

The Unified Theory of Regulatory Compliance

$$CH+ = \left[\left(\sum PQI + \sum RWCH \right) + FC + F- + (F+ \times 3) \right] \times 2$$

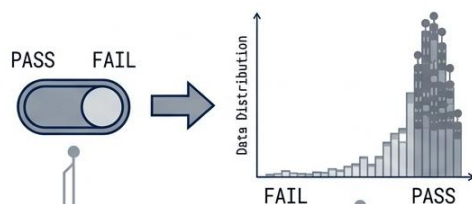
A Mathematical Framework
for CCEE Quality Assessment

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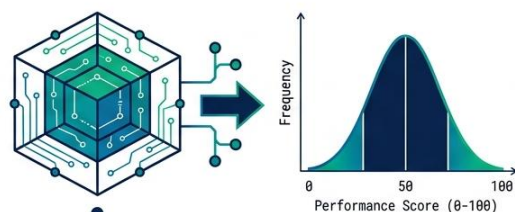
Moving from Binary Oversight to Multivariate Normalization

The Legacy Flow



1-Dimensional. Only differentiates baseline safety.
Fails to quantify high-level developmental care.

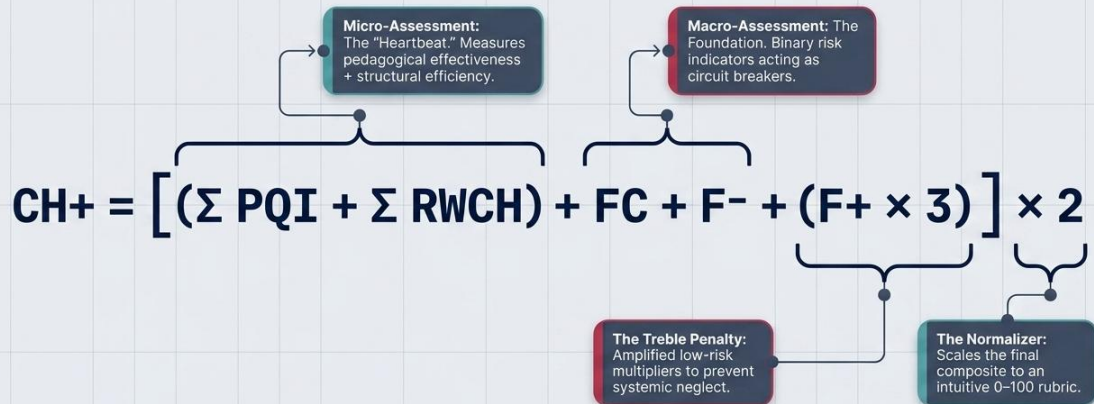
The Unified Theory



3-Dimensional. 100-point scale.
Empirically quantifies both Effectiveness (process
quality) and Efficiency (structural optimization).

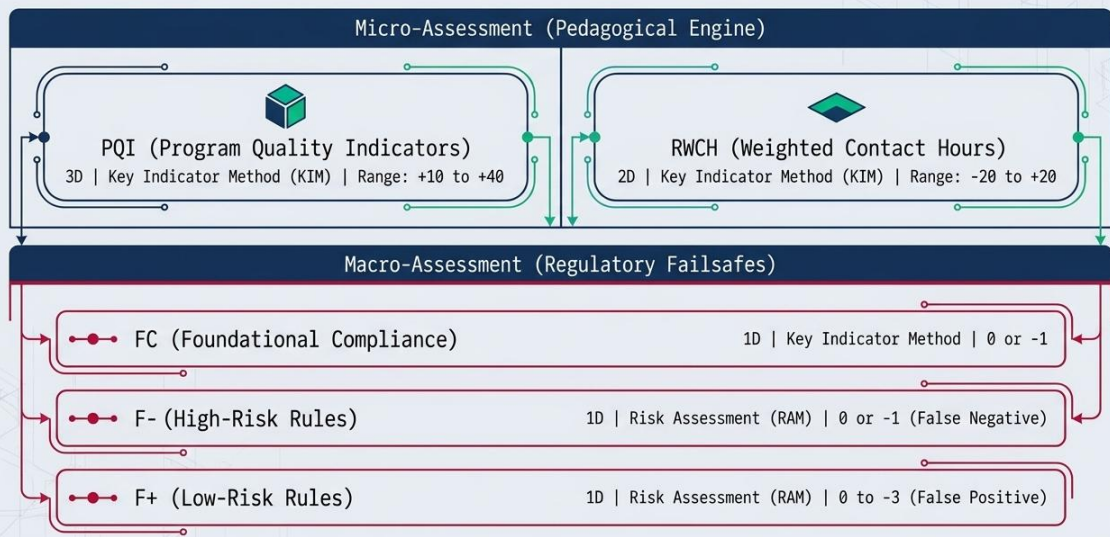
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The Master Architecture of the CH+ Equation



