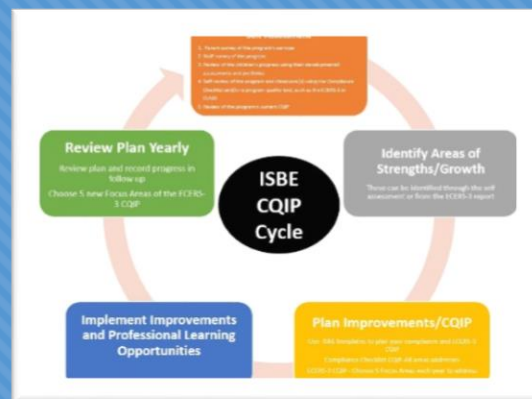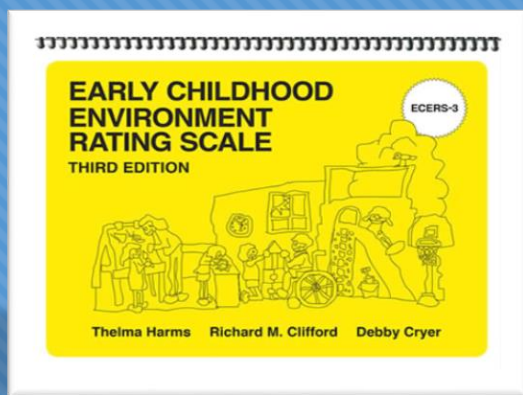# Developing your Continuous Quality Improvement Plan (CQIP)
Using the Early Childhood Environmental Rating Scale -3 (ECERS-3) CQI Report and Compliance Checklist

An Overview of the ISBEs CQIP Cycle for Preschool for All and Preschool for All Expansion Programs

by

Jenny Metcalf & Michelle Wood

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Overview

- Program Logistics
  - Programs will continue to be monitored on a 3 year cycle
- Template has not change for Compliance Checklist CQIP
- Programs assessed using ECERS-R tool in previous years will transition to using the new template once they are assessed using ECERS-3
- *NEW* ISBEs CQIP cycle incorporates components of the compliance checklist and best practices in early childhood so programs can develop a comprehensive CQIP
- This Cycle has been designed to align to the ECERS-3 CQI reports and the new ECERS-3 CQIP templates

Webinar Agenda

- Review Compliance Checklist Template
- How to Read your ECERS-3 CQI Report
- Preparing to complete your CQIP
- ISBE CQIP Cycle Overview
- CQIP Templates – Step by Step Directions – Year 1
- CQIP Template – Step by Step Directions – Years 2 and 3

Compliance Checklist CQIP

Illinois State Board of Education
Early Childhood Division

Continuous Quality Improvement Plan (CQIP)
Compliance Checklist

Program Name_____ RCDT #_____ Date_____

Compliance Checklist Number	Non-Compliance Issue	Steps to be Taken to Become Compliant	Person Responsible	Timeline	Follow Up – to be completed in subsequent years		
					In Process	Update on Steps	Met
1 Staff-child ratio							
2 Student files							
3 Requirements for homeless children							
4 Screening procedures							
5 Research- based screening tool							
6 Weighted eligibility							
7 Session times & calendar year							
8 CHILD CARE Valid license							
9 Mission Statement							
10 Research-based curriculum							
11 Snack							

- No Changes
- Address all issues of non-compliance 1-20 for PFA and 1-40 for PFAE programs
- Identify steps taken to become compliant
- Identify the staff responsible for completing the task
- Identify a timeline in which these task should occur
- DO NOT USE FOLLOW-UP COLUMNS

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How to Read Your ECERS-3 CQI Reports

- Programs will receive an ECERS-3 report for each classroom assessed (created by Branagh Information Group for ISBE)

- Programs with two or more classrooms assessed will also receive a facility report

- In ECERS-3, items are scored "all the way up", from 1 to 7.

- As part of this new protocol for ECERS-3, all items **met above** the scoring decision are now given credit in the strengths section of the report.

- Scores that are in red are those that were not met.

- All items **not met** up to the earned score are given detailed feedback.

