Office of
School Readiness

West Virginia Universal Pre-K Program Assessment and Improvement

Guidance Manual

Created 2010
Updated June 2011

West Virginia Early Care and Education
WVDE   WVDHHR

This guidance document has been created by the
WVDE Pre-K Continuous Quality Improvement (CQI) Advisory Council

2010 WVDE Pre-K CQI Advisory Council

Debbie Amtower, Mineral County
Diane Ansari, RESA 8
Helen Brown, Sun Beam Child Care Center
Clayton Burch, WVDE
Deanna Cunningham, Jackson County
Melanie Clark, WVDHHR
Traci Dalton, Head Start Collaboration Office
Monica Harless, WVDE
Ginger Huffman, WVDE
Becky Gooch-Erbacher, WVHSA
Pat Homburg, WVDE

Janet Lilly, Raleigh County
Carla Williamson, WVDE
Lisa Ray, Harrison County
Jennifer Reynolds, Putnam County
Dr. Cheryl Trull, Concord University
Phyllis Veith, WVDE
Dr. Bobbi Warash, West Virginia University
Rhonda Young, WVDE
Larry White, WVDE
Dr. Stan Maynard, Marshall University

CQI Program Assessment and Improvement Work Group

Debbie Amtower, Mineral County
Diane Ansari, RESA 8
Helen Brown, Sun Beam Child Care Center
Clayton Burch, WVDE
Gerry Sawrey, Cabell County
Helen Marsh, Marshall County
Traci Dalton, Head Start Collaboration Office
Darlene Martin, CASE Head Start
Reagan Curtis, West Virginia University
Michelle Blatt, WVDE
LaDonna Rosencrance, Randolph County

Saun Floyd, RVCDS
Helen Davies, Monongalia County
Missy Smith, WVDHHR
Becky Belt, CDI Head Start
Dr. Cheryl Trull, Concord University
Carla Mauser, Braxton County
Dr. Bobbi Warash, West Virginia University
Dr. Terrence Ahern, West Virginia University
Sally Byard, Head Start
Janet Bock, WVDE

Table of Contents

Introduction

Purpose of Program Assessment and Improvement in WV Universal Pre-K

The purpose of program assessment in West Virginia Universal Pre-K is to support continuous quality improvement by identifying strengths and areas for improvement in county pre-k systems and to determine strategies to enhance the quality of classroom environments and instruction.   It is important for county collaborative early childhood teams to implement a system of program assessment that examines pre-k programs by collecting vital information for determining staff development needs, environmental needs, guidance for program policy, and overall quality improvement. County collaborative early childhood teams must determine a program assessment system that identifies strengths and areas for improvement on an annual basis.

Purpose of ECERS-R in Program Assessment and Improvement

The Early Childhood Environment Rating Scale – Revised (ECERS-R) is an assessment instrument that provides a seven-point scale for 43 items in seven subscales. This instrument is designed for early childhood classrooms of children ages two and on-half through five. The ECERS-R provides results that assist in determining programmatic needs. The ECERS-R is a required assessment instrument in each West Virginia Pre-K classroom. Results from the ECERS-R are intended to be combined with other observation information gathered in WV Pre-K classrooms for overall quality improvement. The ECERS-R is required to be completed at least one time in a three year period, beginning with the 2011-2012 school year. The ECERS-R has been required in each West Virginia Pre-K classroom annually prior to the 2011-2012 school year. Results of the ECERS-R are to be discussed with the teacher(s), providing them the opportunity to comment and provide input to the development of the county's continuous quality improvement plan.

The ECERS-R is not an evaluation of the teacher for performance purposes, or an assessment of the development of individual students, but rather an assessment of the program. Public school teachers shall continue to be evaluated according to W. Va. 120CSR142 WVBE Policy 5310, Performance Evaluation of School Personnel.

Policy

*From WVBE Policy 2525 West Virginia's Universal Access to a Quality Early Education System §126-28-16. Program Evaluation for Quality Improvement.

16.1. The Early Childhood Environment Rating Scale-Revised will be utilized by each county collaborative early childhood team as a guidance tool to measure program quality in each WV Pre-K classroom.   The ECERS-R shall be administered by a minimum of a two person team designated by the county collaborative early childhood team. One member of each team must be listed with the WVDE as "WV Experienced ECERS-R Observer". The ECERS-R shall not be completed by individuals with direct supervision responsibilities for the classroom or by the teacher of that classroom for purposes of submitting the observation results to the WVDE.   The ECERS-R is not an evaluation of the teacher for performance purposes, or an assessment of the development of individual students, but rather an assessment of the program. Public school teachers shall continue to be evaluated according to W. Va. 120CSR142, WVBE Policy 5310, Performance Evaluation of School Personnel.

16.2   The ECERS-R will be completed a minimum of one time within a three year period in each WV Pre-K classroom. The results from completed ECERS-R observations will be electronically submitted to the WVDE Office of School Readiness annually by May 1. County collaborative early childhood teams will develop an ongoing monitoring system to ensure annual observational measurements are utilized to assess continuous quality improvement.

16.3. The county collaborative early childhood team will analyze county ECERS-R reports, along with other observational measurements, to develop a continuous quality improvement report to be submitted to the county strategic planning team. The county strategic planning team will analyze the report as part of the data analysis in developing the county strategic plan. The purpose of the program evaluation is to support continuous quality improvement by identifying strengths and areas for improvement. The continuous quality improvement report will guide local and state level professional development planning and highlight areas for technical assistance and support.

16.4. When a county has fully implemented their county collaborative plan and all eligible children in that county have access to a WV Pre-K classroom that meets all of the quality requirements as outlined in this policy, the county board of education is required to annually submit a WV Universal Pre-K update that includes: submission of the continuous quality improvement report, a summary of any changes to the approved universal pre-k program, verification of the annual contracts and budgets with community partners, submission of the annual fiscal report, and other information as required by the WVDE to the WVDE Office of School Readiness by August 1.

Definitions

WV Pre-K Program Assessment: an ongoing monitoring system of measures to collect information to determine decisions that support quality improvement.

ECERS-R: The ECERS-R is an Early Childhood Environment Rating Scale that has been developed and researched to assess classroom programs for children ages 2 to 5 in seven sub-categories.

Continuous Quality Improvement Plan (CQI Plan): The Program Assessment Continuous Quality Improvement Plan is designed for the county collaborative early childhood team to implement a system to measure program quality in Pre-K classrooms for continuous quality improvement. The CQI Plan consists of three steps: data sources and data review, County Collaborative Early Childhood Team Recommendation Summary, and County Strategic Plan Recommendation Summary- Continuous Quality Improvement Report.

