworks and Metrics**



## 1.1 ITERS-3 Overview

### *Description*

The Infant/Toddler Environment Rating Scale, Third Edition (ITERS-3) is used to conduct observations to assess facility quality in infant and toddler classrooms in child development centers. ITERS-3 items measure the extent to which early care and education environments promote children's health and safety and stimulate children through language and activities and warm, supportive interactions with adults during a "typical" day. The ITERS-3 metric utilizes six 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; furniture for routine care, play and learning; room arrangement of indoor space; and materials and display for children.
- ii. **Personal Care Routines:** Appropriate meal/snack routines, toileting/diapering processes and health and safety practices.
- iii. **Language and Books:** Talking and responding to children's communication; encouraging children to communicate, develop vocabulary and use books; and evidence of staff use of books with children.
- iv. **Activities:** Use of materials that support fine and gross motor skills; art, music and movement; blocks; dramatic play; nature/science; math/number; appropriate use of technology and evidence of promotion and acceptance of diversity.
- v. **Interaction:** The quality of the supervision of gross and non-gross motor play and learning; peer interaction; staff-child interaction; providing appropriate physical warmth/touch; and guiding children's behavior.
- vi. **Program Structure:** The extent to which the schedule (e.g., routines and adjusting them as needed) meets the needs of all children; opportunities for free play and group play; and having access to materials for use in free play and group play activities.

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

**Note:** From 2016 through 2020, the Infant/Toddler Environment Rating Scale-Revised (ITERS-R) was used to conduct observations. The ITERS-3, the latest edition of the metric, is now used in place of the ITERS-R. Valid observation data collected using the ITERS-R (i.e. program-level ITERS-R scores) will be used in the Capital Quality rating calculation until facilities have sufficient, valid observation data collected using the ITERS-3. During the transition period, some facilities will receive designations that reflect observations conducted using both the ITERS-R and the ITERS-3.

## 1.2 FCCERS-3 Overview

### *Description*

The Family Child Care Environment Rating Scale, Third Edition (FCCERS-3) is used to conduct observations to assess facility quality in child development homes and child development expanded homes. FCCERS-3 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-3 metric utilizes six 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 for child care; furniture for routine care,

- play and learning; room arrangement of indoor space for child care; and materials and display for children.
- ii. **Personal Care Routines:** Appropriate meal/snack routines, toileting/diapering processes and health and safety practices.
- iii. **Language and Books:** Talking and responding to children's communication; encouraging children to communicate, develop vocabulary and use books; and evidence of provider use of books with children.
- iv. **Activities:** Use of materials that support fine and gross motor skills; art, music and movement; blocks; dramatic play; nature/science; math/number; appropriate use of technology and evidence of promotion and acceptance of diversity.
- v. **Interaction:** The quality of the supervision of gross and non-gross motor play and learning; peer interaction; provider-child interaction; providing appropriate physical warmth/touch and guiding children's behavior.
- vi. **Program Structure:** The extent to which the schedule (e.g., routines and adjusting them as needed) meets the needs of all children; opportunities for free play and group play and having access to materials for use in free play and group play activities.

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-3 includes items to assess provisions in the environment for a wide age range.

**Note:** From 2016 through 2020, the Family Child Care Environment Rating Scale-Revised (FCCERS-R) was used to conduct observations. The FCCERS-3, the latest edition of the metric, is now used in place of the FCCERS-R. Valid observation data collected using the FCCERS-R (i.e. program-level FCCERS-R scores) will be used in the Capital Quality rating calculation until facilities have sufficient, valid observation data collected using the FCCERS-3. During the transition period, some facilities will receive designations that reflect observations conducted using both the ITTERS-R and the ITTERS-3.

### 1.3 CLASS Pre-K Overview

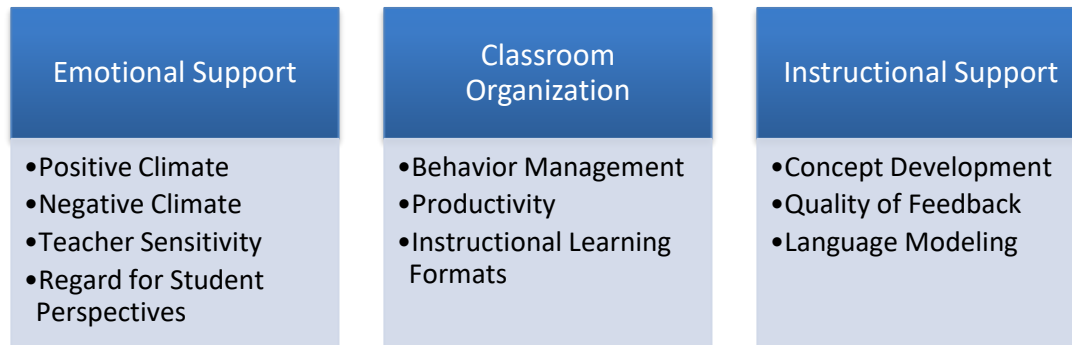
#### *Description*

The Classroom Assessment Scoring System Pre-K (CLASS Pre-K) is a research-based observational metric that measures the quality of teacher-child interactions in preschool classroom settings. CLASS Pre-K observations are collected through multiple (four to six) 30-minute cycles of classroom observations. The CLASS Pre-K measure is composed 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 composed of dimensions that are scored on a scale of 1 to 7, with higher scores for each domain indicating higher quality. Figure 8 shows how the dimensions are organized within each domain.

**Figure 8: CLASS Pre-K Domains and Dimensions**



## 2. How are Data Collected?

OSSE uses independent contractors (i.e., vendors) to conduct the ITERS-3, FCCERS-3 and CLASS Pre-K 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 publishers 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-3 or FCCERS-3 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 Pre-K 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: [osse.dc.gov/page/capital-quality-gris](https://osse.dc.gov/page/capital-quality-gris).

## 3. Capital Quality Designations

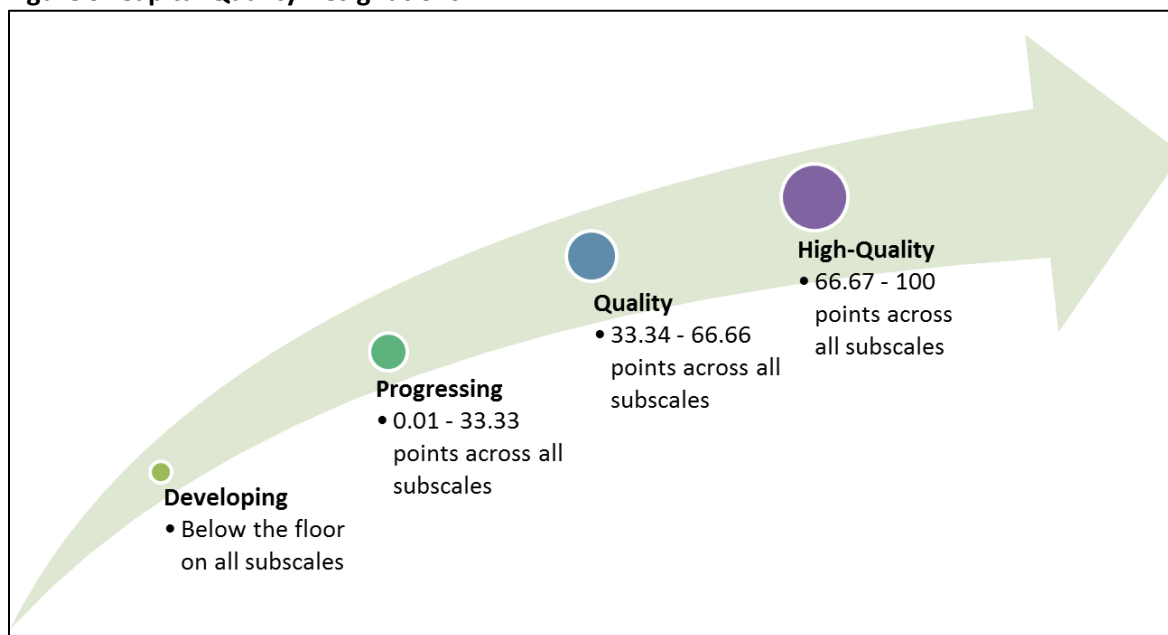
The scores from each framework's ratings are used to calculate each facility's Capital Quality designation: Developing, Progressing, Quality or High-Quality. Facilities that score below the floor (see section 4.2 Floors and Targets) on **all** included ITERS-3, FCCERS-3 or CLASS Pre-K subscales will be designated as Developing. Facilities that receive a score above the floor on at least **one** included ITERS-3, FCCERS-3 or CLASS Pre-K 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 sufficient, valid observation data.

**Figure 9: Capital Quality Designations**



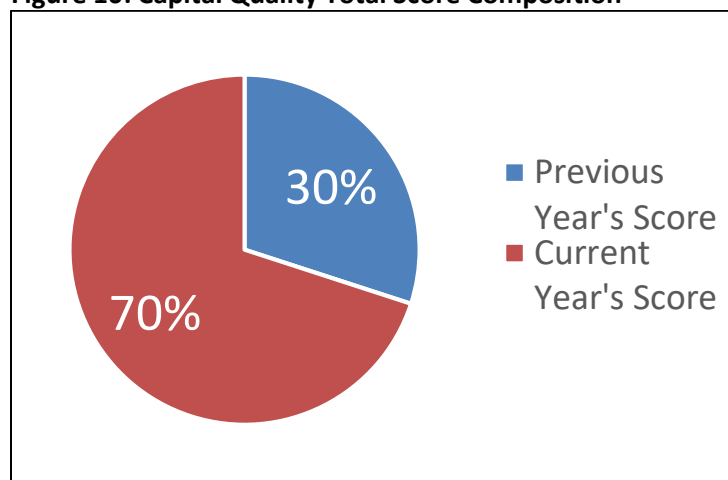
## 4. How is a Capital Quality Rating Calculated?

### 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 (Figure 10).

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

**Figure 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 recent program years for which OSSE has valid observation data. This means the previous year's score and the current year's score used in the rating calculation may not be consecutive program years (e.g., program year 2016-17 score used for previous year's score and program year 2018-19 score used for current year's score in rating calculation).

#### **Facilities with Only One Year of Valid Observation Data**

For facilities with only one year of valid observation data (i.e., initially designated Preliminary), the rating calculation will not be weighted 70 percent current year data and 30 percent previous year data since only one year of data is being used. This one year of valid observation data will be 'weighted' 100 percent in determining the facility's rating and designation. As a result, facilities designated Preliminary will receive a different designation (Developing, Progressing, Quality or High-Quality) based on their first year of valid observation data. The rating and designation using one year of valid observation data will be in effect until facilities have two years of valid observation data (ITERS-3, FCCERS-3 and/or CLASS Pre-K), at which point OSSE will calculate the rating and designation using the two most recent years of valid observation data (ITERS-3, FCCERS-3 and/or CLASS Pre-K) and will follow the Capital Quality total score composition as illustrated in figure 10.

#### **4.2 Floors and Targets**

The score for each metric (i.e., ITERS-3, FCCERS-3 and CLASS Pre-K) 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 a formula, which varies for each metric and for each framework. Detailed descriptions are provided in section 4.3.



Although ITERS-3 and FCCERS-3 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. The floor and target scores were set based on national data on performance on the metrics, local data on performance on the metrics as compared to distributions for nationally available data and consultation with the publishers of the metrics.

Table 10 shows examples from each of these metrics (i.e., ITERS-3 and FCCERS-3) 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-3 and FCCERS-3 Floors and Targets**

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

Each of the three CLASS Pre-K domains has its own floor and target, which as stated previously, are research-based (see Table 11). The floor and target scores were set based on national data on performance on the metric, local data on performance on the metric as compared to distributions for nationally available data and consultation with the publishers of the metric. 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. These floor and target scores are the same floor and target scores used in [OSSE's STAR framework](#) for pre-K programs in public local education agencies (LEAs).

Table 11 shows examples from each of these CLASS Pre-K 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 Pre-K Floors and Targets**

CLASS Pre-K Domain	What does it measure?	What does the Floor Score represent?	What does the Target Score represent?
<b>Emotional Support</b>	Measures teachers' efforts to support children's social and emotional functioning (e.g., teacher sensitivity, emotional connection)	<b>Score: 4.5</b> Some evidence that the teachers and children share warm, supportive relationships, yet teachers are only sometimes aware of children who need support or attention	<b>Score: 6.0</b> 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
<b>Classroom Organization</b>	Measures classroom-level organization (e.g., behavior management, routines)	<b>Score: 4.5</b> Some evidence that rules/expectations may be stated clearly, but are inconsistently enforced by the teachers	<b>Score: 6.0</b> 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
<b>Instructional Support</b>	Measures the ways in which teachers effectively support cognitive and language development in their classrooms (e.g., language modeling, asking open-ended questions)	<b>Score: 2.0</b> 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)	<b>Score: 4.0</b> 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, comprise 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-3, while the pre-K classrooms are observed and rated using CLASS Pre-K. 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-3 score for the current year (70 percent) and previous year (30 percent) relative to the target and the floor (see Figure 11).