- Items that are not met above the earned score simply state "Indicator not met" and reflective questions are provided for these items.

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Facility Report

Facility Report
Facility Name:
Facility Address:

Assessors' Initials

Program specific info here

Facility Average Environment Rating Scale Scores

Dates Assessed:

Teacher info and date assessed here

These scores are calculated by adding each of the item scores in a given scale or subscale and dividing by the number of items scored.
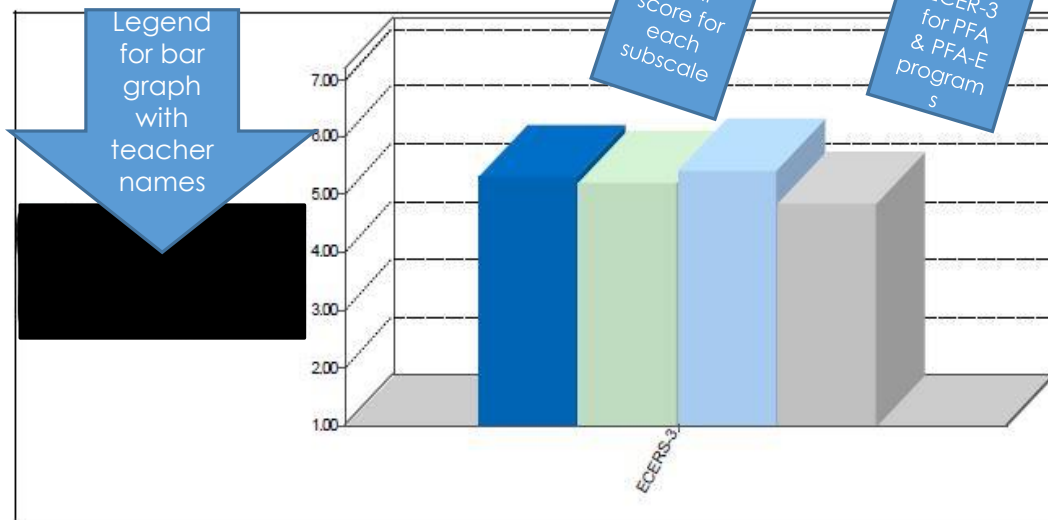
Scale	Total Classrooms Assessed	
ECERS-3	Total # of Classrooms assessed	
Combined		

	ECERS-3	Combined
Total Assessments		
Overall Average Score		
Space and Furnishings		
Language-Reasoning**		
Activities***		
Interaction(s)		
Program Structure		

* - includes Health and Safety (SACERS)
** - includes Listening and Talking (ITERS-R)
*** - includes Staff Development (SACERS)

Individual Classroom Score Averages

Legend for bar graph with teacher names

Total Score and total score for each subscale

Will always be same as ECER-3 for PFA & PFA-E programs

o Not many changes from ECERS-R facility report
o Program specific information
o Dates assessed and teacher information
o Total Classrooms for each location and site
o Total of assessment – combined scores from all classrooms scored is the programs overall average.
o Bar graph shows individual teacher scores
o All personal identifying info has been redacted on this report

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Overview Page

Illinois State Board of Education
Preschool for All Expansion
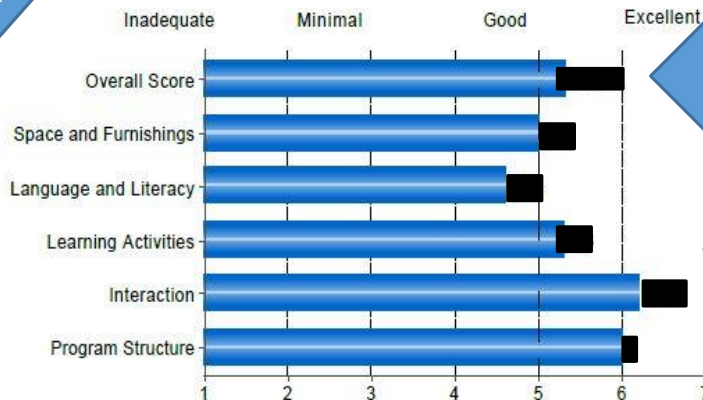**ECERS-3 CQI Report**

NEW PFA or PFAE REPORT

Thank you for your commitment to provide a high quality early childhood program in Illinois. The purpose of this assessment is to provide your team with feedback on a wide range of quality indicators within your classroom environment. We invite you to use this document as a learning tool to move forward in making decisions about quality improvement. We hope this information is useful in your ongoing efforts to offer the highest quality of care and education to young children.