County Collaborative Early Childhood Team Recommendation Summary: An ongoing outline of all recommendations determined by county collaborative early childhood teams to be addressed by the county collaborative early childhood team. This includes building /classroom recommendations and overall county recommendations.

County Strategic Plan Recommendation Summary - Continuous Quality Improvement Report: The County Strategic Plan Recommendation Summary- Program Assessment Continuous Quality Improvement Report is the report that is generated from the Continuous Quality Improvement Plan and contains the recommendations/objectives and content provided to the county strategic planning team. This report will be uploaded as a data source for each county strategic planning team.

WV Experienced ECERS-R Observer: An individual who has successfully completed Modules I, II, and III of the WV Experienced ECERS-R Observer Training as defined in this document. A complete list of Experienced ECERS-R Observers can be found on the West Virginia Department of Education Office of School Readiness website.

WV Experienced ECERS-R Observer Certificate: The WV Pre-K recognized certificate that verifies individuals have completed Modules I, II, and III of the WV Experienced ECERS-R Observer Training as defined in this document.

ECERS-R Team Leader: A WV Experienced ECERS-R Rater who has been determined to lead the ECERS-R Team through each required element of the ECERS-R observation process. This includes ensuring adherence to requirements for conducting and ECERS–R in Pre-K classroom (see section two of this document- Overview-ECERS-R Process- Conducting and ECERS-R in a WV Pre-K classroom).

Overview - West Virginia Pre-K Program Assessment and Improvement

**Developing a Program Assessment and Improvement System -
Continuous Quality Improvement Plan (CQI Plan)**

County collaborative early childhood teams must develop a system of monitoring that collects pertinent information to determine next steps for the county pre-k program.

WVDE Policy 2525:
§126-28-16. 16.3. The county collaborative early childhood team will analyze county ECERS-R reports, along with other observational measurements, to develop a continuous quality improvement report to be submitted to the county strategic planning team. The county strategic planning team will analyze the report as part of the data analysis in developing the county strategic plan. The purpose of the program evaluation is to support continuous quality improvement by identifying strengths and areas for improvement. The continuous quality improvement report will guide local and state level professional development planning and highlight areas for technical assistance and support.

There are several steps to developing an ongoing program assessment and improvement system. The process is driven by a Continuous Quality Improvement Plan for collecting data, reviewing data, determining appropriate action for improvement when needed, and reassessing/updating information. These steps in the system of monitoring are contingent upon one another. A Continuous Quality Improvement Plan template is available in the reference sections for county early childhood collaborative teams to utilize in the process of developing an ongoing program assessment and school improvement system and includes the following essential steps:

1. Data Sources and Review
2. County Collaborative Early Childhood Team Recommendations
3. County Strategic Plan Recommendation Summary- Continuous Quality Improvement Report

Data Sources

There are a variety of observational tools that serve as data sources for programming in a holistic manner. A variety of sources will best assist county collaborative early childhood teams in prioritizing needs for staff development, equipment/supplies, and for recommendations to county strategic planning teams. These data sources must include the county report from the WV Pre-K Program Assessment Database. The database will compile classroom ECERS-R scores. Other observation tools may be utilized based on the types of data county collaborative teams determine as necessary for most appropriate planning. Some observation tools county teams may consider include:

- West Virginia Pre-K – Observational Walkthrough
- Classroom Assessment Scoring System (CLASS)
- Curriculum Implementation Checklist
- The Early Childhood Environment Rating Scale – Extension (ECERS-E)
- Health and Safety Checklists
- Other classroom observation summaries

Other sources of information that may be included or currently completed for consideration in continuous quality improvement are:

- Head Start Monitoring Reports
- OEPA Reports
- Student enrollment data
- Contractual agreements
- Financial Reports
- Child Care Licensing Reports
- Analysis of aggregated child assessment trends
- Staff Development Records

This is not an exhaustive list of data sources. A comprehensive monitoring system will include multiple data sources for collecting information. REL Appalachia Draft Annotated Bibliography on Selected Early Childhood Classroom and Quality in Early Childhood Care and Education Settings: A Compendium of Measures are two resource articles which have been included in the resources section and provide an overview of observational tools frequently utilized as data sources in early childhood settings. Additionally, the ECERS-R must be completed once to meet requirements of WVDE Policy 2525:

16.2   The ECERS-R will be completed a minimum of one time within a three year period in each WV Pre-K classroom. The results from completed ECERS-R observations will be electronically submitted to the WVDE Office of School Readiness annually by May 1. County collaborative early childhood teams will develop an ongoing monitoring system to ensure annual observational measurements are utilized to assess continuous quality improvement.

Timelines for completion of selected tools for data collection must be established in order to ensure that the information is available to the county early childhood collaborative team for data review and recommendations/next steps. ECERS-R data must be entered into the WV Pre-K Program Assessment Database annually by May 1. County teams must establish measures to collect documentation for data review. Refer to the Data sources and data review section of the Continuous Quality Improvement Plan for documentation guidance.

Data Review

Review of data collected will assist county collaborative early childhood teams in making decisions and recommendations to promote continuous quality improvement in county pre-k systems. It is necessary for the county collaborative early childhood team to review the results of each data source and develop a summary of the results. The summary will assist the team in determining areas of concern or areas for growth. Refer to the data sources and data review section of the Continuous Quality Improvement Plan for documentation guidance. The areas of concern or areas identified for growth will be utilized to develop recommendations at several levels for continuous quality improvement.

County Collaborative Early Childhood Team Recommendations

Recommendations are determined by the county collaborative early childhood team based on the data sources and data review data review summaries. Recommendations may be determined to be addressed by specific buildings/classrooms, the county collaborative early childhood team, or the county strategic planning team. Collaborative recommendations may include objectives that address staff development, health and safety, curriculum and assessment, program structure, policies and procedures, and other areas from data source results. When recommendations are determined, the county collaborative early childhood team must establish additional participants to be included in the process. Participants may include but are not limited to members of the county collaborative early childhood team, other collaborative partners, pre-k classroom administration, county administrators, community agencies, county strategic planning teams, and/or others as necessary. A working continuous quality improvement planning document includes recommendations/objectives, activities/actions steps, data sources, participants, projected cost (if any), and determination if the recommendation is for compliance or strategic quality improvement. Timelines for completion of recommendations/objectives and activities/action steps should be determined by the participants responsible for the applicable steps. All elements should be documented on the County Collaborative Early Childhood Team Recommendations and included in the Continuous Quality Improvement Plan. Refer to the County Collaborative Early Childhood Team Recommendations section of the Continuous Quality Improvement Plan for documentation guidance.