**Figure 11: Previous and Current Year's Calculation for *Infant and Toddler Only* Facilities**

Total Possible Points	Total Possible Points: 100	
Possible Points by Year	Current Year: 70 Points	Previous Year: 30 Points
ITERS-3 Score	Current Year: 70 Points	Previous Year: 30 Points
Framework Points Earned	$70 * \frac{(\text{Current Year Score} - \text{Floor})}{(\text{Target} - \text{Floor})} + 30 * \frac{(\text{Previous Year Score} - \text{Floor})}{(\text{Target} - \text{Floor})}$	

Using an example facility, Figure 12 demonstrates how the ITERS-3 score translates into a Capital Quality designation.

**Figure 12: Points Calculation (Infant and Toddler Only)**

In this example, this Infant and Toddler Only facility earned a score of 5.5 for the current year and 5.0 for the previous year on ITERS-3. For ITERS-3, 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 Pre-K score for the current year (70 percent) and the previous year (30 percent) relative to the target and the floor (see Figure 13). The possible points by year are calculated using scores from the three CLASS Pre-K domains: Emotional Support (ES), Classroom Organization (CO) and Instructional Support (IS). The maximum possible points that can be earned for each CLASS Pre-K domain is 23.33 points for the current year; the maximum possible points that can be earned for each CLASS Pre-K 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 Pre-K across all three domains and across the current and previous year.

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

Total Possible Points	Total Possible Points: 100					
Possible Points by Year	Current Year: 70 Points			Previous Year: 30 Points		
CLASS Pre-K Domain Scores	ES 23.33	CO 23.33	IS 23.33	ES 10	CO 10	IS 10
Domain Points Earned	$23.33 * \frac{(\text{Current Year Score} - \text{Floor})}{(\text{Target} - \text{Floor})} + 10 * \frac{(\text{Previous Year Score} - \text{Floor})}{(\text{Target} - \text{Floor})}$					

Using an example facility, Figure 14 demonstrates how the CLASS Pre-K scores translate into a Capital Quality designation.

**Figure 14: Points Calculation (Preschool Age/Pre-K Only)**

Each domain of CLASS Pre-K 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 Pre-K domain.

<b>Emotional Support</b> Current year's score: 5.5 Previous year's score: 5.0  Target: 6 Floor: 4.5	<b>Classroom Organization</b> Current year's score: 6.1 Previous year's score: 6.3  Target: 6 Floor: 4.5	<b>Instructional Support</b> Current year's score: 2.56 Previous year's score: 2.0  Target: 4 Floor: 2
--	---	---

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 Pre-K, the current year's points and previous year's points are calculated separately for each domain as illustrated below:

#### Emotional Support

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

$$15.55 + 3.33 = 18.88 \text{ points}$$

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 Pre-K 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
<b>= 58.74 points</b>				

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 Pre-K and ITERS-3 metrics for the current year and previous year, relative to the targets and floors. As with every other Capital Quality framework (e.g., Infant and Toddler Only, Child Development Homes/Child Development Expanded Homes), 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 preschool age/pre-K and infant/toddler classrooms served. If a facility has more preschool age/pre-K classrooms than infant/toddler classrooms, then its Capital Quality rating will be weighted more heavily by CLASS Pre-K. If a facility has more infant/toddler classrooms than preschool age/pre-K classrooms, then its Capital Quality rating will be weighted more heavily by ITERS-3.

#### 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), Figure 15 demonstrates how CLASS Pre-K and ITERS-3 scores translate into a Capital Quality designation.

**Figure 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-3 and four preschool age/pre-K classrooms observed with CLASS Pre-K. 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-3 portion of the rating for each year. In this example, the facility earned the following scores:

**ITERS-3**  
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-3:

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

To calculate the framework points earned for Infant/Toddler Classrooms with ITERS-3, the current year's points and previous year's points can be calculated separately as illustrated below:



<p>Insert the current year's score (5.5), floor (3) and target (6) into the equation. Then, calculate.</p> $70 \times \left( \frac{5.5 - 3}{6 - 3} \right)$ $70 \times \left( \frac{2.5}{3} \right) = 58.33$	<p>Insert the previous year's score (5.0), floor (3) and target (6) into the equation. Then, calculate.</p> $30 \times \left( \frac{5.0 - 3}{6 - 3} \right)$ $30 \times \left( \frac{2.0}{3} \right) = 20.00$
--	---

**Current Year ITERS-3 Points Earned: 58.33**  
**Previous Year ITERS-3 Points Earned: 20.00**

Next, the CLASS Pre-K 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 Pre-K domains: Emotional Support (ES), Classroom Organization (CO) and Instructional Support (IS). The maximum possible points that can be earned for each CLASS Pre-K domain is 23.33 points for the current year; the maximum possible points that can be earned for each CLASS Pre-K domain is 10 points for the previous year.

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

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

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

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

$$\text{Points Earned for Preschool Age/Pre-K Classrooms} = 23.33 \times \left( \frac{\text{Current Year's Score} - \text{Floor}}{\text{Target} - \text{Floor}} \right) + 10 \times \left( \frac{\text{Previous Year's Score} - \text{Floor}}{\text{Target} - \text{Floor}} \right)$$

To calculate the framework points earned for CLASS Pre-K, 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)	Insert the previous year's score (4.8), floor (4.5)
--	---

and target (6) into the equation. Then, calculate.	and target (6) into the equation. Then, calculate.
$23.33 \times \left( \frac{\text{Current Year's Score} - \text{Floor}}{\text{Target} - \text{Floor}} \right)$ $23.33 \times \left( \frac{5.0 - 4.5}{6 - 4.5} \right)$ $23.33 \times \left( \frac{0.5}{1.5} \right) = 7.78$	$10 \times \left( \frac{\text{Previous Year's Score} - \text{Floor}}{\text{Target} - \text{Floor}} \right)$ $10 \times \left( \frac{4.8 - 4.5}{6 - 4.5} \right)$ $10 \times \left( \frac{0.3}{1.5} \right) = 2.00$
<p><b>Current Year CLASS Pre-K Emotional Support Points Earned: 7.78</b>  <b>Previous Year CLASS Pre-K Emotional Support Points Earned: 2.00</b></p>	
<p><b>Classroom Organization</b></p>	
Insert the current year's score (4.4), floor (4.5) and target (6) into the equation. Then, calculate.	Insert the previous year's score (4.0), floor (4.5) and target (6) into the equation. Then, calculate.
$23.33 \times \left( \frac{\text{Current Year's Score} - \text{Floor}}{\text{Target} - \text{Floor}} \right)$ $23.33 \times \left( \frac{4.4 - 4.5}{6 - 4.5} \right)$ $23.33 \times \left( \frac{-0.1}{1.5} \right) = -1.56$ $-1.56 \rightarrow \mathbf{0 \text{ points}}$	$10 \times \left( \frac{\text{Previous Year's Score} - \text{Floor}}{\text{Target} - \text{Floor}} \right)$ $10 \times \left( \frac{4.0 - 4.5}{6 - 4.5} \right)$ $10 \times \left( \frac{-0.5}{1.5} \right) = -3.33$ $-3.33 \rightarrow \mathbf{0 \text{ points}}$
<p>A facility cannot earn points when it scores below the floor, so this facility earns 0 points for the current year and 0 points for the previous year for Classroom Organization.</p> <p><b>Current Year CLASS Pre-K Classroom Organization Points Earned: 0</b>  <b>Previous Year CLASS Pre-K Classroom Organization Points Earned: 0</b></p>	
<p><b>Instructional Support</b></p>	
Insert the current year's score (2.56), floor (2) and target (4) into the equation. Then, calculate.	Insert the previous year's score (2.0), floor (2) and target (4) into the equation. Then, calculate.

$23.33 \times \left( \frac{\text{Current Year's Score} - \text{Floor}}{\text{Target} - \text{Floor}} \right)$ $23.33 \times \left( \frac{2.56 - 2}{4 - 2} \right)$ $23.33 \times \left( \frac{0.56}{2} \right) = 6.53$	$10 \times \left( \frac{\text{Previous Year's Score} - \text{Floor}}{\text{Target} - \text{Floor}} \right)$ $10 \times \left( \frac{2.0 - 2}{4 - 2} \right)$ $10 \times \left( \frac{0}{2} \right) = 0$	
<p><b>Current Year CLASS Pre-K Instructional Support Points Earned: 6.53</b> <b>Previous Year CLASS Pre-K Instructional Support Points Earned: 0</b></p>		
<p>In the next step, the points earned from each CLASS Pre-K domain are combined to calculate the total current year CLASS Pre-K points and total previous year CLASS Pre-K points:</p>		
<p><b>Current Year Emotional Support</b></p> <p><b>7.78 points +</b></p>	<p><b>Current Year Classroom Organization</b></p> <p><b>0 points +</b></p>	<p><b>Current Year Instructional Support</b></p> <p><b>6.53 points</b></p>
<p><b>= 14.31 points</b></p>		
<p><b>Previous Year Emotional Support</b></p> <p><b>2.00 points +</b></p>	<p><b>Previous Year Classroom Organization</b></p> <p><b>0 points +</b></p>	<p><b>Previous Year Instructional Support</b></p> <p><b>0 points</b></p>
<p><b>= 2.00 points</b></p>		
<p><b>Current Year CLASS Pre-K Points Earned: 14.31</b> <b>Previous Year CLASS Pre-K Points Earned: 2.00</b></p>		
<p><b>Weighting Points Earned Based on Classroom Composition in the Birth-to-Five Facility</b></p> <p>The final step in calculating this Birth-to-Five facility's rating is to combine the facility's points earned from the ITERS-3 scores and the points earned from the CLASS Pre-K scores and "weight" them by the proportion of infant/toddler and preschool age/pre-K classrooms served in the facility.</p>		

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-3 and four preschool age/pre-K classrooms that were observed by CLASS Pre-K; there is a total of six classrooms that have observations.

	Infant/Toddler Classrooms		Preschool Age/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-3 in each year, so the ITERS-3 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-3 observations and the Previous Year Points (20.00) are multiplied by the proportion ( $\frac{2}{6}$ ) of infant/toddler classrooms that have ITERS-3 observations. This is then added together, resulting in 26.11 ITERS-3 points.

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

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

$$19.44 + 6.67 = 26.11$$

**Weighted ITERS-3 Points Earned: 26.11**

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

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

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

$$9.54 + 1.33 = 10.87$$

**Weighted CLASS Pre-K Points Earned: 10.87**

Finally, the weighted points earned from ITERS-3 (26.11 points) and the weighted points earned from CLASS Pre-K (10.87 points) are added together for a total of 36.98 points.

$$\left(\begin{array}{c} \text{Weighted ITERS-3} \\ \text{Points Earned} \end{array}\right) + \left(\begin{array}{c} \text{Weighted CLASS Pre - K} \\ \text{Points Earned} \end{array}\right)$$

$$26.11 + 10.87 = 36.98$$

**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), Figure 16 demonstrates how CLASS Pre-K and ITERS-3 scores translate into a Capital Quality designation.

#### Figure 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-3 and four preschool age/pre-K classrooms observed with CLASS Pre-K 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-3 and three preschool age/pre-K classrooms observed with CLASS Pre-K. This facility's previous year's scores are presented in purple.

To calculate the Capital Quality rating, start by calculating the ITERS-3 portion of the rating for each year. In this example, the facility earned the following scores:

#### ITERS-3

Current year's score: 5.0

Previous year's score: 4.8

Target: 6

Floor: 3

The following formula is used to calculate the points earned for Infant/Toddler Classrooms observed with ITERS-3:

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-3, the current year's points and previous year's points are calculated separately as illustrated below:

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

$$70 \times \left( \frac{5.0 - 3}{6 - 3} \right)$$
$$70 \times \left( \frac{2.0}{3} \right) = 46.67$$

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

$$30 \times \left( \frac{4.8 - 3}{6 - 3} \right)$$
$$30 \times \left( \frac{1.8}{3} \right) = 18.00$$

**Current Year ITERS-3 Points Earned: 46.67**

**Previous Year ITERS-3 Points Earned: 18.00**

Next, the **CLASS Pre-K** 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 Pre-K domains: Emotional Support (ES), Classroom Organization (CO) and Instructional Support (IS). The maximum possible points that can be earned for each CLASS Pre-K domain is 23.33 points for the current year; the maximum possible points that can be earned for each CLASS Pre-K domain is 10 points for the previous year.