Intro paragraph

RCDT#:
Facility:
Address:

Date:
Assessor:
Site:
Teacher:

Children Enrolled:
Children Present:

Youngest Birthdate:
Oldest Birthdate:

Site specific info

Score Overview

Inadequate   Minimal   Good   Excellent

- Overall Score
- Space and Furnishings
- Language and Literacy
- Learning Activities
- Interaction
- Program Structure

1 2 3 4 5 6 7

Overall score (includes all subscales below)

Each subscale is given a score

- o *NEW* Report indicates if classroom assessed is PFA or PFAE
- o Introduction paragraph
- o Site specific information
- o Score Overview – Personal Care Routines – Indicators 8-11- are not included in this report
- o Score Overview- Total all subscales
- o Score Overview- each subscale is a combined score of ECERS-3 indicators within the subscale

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Reading the Indicators

1. Indoor space

This item covers the amount of space, the basic features such as light, temperature, ventilation, and noise level, as well as the state of repair and maintenance, and the accessibility to children and adults with disabilities. When determining how well the space works, consider the space based on the highest number of children allowed in the group, regardless of how many are present during an observation.

Indoor space is important because...

- It helps the staff be more efficient in meeting childrens needs.
- It impacts childrens comfort, health, and safety.
- It gives children more play activities to learn and engage in at the same time.

Item Score: 3

Areas of Effectiveness:

5.2. The classroom environment included some good direct lighting.
7.1. The teachers were able to control the natural light in the classroom as needed
7.3. Most of the indoor surfaces were durable and easy to clean and maintain.

Areas for Growth and Improvement:

5.1. Ample indoor space that allows children and staff to circulate freely, enough space for mealtimes, group times, and suitable space for activities in free play.
FEEDBACK: To receive credit for this indicator, ample indoor space must allow children and staff to circulate freely, enough space for mealtimes, group times, and suitable space for activities in free play. Space was sufficient; however, it was not ample. Several areas in the classroom were crowded.
5.3. Ventilation can be controlled (Ex: windows can open; fan used by staff).
FEEDBACK: To receive credit for this indicator, ventilation must be controlled. The windows in the classroom did not open.
7.2. Space is accessible to children and adults with disabilities (Ex: ramps and handrails for people needing them, access for wheelchairs and walkers, push-plate doorbell instead of small button).
FEEDBACK: Indicator not met.

Reflective Questions for Quality Improvement:

5.1. During free play, take a scan of the classroom. Which areas seem to attract several children's interest at the same time? Do any of these areas seem crowded? Are there any routines that happen regularly in the space that make it extremely crowded? What strategies could be used to create a more spacious feeling in the room?

To earn credit for indicator 5.1, the children need an indoor environment with ample space. Does your classroom easily fit all furnishings needed for routines and play, including cubbies and extra furnishings for play, such as a sand table or a woodwork bench? Are the children and staff able to move about freely with enough space for mealtimes, group times, and space for free play activities?

5.3. Why is it important to be able to control the ventilation in the classroom? In what ways can you manage ventilation in the classroom (Ex: windows can be opened, fan can be used)?
7.2. What is the value in having an indoor space that is accessible to children and adults with disabilities? Review the notes for clarification on page 14 in ECERS-3 and determine whether your environment meets these criteria.