County Strategic Plan Recommendation Summary- Continuous Quality Improvement Report

When the county collaborative early childhood team determines that recommendations should be made to the county strategic planning team, a Pre-K Continuous Quality Improvement Report must be generated from the County Collaborative Early Childhood Team Recommendation Summary. The completed County Strategic Plan Recommendation Summary- Continuous Quality Improvement Report should be provided to the county superintendent with a cover letter requesting the electronic report be uploaded to the county strategic plan. Recommendations for the county strategic plan must be provided for consideration in the county strategic plan no later than August 1st annually beginning in 2012. Refer to the County Strategic Plan Recommendation Summary- Continuous Quality Improvement Report section of the Continuous Quality Improvement Plan for documentation guidance.

System Monitoring/Updates

The Continuous Quality Improvement Plan is a tool that is designed to assist county collaborative early childhood teams in building an overall process that drives system improvement. System monitoring and updates are key elements to helping ensure the effectiveness of the process. The team must have a schedule of review and updates of all facets of the Continuous Quality Improvement Plan that monitors growth and emerging county needs. This process includes recording outcomes of recommendations once action steps have been completed. It also includes ensuring follow-up occurs.

Overview - ECERS-R in Program Assessment

Why use ECERS-R in West Virginia Pre-K

- Provides for a consistent measure of healthy and safe classrooms across West Virginia
- Provides a framework for consistent program quality
- Research-based - There have been and continue to be studies completed that include the use of the ECERS-R which illustrate positive impact.
- Reliable / valid (observer-contingent) - According to "Reliability and Validity of the Early Childhood Environment Rating Scale" (Richard M. Clifford, Stephanie S. Reszka -FPG Child Development Institute, University of North Carolina at Chapel Hill, USA and Hans-Guenther Rossbach, University of Bamberg Germany), "the ECERS-R was developed in close collaboration with realistic field-based sites, and has been used in numerous research studies that assess the reliability of the scores. The reliability of an instrument refers to the consistency of scores over time and among different raters." Observers must adhere to the administration of the ECERS-R tool guidance. If the ECERS-R is completed with integrity, valid scores are used to further enhance early childhood programming.
- Enhances quality - If the ECERS-R is completed with integrity, valid scores are used to further enhance early childhood programming. Programs are better equipped to complete individualized staff development and overall quality plans.
- Quality environments enhance learning- The ECERS-R assists in determining areas of strength and areas for enhancement in each preschool environment and involves staff and administration in the process of quality improvement.

In Accordance to WVBE Policy 2525 §126-28-16. *Program Evaluation for Quality Improvement. 16.1. The Early Childhood Environment Rating Scale-Revised will be utilized by each county collaborative early childhood team as a guidance tool to measure program quality in each WV Pre-K classroom. The ECERS-R shall be administered by a minimum of a two person team designated by the county collaborative early childhood team. One member of each team must be listed with the WVDE as a "WV Experienced ECERS-R Observer". The ECERS-R shall not be completed by individuals with direct supervision responsibilities for the classroom or by the teacher of that classroom for purposes of submitting the observation results to the WVDE. The ECERS-R is not an evaluation of the teacher for performance purposes, or an assessment of the development of individual students, but rather an assessment of the program. Public school teachers shall continue to be evaluated according to W. Va. 120CSR142, WVBE Policy 5310, Performance Evaluation of School Personnel.*

When to complete ECERS-R in each classroom

1. The triennial timeframe for completing the ECERS-R in each classroom will be determined by the county collaborative early childhood team. Every county collaborative early childhood team must have a Continuous Quality Improvement Plan (CQI Plan) that identifies the process for yearly monitoring that includes the plan for ECERS-R.

2. An ECERS-R observation may be scheduled more frequently than every three years as determined by the county collaborative early childhood team and defined in the CQI Plan. Some reasons for completing an ECERS-R observation include:
   - New facility.
   - Changes in classroom/building.
   - Remodeling of areas pre-k children utilize.
   - Changes in staffing.
   - Health and Safety concerns.
   - Changes in furniture/equipment.

3. An ECERS-R team will be determined by the county collaborative early childhood team. This team must have an identified team leader that is a West Virginia Experienced ECERS-R Rater.

4. The date of the completion of the ECERS-R is determined by the ECERS-R team. Only one ECERS-R observation shall be conducted per day when the daily schedules are full-day.

5. The Team Leader will notify the classroom administrator of the tentative timeframe of the completion of the ECERS-R.

6. Upon completion of the ECERS-R, the team leader will enter the scores into the WV Pre-K Program Assessment database. The team leader will provided a report generated from the database to the teaching staff, classroom administration, and the county collaborative early childhood team.

7. Prioritized needs will be identified from the ECERS-R will be incorporated into the Continuous Quality Improvement Plan. Items scored at a level of four or below must be considered for prioritization.

8. The County Collaborative early childhood team will develop an analysis of need to be submitted to the county strategic planning committee to review and determine what implications it has for the plan (see CQI Report).

Conducting an ECERS-R in a Pre-K Classroom

1. Scheduling/Notification- Once the ECERS-R team has been formed and an observation has been scheduled, the Team Leader will schedule the tentative timeframe during which the ECERS-R will be completed.
2. Observing- The observation should take place for approximately three hours and include arrival or departure, a meal, Choice Time, Gross Motor time, and Rest (Refer also to Rights, Roles, and Responsibilities of Observers).
3. Interview- Schedule a time where a 30-45 minute interview will be conducted with the teacher. This time must be when the teacher is not responsible for the care of children.
4. Reliability/Consensus- The team leader must coordinate a time at the end of the ECERS-R for the team to complete the Interrater Reliability Sheet and enter the ECERS-R results into the data base.
5. Corrective Action- If there is a score of one (inadequate) in health or safety the administrator needs to be made aware of it before exiting the building. The WV Experienced ECERS-R Observer will complete this with the site administrator. (A sample Corrective Action Plan is attached in the Resources section).
6. Submission- The team leader will enter completion information of all steps into WV Pre-K Program Assessment Database.
7. Debrief- The team leader will complete a scheduled meeting to review the results of the ECERS-R with teaching staff and administration. It is recommended that the debrief take place within ten days of the observation.

WV Pre-K Program Assessment Database

The WV Pre-K Program Assessment Database was launched in December of 2010 by the WV Department of Education Office of School Readiness. The database was developed to house scores from the Early Childhood Environment Rating Scale-Revised (ECERS-R) for all West Virginia Pre-K classrooms. The database allows individuals to generate classroom reports for teachers, administrators, and county collaborative teams. The database also compiles county information to be utilized for continuous quality improvement for each county's pre-k system. There is a short online tutorial found at the Program Assessment and School Improvement page of the WVDE Office of School Readiness website. The link to the tutorial can be found in the resources section.