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

Each domain of CLASS Pre-K 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: 5.5 Previous year's score: 5.1	Current year's score: 5.0 Previous year's score: 5.0	Current year's score: 2.0 Previous year's score: 1.8
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 Pre-K:

### 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 Pre-K, 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 Pre-K Emotional Support Points Earned: 15.55**

**Previous Year CLASS Pre-K 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 Pre-K Classroom Organization Points Earned: 7.78**

**Previous Year CLASS Pre-K Classroom Organization Points Earned: 3.33**

#### Instructional Support

Insert the current year's score (2.0), floor (2)

Insert the previous year's score (1.8), floor (2)

and target (4) into the equation. Then, calculate.

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

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

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

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 it scores 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 Pre-K Instructional Support Points Earned: 0**  
**Previous Year CLASS Pre-K Instructional Support Points Earned: 0**

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

<b>Current Year Emotional Support</b>	<b>Current Year Classroom Organization</b>	<b>Current Year Instructional Support</b>
<b>15.55 points +</b>	<b>7.78 points +</b>	<b>0 points</b>
<b>= 23.33 points</b>		
<b>Previous Year Emotional Support</b>	<b>Previous Year Classroom Organization</b>	<b>Previous Year Instructional Support</b>
<b>4.00 points +</b>	<b>3.33 points +</b>	<b>0 points</b>
<b>= 7.33 points</b>		
<b>Current Year CLASS Pre-K Points Earned: 23.33</b> <b>Previous Year CLASS Pre-K Points Earned: 7.33</b>		
<b>Weighting Points Earned Based on Classroom Composition in the Birth-to-Five Facility</b>		
The final step in calculating this Birth-to-Five facility's rating is to combine the facility's points earned from the ITERS-3 scores and the points earned from the CLASS Pre-K scores and "weight" them by the proportion of infant/toddler and preschool age/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-3 and four preschool age/pre-K classrooms that were observed by CLASS Pre-K; 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-3 and three preschool age/pre-K classrooms that were observed by CLASS Pre-K; there is a total of six classrooms that have observations.

	Infant/Toddler Classrooms		Preschool Age/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-3 in the current year, so the ITERS-3 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-3 observations. Three of the six classrooms in the facility are infant/toddler classrooms that were observed by ITERS-3 in the previous year, so the ITERS-3 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-3 observations. This is then added together, resulting in 24.56 ITERS-3 points.

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

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

$$15.56 + 9.00 = 24.56$$

**Weighted ITERS-3 Points Earned: 24.56**

In this example, four of the six classrooms in the facility are preschool age/pre-K classrooms that were observed by CLASS Pre-K in the current year, so the CLASS Pre-K total points earned in the Current Year Points (23.33) are multiplied by the proportion ( $\frac{4}{6}$ ) of current year preschool age/pre-K classrooms that have CLASS Pre-K observations. Three of the six classrooms in the facility are preschool age/pre-K classrooms that were observed by CLASS Pre-K in the previous year, so the CLASS Pre-K total points earned in the Previous Year Points (7.33) are multiplied by the proportion ( $\frac{3}{6}$ ) of previous year preschool age/pre-K classrooms that were observed by CLASS Pre-K. This is then added together, resulting in 19.22 CLASS Pre-K points.

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

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

$$15.55 + 3.67 = 19.22$$

**Weighted CLASS Pre-K Points Earned: 19.22**

Finally, the weighted points earned from ITERS-3 (24.56 points) and the weighted points earned from CLASS Pre-K (19.22 points) are added together for a total of 43.78 points.

$$\left( \text{Weighted ITERS-3 Points Earned} \right) + \left( \text{Weighted CLASS Pre-K Points Earned} \right)$$

$$24.56 + 19.22 = 43.78$$

**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 age/pre-K classrooms in another year during a two-year rating period), Figure 17 demonstrates how CLASS Pre-K and ITERS-3 scores translate into a Capital Quality designation.

#### **Figure 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-3 and **one** preschool age/pre-K classroom observed with CLASS Pre-K 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-3 and no preschool age/pre-K classrooms observed with CLASS Pre-K. This facility's previous year's scores are presented in purple.

To calculate the Capital Quality rating, start by calculating the ITERS-3 portion of the rating for each year. In this example, the facility earned the following scores:

### ITERS-3

Current year's score: 4.8

Previous year's score: 4.5

Target: 6

Floor: 3

The following formula is used to calculate the points earned for Infant/Toddler Classrooms observed with ITERS-3:

#### 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-3, 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.

$$30 \times \left( \frac{4.5 - 3}{6 - 3} \right)$$
$$30 \times \left( \frac{1.5}{3} \right) = 15.00$$

**Current Year ITERS-3 Points Earned: 42.00**

**Previous Year ITERS-3 Points Earned: 15.00**

Next, the CLASS Pre-K 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 Pre-K domains: Emotional Support (ES), Classroom Organization (CO) and Instructional Support (IS). The maximum possible points that can be earned for each CLASS Pre-K domain is 23.33 points for the current year; the maximum possible points that can be earned for each CLASS Pre-K domain is 10 points for the previous year.

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

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

<b>Emotional Support</b> Current year's score: 5.5 Previous year's score: N/A  Target: 6 Floor: 4.5	<b>Classroom Organization</b> Current year's score: 5.0 Previous year's score: N/A  Target: 6 Floor: 4.5	<b>Instructional Support</b> 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 Pre-K:

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 Pre-K, 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 Pre-K score, so no scores are calculated for this domain of CLASS Pre-K for the previous year.

**Current Year CLASS Pre-K Emotional Support Points Earned: 15.55**  
**Previous Year CLASS Pre-K 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.

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

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

$23.33 \times \left( \frac{5.0 - 4.5}{6 - 4.5} \right)$ $23.33 \times \left( \frac{0.5}{1.5} \right) = 7.78$	
<p align="center"><b>Current Year CLASS Pre-K Classroom Organization Points Earned: 7.78</b>  <b>Previous Year CLASS Pre-K Classroom Organization Points Earned: Not Applicable (N/A)</b></p>	
<p><b>Instructional Support</b></p>	
<p>Insert the current year's score (2.0), floor (2) and target (4) into the equation. Then, calculate.</p> $23.33 \times \left( \frac{\text{Current Year's Score} - \text{Floor}}{\text{Target} - \text{Floor}} \right)$ $23.33 \times \left( \frac{2.0 - 2}{4 - 2} \right)$ $23.33 \times \left( \frac{0}{2} \right) = 0$	<p>This facility has no previous year's CLASS Pre-K score, so no scores are calculated for this domain of CLASS Pre-K for the previous year.</p>
<p align="center"><b>Current Year CLASS Pre-K Instructional Support Points Earned: 0</b>  <b>Previous Year CLASS Pre-K Instructional Support Points Earned: Not Applicable (N/A)</b></p>	
<p>In the next step, the points earned from each CLASS Pre-K domain are combined to calculate the total current year CLASS Pre-K points and total previous year CLASS Pre-K points, which, in this case are Not Applicable (N/A):</p>	

<p align="center"><b>Current Year Emotional Support</b></p> <p align="center"><b>15.55 points +</b></p>	<p align="center"><b>Current Year Classroom Organization</b></p> <p align="center"><b>7.78 points +</b></p>	<p align="center"><b>Current Year Instructional Support</b></p> <p align="center"><b>0 points</b></p>
<p align="center"><b>= 23.33 points</b></p>		
<p align="center"><b>Previous Year Emotional Support</b></p>	<p align="center"><b>Previous Year Classroom Organization</b></p>	<p align="center"><b>Previous Year Instructional Support</b></p>

N/A		N/A		N/A	
N/A					
Current Year CLASS Pre-K Points Earned: 23.33 Previous Year CLASS Pre-K 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-3 scores and the points earned from the CLASS Pre-K scores and “weight” them by the proportion of infant/toddler and preschool age/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-3 and one preschool age/pre-K classroom that was observed by CLASS Pre-K; 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-3 and no preschool age/pre-K classrooms that were observed by CLASS Pre-K; there is a total of five classrooms that have observations.					
	Infant/Toddler Classrooms		Preschool Age/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-3 in the current year, so the ITERS-3 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-3 in the previous year, so the ITERS-3 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-3 points.					
$\left( \left( \begin{array}{c} \text{Current Year} \\ \text{Points} \end{array} \right) \times \left( \begin{array}{c} \text{Current Year} \\ \text{Classroom Proportion} \end{array} \right) \right) + \left( \left( \begin{array}{c} \text{Previous Year} \\ \text{Points} \end{array} \right) \times \left( \begin{array}{c} \text{Previous Year} \\ \text{Classroom Proportion} \end{array} \right) \right)$					

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

$$33.60 + 15.00 = 48.60$$

**Weighted ITERS-3 Points Earned: 48.60**

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

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

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

$$4.67 + 0 = 4.67$$

**Weighted CLASS Pre-K Points Earned: 4.67**

Finally, the weighted points earned from ITERS-3 (48.60 points) and the weighted points earned from CLASS Pre-K (4.67 points) are added together for a total of 53.27 points.

$$\left( \frac{\text{Weighted ITERS-3 Points Earned}}{\text{Points Earned}} \right) + \left( \frac{\text{Weighted CLASS Pre - K Points Earned}}{\text{Points Earned}} \right)$$

$$48.60 + 4.67 = 53.27$$

**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-3 score for the current year (70 percent) and previous year (30 percent) relative to the target and the floor (see Figure 18).

**Figure 18: Previous and Current Year's Calculation for Child Development Homes/Child Development Expanded Homes Framework**

Total Possible Points	Total Possible Points: 100	
Possible Points by Year	Current Year: 70 Points	Previous Year: 30 Points
FCCERS-3 Score	Current Year: 70 Points	Previous Year: 30 Points
Framework Points Earned	$70 * \frac{(\text{Current Year Score} - \text{Floor})}{(\text{Target} - \text{Floor})} + 30 * \frac{(\text{Previous Year Score} - \text{Floor})}{(\text{Target} - \text{Floor})}$	



Using a Child Development Homes/Child Development Expanded Homes framework as an example facility, Figure 19 demonstrates how the FCCERS-3 score translates into a Capital Quality designation.

**Figure 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-3. For FCCERS-3, 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.

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

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

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

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

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

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

$$-5.00 \rightarrow 0 \text{ points}$$

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**

#### 4.4 Facilities with Only One Year of Valid Data

OSSE will calculate the Capital Quality rating and designation using one year of valid observation data (Environment Rating Scales (ERS) and/or Classroom Assessment Scoring System Pre-K (CLASS Pre-K)) for facilities initially designated Preliminary once one year of observation data has been collected. This will result in a change in a facility's designation (to Developing, Progressing, Quality or High-quality) based on one year of data. The rating and designation using one year of valid observation data will be in effect until facilities have two years of valid observation data (ERS and/or CLASS Pre-K), at which point OSSE will calculate the rating and designation using the two most recent years of valid observation data (ERS and/or CLASS Pre-K).

- For facilities with one year of valid observation data, the rating calculation will not be weighted 70 percent current year data and 30 percent previous year data since only one year of data is being used. This one year of valid observation data will be "weighted" 100 percent.
- Figures 20 through 24 show the rating calculation using one year of valid observation data for each Capital Quality framework: Infant and Toddler Only, Preschool Age/Pre-K Only, Birth-to-Five and Child Development Homes/Expanded Child Development Homes.

Figure 20: Rating Calculation for Infant and Toddler Only Facility Initially Designated Preliminary and One Year of Valid Data

In this example, this Infant and Toddler Only facility earned a score of 5.5 on ITERS-3. For ITERS-3, the floor is a 3 and the target is a 6.

ITERS-3 score: 5.5

Target: 6

Floor: 3

The following formula is used to calculate the framework's Capital Quality rating using one year of data:

Framework Points Earned

$$100 \times \left( \frac{\text{Score} - \text{Floor}}{\text{Target} - \text{Floor}} \right)$$

Insert the ITERS-3 score (5.5), floor (3) and target (6) into the equation. Then, calculate.

$$100 \times \left( \frac{\text{Score} - \text{Floor}}{\text{Target} - \text{Floor}} \right)$$

$$100 \times \left( \frac{5.5 - 3}{6 - 3} \right)$$

$$100 \times \left( \frac{2.5}{3} \right) = 83.33$$

This rating of 83.33 points translates to a High-Quality designation, meaning this facility would earn a Capital Quality designation of High-Quality.