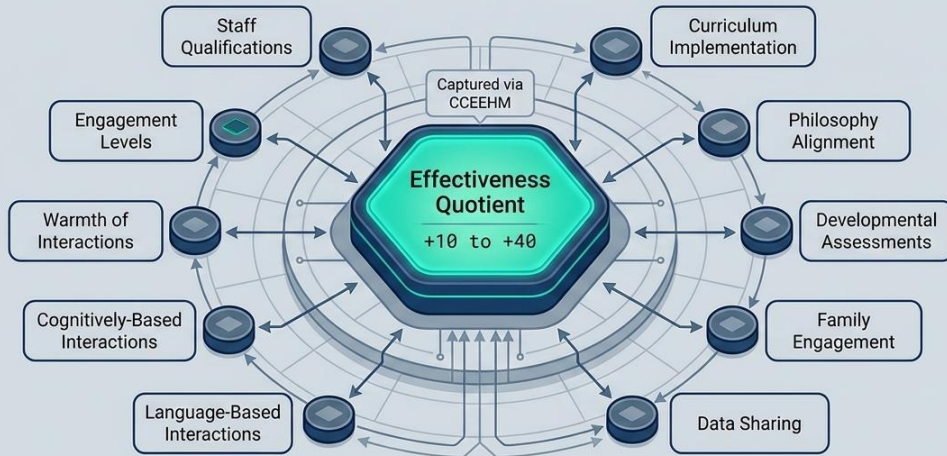
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Dimensionality and Function of Assessment Variables



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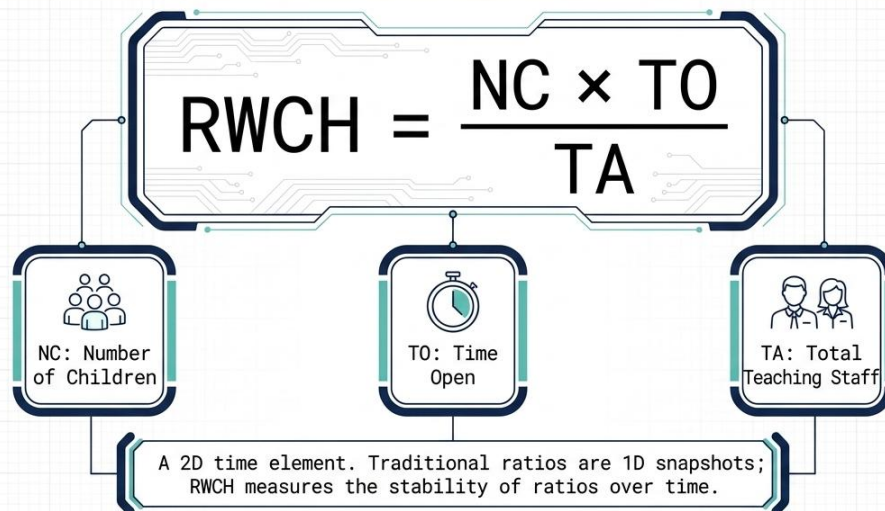
Quantifying the Pedagogical Heartbeat with PQI



As 3D metrics, PQIs go beyond the 1D presence of a curriculum to evaluate the quality of its execution.