Utilizing the WV Pre-K Program Assessment Database:
1. ECERS-R will be completed in an individual classroom at a minimum of one time in a three year period.
2. ECERS-R scores are entered into the WV Pre-K Program Assessment Database by the ECERS-R Team Leader.
3. A classroom report is generated from the WV Pre-K Program Assessment Database.
4. The ECERS-R Team Leader will share the classroom report with classroom staff, classroom administration, and County Collaborative Team.
5. WV Pre-K Program Assessment County Reports are generated from the database that compiles classroom scores for county averages. County collaborative teams can request reports from the WVDE Office of School Readiness when all or some of the ECERS-R have been completed and entered into the database for specified timelines. If a classroom's ECERS-R scores are entered more than once in the three year period, the most recent scores will be included in compiled WV Pre-K Program Assessment County Report unless otherwise requested.
6. The County Collaborative Team will analyze the ECERS-R county report to determine needs from the ECERS-R on the Program Assessment Continuous Quality Improvement Plan (CQI Plan).

Rights, Roles, and Responsibilities

The Observer

Observer- (adapted from All About ECERS-R Being a Good Observer):   When completing the ECERS-R, it is necessary for observers to minimize their impact on the classroom environment. Therefore, an accurate ECERS-R requires that the observer not participate or interfere in classroom activities at all under usual circumstances.

If the observers talk to the children, this takes away the chance to see how the teacher would interact with them [or not] at that time, under those conditions. If observers talk to the teacher, the teacher will not be able to do what she would normally be doing at that time. If observers help with tasks then they cannot see how these tasks are handled without their help. If they make suggestions to the staff about how to improve what they are doing, this changes things as well.

Observer guidelines have been established to help observers minimize their effect on a classroom. These guidelines should be followed throughout the observation:

- Upon arrival at the facility, have everything you need to complete the observation—an ECERS-R book, score sheet, any materials that should have been put into the scale [such as Playground Safety Guidelines, Meal Requirements, and Additional Notes], pencils and other materials such as a tape measure. However, do not bring extra materials into the room, such as purses, back packs, tote bags, because these are often put down and forgotten resulting in things being lost or misused by others. They can also contain things that are dangerous to young children.

- Be sure to introduce yourself to the person in charge of the facility. Unless arrangements for the observation have been made ahead of time, do not go into a classroom until you are shown where to go by a responsible staff member.

- Observe only in the classroom that you are evaluating. Use all your observation time with this group of children, rather than looking at other places or classrooms in the building.

- Upon entering the classroom, introduce yourself to the classroom staff, briefly telling about what you will be doing. Be sure to explain that you cannot participate in the classroom in any way—that you will be working the whole time to see what children's experiences are during the observation. However, you will need to ask about the information required to complete the top of the score sheet—about numbers of children and staff, ages of children, and any disabilities among the children in the group. Do this with as little disruption as possible. Classroom information may be obtained prior to the visit; however, the teacher interview must be conducted as guided in the ECERS-R.

- Stay with the children in the class as they go from one place to another. If they are indoors, you should be observing indoors also. If they move to another place in the building or go outside, you should follow along.

- Do not interfere with classroom activities in any way. Station yourself around the perimeter of the classroom as unobtrusively as possible. You may move around the perimeter to get a better vantage point during the observation and move into areas for a closer look when it is obvious that children will not need to access those areas.

- Move if you are in the way of teachers or children. Remain sensitive to what is happening around you in the classroom.

- If it does not interfere with the ongoing program, sit in a chair or on the floor so that children are not intimidated by your height. Do not sit on other furniture, such as shelves, tables, the children's chairs near an activity table, or on play equipment.

- If you are observing with someone else, refrain from talking with the other person while you are in the classroom.

- Take notes on a pad and/or on your score sheet to help in scoring and forming questions that you may need to ask.

- Never leave your materials. Keep them with you throughout the observation.

- Try to keep a neutral facial expression so that children and/or staff are neither drawn to you nor concerned about your response to them.

- Teachers will be involved with the children during your visit and should not be asked to talk with you or answer questions.

- Acknowledge children if they approach you. If they ask, you can tell them that you are watching them play today or that you have to finish your work. Do not otherwise take part in classroom activity or encourage children to interact with you in any way.

- Look at materials that are in plain view on open shelves, if you can do so without disturbing the group. However, a close inspection of these materials is best done when the class is out of the room.

- Do not look through drawers, in cabinets, or in other closed spaces without the permission of the classroom staff. When the class is out of the room and you have the teacher's permission, you may take a few minutes to look in storage spaces.

- Score as much as possible before the end of the observation, so that all items will be scored after interviewing the classroom staff.

- Upon completion of the observation, be sure to thank classroom staff [and say good-bye to both children and adults].

The Teacher

- Avoid engaging with the observers during the observation.
- Follow the typical schedule.
- Complete an interview with the observer to clarify questions on ECERS-R items at a time when not responsible for the care of children.
- Be available to participate in a debriefing process that illustrates the ECERS-R results.
- Contribute to the Corrective Action Plan.
- Contribute to changes that enhance quality of practices according to the CQI Plan.

The Administrator

- Be notified of the tentative timeframe of the ECERS-R observation.
- Have coverage for the teacher during the scheduled teacher interview.
- Be available to address critical concerns by observers.
- Be available to participate in a debriefing process that illustrates the ECERS-R results.
- Contribute to the Corrective Action Plan.
- Contribute to changes that enhance quality of practices according to the CQI Plan.

The County Collaborative Early Childhood Team

- Be informed of ECERS-R results.
- Develop and coordinate a process of debriefing the ECERS-R results.
- Design the CQI Plan which will prioritize needs and identify items for recommendation the Continuous Quality Improvement Report for county strategic planning team.

Becoming a WV Experienced ECERS-R Observer

As of July 1, 2011, the West Virginia ECERS-R Experienced Observer Training consists of three Modules. Modules I and II are administered by a registered WV Experienced ECERS-R Observer. A WV Experienced ECERS-R Observer is a person who holds a current WV Experienced ECERS-R Observer Certificate. A complete list of WV Experienced ECERS-R Observers can be found at the Program Assessment and School Improvement page of the WVDE Office of School Readiness website. The link to the list of WV Experienced ECERS-R Observers can be found in the resources section of this document.

Module I

Module I is an overview of the ECERS-R process in West Virginia Pre-K classrooms. Module I is four-hour training for groups of no more than thirty to thirty-five participants. The training includes a description of the intent of the tool and scoring procedures. Each RESA is equipped with training videos, resources and materials for use by WV Experienced ECERS-R raters completing Module I training.