## Capital Quality Designation: High-Quality

Figure 21: Rating Calculation for Preschool Age/Pre-K Only Facility Initially Designated Preliminary and One Year of Valid Data

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

<b>Emotional Support</b> Score: 5.0  Target: 6 Floor: 4.5	<b>Classroom Organization</b> Score: 6.1  Target: 6 Floor: 4.5	<b>Instructional Support</b> Score: 2.0  Target: 4 Floor: 2
---	--	---

The following formula is used to calculate the points earned in each domain when the facility has one year of data:

Points Earned for Each Domain

$$= 33.33 \times \left( \frac{\text{Score} - \text{Floor}}{\text{Target} - \text{Floor}} \right)$$

To calculate the framework points earned for CLASS Pre-K, each domain's points are calculated separately as illustrated below:

### Emotional Support

$$33.3 \times \left( \frac{\text{Score} - \text{Floor}}{\text{Target} - \text{Floor}} \right)$$

$$33.33 \times \left( \frac{5.0 - 4.5}{6 - 4.5} \right)$$

$$33.33 \times \left( \frac{0.5}{1.5} \right) = 11.11$$

In this example, the Preschool Age/Pre-K Only facility earns **11.11 points** for Emotional Support.

### Classroom Organization

$$33.33 \times \left( \frac{\text{Score} - \text{Floor}}{\text{Target} - \text{Floor}} \right)$$

$$33.33 \times \left( \frac{6.1 - 4.5}{6 - 4.5} \right)$$

$$33.33 \times \left( \frac{1.6}{1.5} \right) = 0$$

$$35.55 \rightarrow 33.33$$

In this example, the Preschool Age/Pre-K Only facility earns 35.55 points in Classroom Organization, but the maximum number of points that can be earned in each domain is 33.33 points. Therefore, this facility earns the total possible points for the Classroom Organization domain, earning a total of 33.33 points.

#### Instructional Support

$$33.3 \times \left( \frac{\text{Score} - \text{Floor}}{\text{Target} - \text{Floor}} \right)$$

$$33.33 \times \left( \frac{2 - 2}{4 - 2} \right)$$

$$33.33 \times \left( \frac{0}{2} \right) = 0$$

This facility earns **0** points for Instructional Support.

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

Emotional Support		Classroom Organization		Instructional Support
11.11 points	+	33.33 points	+	0 points
= 44.44 points				

This rating of 44.44 points translates to a Quality designation, meaning this facility would earn a Capital Quality designation of Quality.

**Capital Quality Designation: Quality**



Figure 22: Rating Calculation for Birth-to-Five Facility Initially Designated Preliminary and One Year of Valid Data for Each Type of Classroom (Infant/Toddler and Preschool Age/Pre-K)

In this example, this Birth-to-Five facility has two infant/toddler classrooms observed with ITERS-3 and four preschool age/pre-K classrooms observed with CLASS Pre-K. This Birth-to-Five facility's scores are presented below.

To calculate the Capital Quality rating, start by calculating the ITERS-3 portion of the rating. In this example, the facility earned the following score:

**ITERS-3**

Score: 5.5

Target: 6

Floor: 3

The following formula is used to calculate the points earned for Infant/Toddler Classrooms using one year of data.

Points Earned for Infant/Toddler Classrooms

$$= 100 \times \left( \frac{\text{Score} - \text{Floor}}{\text{Target} - \text{Floor}} \right)$$

Insert the ITERS-3 score (5.5), floor (3) and target (6) into the equation. Then, calculate.

$$100 \times \left( \frac{5.5 - 3}{6 - 3} \right)$$

$$100 \times \left( \frac{2.5}{3} \right) = 83.33$$

**ITERS-3 Points Earned: 83.33**

Next, the CLASS Pre-K portion of the rating is calculated for each domain. The possible points are calculated using scores from the three CLASS Pre-K domains: Emotional Support (ES), Classroom Organization (CO) and Instructional Support (IS). The maximum possible points that can be earned for each CLASS Pre-K domain is 33.33 points.

Therefore, each birth-to-five facility could earn a total of 100 possible points for CLASS Pre-K across all three domains.

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

<b>Emotional Support</b> Score: 5.0  Target: 6 Floor: 4.5	<b>Classroom Organization</b> Score: 4.4  Target: 6 Floor: 4.5	<b>Instructional Support</b> Score: 2.56  Target: 4 Floor: 2
---	--	--

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

Points Earned for Preschool Age/Pre-K Classrooms

$$= 33.33 \times \left( \frac{\text{Score} - \text{Floor}}{\text{Target} - \text{Floor}} \right)$$

To calculate the framework points earned for CLASS Pre-K, the points are calculated separately for each domain as illustrated below:

### Emotional Support

Insert the Emotional Support score (5.0), floor (4.5) and target (6) into the equation. Then, calculate.

$$33.33 \times \left( \frac{\text{Score} - \text{Floor}}{\text{Target} - \text{Floor}} \right)$$

$$33.33 \times \left( \frac{5.0 - 4.5}{6 - 4.5} \right)$$

$$33.33 \times \left( \frac{0.5}{1.5} \right) = 11.11$$

**CLASS Pre-K Emotional Support Points Earned: 11.11**

### Classroom Organization

Insert the Classroom Organization score (4.4), floor (4.5) and target (6) into the equation. Then, calculate.

$$33.33 \times \left( \frac{\text{Score} - \text{Floor}}{\text{Target} - \text{Floor}} \right)$$

$$33.33 \times \left( \frac{4.4 - 4.5}{6 - 4.5} \right)$$

$$33.33 \times \left( \frac{-0.1}{1.5} \right) = -2.22$$

-2.22 → 0 points

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

**CLASS Pre-K Classroom Organization Points Earned: 0**

### **Instructional Support**

Insert the Instructional Support score (2.56), floor (2) and target (4) into the equation. Then, calculate.

$$33.33 \times \left( \frac{\text{Score} - \text{Floor}}{\text{Target} - \text{Floor}} \right)$$

$$33.33 \times \left( \frac{2.56 - 2}{4 - 2} \right)$$

$$33.33 \times \left( \frac{0.56}{2} \right) = 9.33$$

**CLASS Pre-K Instructional Support Points Earned: 9.33**

In the next step, the points earned from each CLASS Pre-K domain are combined to calculate the total CLASS Pre-K points:

<b>Emotional Support</b>	<b>Classroom Organization</b>	<b>Instructional Support</b>
<b>11.11 points +</b>	<b>0 points +</b>	<b>9.33 points</b>

**= 20.44 points**

**CLASS Pre-K Points Earned: 20.44**

### **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-3 score and the points earned from the CLASS Pre-K scores and "weight" them by the proportion of infant/toddler and preschool age/pre-K classrooms served in the facility.



In this example, the classroom composition at this facility includes two infant/toddler classrooms that were observed by ITERS-3 and four preschool age/pre-K classrooms that were observed by CLASS Pre-K; there is a total of six classrooms that have observations.

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

In this example, two of the six classrooms in the facility are infant/toddler classrooms that were observed by ITERS-3, so the ITERS-3 total points earned (83.33) are multiplied by the proportion  $\left(\frac{2}{6}\right)$  of infant/toddler classrooms that have ITERS-3 observations. This results in 27.78 ITERS-3 points.

$$(\text{Points}) \times (\text{Classroom Proportion})$$

$$83.33 \times \left(\frac{2}{6}\right) = 27.78$$

**Weighted ITERS-3 Points Earned: 27.78**

In this example, four of the six classrooms in the facility are preschool age/pre-K classrooms that were observed by CLASS Pre-K, so the CLASS Pre-K total points earned (20.44) are multiplied by the proportion  $\left(\frac{4}{6}\right)$  of preschool age/pre-K classrooms that have CLASS Pre-K observations. This results in 13.63 CLASS Pre-K points.

$$(\text{Points}) \times (\text{Classroom Proportion})$$

$$20.44 \times \left(\frac{4}{6}\right) = 13.63$$

**Weighted CLASS Pre-K Points Earned: 13.63**

Finally, the weighted points earned from ITERS-3 (27.78 points) and the weighted points earned from CLASS Pre-K (13.63 points) are added together for a total of 41.41 points.

$$\left( \frac{\text{Weighted ITERS-3}}{\text{Points Earned}} \right) + \left( \frac{\text{Weighted CLASS Pre - K}}{\text{Points Earned}} \right)$$

$$27.78 + 13.63 = 41.41$$

**Capital Quality Rating: 41.41**

This rating of 41.41 points translates to a Quality designation, meaning this facility would earn a Capital Quality designation of Quality.

**Capital Quality Designation: Quality**

Figure 23: Rating Calculation for Birth-to-Five Facility Initially Designated Preliminary and One Year of Valid Data for Only One Type of Classroom (Infant/Toddler or Preschool Age/Pre-K)

In this example, this Birth-to-Five facility has **five** infant/toddler classrooms observed with ITERS-3 and **zero** preschool age/pre-K classrooms observed with CLASS Pre-K due to enrollment at the time of observation (although the facility is licensed to serve children 6 weeks through 40 months old). This Birth-to-Five facility’s scores are presented below.

To calculate the Capital Quality rating, start by calculating the ITERS-3 portion of the rating. In this example, the facility earned the following score:

<b>ITERS-3</b> Score: 4.8  Target: 6 Floor: 3
---

The following formula is used to calculate the points earned for Infant/Toddler Classrooms observed with ITERS-3:

Points Earned for Infant/Toddler Classrooms

$$= 100 \times \left( \frac{\text{Score} - \text{Floor}}{\text{Target} - \text{Floor}} \right)$$

Insert the ITERS-3 score (4.8), floor (3) and target (6) into the equation. Then, calculate.

$$100 \times \left( \frac{4.8 - 3}{6 - 3} \right)$$

$$100 \times \left( \frac{1.8}{3} \right) = 60.00$$

### ITERS-3 Points Earned: 60.00

Next, the CLASS Pre-K portion of the rating is calculated for each domain. The possible points are calculated using scores from the three CLASS Pre-K domains: Emotional Support (ES), Classroom Organization (CO) and Instructional Support (IS). The maximum possible points that can be earned for each CLASS Pre-K domain is 33.33 points.

Therefore, each birth-to-five facility could earn a total of 100 possible points for CLASS Pre-K across all three domains.

Each domain of CLASS Pre-K has a different floor and target, which is presented in the tables below. In this example, the facility did not earn any scores since no classrooms were observed using CLASS Pre-K:

Emotional Support	Classroom Organization	Instructional Support
Score: N/A	Score: N/A	Score: N/A
Target: 6	Target: 6	Target: 4
Floor: 4.5	Floor: 4.5	Floor: 2

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

Points Earned for Preschool Age/Pre-K Classrooms

$$= 33.33 \times \left( \frac{\text{Score} - \text{Floor}}{\text{Target} - \text{Floor}} \right)$$

To calculate the framework points earned for CLASS Pre-K, the points are calculated separately for each domain as illustrated below:

#### Emotional Support

This facility has no CLASS Pre-K score, so no scores are calculated for this domain of CLASS Pre-K.

**CLASS Pre-K Emotional Support Points Earned: Not Applicable (N/A)**

#### Classroom Organization

This facility has no CLASS Pre-K score, so no scores are calculated for this domain of CLASS Pre-K.

**CLASS Pre-K Classroom Organization Points Earned: N/A**

#### Instructional Support

This facility has no CLASS Pre-K score, so no scores are calculated for this domain of CLASS Pre-K.

**CLASS Pre-K Instructional Support Points Earned: N/A**

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

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

N/A

**CLASS Pre-K 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-3 score and the points earned from the CLASS Pre-K scores and "weight" them by the proportion of infant/toddler and preschool age/pre-K classrooms served in the facility.

In this example, the classroom composition at this facility includes five infant/toddler classrooms that were observed by ITERS-3 and no (zero) preschool age/pre-K classrooms that were observed by CLASS Pre-K; there is a total of five classrooms that have observations.

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

In this example, five of the five classrooms in the facility are infant/toddler classrooms that were observed by ITERS-3, so the ITERS-3 total points earned (60.00) are multiplied by the proportion ( $\frac{5}{5}$ ) of infant/toddler classrooms that have observations. This results in 60.00 ITERS-3 points.

$$(\text{Points}) \times (\text{Classroom Proportion})$$

$$60.00 \times \left(\frac{5}{5}\right) = 60.00$$

**Weighted ITERS-3 Points Earned: 60.00**

In this example, none of the five classrooms in the facility were preschool age/pre-K classrooms that were observed by CLASS Pre-K, so there were no CLASS Pre-K points earned (N/A) and the proportion of preschool age/pre-K classrooms that have observations is  $\frac{0}{5}$ . This results in CLASS Pre-K points having no weight since no CLASS Pre-K observations were conducted and no CLASS Pre-K points were earned.

$$(\text{Points}) \times (\text{Classroom Proportion})$$

$$N/A \times \left(\frac{0}{5}\right) = N/A$$

**Weighted CLASS Pre-K Points Earned: N/A**

Finally, the weighted points earned from ITERS-3 (60.00 points) and the weighted points earned from CLASS Pre-K (N/A) are added together for a total of 60.00 points.

$$\left(\begin{array}{c} \text{Weighted ITERS-3} \\ \text{Points Earned} \end{array}\right) + \left(\begin{array}{c} \text{Weighted CLASS Pre - K} \\ \text{Points Earned} \end{array}\right)$$

$$60.00 + N/A = 60.00$$

**Capital Quality Rating: 60.00**

This rating of 60.00 points translates to a Quality designation, meaning this facility would earn a Capital Quality designation of Quality.

