

Completing the Grant Compliance and ECERS-3 CQIP- Step by Step Instructions

Due to ISBE 30 days from the receipt of your reports:

1. Go to the ISBE Early Childhood Preschool for All webpage found at <https://www.isbe.net/Pages/Early-Childhood.aspx>. 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.
2. Locate the link to the CQIP informational webinar on this same page.
3. 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.
4. Work together with your staff to develop your CQIP.
5. In completing the Grant Compliance CQIP, address all the items NOT checked (or non-compliant) in the Compliance column of your Grant Compliance Checklist. List each Non-compliance, the Steps to Become Compliant, Person Responsible and Timeline. It is very important for your program to be in compliance. Therefore, plan to complete your compliance steps no later than the beginning of the next school year.

Please do not use the three “Follow-up” columns on the right side of the templates. These columns are for use in the two years following your monitoring year for updates to ISBE.

6. In completing the ECERS-3 CQIP plan template, please review the ECERS-3 CQI Reports for each classroom and identify five areas of growth and improvement from those ECERS indicators that have scores below five. This will be your five ECERS-3 Areas of Focus.
7. For each Area for Growth and Improvement, you will list the feedback as given in the report and the areas of effectiveness that were identified or those determined by your program’s self-assessment. Prioritize your areas of growth and improvement based on program need and best practice. 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).
8. You will then provide improvement and professional learning opportunities for each area, using the reflective questions from the report. Please identify the responsible staff member (s) and timeline for all tasks. The follow up/reflection comments box will be completed as progress happens throughout the program year or upon submission to ISBE in years two or three. **Please remember, your program has 3 years to show growth and progress in your ECERS-3 CQIP.**
9. Check out these resources from the ISBE web site that may be useful in developing your CQIP: <https://www.isbe.net/Documents/cqip-resources.pdf>. In addition, both the Illinois Resource Center (<http://www.thecenterweb.org/programs/early-childhood-education/>) and your regional StarNet (<https://www.starnet.org/>) provide quality professional development resources.
10. When you have completed your CQIP, email it to the Illinois State Board of Education at ecqip@isbe.net

11. When you receive your approved CQIP, remember to share it with all your teachers, assistants, coordinators and administrators.

Due to ISBE May 30th in the 2nd and 3rd year following your monitoring visit:

1. Gather program staff to review and develop year two/three of your grant compliance and ECERS-3 CQIP.
2. View or review the instructional webinar located under the section titled “Accountability” <https://www.isbe.net/Pages/Early-Childhood.aspx>
3. In completing the grant compliance CQIP- please use, the “**Follow Up – to be completed in subsequent years**” section on the form you submitted in year one to document progress your program has made towards your plan. Again, it is very important for you program to be in compliance with the grant.
4. In completing the ECERS-3 CQIP, first reflect on your five areas of focus from year one. Add some follow up statements and reflective comments in the box provided. Decided if there is a need to carry over an area of focus to year two or three before choosing new areas of focus.
5. Programs should have completed their program self-assessment **PRIOR** to composing their ECERS-3 CQIP. Please indicate on the CQIP form what your programs chosen method of self-assessment.
6. Programs need to explain in the box provided on the form how the self-assessment informs the individual staff development plans and the CQIP. This is just a short description of how you use the self-assessment to inform decisions about continuous quality improvement.
7. In years two and three, please review the ECERS-3 CQI Reports for each classroom and identify five areas of growth and improvement from those ECERS indicators that have scores below five. These can be five new areas of focus or carried over from previous years as stated above in #4.
8. For each Area for Growth and Improvement, you will list the feedback as given in the report and the areas of effectiveness that were identified or those determined by your program’s self-assessment. 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 Language & Literacy (12-16), Interaction (28-32) & Program Structure (33-35) should be given priority when planning CQIP.
9. When you have completed your CQIP, email it to the Illinois State Board of Education at ecpipupdate@isbe.net