Item Overview

Items Score

Score Chart

Areas of Effectiveness

Areas for Growth & Improvement

Reflective Questions for Quality Improvement

- Item overview and it's importance in ECERS-3
- Score chart- items in red mean "indicator not met" – items in green that the indicator was met
- Item score
- Areas of Effectiveness- generated by indictors met
- Areas for Growth and Improvement – generated by indicator not met
- Reflective Questions for Quality Improvement- generated by indicator not met

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Indicator N/A

7. Gross motor equipment

The development of large muscle coordination is one of the major tasks for young children. There are many types of equipment that can be used to support the development of large muscle skill and coordination. This item covers the appropriateness of gross motor equipment. At the lower levels of quality it looks at the safety and developmental appropriateness of the equipment. Children also have differing interests and needs, so they are included at the higher levels of quality.

Gross motor equipment is important because...

• Preschool children must practice physical skills such as peddling wheel toys, throwing a ball, bouncing a ball, and climbing.
• Young children are given opportunities to build their muscular strength, motor planning, sensory processing, body awareness, balance and coordination.

1.1	3.1	5.1	7.1
1.2	3.2	5.2	7.2
1.3	3.3	5.3	7.3
		5.4	

Item Score: 6

Indicator N/A

Areas of Effectiveness:

5.1. All of the children were able to be active and involved with the gross motor equipment.
5.2. Almost all of the gross motor equipment was appropriate for the age and ability of the children.
5.3. Children had access to gross motor equipment for at least 30 minutes.
7.1. Children had access to ample and varied gross motor equipment.
7.2. Based on the children's age and ability, all observed equipment was appropriate.

Areas for Growth and Improvement:

7.3. Equipment provided to encourage more advanced appropriate skills (Ex: plastic baseballs and bats; child-sized golf clubs, balls and "holes" , long-jump challenge; bicycle with training wheels).
FEEDBACK: To receive credit for this indicator, equipment provided must encourage more advanced appropriate skills. The equipment provided did not encourage advanced appropriate skills.

Reflective Questions for Quality Improvement:

7.3. What are some examples of equipment you provide the children to encourage more advanced age-appropriate skills?

○ Gray indicator means that this subscale is not applicable to the classroom setting during this observation

○ Only indicators that specify NA are allowed to be marked NA-They are indicated in your ECERS-3 book

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Indicator Not Met

- Items that are not met above the earned score simply state "Indicator not met" and reflective questions are provided for these items.

12. Helping children expand vocabulary

Learning the meaning of the spoken language that surrounds us is among the more important developmental tasks of young children, and one they are well prepared to undertake with our help. The ability to understand and eventually use language, is developed in the context of meaningful social relationships with the significant adults in children lives, their parents and teachers.

Helping children expand vocabulary is important because...
- Staff have a responsibility for helping young children learn to understand language since the children are in their care for the major part of their waking hours.
- Young children are at a critical stage of development in learning their receptive language skills.

Indicator Not Met for 5.2
Indicator Not Met for 7.3

1.1	3.1	5.1	
1.2	3.2	5.2	7.2
1.3	3.3	5.3	7.3
		5.4	

Item Score: 4

Areas of Effectiveness:
- 5.1. Staff were using specific words for people, places, things, actions, and descriptive words as the children engaged in routines and play.
- 5.3. Staff frequently used opportunities provided by materials, display, activities or other meaningful experiences to introduce words to children.
- 5.4. Special accommodations were observed for children to suit their diagnosed disabilities or family language needs. NA permitted.
- 7.1. Staff generally used a wide range of words to specify more exactly what they were talking about which were appropriate to the ages and abilities of the children.
- 7.2. Children were introduced to new themes or topics of interest to provide a wide and interesting range of new words.

Areas for Growth and Improvement:
- 5.2. Staff sometimes correctly explain the meaning of unfamiliar words in a way children can understand (Ex: "Fog is really tiny bits of water and that is why it feels wet."; "When I say that I am concerned, it means that I care what happens to you."). Observe twice

FEEDBACK: To receive credit for this indicator, staff sometimes correctly explain the meaning of unfamiliar words in a way children can understand (Ex: "Fog is really tiny bits of water and that it is why it feels wet."; "When I say that I am concerned, it means that I care what happens to you."). This was not observed.

Indicator Not Met for 5.2

- 7.3. Staff add information and ideas to expand children's understanding of the meaning of words children use. Observe twice

FEEDBACK: Indicator not met.