**Capital Quality Designation: Quality**

Figure 24: Rating Calculation for Child Development Home/Child Development Expanded Home Facility Initially Designated Preliminary and One Year of Valid Data

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

FCCERS-3 Score: 4.8

Target: 6

Floor: 3

The following formula is used to calculate the framework's Capital Quality rating using one year of data:

Framework Points Earned

$$100 \times \left( \frac{\text{Score} - \text{Floor}}{\text{Target} - \text{Floor}} \right)$$

Insert the FCCERS-3 score (4.8), floor (3) and target (6) into the equation. Then, calculate.

$$100 \times \left( \frac{\text{Score} - \text{Floor}}{\text{Target} - \text{Floor}} \right)$$

$$100 \times \left( \frac{4.8 - 3}{6 - 3} \right)$$

$$100 \times \left( \frac{1.8}{3} \right) = 60.00$$

This rating of 60 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 (unless there are unforeseen circumstances that prevent safe observations), resulting in a program-level report with that year's ITERS-3, FCCERS-3 and/or CLASS Pre-K scores. In addition, each facility's scores across up to 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 two years of 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 during the three-year period, however, as a result of a significant changes or events 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](mailto: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-3, FCCERS-3 or CLASS Pre-K) available on the [OSSE website: https://osse.dc.gov/page/capital-quality-gris](https://osse.dc.gov/page/capital-quality-gris) 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: [mychildcaredc.com](https://mychildcaredc.com). 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 [mychildcaredc.com](https://mychildcaredc.com) 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: [mychildcaredc.com](https://mychildcaredc.com). The Capital Quality profile will be posted on [mychildcaredc.com](https://mychildcaredc.com) 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, Third Edition (ITERS-3) scores
  - Family Child Care Environment Rating Scale, Third Edition (FCCERS-3) scores and/or
  - Classroom Assessment Scoring System Pre-K (CLASS Pre-K) 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: [mychildcaredc.com](https://mychildcaredc.com). 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-3, FCCERS-3 and/or CLASS Pre-K scores;
  - Previous year ITERS-3, FCCERS-3 and/or CLASS Pre-K scores;
  - List of research-based curricula used;
  - List of research-based assessments used;
  - Whether teachers have planning time outside of classroom hours; and
  - Accreditation type and expiration date.

### 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: [mychildcaredc.com](http://mychildcaredc.com). 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](mailto: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.

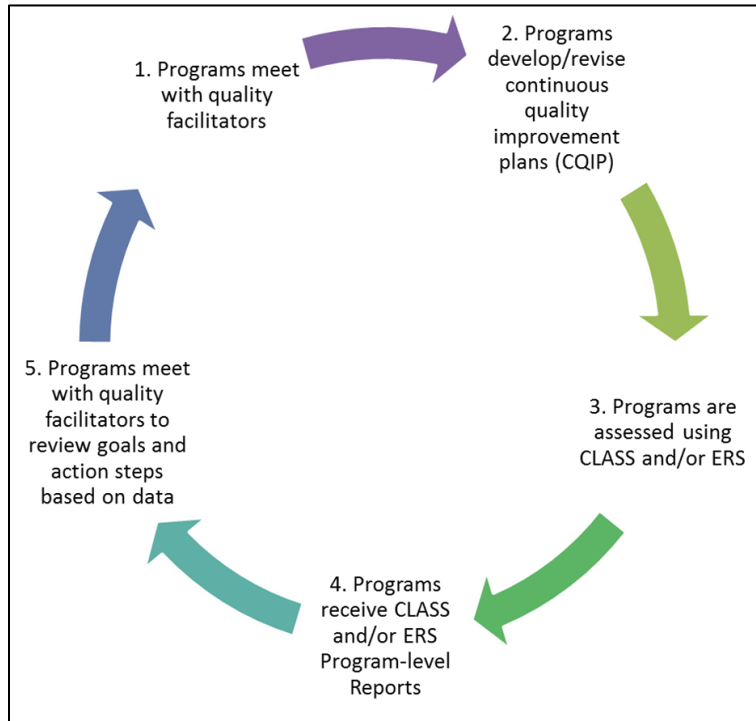
---

**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 Figure 25).

**Figure 25: 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 for all children, birth to pre-K age. 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 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-3 and/or FCCERS-3
- 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.

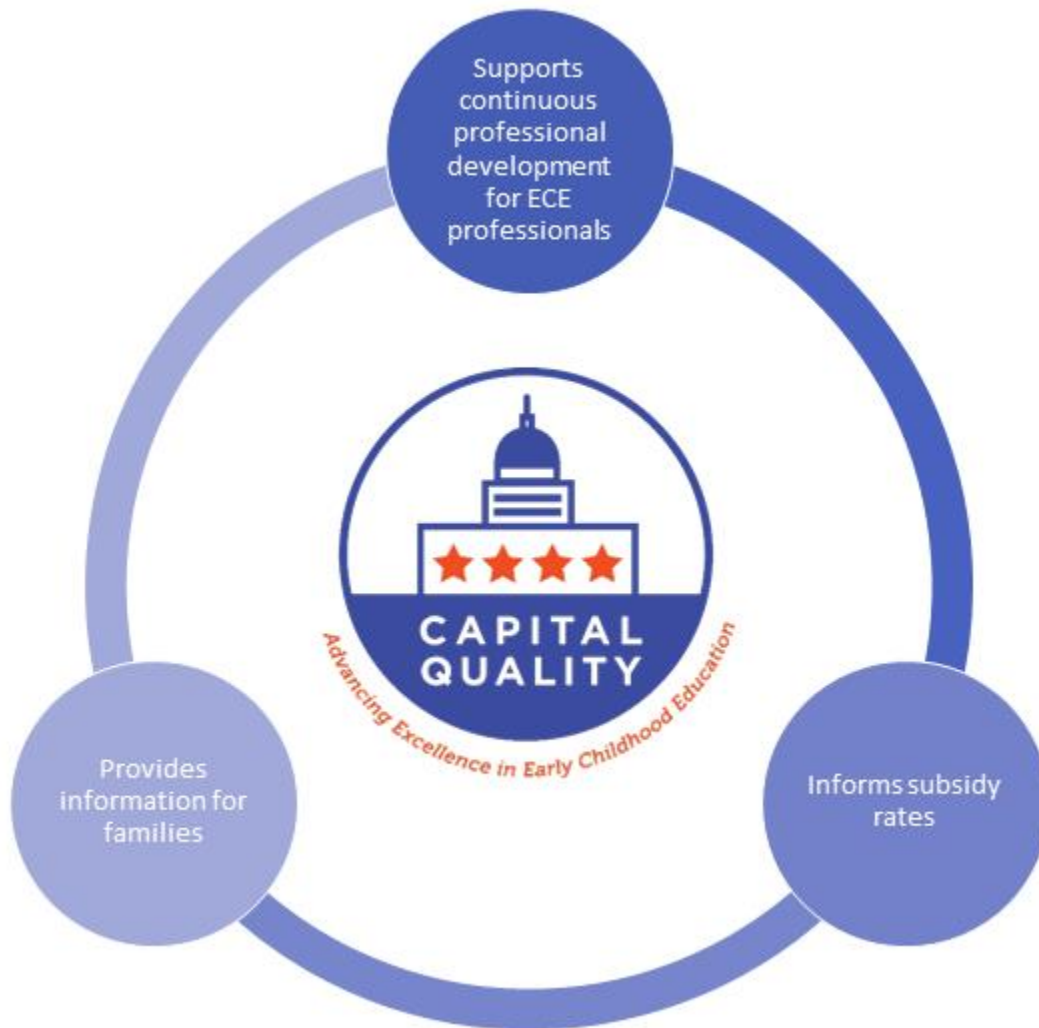
## Capital Quality Profile

[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*), 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 the mission statement, research-based curricula and assessments used, observation data and Capital Quality designation. My Child Care DC can be accessed here: [mychildcaredc.com](http://mychildcaredc.com).

---

**Figure 26: Capital Quality Program Elements**



## OSSE Contacts

If you have additional questions, please contact us!

- Dr. Kathryn Kigera, Director of Quality Initiatives  
Email: [Kathryn.Kigera@dc.gov](mailto:Kathryn.Kigera@dc.gov)  
Phone: (202) 481-3763

---

## Appendix A

### Implementation and Transition – Business Rules

#### Overview

If it is determined that a facility has one or more invalid CLASS Pre-K 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 and Toddler Only Framework*

##### *At Least One Invalid Score, Some Scores Still Valid*

If a facility in the infant and toddler only framework has one or more invalid ITERS-3 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 and toddler only 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 or ITERS-3 scores for a facility in the infant and toddler 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 one-classroom infant and toddler only 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.

Table 1 below demonstrates which years' score contributes to the Capital Quality rating for years in which a one-classroom facility received an invalid score.

**Table 1: Infant and Toddler Only Example of Capital Quality Rating Data by Year for Invalid Scores**

Year	Valid Score	Points Calculation for CQ Rating
<b>2015-16</b>	Valid score	No rating calculated this year.
<b>2016-17</b>	Valid score	No rating calculated this year.
<b>2017-18</b>	Invalid score	2015-16 ITERS-R = 30%

Year	Valid Score	Points Calculation for CQ Rating
		2016-17 ITERS-R = 70%
<b>2018-19</b>	Valid score	2016-17 ITERS-R = 30% 2018-19 ITERS-R = 70%
<b>2019-20</b>	Not applicable (N/A): Scores from this program year are not used in rating calculation.	N/A: Ratings were not calculated for this program year.
<b>2020-21</b>	N/A: Scores from this program year are not used in rating calculation.	N/A: Ratings were not calculated for this program year. <sup>8</sup>
<b>2021-22</b>	N/A: Scores from this program year are not used in rating calculation.	N/A: Ratings were not calculated for this program year.
<b>2022-23</b>	Valid score	2018-19 ITERS-R = 30% 2022-23 ITERS-3 = 70%

### *Child Development Home/Child Development Expanded Home Framework*

If a facility in the child development home/child development expanded home framework has an invalid FCCERS-R or FCCERS-3 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/child development expanded 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.

Table 2 below demonstrates which years' scores contribute to the Capital Quality rating for years in which there are invalid scores.

**Table 2: Child Development Home Example of Capital Quality Rating Data by Year for Invalid Scores**

Year	Valid Score	Points Calculation for CQ Rating
<b>2015-16</b>	Valid score	No rating calculated this year.
<b>2016-17</b>	Valid score	No rating calculated this year.
<b>2017-18</b>	Invalid score	2015-16 FCCERS-R = 30% 2016-17 FCCERS-R = 70%
<b>2018-19</b>	Valid score	2016-17 FCCERS-R = 30% 2018-19 FCCERS-R = 70%
<b>2019-20</b>	Not applicable (N/A): Scores from this program year are not used in rating calculation.	N/A: Ratings were not calculated for this program year.

<sup>8</sup> During the 2020-21 program year, ratings were only calculated for facilities designated Preliminary with one year of valid observation data. Ratings were **not** calculated for all other facilities.

Year	Valid Score	Points Calculation for CQ Rating
<b>2020-21</b>	N/A: Scores from this program year are not used in rating calculation.	N/A: Ratings were not calculated for this program year. <sup>9</sup>
<b>2021-22</b>	N/A: Scores from this program year are not used in rating calculation.	N/A: Ratings were not calculated for this program year.
<b>2022-23</b>	Valid score	2018-19 FCCERS-R = 30% 2022-23 FCCERS-3 = 70%

### *Preschool Age/Pre-K Only Framework*

#### *At Least One Invalid Score, Some Scores Still Valid*

If a facility in the preschool age/pre-K only framework has one or more invalid CLASS Pre-K 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 preschool age/pre-K only 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 Pre-K scores for a facility in the preschool age/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 preschool age/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.

Table 3 below demonstrates which years' scores contribute to the Capital Quality rating for scenarios in which there are invalid scores.

**Table 3: Preschool Age/Pre-K Capital Quality Rating Data by Year for Invalid Scores**

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

<sup>9</sup> During the 2020-21 program year, ratings were only calculated for facilities designated Preliminary with one year of valid observation data. Ratings were **not** calculated for all other facilities.



