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

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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

- 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 tasks should occur
- DO NOT USE FOLLOW-UP COLUMNS
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.
- Not many changes from ECERS-R facility report
- Program specific information
- Dates assessed and teacher information
- Total Classrooms for each location and site
- Total of assessment – combined scores from all classrooms scored is the program's overall average.
- Bar graph shows individual teacher scores
- All personal identifying info has been redacted on this report
*NEW* Report indicates if classroom assessed is PFA or PFAE
- Introduction paragraph
- Site specific information
- Score Overview – Personal Care Routines – Indicators 8-11- are not included in this report
- Score Overview- Total all subscales
- Score Overview- each subscale is a combined score of ECERS-3 indicators within the subscale

Overall score (includes all subscales below)

Each subscale is given a score
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 to be more efficient in meeting children’s needs.
- It impacts children’s comfort, health, and safety.
- It gives children more play activities to learn and engage in at the same time.

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 indicators met
- Areas for Growth and Improvement – generated by indicator not met
- Reflective Questions for Quality Improvement - generated by indicator not met
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.

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?
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’s lives, their parents and teachers.

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

Indicators Not Met

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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 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.

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.

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

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

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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.
Preparing to Complete Your CQIP

- Go to the ISBE Early Childhood Preschool for All webpage found at [www.isbe.net/earlychi/preschool](http://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 [ecqip@isbe.net](mailto:ecqip@isbe.net)
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
Annual Self-assessment that meets the program's needs

Identify Areas of Strengths/Effectiveness
These can be identified through the self-assessment or from the ECERS-3 report.

Review Plan Yearly/Reflection
Review plan and record progress in follow up.
Choose 5 new Focus Areas of the ECERS-3 CQIP.

Plan Improvements/CQIP
Use ISBE templates to plan your compliance and ECERS-3 CQIP.
Compliance Checklist CQIP - All areas addresses.
ECERS-3 CQIP - Choose 5 Focus Areas each year to address.

PFA & PFAE Programs

ISBE CQIP Cycle
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
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. 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.

1. Program Name:  
   RCOT:  
   Date:  

2. (1 of 5) ECERS-3 Area of Focus and Indicator #:  
   Responsible Staff Member(s):  
   Timeline:  

3. Areas of Effectiveness – As indicated in ECERS-3 report or from self-assessment

4. Are for Growth & Improvement as indicated in ECERS-3 Report - Include feedback identify

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

6. Follow up/Reflection:  
   Note: This box is only for follow up and reflection as you begin to implement your plan. If you need to change or adjust when you submit your plan but should be filled out when you submit your plan in years two and three.

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

Areas of Effectiveness – As indicated on ECERS-3 CQIP report or 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.
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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