Only individuals who hold the WV Experienced ECERS-R Observer certificate are permitted to train others on the WV ECERS-R Modules. The WV Experienced ECERS-R Observer conducting the training will submit a list of participants who have completed Module I to the WVDE Office of School Readiness. Training guidance, which includes a sample training agenda and an ECERS-R Overview presentation, are attached in the resources section. A copy or link of the West Virginia Universal Pre-K Program Assessment and School Improvement Guidance Manual must be provided to participants completing Module I training.

Module II

Module II includes the process of completing a minimum of five guided observations with a sponsor who is a WV Experienced ECERS-R Observer. All five observations completed in Module II must be completed with the same sponsoring WV ECERS-R Observer.   The sponsoring WV Experienced ECERS-R Observer will ensure that the Module II participant completes all five observations and utilizes the ECERS-R scoresheet. Upon completion of each observation, participants meet to review the profile to reach consensus on scores and complete the ECERS-R Interrater Reliability form. Since participants are going to Pre-K sites, Module II is designed for two to three participants maximum. Upon completion of five guided observations, the sponsoring WV Experienced ECERS-R Observer will determine if the participant has demonstrated interrater reliability. If the sponsoring WV Experienced ECERS-R Observer has concerns about interrater reliability, additional observations will be conducted. The number of additional observations will be determined by the WV Experienced ECERS-R Observer to ensure interrater reliability. An individual has completed Module II when their sponsor has submitted a request for a WV Experienced ECERS-R Observer certificate to the WV Department of Education, Office of School Readiness, Coordinator of Program Assessment and School Improvement.

Module III

Module III is the final step in becoming a WV Experienced ECERS-R Observer. Module III is initiated by the sponsoring WV Experienced ECERS-R Observer by submitting a request for an individual to receive a WV Experienced ECERS-R Observer certificate. This request is submitted to the WV Department of Education, Office of School Readiness, Coordinator for Program Assessment and Improvement. The Coordinator for Program Assessment and Improvement will provide with the link to the WV Pre-K Program Assessment database online tutorial to the individual who has been recommended by a sponsoring WV Experienced ECERS-R Observer. The individual will complete Module III by reviewing the WV Pre-K Program Assessment Database online tutorial and submitting an e-mail to the WV Department of Education, Office of School Readiness Coordinator of Program Assessment and Improvement with the answers to questions found at the end of the tutorial.

*Three-Day or Five-Day Training on the ECERS-R-UNC FPG Child Development Institute

Individuals who have completed the three-day or five-day training on the ECERS-R with the FPG Child Development Institute at The University of North Carolina may become a WV Experienced ECERS-R Observer by completing Modules II and III with consideration of observations completed as part of initial training at UNC FPG Child Development Institute. For individuals who have completed three-day or five-day training on the ECERS-R-UNC FPG Child Development Institute, Module II is a process of completing a minimum of three guided observations with a sponsor who is a WV Experienced ECERS-R Observer. All three observations completed in Module II will be with the same sponsoring WV ECERS-R Observer.   The sponsoring WV Experienced ECERS-R Observer will ensure that the Module II participant completes all three observations and utilizes the ECERS-R scoresheet. Upon completion of each observation, participants meet to review the profile to reach consensus on scores and complete the ECERS-R Interrater Reliability form. Since participants are going to Pre-K sites, Module II is designed for two to three participants maximum. Upon completion of three guided observations, the sponsoring WV Experienced ECERS-R Observer will determine if the participant has demonstrated interrater reliability. If the sponsoring WV Experienced ECERS-R Observer has concerns about interrater reliability, additional observations will be conducted. The number of additional observations will be determined by the WV Experienced ECERS-R Observer to ensure interrater reliability.

Module III is the final step in becoming a WV Experienced ECERS-R Observer. Module III is initiated when the sponsoring WV Experienced ECERS-R Observer submits a request for an individual to receive a WV Experienced ECERS-R Observer certificate. This request is submitted to the WV Department of Education, Office of School Readiness, Coordinator for Program Assessment and Improvement. The Coordinator for Program Assessment and Improvement will provide the link to the WV Pre-K Program Assessment database online tutorial to the individual who has been recommended by a sponsoring WV Experienced ECERS-R Observer. The individual will complete Module III by reviewing the WV Pre-K Program Assessment Database online tutorial and submitting an e-mail to the WV Department of Education, Office of School Readiness Coordinator of Program Assessment and Improvement with the answers to questions found at the end of the tutorial.

*Eight-Day Training on the ECERS-R-UNC FPG Child Development Institute

Individuals who have completed the eight-day training on the ECERS-R with the FPG Child Development Institute at The University of North Carolina may become a WV Experienced ECERS-R Observer by completing Modules II and III with consideration of observations completed as part of initial training. For individuals who have completed eight-day training on the ECERS-R-UNC FPG Child Development Institute, Module II is a process of completing a minimum of one guided observation with a sponsor who is a WV Experienced ECERS-R Observer. Upon completion of the observation, participants meet to review the profile to reach consensus on scores and complete the ECERS-R Interrater Reliability form. Since participants are going to Pre-K sites, Module II is designed for two to three participants maximum. Upon completion of the guided observation, the sponsoring WV Experienced ECERS-R Observer will determine if the participant has demonstrated interrater reliability. If the sponsoring WV Experienced ECERS-R Observer has concerns about interrater reliability, additional observations will be conducted. The number of additional observations will be determined by the WV Experienced ECERS-R Observer to ensure interrater reliability.

Module III is the final step in becoming a WV Experienced ECERS-R Observer. Module III is initiated when the sponsoring WV Experienced ECERS-R Observer submits a request for an individual to receive a WV Experienced ECERS-R Observer certificate. This request is submitted to the WV Department of Education, Office of School Readiness, Coordinator for Program Assessment and Improvement. The Coordinator for Program Assessment and Improvement will provide the link to the WV Pre-K Program Assessment database online tutorial to the individual who has been recommended by a sponsoring WV Experienced ECERS-R Observer. The individual will complete Module III by reviewing the WV Pre-K Program Assessment Database online tutorial and submitting an e-mail to the WV Department of Education, Office of School Readiness Coordinator of Program Assessment and Improvement with the answers to questions found at the end of the tutorial.