Year	Valid Score	Points Calculation for CQ Rating
<b>2019-20</b>	Not applicable (N/A): Scores from this program year are not used in rating calculation.	N/A: Ratings were not calculated for this program year.
<b>2020-21</b>	N/A: Scores from this program year are not used in rating calculation.	N/A: Ratings were not calculated for this program year. <sup>10</sup>
<b>2021-22</b>	N/A: Scores from this program year are not used in rating calculation.	N/A: Ratings were not calculated for this program year.
<b>2022-23</b>	At least one valid score	2018-19 CLASS Pre-K = 30% 2022-23 CLASS Pre-K = 70%

### *Birth-To-Five Framework*

If a facility in the birth-to-five framework has one or more invalid CLASS Pre-K and/or ITERS-R or ITERS-3 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 preschool age/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 preschool age/pre-K classrooms and two infant/toddler classrooms received an invalid CLASS Pre-K score for one preschool age/pre-K classroom during the 2017-18 school year, the invalid score would be removed and only two CLASS Pre-K scores would contribute to the current year's 70 points for CLASS Pre-K. Despite removal of the invalid CLASS Pre-K score, in this case, the calculation of the points for the Capital Quality rating would still be weighted 3/5 for CLASS Pre-K and 2/5 for ITERS-R.

Table 4 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. Preschool age/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 preschool age/pre-K classrooms 1 and 2 will contribute to the 70 points in the calculation. All three valid 2016-17 scores for the three preschool age/pre-K classrooms will contribute to the 30 points in the calculation. The total CLASS Pre-K points earned will be weighted by 3/5.

**Table 4: Birth-to-Five Example of Capital Quality Rating Data by Year for Invalid Scores**

Classroom	2016-17	2017-18	Scores used for 2017-18 CQ Rating	Weight Applied
<b>Infant/Toddler Classroom 1</b>	<b>Valid</b>	<b>Valid</b>	2016-17 ITERS-R 2017-18 ITERS-R	2/5 for ITERS-R points earned
<b>Infant/Toddler Classroom 2</b>	<b>Valid</b>	<b>Valid</b>	2016-17 ITERS-R 2017-18 ITERS-R	

<sup>10</sup> During the 2020-21 program year, ratings were only calculated for facilities designated Preliminary with one year of valid observation data. Ratings were **not** calculated for all other facilities.

<b>Preschool Age/Pre-K Classroom 1</b>	<b>Valid</b>	<b>Valid</b>	2016-17 CLASS Pre-K 2017-18 CLASS Pre-K	3/5 for CLASS Pre-K points earned
<b>Preschool Age/Pre-K Classroom 2</b>	<b>Valid</b>	<b>Valid</b>	2016-17 CLASS Pre-K 2017-18 CLASS Pre-K	
<b>Preschool Age/Pre-K Classroom 3</b>	<b>Valid</b>	<b>Invalid</b>	2016-17 CLASS Pre-K*	

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

If the removal of invalid scores results in no valid CLASS Pre-K scores or no valid ITERS-R or ITERS-3 scores for a facility for a given year, then the metric (ITERS-R/ITERS-3 or CLASS Pre-K) 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 preschool age/pre-K classrooms and two infant/toddler classrooms received invalid ITERS-3 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-3 scores and 30 points will be based on two years prior, 2015-16 ITERS-3 scores. The calculation of points for the preschool age/pre-K classrooms will use 2017-18 CLASS Pre-K scores and 2016-17 CLASS Pre-K 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 Pre-K points earned will be weighted by 3/5; the total ITERS-3 points earned will be weighted by 2/5. Table 5 below shows what this looks like in practice.

**Table 5: Birth-to-Five Example of Capital Quality Rating Data by Year for Invalid Scores**

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

---

## Appendix B

Policy Guidance Issued on April 21, 2020



**From:** OSSE DEL Communications (OSSE) <osse.delcommunications@dc.gov>  
**Sent:** Tuesday, April 21, 2020 8:31 PM  
**To:** OSSE DEL Communications (OSSE) <osse.delcommunications@dc.gov>  
**Subject:** Important Capital Quality Updates

Good evening, Capital Quality participants,

We are writing to you with an update on Capital Quality and to reiterate our continued commitment to you and the Capital Quality initiative. **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.

**Updates to My Child Care DC**

Over the past year, OSSE has been working with providers, families and other early childhood partners to improve My Child Care DC, the District's one-stop-shop for families looking for licensed child care. We are releasing the updated My Child Care DC site on Friday, May 1.

You will notice a refreshed look and feel on My Child Care DC with revised licensed provider profiles, including the addition of the Capital Quality tabs, which include more information for families. Other new features include an improved search function and the ability for families to register and save searches on the site. These changes accompany the publishing of Capital Quality designations on My Child Care DC, which occurred in December 2019.

---

1050 First St. NE, Washington, DC 20002 • Phone: (202) 727-6436 TTY: 711 • osse.dc.gov

---

With a number of child care facilities being closed due to coronavirus (COVID-19), we are postponing any advertising of the site or a more public announcement of the updated site at this time.

OSSE understands the updates to the website and the addition of new information in the Capital Quality tabs may prompt questions from families. We encourage you to utilize the prepared communication tools and resources on the [Capital Quality page](#) on OSSE's website. You can also reach out to [CapitalQuality@dc.gov](mailto:CapitalQuality@dc.gov) with questions.

Thank you for your understanding and ongoing commitment to making the safety of our students, early education workforce and school communities a priority. Regular updates will be shared with you via email and you can additional resources and information about the District of Columbia Government's response to coronavirus (COVID-19) at [coronavirus.dc.gov](https://coronavirus.dc.gov).

Thank you,  
Division of Early Learning Communications  
Office of the State Superintendent of Education (OSSE)  
Government of the District of Columbia  
1050 First St. NE  
Washington, DC 20002  
[OSSE.DEIcommunications@dc.gov](mailto:OSSE.DEIcommunications@dc.gov)  
[www.osse.dc.gov](https://www.osse.dc.gov)  
[www.facebook.com/ossedc](https://www.facebook.com/ossedc)  
Twitter: [@OSSEDC](https://twitter.com/OSSEDC)

For the latest information on the District Government's response to COVID-19 (Coronavirus), please visit [coronavirus.dc.gov](https://coronavirus.dc.gov).

---

## Appendix C

### Observation Guidance Issued on Oct. 6, 2020



**From:** Capital Quality, (OSSE)  
**Sent:** Tuesday, October 6, 2020 6:15 PM  
**To:** Capital Quality, (OSSE) <capitalquality@dc.gov>  
**Subject:** Environment Rating Scale (ERS) Observations Canceled for the 2020-21 Program Year

Good evening, Capital Quality participants,

We are writing to you with an update on Capital Quality and to reiterate our continued commitment to you and the Capital Quality initiative. **Due to the ongoing public health emergency, the Office of the State Superintendent of Education (OSSE) is canceling the Environment Rating Scale (ERS) observations for all child development facilities for the 2020-21 program year.**

At this time, OSSE has not made a final determination as to the status of Classroom Assessment Scoring System (CLASS) observations for the 2020-21 program year. OSSE is actively monitoring the ongoing public health emergency as it relates to CLASS, and will provide a more detailed update later in 2020.

Thank you for your understanding and ongoing commitment to making the safety of our students, early education workforce and school communities a priority. Regular updates will be shared with you via email and you can find additional resources and information about the District of Columbia Government's response to coronavirus (COVID-19) at [coronavirus.dc.gov](https://coronavirus.dc.gov) and through [OSSE's COVID-19 guidance and resources](#).

Capital Quality  
Division of Early Learning  
Office of the State Superintendent of Education (OSSE)  
Government of the District of Columbia  
1050 First St. NE, Sixth Floor  
Washington, DC 20002  
[CapitalQuality@dc.gov](mailto:CapitalQuality@dc.gov)  
[osse.dc.gov](https://osse.dc.gov)



---

## Appendix D

### Observation Guidance Issued on Feb. 22, 2021



#### Memorandum

To: Community-Based Organization Early Childhood Leaders

From: Sara Mead, *Sara Mead*  
Assistant Superintendent, Division of Early Learning

Date: Feb. 22, 2021

Re: 2020-21 School Year Pre-Kindergarten Classroom Assessment Scoring System (CLASS) Evaluation

---

The Office of the State Superintendent of Education (OSSE), Division of Early Learning (DEL), is pleased to announce that OSSE will be offering **voluntary, opt-in** Classroom Assessment Scoring System (CLASS) Pre-K observations of the District of Columbia's pre-K programs. Due to the impacts of the public health emergency, OSSE is not collecting CLASS data for Capital Quality ratings purposes in the 2020-21 program year, but is offering optional, no-stakes CLASS observations for providers who are serving children in person and would like to have CLASS data for professional development and continuous improvement purposes. In light of the coronavirus (COVID-19) public health emergency, all observations will be conducted virtually through the use of live streamed video.

The CLASS Pre-K measures three broad domains of effective teacher-child interactions: Emotional Support, Classroom Organization, and Instructional Support. Within each domain, there are multiple dimensions that each focus on a different aspect of teacher-child interactions. For more information on CLASS, visit: [www.teachstone.com](http://www.teachstone.com).

As noted above, OSSE will *not* use data collected during these observations to calculate ratings for Capital Quality during this year or any future years. Aggregated CLASS data collected during these observations will be used to: 1) understand system-level changes and patterns in teacher-child interactions during the public health emergency; 2) identify areas of strength and places for improvement; and 3) inform OSSE's professional development offerings and technical assistance strategies.

Data will also be provided to individual facilities for professional development and continuous improvement purposes. To enhance the value of CLASS data for these purposes, facilities that opt to participate in voluntary CLASS observations this spring will receive classroom-level reports, in addition to program-level reports you have received in the past. The classroom-level report will allow programs to see how each participating classroom performs (i.e., in the low, mid or high range) within each CLASS domain and dimension scored during the observation; highlights areas of strength and weakness for each classroom; and provides more detailed

---

notes about the types of interactions observed in each classroom to help teachers and program leaders understand the scoring and areas of strength and weakness identified in the report.

These observations will be offered to all centers that are currently providing **in-person** classroom instruction. Certified and reliable observers will conduct these classroom observations virtually in real-time through live streamed video. Teachstone, OSSE's contracted vendor, will provide the necessary video equipment, which will be dropped off prior to children arriving and collected after children have departed. A staff member not providing instruction may need to operate the video equipment to capture all teacher-child interactions. Teachstone staff will leave written instructions for operating video equipment. All recording should comply with current health and safety guidance, including allowing no more than 12 individuals (staff and children) clustered in one group. One additional adult (13 total individuals) can briefly be added to the group if necessary.

Following this email, Teachstone will send a survey allowing participants to opt-in to the observations and provide information needed for scheduling in **March 2021**. If you choose to opt-in to the observations, classroom observations will take place between March 2021 and July 2021. OSSE appreciates your continued work and support of children in the District of Columbia and looks forward to partnering with you to better understand the quality programming provided in your center.

If you have questions about the observations, please contact Seth Taylor, education research analyst, at [Seth.Taylor@dc.gov](mailto:Seth.Taylor@dc.gov).

---

## Appendix E

### Observation Guidance Issued on March 24, 2022



#### Memorandum

To: Child Development Facility Owners, Center Directors and Home Providers  
Participating in Capital Quality

From: Sara Mead  
Assistant Superintendent of Early Learning  
Office of the State Superintendent of Education

Date: March 24, 2022

Re: Capital Quality Classroom Assessment Scoring System Pre-K (CLASS Pre-K) and  
Environment Rating Scales (ERS) Data Collection in the 2021-22 Program Year

---

#### **Background**

The Office of the State Superintendent of Education (OSSE) Division of Early Learning (DEL) collects observation data from child development facilities participating in Capital Quality each program year. DEL temporarily canceled observations during the coronavirus (COVID-19) pandemic and has resumed observation data collection in the 2021-22 program year. DEL has begun collecting CLASS Pre-K data for the 2021-22 program year and is currently procuring a vendor to collect ERS data, including Infant/Toddler Environment Rating Scale, Third Edition (ITERS-3) data and Family Child Care Environment Rating Scale, Third Edition (FCCERS-3) data, for the 2021-22 program year.

#### **Capital Quality Observation Updates**

DEL will **not** use observation data collected in the 2021-22 program year to calculate Capital Quality ratings and assign Capital Quality designations that impact tiered subsidy reimbursement rates in fiscal year 2023 (FY23, from Oct. 1, 2022 through Sept. 30, 2023). Additional information on how observation data collected in the 2021-22 program year may be used is provided on page 2.

All child development facilities participating in Capital Quality will maintain their **current** Capital Quality designations in FY23. All current Capital Quality designations are based on Capital Quality ratings calculated using observation data collected before the COVID-19 pandemic.