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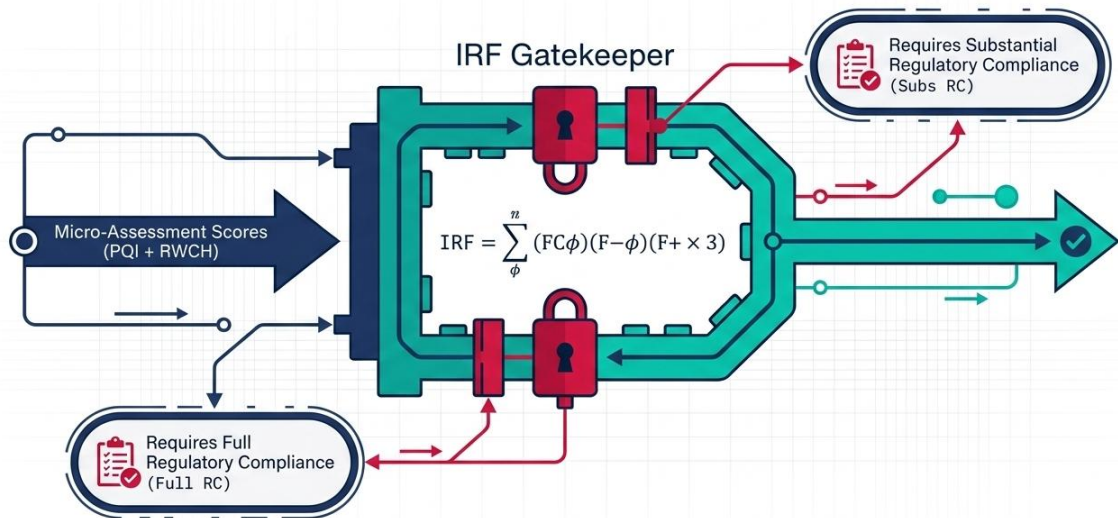
Offsetting Quality with the Time/Efficiency Quotient



PQI acts as a quality offset to RWCH. RWCH measures the volume and efficiency of contact hours; PQI measures the relative quality of those same hours.

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The Integrated Regulatory Framework as a Foundational Failsafe

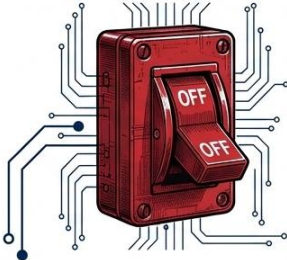


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Amplifying Minor Risk to Prevent Systemic Neglect

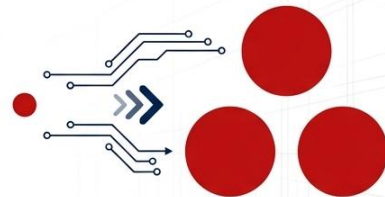
Weighting Logic

The Binary Kill-Switch (High Risk)



F- (High Risk) or FC (Foundational).
Binary 0 or -1.
Acts as an absolute subtractive force.
A single violation triggers a system veto.

The Treble Penalty (Low Risk)