Obtaining A WV Experienced ECERS-R Observer Certificate

1. Once a sponsoring WV Experienced ECERS-R Observer has determined that the participant has achieved interrater reliability and completed Module II, a request for a WV Experienced ECERS-R Observer certificate must be submitted to the Coordinator of Program Assessment and Improvement at the WV Department of Education, Office of School Readiness. The request must include:

   a. The participant's first and last name to be printed on the WV Experienced ECERS-R Observer certificate.

   b. The participant's e-mail address to be added to the WV Experienced ECERS-R Observer listserv.

   c. The participant's mailing address where the WV Experienced ECERS-R Observer certificate will be sent.

d. The date that Module I training was completed and the name of the WV Experienced ECERS-R Rater who completed the training or copy of the certificate of completion of the three-day, five-day, or eight-day Environment Rating Scale course from the UNC-FPG Child Development Institute.

e. Copies of all Interrater Reliability forms from each observation completed.

2. When the request for a WV Experienced ECERS-R Observer certificate has been received at the WV Department of Education, Office of School Readiness, the Coordinator of Program Assessment and Improvement will e-mail information to the participant on requirements of the WV Pre-K Program Assessment Database and provide the participant with the link to the database online tutorial.

3. The participant will review the WV Program Assessment Database online tutorial and answer the questions from the online tutorial in an e-mail to the Coordinator of Program Assessment and Improvement to complete Module III.

4. Once an e-mail from the participant is received with answers to the online tutorial questions, the Coordinator of Program Assessment and Improvement will place the participant's name on the list of Experienced ECERS-R Observers, add the participant to the WV Experienced ECERS-R Observer listserv, e-mail the participants username and password to the WV Pre-K Program Assessment Database to the address provided, and send the participant's WV Experienced ECERS-R Observer certificate to the mailing address provided.

**The process for becoming a WV Experienced ECERS-R Observer will change on July 1, 2011. Individuals beginning Modules I or II on or after July 1, 2011 will complete the process from this guidance. Or:

Individuals who began Module III prior to July 1, 2011 may choose to complete three additional observations with their sponsor from module II or complete the ten independent observations process required prior to July 1, 2011.

Individuals who choose to complete module III according to the previous process must have completed two guided observations with their sponsor in module II and ten independent observations in module III. Module III participants must submit copies of the completed ECERS-R Scoresheets and Interrater Reliability Form to the sponsor.

Once a sponsoring WV Experienced ECERS-R Observer has determined that the participant has achieved interrater reliability, a request for a WV Experienced ECERS-R Observer certificate must be submitted to the Coordinator of Program Assessment and Improvement at the WV Department of Education, Office of School Readiness as described in the section of this guidance manual titled, "Obtaining A WV Experienced ECERS-R Observer Certificate."

WV Experienced ECERS-R Observer Renewal Process

The WV Experienced ECERS-R Observer Certificate is effective for three years from the date of issuance and will contain an expiration date for individuals who become WV Experienced ECERS-R Observers after July 1, 2011. Certificate will be valid for three years from the date of submission of the WV Pre-K Program Assessment Database online tutorial answers for individuals who were WV Experienced ECERS-R Observers prior to July 1, 2011. Individuals will complete the WV ECERS-R renewal process every three years to receive an updated certificate and to continue to be a WV Experienced ECERS-R Observer.   The WV ECERS-R renewal process will be available to individuals on the WV Pre-K Program Assessment page of the WVDE Office of School Readiness website. This process is designed to assist in ensuring the ECERS-R is done in a professional manner and with fidelity. ECERS-R observations done by an individual whose certificate has expired will be considered invalid.   To complete the renewal process, WV Experienced ECERS-R Observers will view an online tutorial and successfully answer and submit questions in key areas of ECERS-R to the WV Department of Education, Office of School Readiness, Coordinator of Program Assessment and Improvement. The WV ECERS-R Renewal Process will be launched in 2013.

Key areas included in the online tutorial:

- Playground Standards
- USDA Meal Guidelines
- Substantial portion of the day.
- Administration of the Scale
- Definitions of Terms
- Rights Roles and Responsibilities
- Interrater Reliability
- Scoring with Integrity
- Addressing Critical Scores of "One"

Resources & References

Available Observational Measures references:

Zaslow, M., Forry, N., Weinstein, D., et al., (2009). REL Appalachia Draft Annotated Bibliography onSelected Early Childhood Classroom. Washington D.C.; Regional Educational Laboratory Appalachia. Found in attachment at: *https://sites.google.com/a/wvde.k12.wv.us/wvde-prek-cqi-advisory-council/home/program-assessment-and-school-improvement*

Halle, T., Vick Whittaker, J. E., & Anderson, R. (2010). *Quality in Early Childhood Care and Education Settings: A Compendium of Measures, Second Edition*. Washington, DC: Child Trends. Prepared by Child Trends for the Office of Planning, Research and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services. Accessed at: *http://www.childtrends.org/Files/Child_Trends-2010_03_10_FR_QualityCompendium.pdf*

ECERS-R website reference and links:

UNC FPG Child Development Institute Website- *http://ers.fpg.unc.edu*

ECERS-R Main Page and ECERS-R Pages Link: *http://ers.fpg.unc.edu/early-childhood-environment-rating-scale-ecers-r* (this page includes links to: Development of ECERS-R, Overview of the Subscale and Items of the ECERS-R, Reliability and Validity of the ECERS-R, Selected references, additional notes, and supplemental materials such as scoresheets, calculating substantial portion of the day, and Interrater Reliability Sheet.)

WV Pre-K Program Assessment Database link:

https://wvde.state.wv.us/prek_ece/

WV Pre-K Program Assessment Database Online Tutorial link:

http://wvde.state.wv.us/player.php?m=x&vid=osp/prek_tutorial

WV Experienced ECERS-R Raters link

http://wvde.state.wv.us/osr/docs/ECERS%20certificate%20holders%20for%20web.pdf

Appendix

West Virginia Pre-K – Observational Walkthrough - Appendix A

WV Pre-K ECERS-R Corrective Action Plan (sample) - Appendix B

Module I Training Guidance (training guidance, sample schedule, and ECERS-R Overview) - Appendix C

Continuous Quality Improvement Plan (CQI Plan) template - Appendix D
   Data Sources
   Data Review
   County Collaborative Early Childhood Team Recommendation Summary
   Continuous Quality Improvement Report

Appendix A

West Virginia Pre-K – Observational Walkthrough

West Virginia Early Care and Education

WVDE WVDHHR

West Virginia Pre-K – Observational Walkthrough

The Observational Walkthrough is a pre-k observation tool that targets times of the typical preschool day for administrators to observe. The ***Environmental Overview*** section is a quick policy, health, and safety checklist that is to be completed during each walkthrough along with one of the four primary sections: ***Group Times***, ***Child Choice***, ***Outdoor/Indoor Gross Motor***, or ***Meals/Snack***. Each section can be completed through a ten to fifteen minute observation during specific times of the day throughout the school year.

