



Illinois
State Board of
Education
Division of Early Childhood

Compliance Checklist, ECERS-3 &

Continuous Quality Improvement: An Overview

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Whole Child • Whole School • Whole Community



Agenda

- Monitoring Logistics
- ExceleRate Illinois
- ECERS-3 overview
- Compliance Checklist
 - Highlight changes for FY 19
 - Discuss items most commonly found out of compliance
- Continuous Quality Improvement
 - CQIP cycle for Continuous Quality Improvement
 - Compliance CQIP
 - ECERS-3 CQIP
- Questions



Monitoring Logistics

- Programs are monitored at least once every four years
- ISBE currently contracts with National Louis University to conduct monitoring visits
- Programs are given a three week window when their visit will occur and are contacted three weeks before the start of the window. Programs can indicate 3 block out days.
- The compliance checklist is completed at the program level. ECERS assessments are completed at the classroom level.
- Depending on the overall number of classrooms to be monitored, ISBE determines how many classrooms per site will receive ECERS assessments
- Exit interview will be conducted so programs have the opportunity to provide assessors with any missing documentation
- Programs have 30 days from the receipt of monitoring results to submit a Continuous Quality Improvement Plan



ExceleRate Illinois



- Preschool for All programs that are not housed in a licensed facility will receive their rating from ISBE based on monitoring results
- ExceleRate ratings are calculated based on a formula using both the compliance checklist results and the ECERS scores
- ExceleRate ratings are awarded per site. If a site has under 3 classrooms, and the program has other sites, the ratings are combined.
- 1A. Learning Environment: ERS average overall score of at least 4.5 with no classrooms below a 4.0
- 1C. Instructional Quality : ERS average score of at least 4.75 on Interactions and Language Reasoning/Listening and Talking subscales with no classroom below a 4.0
- PFAE or Preschool Expansion programs are given a separate rating only if there is not PFA in the building



Compliance Checklist Overview

- Changes made for FY 19 to align with the RFP
- PFA/PFAE are combined on one checklist
- Documentation listed are examples of what can be provided to show compliance



Compliance Checklist #1: Staff/Child Ratio

- 20 children per session. Minimum of 15 children using an inclusive model, unless exception due to Head Start or DCFS licensing
- Programs do need to provide assessors with a class list that indicates any children that are not funded by PFA. (Head Start, Tuition Based, District Funded, etc.)
- Children with IEPs are still counted as PFA



Compliance Checklist #2: Children Files

- Assessors will draw seven files by random per classroom
- Children files include proof of family income
 - Proof of family income examples:
 - Pay stubs (Two most recent, consecutive)
 - Proof of WIC benefit
 - Proof of SNAP benefit
 - Proof of TANF enrollment
 - Proof of SSI benefit
 - Proof the family receives CCAP
 - Tax return (most recent)
 - Wages and tax statement (most recent W-2)
 - Verification/letter from employer
 - Proof that parent/guardian is enrolled in Medicaid
 - Signed written statement from the family



Compliance Checklist #3: Homeless Plan

- Homeless plan must be district specific
- Must include transportation for homeless children
- Applies only to school districts



Compliance Checklist #7: Calendar

- Program meets for a minimum of two and one half hours per day, five days a week
- Program calendar includes at least 165 days of student attendance



Compliance Checklist #10: Curriculum

- Research based curriculum listed on the ExceleRate web site to ensure the curriculum is aligned with IELDS
- ISBE (or ExceleRate) does not approve or recommend any specific curriculum
- Lesson plans should show individualization for a minimum of 25% of the class on the weekly lesson plan and for all children at least monthly. This can be noted with first name or initials. Individual activities or group lessons are acceptable.
- Grouping children (by color, #, etc.) is differentiating and not individualizing. This should not be counted as individualization on lesson plans. This is acceptable if they also are individualizing lessons



Compliance Checklist #10: Curriculum

- If the program is not allowed to post lesson plans with children's first name or initials due to privacy issues, then the weekly lesson plan with the individualization should be made available for assessor to view during the monitoring visit.
- FAQ document for lesson planning is available as a resource and can be accessed on ISBEs early childhood page under resources.
- <http://www.isbe.net/earlychi/preschool/lesson-planning-faq.pdf>



Compliance Checklist #11: Snacks/Meals

- Half day programs provide at least a snack
- Full day programs provide at least one meal
- Must be offered during program hours
- Parents are not charged for meals or requested to bring in food
- Medical exceptions should have documentation on file