**Table 1. Hold Harmless Policy**

Action	Pilot and Group Two	Group Three	Group Four	Group Five
Capital Quality designation determined.	Fall 2019			Not Applicable (N/A)
Tiered reimbursement changes only if a facility's designation is higher.	Fall 2019			N/A
Hold harmless policy ends; tiered subsidy reimbursement rates align to facility's designation whether higher or lower.	Fall 2020	Fall 2021	Fall 2022	N/A
Note: Child development facilities in Group Five 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.				

For more information on Capital Quality ratings and designations, Capital Quality groups and the hold harmless policy, refer to the [Capital Quality technical guide](#).

#### **Classroom Assessment Scoring System Pre-K (CLASS Pre-K) Data Collected in Program Year 2021-22**

DEL has begun collecting CLASS Pre-K data for the 2021-22 program year. CLASS Pre-K observations will continue as scheduled in program year 2021-22. All child development facilities from which CLASS Pre-K data are collected will receive program-level and classroom-level CLASS Pre-K score reports.

- Program-level CLASS Pre-K scores will **not** be used to calculate Capital Quality ratings and assign Capital Quality designations that impact tiered subsidy reimbursement rates in FY23.
- Child development facility owners and center directors may use the program-level CLASS Pre-K scores and other information in the program-level and classroom-level CLASS Pre-K reports for continuous improvement and professional development purposes.
- CLASS Pre-K data will be used to inform the annual Pre-K report for the 2021-22 program year.
- DEL will analyze aggregated CLASS Pre-K data collected in the 2021-22 program year to identify system-level trends in the quality of observed interactions overall and across CLASS Pre-K domains, to enhance stakeholders' understanding of how changes in pre-K programs due to the pandemic may have affected (or not) children's experiences, as well as to inform professional development offerings and quality improvement strategies.
- CLASS Pre-K data collected in 2021-22 will not be used to update program ratings or tiered reimbursement rates in future years.

---

## ERS Data Collected in Program Year 2021-22

DEL is currently procuring a vendor to collect ERS data, including Infant/Toddler Environment Rating Scale, ITERS-3 data and FCCERS-3 data, for the 2021-22 program year. If a contract is awarded, DEL will begin collecting ERS data for the 2021-22 program year; however, if a contract is not awarded, DEL will cancel ERS observations for the 2021-22 program year. If DEL begins collecting ERS data for the 2021-22 program year, all child development facilities from which ERS data are collected will receive a program-level ERS score report.

- Program-level ERS scores will **not** be used to calculate Capital Quality ratings and assign Capital Quality designations that impact tiered subsidy reimbursement rates in FY23.
- Child development facility owners, center directors and home providers may use the program-level ERS scores and other information in the program-level ERS score report for continuous improvement and professional development purposes.

## Subsidy Rates Alignment

Child development facilities will continue to receive the subsidy reimbursement rate aligned to their Capital Quality designation in FY22 from Oct. 1, 2021 through Sept. 30, 2022 that is displayed on their profile on [My Child Care DC](#). Additionally, the Capital Quality technical guide was updated in fall 2021 to allow programs with a Preliminary rating, that had one year of valid observation data, to receive a formal Capital Quality rating. Programs that received a Capital Quality rating with one year of valid observation data, will continue to maintain that rating until two years of valid observation data is collected.

## Next Steps

Validated, reliable observation measures are an important tool in the District's efforts to ensure that all children, birth to 5, have access to high-quality early learning experiences that support their development and learning. Beyond simply measuring quality, CLASS Pre-K and ERS provide common language for early educators, program leaders and coaches to talk about and work together to improve quality. Exploring the constructs, interactions and indicators that these tools measure can also help early educators build capacity to deliver high-quality learning experiences. DEL encourages all child development facilities that participate in Capital Quality to continue to engage in professional development related to CLASS Pre-K and ERS and to use these tools and data in your programs to support quality improvement.

In addition, Capital Quality programs should plan to take the following next steps:

- Continue to schedule your CLASS Pre-K observations;
- Continue to work with your quality facilitator on CLASS Pre-K, ITERS-3 and/or FCCERS-3 observation tools; and
- Contact [CapitalQuality@dc.gov](mailto:CapitalQuality@dc.gov) with any questions.

DEL appreciates your participation in Capital Quality and your ongoing commitment to providing early care and education for children in the District of Columbia.

---

## Appendix F

### Capital Quality Implementation Groups

#### Pilot/Group 2

Child development facilities in the pilot entered Capital Quality in April 2016 through March 2017. 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 to Capital Quality 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 supports (e.g., assignment of a quality facilitator, communities of practice) that helped directors and owners improve professional practices to achieve and maintain quality facilities.

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

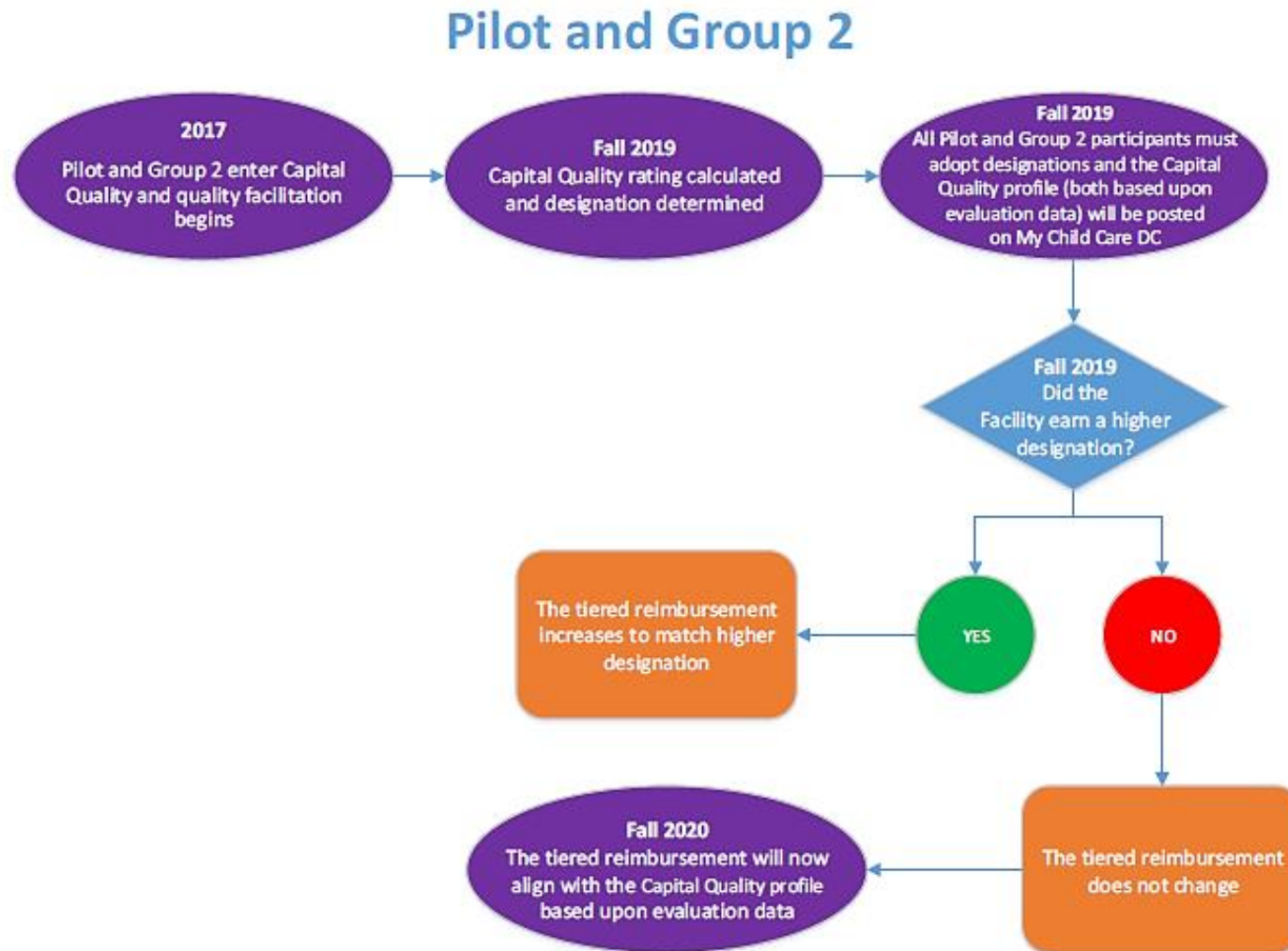
As of Oct. 1, 2019, all Pilot/Group 2 facilities adopted the Capital Quality designation associated with the observations (e.g., ITERS-3, FCCERS-3 and/or CLASS Pre-K). The Capital Quality designation based upon observation data is posted on My Child Care DC ([mychildcaredc.com](https://mychildcaredc.com)) as part of the Quality profile for Pilot and Group 2 facilities.

#### *The "Hold Harmless" Policy and Tiered Reimbursement*

The hold harmless policy ensured that the tiered reimbursement for Pilot/Group 2 was not lowered upon initially participating in Capital Quality. The hold harmless policy for Pilot/Group 2 expired in fall 2020 and as of Oct. 1, 2020, all Pilot/Group 2 facilities are reimbursed at the tiered reimbursement rate aligned to the Capital Quality designation associated with the observations (e.g., ITERS-3, FCCERS-3 and/or CLASS Pre-K).

Figure 3 shows the timeline of the hold harmless policy for Pilot/Group 2 until the policy's expiration in fall 2020.

Figure 3 Pilot/Group 2 Hold Harmless Timeline



Scenarios illustrating different designations and the resulting implications for Pilot/Group 2 facilities 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 the 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 earned a *Progressing* designation and its Capital Quality designation in My Child Care DC ([mychildcaredc.com](http://mychildcaredc.com)) reflected *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 continued to align with the *Quality* designation even though the public-facing Capital Quality designation was *Progressing*.

In fall 2020, for Pilot and Group 2, the hold harmless policy was no longer in effect. Given this, in 2020 and all years moving forward, the tiered reimbursement aligns with the public-facing designation. In this example, Facility A earned a *Progressing* designation in 2019 and no Capital Quality ratings were calculated in 2020 (see Appendix B); therefore, Facility A receives a tiered reimbursement rate that aligns to *Progressing* beginning in fall 2020.

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

Month and Year Designation Posts	October 2018	Fall 2019	Fall 2020**	Fall 2021***
<b>Capital Quality Designation</b>	Quality	Progressing	Progressing	Progressing
<b>Did the facility adopt the designation?</b>	N/A Transition into Capital Quality	Yes; It is required for all Pilot and Group 2 Participants	N/A	N/A
<b>Capital Quality Profile</b>	Quality*	Progressing	Progressing	Progressing
<b>Tiered Reimbursement Rate</b>	Quality	Quality	Progressing	Progressing
<b>Hold Harmless in Effect?</b>	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 is based upon observation data (i.e., ITERS-3, FCCERS-3 and/or CLASS Pre-K). If a facility did not have sufficient observation data, it maintained the transition designation until sufficient, valid observation data were obtained or until fall 2020, whichever came first.

**\*\*Note:** Due to the COVID-19 public health emergency, Capital Quality ratings were not calculated in fall 2020 (see Appendix B).

**\*\*\*Note:** Due to the COVID-19 public health emergency, Capital Quality ratings were not calculated in fall 2021, except for facilities that had one year of valid observation data (see pg. 49).

---

### 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 earned a *Progressing* designation and its Capital Quality designation in My Child Care DC ([mychildcaredc.com](http://mychildcaredc.com)) reflected *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 earned a higher designation, the tiered reimbursement changed 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.

**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 is based upon observation data (i.e., ITERS-3, FCCERS-3 and/or CLASS Pre-K). If a facility did not have sufficient observation data, they maintained the transition designation until sufficient, valid observation data were obtained or until fall 2020, whichever came first.

**\*\*Note:** Due to the COVID-19 public health emergency, Capital Quality ratings were not calculated in fall 2020 (see Appendix B).

**\*\*\*Note:** Due to the COVID-19 public health emergency, Capital Quality ratings were not calculated in fall 2021, except for facilities that had one year of valid observation data (see pg. 49).

### Group 3

Child development facilities self-selected or were assigned to participate in Group 3 between January 2018 and September 2018. On or after Jan. 1, 2018, facilities began receiving supports (e.g., assignment of a quality facilitator) that helped directors and owners improve professional practices to achieve and maintain quality facilities.

---

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

As of Oct. 1, 2020, all Group 3 facilities adopted the designation associated with the observations (e.g., ITERS-3, FCCERS-3 and/or CLASS Pre-K). Although Capital Quality ratings were not calculated in fall 2020, the timeline for adopting the designation associated with the observations remained the same (see Appendix B). The Capital Quality designation based upon observation data is posted on My Child Care DC ([mychildcaredc.com](https://mychildcaredc.com)) as part of the Quality Profile for Group 3 facilities.