Environmental Overview

The Environmental Overview includes items that the observer should observe regardless of the time of day. The Environmental Overview is to be completed with each of the other sections being utilized.

Teacher:

Date:

Time:

Observer:

School/Classroom:

		WV Universal Pre-K Environmental Overview
Met	**Not Met**	**Primary Adult Roles** **General Strategies**
		Teacher-child ratio is maintained at all times including lunch and outdoors (1:10 for children without IEPs, 2:8 for children with IEPs, a second aide must be added if the tenth child with an IEP is enrolled)
		All adults in the room are engaged and working with children to ensure safety and to support appropriate resolution of conflicts. Staff ensure that every center can be viewed easily by an adult.
		There are no materials present that may be harmful to children (chemicals, sharp or dangerous objects, uncovered safety caps, loose cords).
		Daily schedule or routines for children's day is posted.
		Children are actively engaged in the available activities and materials.
		Books from a variety of genres and writing materials are available and accessible throughout the interest areas of the room.
		The classroom is rich in environmental print (including children's writings and dictation).
		Children's work is displayed at varying levels in several locations of the classroom and relate to current learning activities (ex. artwork, recent photos of field trip or activities, graphs, charts, dictated stories, and writing samples).
		Worksheets or flashcards are not used (no exceptions).
		Observations are documented by staff throughout ongoing interactions with children.
Notes:		

Group Time

The Group Time section of the Observational Walkthrough is completed when children are in large group or assigned small group settings. Group Time includes times when all or part of a class come together and the group is facilitated by an adult.

Teacher:
Date:
Time:
Observer:
School/Classroom:

Group Time		
Met	**Not Met**	**Primary Adult Roles** **General Strategies**
		Staff ensure that the time allotted to group time is developmentally appropriate for the children in the group (5—15 minutes).
		There are a variety of interactive experiences that children enjoy doing together such as group reading activities and music and movement.
		Group space is easily seen by the children for charts such as a job chart, the daily pictorial schedule, or charts for graphing activities. The children do not have to strain or look across the room at the visuals.
		Children have the opportunity to experience a sense of belonging to the group. The adults listen attentively to what the children have to say and support respective dialogue among children.
		Adults reinforce the "community culture" by discussing joint concerns and problems. Children participate in problem solving and conflict resolution.
		Staff inform children of daily expectations and any changes to the routine.
		Staff introduce new materials and concepts during group time that children can explore during Center/Choice Time.
		Group times are adapted to meet the developmental levels of the children and the current atmosphere of the classroom.
		Staff facilitate thinking and learning skills through open ended questioning, open dialogue, modeling and demonstrating.

Notes:

Center/Child Choice Time

Center/Child Choice Time includes the times of the day where children have access to the materials throughout the classroom and the interest areas. Children have the opportunity to carry out plans, solve problems, and interact with peers and adults.

Teacher:
Date:
Time:
Observer:
School/Classroom:

		Center/Child Choice Time
Met	**Not Met**	**Primary Adult Roles** **General Strategies**
		There is a variety of materials available throughout interest areas.
		Choice time occurs for duration of at least one uninterrupted hour each day exclusive of clean-up time.
		Children are allowed to choose interest centers, activities, materials and playmates with staff intentionally teaching children how to make choices.
		Staff use choice time to address the needs and interests of individual children.
		Staff circulate the room and interact with children: • Model and demonstrate use of materials and play episodes. • Encourage children's efforts and accomplishments. • Promote the development of a specific skill or set of skills by modeling with instruction or providing direct instruction within the context of the child's chosen activity and need. • Pose problems, ask questions, and make comments and suggestions that stimulate children's thinking and extend their learning. • Engage the children in discussions and open ended dialogue about their play. • Encourage dialogue between children to problem solve, extend their learning, and to support child to child interactions.
		Staff maintain the environment and provide direction for clean-up, viewing clean up as an opportunity to teach skills and foster critical social and emotional development.
		Staff read to children individually or in small groups.
Notes:		

Outdoor Time/Indoor Gross Motor Time

Outdoor Time/Indoor Gross Motor Time is as essential part of the each day that meets the needs of all children and provides a variety of opportunities for teachers to assess all areas of development through child-initiated large motor activities and equipment.

Teacher:

Date:

Time:

Observer:

School/Classroom:

Outdoor Time/Indoor Gross Motor Time		
Met	**Not Met**	**Primary Adult Roles** **General Strategies**
		Daily outdoor time is provided on a regular basis, weather permitting.
		Indoor gross motor time is provided as a supplement to outdoor time or when weather does not permit outdoor play.
		Staff are actively engaged in outdoor time and consider it as part of educational experiences within the curriculum ---not "recess".
		Staff assists children to develop skills needed to use equipment.
		Outdoor time/indoor gross motor time addresses the needs and interests of individual children as adults: • Model and demonstrate use of materials and play episodes. • Encourage children's efforts and accomplishments. • Promote the development of a specific skill or set of skills by modeling with instruction or providing direct instruction within the context of the child's chosen activity and need. • Encourage dialogue between children to problem solve, promote social development, and child to child interactions.

Notes:

Meals/Snacks

Meals/Snacks are considered to be instructional time in Pre-K. In order for staff to utilize this part of the day and to assist in development of school readiness skills, adults and children need to be active in this part of the daily schedule.

Teacher:

Date:

Time:

Observer:

School/Classroom:

		Meals/Snacks
Met	**Not Met**	**Primary Adult Roles** **General Strategies**
		Children participate in setting the table, serving themselves and cleaning-up.
		Conversations occur at mealtimes.
		Staff sit with children at the tables as much as possible.
		Children are allowed enough time to eat.
		Food is never used as reward or punishment.
		Staff teach healthy nutrition concepts, encourage children to make healthy food choices, and model healthy habits.
		Meal times are viewed as educational experiences.