Compliance Checklist #12: Research-Based Assessment & Portfolios

- Portfolio collections reflect the IELDS or indicators from assessment tool
- Portfolios reflect, **at a minimum**, 2 benchmarks from the language arts, math, social-emotional, science, social studies, physical, fine arts, and ELL (if applicable) domains of the IELDS per reporting period
- 3 reporting periods that shows progress over time
- Narrative summary reports based on assessment data
- Worksheets should not be a part of the curriculum
- Portfolio samples should be individualized and include an anecdotal note



Compliance Checklist #13: Transition plans

- The wording “other than kindergarten” is removed
- Best practice for plan to address other times children leave the program, moving for example.
- Plans should be shared with parents - may find this in a Parent Handbook, a handout for parents, part of a kindergarten orientation, etc.
- Program must have a written policy prohibiting suspension and expulsion



Compliance Checklist #15: Staff qualifications

- Added short term approval to teacher qualifications
- Items may be marked as not applicable
- Assessors will be checking that the certificate is not only valid, but registered with the ROE as well (must be registered with the ROE in which the school district resides).
- Will need to provide proof that certificate is registered – print out or assessor will need online access to ELIS



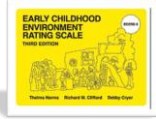
Compliance checklist: #20: Children with IEPs

- Majority of supports and services pushed in versus pulled out
- If most services are pushed in but occasionally, children are pulled out for a service that cannot take place in the classroom, you are in compliance.
- Example—child needs to work on climbing the stairs. There are no stairs in the classroom.



ECERS-3

- > Classrooms will be assessed using ECERS-3
- > Trainings available through Early Childhood Professional Learning and Starnet
- > Additional notes for clarification – most up to date information



ECERS-3 CQI Report Overview

- Highlight positive aspects of the environment
- Describe the importance of quality for children
- Capture data to determine targeted areas for improvement
- Include reflective questions for educators to engage in creative thinking about their teaching practices
- Promote sustainable improvements

www.BranaghGroup.com



Continuous Quality Improvement



Teachers



Paraprofessionals



Program Staff



Role of the Instructional Leader

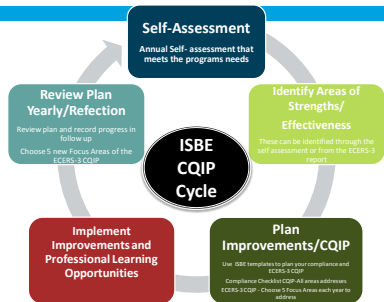


Purpose:

The instructional leader will support classroom education staff (teachers and teacher assistants) to refine their practices, improve instructional quality and achieve mastery as early childhood professionals.



CQIP Cycle for Continuous Quality Improvement



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 addresses

• ECERS-3 CQIP- Choose 5 Focus Areas each year to address



- Year 1 Template
- 1 page for each of your 5 focus Areas

- Year 2 and 3 Template
- 1 page for each of your 5 focus Areas in years 2 and 3
- Focus areas can carry over

Review Plan Yearly/Reflection



- Review year one’s plan and reflect on progress made, challenges that lie ahead and steps that need to be taken in the appropriate box in the year 1 forms
- Choose 5 new Focus Areas of the ECERS-3 CQIP for year two or carry over indicators if needed



ECERS-3 Priority Planning



As part of the CQI cycle, programs should prioritize your areas of growth and improvement based on program need and best practice. The ECERS-3 indicators in the areas of should be given priority when planning your CQIP:

- Language & Literacy (12-16)
- Interaction (28-32)
- Program Structure (33-35)



Resources

- [Lesson Planning FAQ](#)— found under resources
- [PFA Compliance Checklist](#)
- [Tips for Compliance Monitoring](#)
- Continuous Quality Improvement Plan (CQIP)
 - [Continuous Quality Improvement Plan \(CQIP\) Instructional Webinar](#)
 - [PowerPoint Presentation](#)
 - [CQIP Compliance Checklist Template](#)
 - [CQIP ECERS-3 Template](#)
 - [CQIP ECERS-3 Step-by-Step](#)
 - [Continuous Quality Improvement Plan \(CQIP\) Training and Technical Assistance Resources](#)
 - [ECERS - 3 Language Samples for Teachers](#)



Questions?





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