Indicator Not Met for 7.3

Reflective Questions for Quality Improvement:

5.2. Reflect on the type of language you use with preschoolers. Do you often use new words with children and explain the meaning of any unfamiliar words in a way that they can understand? Do you engage in the types of language that can be seen in the indicator example on page 36 of the ECERS-3? Practice with different words to see how many different ways you can explain their meaning.

7.3. Take a moment to think about the times when you could have extended a child's understanding by adding more information about a topic or material. In what ways could you increase a child's understanding instead of simply asking them more questions about a topic or material? Reflect on the extensive note for clarification on page 36 of the ECERS-3 to determine if you engage in the types of expansion language detailed.

Reflective Questions for 5.2 & 7.3

29. Individualized teaching and learning

Children are more likely to experience success when their teachers recognize their individual needs and approach teaching as an opportunity to meet the children where they are instead of using a one-size-fits-all approach. Teachers who individualize think about what is best for children and their development, strive to produce real and lasting learning, apply the principles of best practices and child development, and are intentional about everything they do. Individualizing means that staff can enable children to reach goals that are both challenging and achievable and meet their individual needs.

Individualized teaching and learning is important because...

- Children do not all learn and grow at the same rate or in the same way.
- Children have different needs and interests, just like adults.
- Children can be successful when they have caring teachers who know them as individuals and who plan appropriate activities to help them grow and develop at their own pace.
- Feelings of security and trust are developed in young children when they are recognized for their unique talents, interests, and abilities.

1.1	3.1	5.1	7.1
1.2	3.2	5.2	7.2
1.3	3.3	5.3	
1.4	3.4		

Item Score: 7

Areas of Effectiveness:

5.1. Children were observed having access to many open-ended activities.
5.2. Staff were observed circulating through the classroom, adding individualized learning to children's activities.
5.3. Children were able to be successful in most if not all staff directed activities.
7.1. Most if not all teaching was individualized.
7.2. Much of the individualized teaching took place while children participated in free play.

Score of 7

○ No reflective questions or feedback will be provided for items scored all the way up

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Preparing to Complete Your CQIP

○ Go to the ISBE Early Childhood Preschool for All webpage found at www.isbe.net/earlychi/preschool. Look under the section titled "Accountability" to find electronic templates of the Grant Compliance Checklist CQIP and ECERS-3 CQIP documents for you to complete.

○ Gather your staff (teachers, assistants, coordinators, administrators, etc.) and review the Compliance Checklist Report, the ECERS-3 CQI report, and the Facility Report, if applicable.

○ This report is due 30 days from the receipt of your compliance and ECERS-3 monitoring visit.

○ Send reports to ecpip@isbe.net

ISBEs CQIP Cycle for PFA & PFAE Program Using ECERS-3

- New CQIP cycle is based on parts of compliance and best practice in early childhood

- Moves from a corrective action based model to a quality driven process approach to continuous quality improvement