### *The “Hold Harmless” Policy and Tiered Reimbursement*

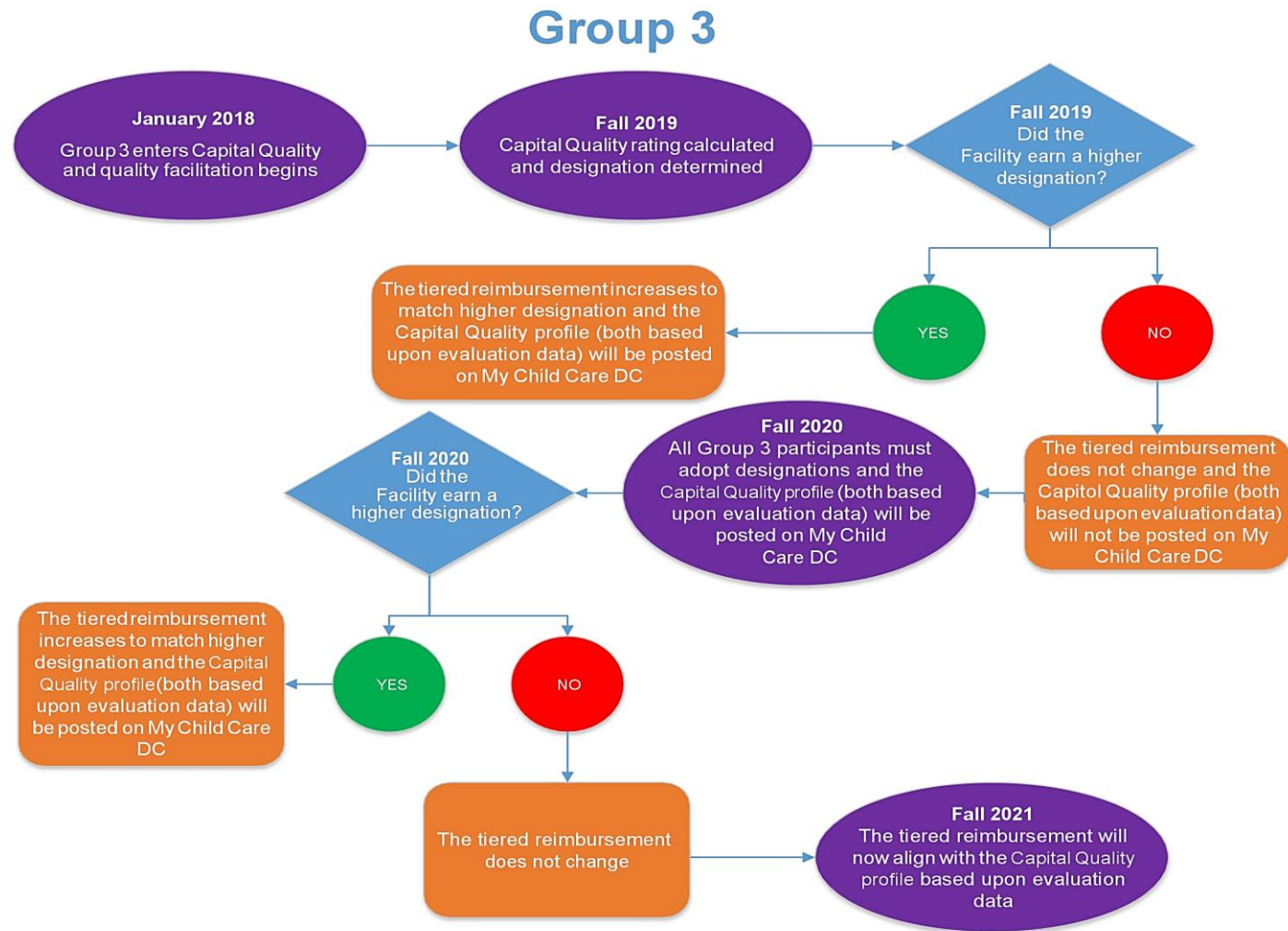
The hold harmless policy ensures that the tiered reimbursement for Group 3 will not be lowered upon initially participating in Capital Quality. If the facility’s designation lowers for Group 3 facilities during the designated timeframe (through fall 2021 and/or when facilities receive designations based 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.

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.

Figure 4 shows the timeline of the hold harmless policy for Group 3 until the policy’s expiration in fall 2021.



Figure 4 Group 3 Hold Harmless Timeline\*



\*Note: Capital Quality ratings were not calculated in fall 2020 (see Appendix B). The timeline for tiered reimbursement to align with the Capital Quality designation, fall 2021, remains the same. Capital Quality ratings were not calculated in fall 2021, except for facilities that had one year of valid observation data (see pg. 49).



---

Scenarios illustrating different designations and the resulting implications for Group 3 facilities 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 the 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 earned a *Progressing* designation. Given the hold harmless policy, the facility maintained the higher designation (i.e., the facility continued to receive the tiered reimbursement rate that aligns to a *Quality* designation).

In fall 2020, Capital Quality ratings were not calculated (see Appendix B) and Facility C maintained the *Progressing* designation earned during the fall 2019 rating calculation. Facility C's Capital Quality designation in My Child Care DC ([mychildcaredc.com](http://mychildcaredc.com)) 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 maintains 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***
<b>Capital Quality Designation</b>	Quality	Progressing	Progressing	Progressing
<b>Did the facility adopt the designation?</b>	N/A Transition into Capital Quality	No	Yes; It is now required for all Group 3 Participants	N/A
<b>Capital Quality Profile</b>	Quality*	Quality	Progressing	Progressing
<b>Tiered Reimbursement Rate</b>	Quality	Quality	Quality	Progressing
<b>Hold Harmless in Effect?</b>	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 is based upon observation data (i.e., ITES-3, FCCERS-3 and/or CLASS Pre-K). If a facility does not have sufficient observation data, they will maintain the transition designation until sufficient, valid observation data are obtained or until fall 2021, whichever comes first.

**\*\*Note:** Due to the COVID-19 public health emergency, Capital Quality ratings were not calculated in fall

---

2020 (see Appendix B).

**\*\*\*Note:** Due to the COVID-19 public health emergency, Capital Quality ratings were not calculated in fall 2021, except for facilities that had one year of valid observation data (see pg. 49).

### 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 the 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 earned 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 earned a higher designation in 2019, the tiered reimbursement changes to align with the *Progressing* designation.

Because this facility earned 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 was posted on the website My Child Care DC ([mychildcaredc.com](http://mychildcaredc.com)) and, for this facility, the Quality Profile now reflects the *Progressing* designation. Adopting the observation-based designation in 2019 began 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.

**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 2020 and all years forward, for Group 3, the Capital Quality Profile is based upon observation data (i.e., ITES-3, FCCERS-3 and/or CLASS Pre-K). If a facility does not have sufficient observation data, they will maintain the transition designation until sufficient, valid observation data are obtained or until fall 2021, whichever comes first.

**\*\*Note:** Due to the COVID-19 public health emergency, Capital Quality ratings were not calculated in fall 2020 (see Appendix B).

---

**\*\*\*Note:** Due to the COVID-19 public health emergency, Capital Quality ratings were not calculated in fall 2021, except for facilities that had one year of valid observation data (see pg. 49).

#### **Group 4**

Child development facilities self-selected or were assigned to participate in Group 4 on or before Sept. 30, 2018. On or after Jan. 1, 2019, facilities began receiving supports (e.g., assignment of a quality facilitator) that helped directors and owners improve professional practices to achieve and maintain quality facilities.

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

Group 4 facilities must adopt the designation associated with the observations (e.g., ITTERS-3, FCCERS-3 and/or CLASS Pre-K) 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 ([mychildcaredc.com](https://mychildcaredc.com)) 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.

In all cases, the hold harmless policy will remain in effect until the end of the designated hold harmless timeframe (i.e., fall 2022) or until the facility adopts the observation-based designation, whichever comes first.

Figure 5 shows the timeline of the hold harmless policy for Group 4 until the policy’s expiration in fall 2022.

Figure 5 Group 4 Hold Harmless Timeline\*



\*Note: Capital Quality ratings were not calculated in fall 2020 (see Appendix B). The timeline for tiered reimbursement to align with the Capital Quality designation, fall 2022, remains the same. Capital Quality ratings were not calculated in fall 2021, except for facilities that had one year of valid observation data (see pg. 49).

Scenarios illustrating different designations and the resulting implications for Group 4 facilities 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 did not have sufficient, valid observation data to earn a Capital Quality designation based upon observation data, so they maintained their *Quality* designation that they transitioned into Capital Quality with in October 2018. The facility continued to receive the tiered reimbursement rate that aligns to a *Quality* designation.

In fall 2020, Capital Quality ratings were not calculated (see Appendix B) and Facility E continued to receive the tiered reimbursement rate that aligns to a *Quality* designation given the hold harmless policy.

In fall 2021, Facility E earns a *Progressing* designation and its Capital Quality designation in My Child Care DC ([mychildcaredc.com](http://mychildcaredc.com)) 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	Quality	Progressing	Progressing
Did the facility adopt the designation?	N/A Transition into Capital Quality	N/A	N/A	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	Yes	Yes	Yes	Yes	No

in Effect?					
------------	--	--	--	--	--

**\*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-3, FCCERS-3 and/or CLASS Pre-K). If a facility does not have sufficient observation data, they will maintain the transition designation until sufficient, valid observation data are obtained or until fall 2022, whichever comes first.

**\*\*Note:** Due to the COVID-19 public health emergency, Capital Quality ratings were not calculated in fall 2020 (see Appendix B).

**\*\*\*Note:** Due to the COVID-19 public health emergency, Capital Quality ratings were not calculated in fall 2021, except for facilities that had one year of valid observation data (see pg. 49).

**\*\*\*\*Note:** Due to the COVID-19 public health emergency, Capital Quality ratings were not calculated in fall 2022 and are included here for illustrative purposes only.

#### Group 4: Example 2

In this example, Facility F was **not** accredited (e.g., NAEYC accredited), so they transitioned from the 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 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 aligned with a *Developing* designation.

In 2020, Capital Quality ratings were not calculated (see Appendix B) and Facility F continued to receive the tiered reimbursement rate that aligns to a *Developing* designation.

In 2021, Facility F earns 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 2021, the tiered reimbursement changes to align with the *Progressing* designation. Because this facility earned a higher designation in 2021 (compared to its transitional designation) and began receiving tiered reimbursement rates aligned to their facility's observation data in 2021—sooner than required—this facility's Capital Quality designation will be posted on the website My Child Care DC ([mychildcaredc.com](http://mychildcaredc.com)) and, for this facility, the Quality Profile will now reflect the *Progressing* designation. Adopting the observation-based designation in 2021 begins this facility's three-year designation cycle. As such, this facility's *Progressing* designation is valid from 2021-2024 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	Developing	Progressing	Quality
Did the facility adopt the designation?	N/A Transition into Capital Quality	N/A	N/A	Yes; It is now required for all Group 4 participants.	Yes; Facility F adopts the higher designation earned.
Capital Quality Profile	Developing*	Developing*	Developing	Progressing	Quality
Tiered Reimbursement	Developing	Developing	Developing	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 2021 and all years forward, for Group 4, the Capital Quality Profile will be based upon observation data (i.e., ITERS-3, FCCERS-3 and/or CLASS Pre-K). If a facility does not have sufficient observation data, they will maintain the transition designation until sufficient, valid observation data are obtained.

**\*\*Note:** Due to the COVID-19 public health emergency, Capital Quality ratings were not calculated fall 2020-22. Facilities with one year of valid data received a Capital Quality rating in fall 2021. This information is included for illustrative purposes only.

#### 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. Facilities began receiving supports (e.g., assignment of a quality facilitator, communities of practice) that helped directors and owners improve professional practices to achieve and maintain quality facilities.

##### 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 sufficient, valid observation data that can inform a Capital Quality designation of *Developing*, *Progressing*, *Quality* or *High-Quality*.

In 2019 and 2020, Facility G maintained a *Preliminary* designation. The facility continued 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 ([mychildcaredc.com](https://mychildcaredc.com)) 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 Oct. 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.

**\*\*Note:** Due to the COVID-19 public health emergency, Capital Quality ratings were not calculated in fall 2020-2022. Facilities with one year of valid data received a Capital Quality rating in fall 2021. This information is included for illustrative purposes only.

Figure 6 shows the timeline for Group 5 facilities to earn and adopt Capital Quality designations (i.e., Developing, Progressing, Quality, High-Quality) based on observation data.

Figure 6 Group 5 Timeline