Notes:

Appendix B

WV Pre-K ECERS-R Corrective Action Plan (sample)

WV PRE-K ECERS-R
CORRECTIVE ACTION PLAN
[Steps and Time-lines to address needed improvements]

PRE-K SITE: _____ PRINCIPAL/SUPERVISOR: _____ TEACHER: _____ AIDE: _____

Directions: Please describe below the essential Action Steps that must be accomplished during the year to accomplish the Specific Objective. Next, determine the purpose of each step and when it is projected to occur. Also include such planning information as when and who will manage the step. For budgeting purposes, identify the projected cost and funding source. *[Additional pages may be used if/as needed.]*

Goal #

Specific Objective/ECERS-R Item:

Essential Action Steps to Achieve Objective	Purpose of Action Step	Dates		Person/Group Responsible	Projected Cost [if any]	Funding Source [if needed]
		Beginning	End			

Appendix C

Module I Training Guidance
(Training guidance and sample schedule)

West Virginia Universal Pre-K Program Assessment ECERS-R Module I Training Guidance

Schedule Training: Location

Time and Date

Notify prospective Trainees, registration Process- Participants will need ECERS Spiral Bound book, All About ECERS-R, Pencils

Prepare for Training: Gather materials needed: WV ECERS Overview TV, DVD or VHS player, ECERS Spiral Book, All About ECERS-R, Instructor's Guide, Video Guide and Training Workbook for each participant, Copy of Blank Score Sheet for participants.
Review the WV ECERS Overview, Instructor's Preparation section of the Video Observation Instructor's Guide
Go Through the Video Guide and Training Workbook.
Prepare an Agenda
Register with STARS
Prepare a Sign-In Sheet and STARS Training Certificate

Conduct Training: Complete the ECERS-R Module I training. This training will take approximately 4 hours.
Discuss Requirements for Module II and III

Concluding Training: Submit a copy of the agenda and the sign in sheet to the WV Department of Education for entry in the WV ECERS-R Database.
WVDE Office of School Readiness

Sample ECERS-R Module I Training Agenda

8 a.m.   WV ECERS-R Overview PowerPoint,
                     ECERS-R Video Observations: Part I Preparation for Accurate Scoring

10 a.m.   Break

10:20 a.m.   ECERS-R Video Observations: Part II Items for Scoring the Video
                     Observation

11:15 a.m.   ECERS-R Video: Part III- Any needed optional activities
                     Review the ECERS-R Interrater Reliability
                     Review Requirements for Module II and III

Appendix D

Continuous Quality Improvement Plan *(CQI Plan)*
Template

WV Universal Pre-K
Continuous Quality Improvement Plan (CQI Plan)

Continuous Quality Improvement Plan *(CQI Plan)*: The Program Assessment Continuous Quality Improvement Plan is designed for the county collaborative early childhood team to implement a system to measure program quality in West Virginia Pre-K classrooms for continuous quality improvement. The CQI Plan consists of three steps:

1. Data sources and data review
2. County Collaborative Early Childhood Team Recommendations
3. County Strategic Plan Recommendation Summary - Continuous Quality Improvement Report

WV Universal Pre-K Continuous Quality Improvement Plan (CQI Plan)

County: _____   School Year: _____

Section 1: Data Sources and Data Review:

The county collaborative early childhood team will record tools utilized to determine strengths and needs of the Pre-K classrooms in the data sources table below. The team will complete a summary of results of the data sources once all sources for collecting data have been completed. The data sources section will correspond with the data review area to illustrate a summary of results from the tools utilized to collect data.

Data Sources:

Data Source	Classrooms Included	Person(s) Responsible	Timeline

Data Review:

Data Source (from list above):
Classrooms Included/Dates Completed:
Summary:

Data Review:

| Data Source (from list above): |
| Classrooms Included/Dates Completed: |
| Summary: |

Data Review:

| Data Source (from list above): |
| Classrooms Included/Dates Completed: |
| Summary: |

Data Review:

| Data Source (from list above): |
| Classrooms Included/Dates Completed: |
| Summary: |

WV Universal Pre-K Continuous Quality Improvement Plan (CQI Plan)

County: _____   School Year: _____

Section 2: County Collaborative Early Childhood Team Recommendations:

Recommendations are determined by the county collaborative early childhood team based on the data review summaries from the previous section. Recommendations may include objectives that address staff development, health and safety, curriculum and assessment, program structure, policies and procedures, and other areas from data source results. When recommendations are determined, the county collaborative early childhood team may decide on additional participants to be included in the process. Participants may include but are not limited to members of the county collaborative early childhood team, other collaborative partners, pre-k classroom administration, county administrators, community agencies, county strategic planning teams, and/or others as necessary. A working continuous quality improvement planning document includes recommendations/objectives, activities/actions steps, data sources, participants, projected cost (if any), and determination if the recommendation is for compliance or strategic quality improvement. Timelines for completion of recommendations/objectives and activities/action steps should be determined by the participants responsible for the applicable steps.

There are two formats for County Collaborative Early Childhood Team Recommendations provided. The formats are county collaborative early childhood team recommendations for building/classrooms, and overall county collaborative early childhood team recommendations. There should be a separate recommendation for each building/classroom to ensure that building administrators and classroom staff that need the information are provided with the goals and plans of action should be determined and by the county collaborative early childhood team.

WV Universal Pre-K
Continuous Quality Improvement Plan (CQI Plan)

County:

School Year:

County Collaborative Early Childhood Team Recommendation Summary:

Building/Classroom Recommendations (Complete one recommendation summary for each building/classroom):

Recommendation/Objective	Activities/Action Steps	Data Source	Projected Cost [if any]	Person(s) Responsible/Agency	Timeline

Participants:

Title	Program	Signature	Date

WV Universal Pre-K
Continuous Quality Improvement Plan (CQI Plan)

County:

School Year:

County Collaborative Early Childhood Team Recommendation Summary:
Overall County Recommendations (recommendations for to be addressed by the early childhood team):

Recommendation/Objective	Activities/Action Steps	Data Source	Projected Cost [if any]	Person(s) Responsible/Agency	Timeline

Participants:

Title	Program	Signature	Date

WV Universal Pre-K Continuous Quality Improvement Plan (CQI Plan)

County: School Year:

Section 3: County Strategic Plan Recommendation Summary - Continuous Quality Improvement Report:

When the county collaborative early childhood team determines that recommendations should be made to the county strategic planning team, a County Strategic Plan Recommendation Summary-Pre-K Continuous Quality Improvement Report must be generated from the County Collaborative Early Childhood Team Recommendation Summary. The completed Pre-K Continuous Quality Improvement Report should be provided to the county superintendent with a cover letter requesting the electronic report be uploaded to the county strategic plan. Recommendations for the county strategic plan must be provided for consideration in the county strategic plan no later than August 1st annually beginning in 2012. Refer to the Pre-K Continuous Quality Improvement Report section of the Continuous Quality Improvement Plan for documentation guidance.

WV Universal Pre-K
Continuous Quality Improvement Plan (CQI Plan)

County: _____ Pre-K Coordinator _____ Date Generated: _____

Recommendation/Objective	Activities/Action Steps	Data Source	Projected Cost [if any]	Person(s) Responsible/Agency	Timeline

Notes

Notes