- The CQIP cycle aligns with the ECERS-3 CQI reports
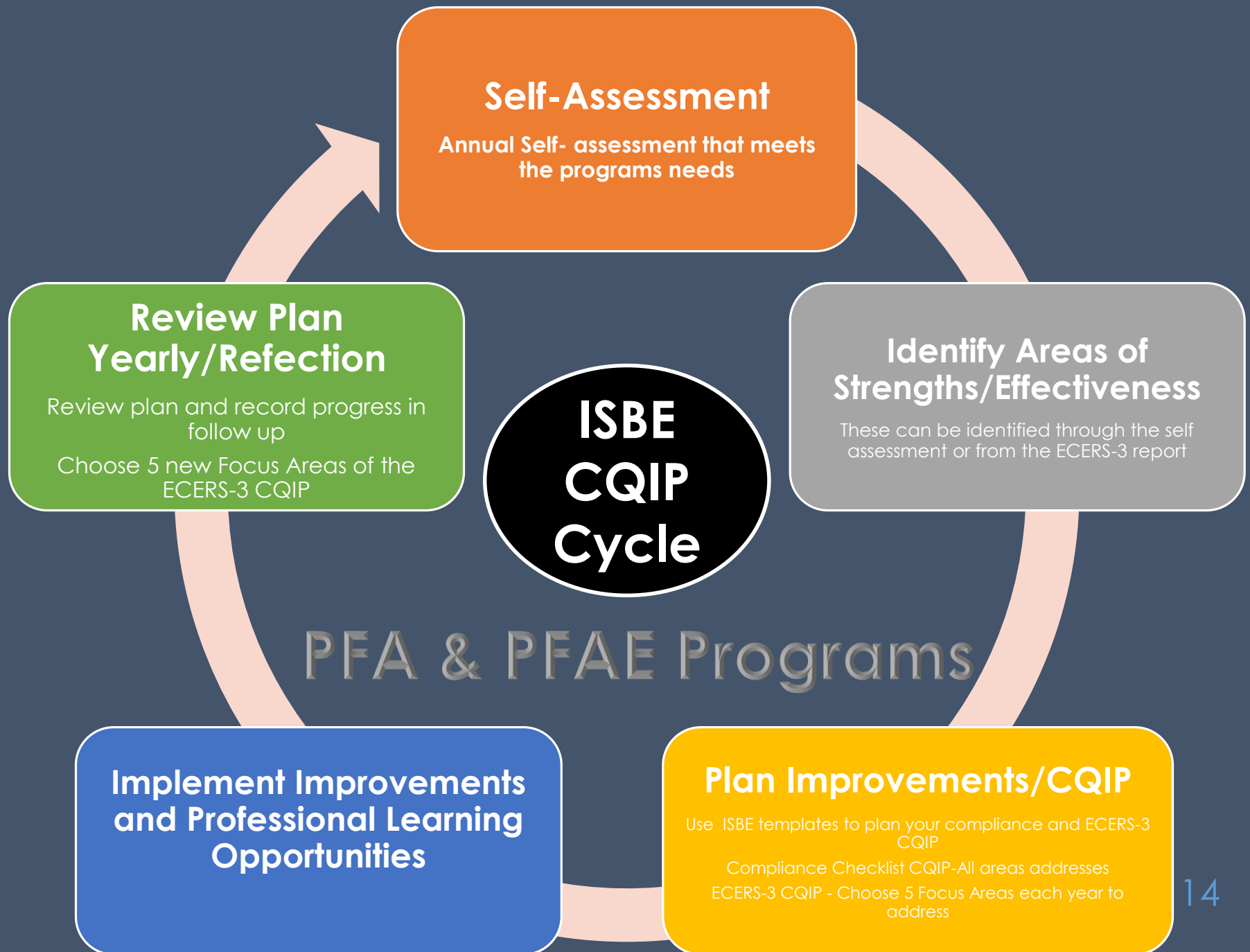
Self-Assessment

- Examples of Self-Assessment Include:
  - Parent survey of the program's services
  - Staff survey of the program
  - Review of the children's progress using their developmental assessments and portfolios
  - Self-review of the program and classroom(s) using the Compliance Checklist and/or a program quality tool, such as the ECERS-3 or CLASS
  - Review of the program's current CQIP

Identify Areas of Strengths/Effectiveness

- These can be identified through the self assessment or from the ECERS-3 report

Plan Improvements/CQIP

- Use ISBE templates to plan your compliance and ECERS-3 CQIP

- Compliance Checklist CQIP-All areas addressed

- ECERS-3 CQIP – Choose 5 areas of focus with indicators 5 or under in each year of the CQIP cycle

- Programs should view these areas of the ECERS-3 as targeted areas for growth: Language & Literacy (12-16), Interaction (28-32) & Program Structure (33-35).

Implement Improvements and Professional Learning Opportunities

- Programs begin to implement improvements and professional learning opportunities
- Programs should reflect on progress and professional learning opportunities as applicable. This can be shown in the follow up/reflection box provided on the form.