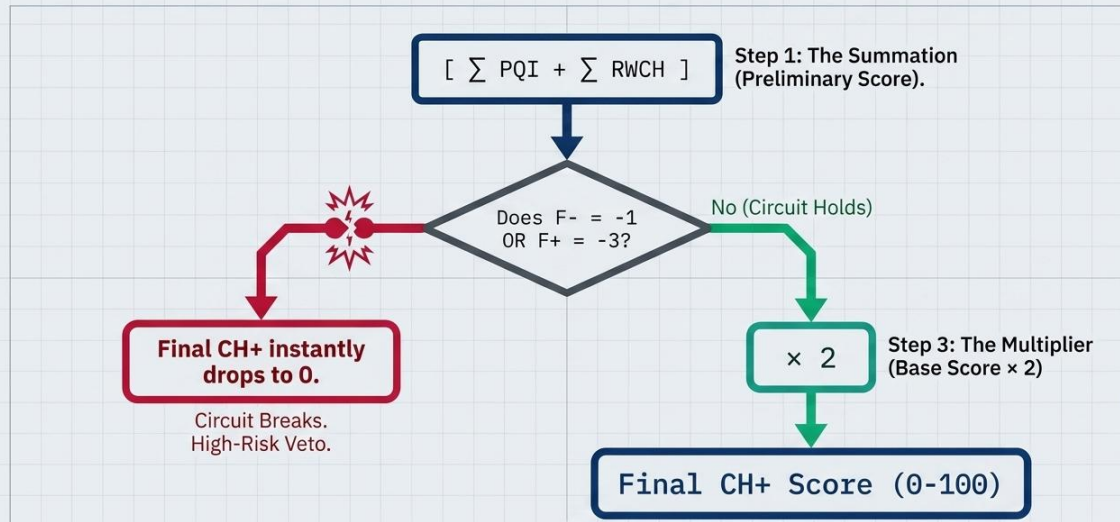


(F+ \times 3).
The model deliberately trebles "Low-Risk" infractions mathematically.

Safeguards against a "death by a thousand cuts" scenario where numerous minor infractions accumulate to create an unstable environment.

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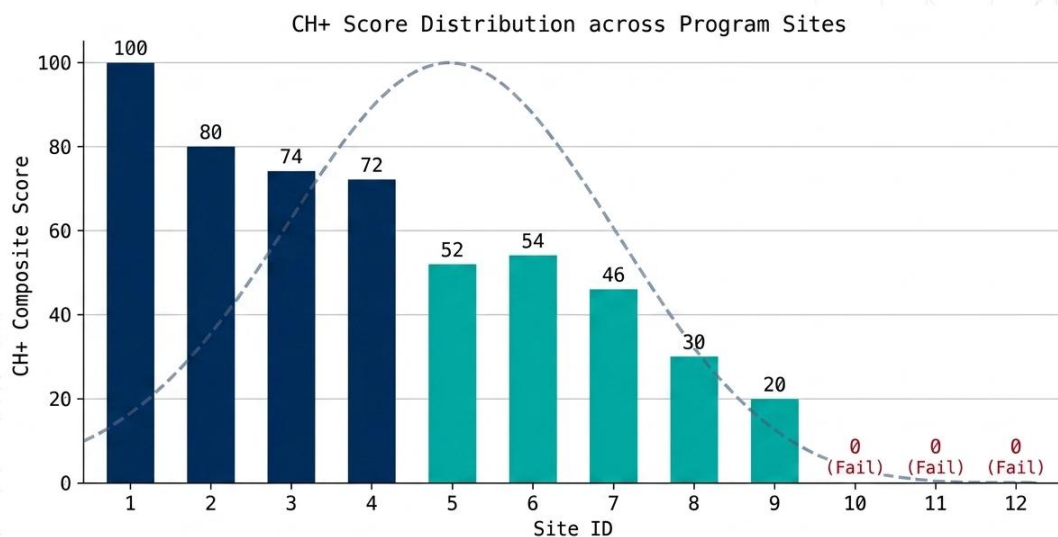
The Failsafe Circuit in Motion



Pedagogical excellence never serves as a mask for fundamental safety failures.

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Normalizing Quality Distribution Across CCEE Programs



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Diagnostic Proof: The RWCH Quality Offset

Site 1 (The Theoretical Ideal)

PQI: 40
RWCH: +10
Failsafes: 0

Result: CH+ 100

Perfect synergy of effectiveness and structural efficiency.

Site 6 (The Quality Offset)

PQI: 32
RWCH: -5
Failsafes: 0

Result: CH+ 54

Even with a highly respectable pedagogical score (32), the negative RWCH reveals staffing instability or extended operational fatigue, mathematically dragging the final composite score down to a 54.

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Diagnostic Proof: High-Risk Failsafes Override Pedagogical Quality

Site 10 (The Binary Kill-Switch)

PQI: 35 | F-: -1

Result: CH+ 0

- Despite an exceptionally high process quality (35), a single High-Risk rule violation triggers the veto.

Site 11 (The Noncompliance Threshold)

PQI: 30 | F+: -3

Result: CH+ 0

- Solid pedagogy is negated because low-risk infractions reached the critical mathematical threshold ($F+ = -3$), indicating systemic failure.

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Translating Mathematical Output into Regulatory Action



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Safety as the Bedrock of Educational Excellence



By adopting the Unified Theory, the CCEE field replaces volatile pass/fail metrics with a mathematically grounded framework—ensuring empirical differentiation of true quality care.

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