Review Plan Yearly/Reflection

- Review plan and reflect on your progress in follow up

- Choose 5 new Focus Areas of the ECERS-3 CQIP in years 2 and 3 following your monitoring visit

- Indicators can carry over

ECERS-3 CQIP Template Year 1

Illinois State Board of Education
Early Childhood Division
Continuous Quality Improvement Plan (CQIP)
Early Childhood Environment Rating Scale-3 (ECERS-3)

This report is due 30 days from the receipt of your compliance and ECERS-3 monitoring visit. Programs should choose 5 ECERS-3 areas of focus from the report. Select indicators in which you score a 5 or under. One page for each area of your "focused five" will be completed. Comments in the follow up/reflection box will be completed before you submit your plan in years two and three. Please view the CQIP instructional webinar and FAQ document for further instructions.

Program Name:	RCDT:	Date:

(1 of 5) ECERS-3 Area of Focus and Indicator #:	Responsible Staff Member (s):	Timeline:

Areas of Effectiveness – Indicated on ECERS-3 report or from self-assessment

Area for Growth & Improvement as indicated in ECERS-3 Report Include Feedback Identify

Identify Improvements and Professional Learning Opportunities (use reflective questions from ECERS-3 report to help identify)

Follow Up/Reflection:	Note: This box is only for follow up and reflection as you begin to implement your plan. It should not be filled out when you submit your plan but should be filled out in years two and three with follow up and reflection.

The authorized representative of the applicant who will affix his or her digital signature above certifies that he or she has read, understood and will comply with all of the provisions of the Continuous Quality Improvement Plan. The person approving this Continuous Quality Improvement Plan hereby certifies and assures the Illinois State Board of Education that the person submitting the document on behalf of the applicant has the necessary legal authority to do so.

Illinois State Board of Education, Division of Early Childhood   September 2017

- This report is due within 30 days of receiving your compliance and ECERS-3 monitoring results.

- Programs should choose 5 ECERS-3 areas of focus from the report. Select indicators in which a score a 5 or under given. Remember, you will choose 5 NEW areas each year of your 3 year monitoring cycle.

- One page for each area of your "focused five" will be completed.

- Programs should identify the responsible staff member and a timeline for each focus area

- Areas of Effectiveness – As indicated on ECERS-3 CQI report of from self-assessment

- Identify Areas of Improvements as indicated in ECERS-3 report (include feedback identify)

- Identify Improvements and Professional Learning Opportunities (use reflective questions from ECERS-3 report to help identify)

- Comments in the follow up/reflection box will be completed before you submit your plan in years two and three.

ECERS-3 CQIP Template Year 2 & 3

Illinois State Board of Education
Early Childhood Division
Continuous Quality Improvement Plan (CQIP)
Early Childhood Environment Rating Scale-3 (ECERS-3)

This page is updated and submitted to ISBE by May 30th in the second year following your monitoring visit

Date Submitted in Years 2:	Self-Assessment Method:	How does the Self-Assessment inform the individualized staff development plans and the CQIP:	

(5 of 5) ECERS-3 Area of Focus and Indicator #:	Responsible Staff Member (s):	Timeline:	EXCELERATE Award Level:

Identify Areas of Effectiveness – Indicated on ECERS-3 report or from self-assessment

Area for Growth & Improvement as indicated in ECERS-3 Report - Include Feedback

Identify Improvements and Professional Learning Opportunities
(use reflective questions from ECERS-3 report to help identify)

Follow Up/Reflection:	Note: This box is only for follow up and reflection as you begin to implement your plan. It should not be filled out when you submit your plan.

Authorized Official's Electronic Signature   Title   Date

The authorized representative of the applicant who will affix his or her digital signature above certifies that he or she has read, understood and will comply with all of the provisions of the Continuous Quality Improvement Plan. The person approving this Continuous Quality Improvement Plan hereby certifies and assures the Illinois State Board of Education that the person submitting the document on behalf of the applicant has the necessary legal authority to do so.

Illinois State Board of Education, Division of Early Childhood   September 2017

- Forms are all located as one file from years one to three
- Please make sure that the authorized official signs CQIP each year before it is submitted to ISBE
- Year 2/3 Template differences:
  - Indicate self-assessment method
  - Indicate how self-assessment informs staff development plans and CQIP
  - ExceleRate Award Level

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Contact Information

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