EQuIPS: Early Childhood Quality Improvement Pathway System

2015 Annual Meeting of the Child Care Policy Research Consortium
December, 2015
University Consortium

University of North Carolina Greensboro
- Deborah Cassidy, Danielle Crosby, Linda Hestenes, Karen La Paro, Jiayao Li, Sharon Mims, Beka Pierro, Lia Rucker, Rhonda Sawyer, Yudan Wang

University of Delaware
- Rena Hallam, Martha Buell, Kaitlin Bargreen, Alison Hooper, Christine Skrobot

University of Kentucky
- Beth Rous

Division of Child Development and Early Education
- Mary Lee Porterfield
Intent of EQuIPS

A review **system** of early childhood program performance and quality that provides a **program portrait** based on information from observations, document review, and interviews. This portrait can be used in varying ways within a QRIS and help identify **pathways** for programs to **improve experiences** for children and families.
Conceptual Framework

• Child Experiences as the Central Focus
  – Where I spend my time
  – How I spend my time
  – How this relates to the rest of my life

• Factors that Affect Child Experiences
  – Environmental Settings
  – Relationships & Continuity
  – Teaching Practices

• Program Administration & Organizational Climate
Sources of Evidence

Document Review
- Content
  - Administrative Practices
  - Staffing, Supervision, & Support
  - Family Engagement
  - Support for Teaching & Learning
- Classroom Practices
  - Daily Schedule
  - Lesson/Activity Planning
  - Assessment
- Process
  - Documents evaluated using rubrics
  - Constructs rated as exceptional, expected, emerging, or not here yet

Interview
- Content: Includes aspects of a program that cannot be observed and verification of select program practices
  - Directors
    - Staff Support
    - Program Resources
    - Families and Communities
  - Teachers
    - Supervision
    - Professional Development
    - Communication with Families
    - Individualization
- Process
  - 30-45 minute interview
  - Responses evaluated using Likert scale

Observation
- Content
  - Teachers and Children
  - Affective Interactions
  - Conversations
  - Supporting Persistence and Learning
  - Peer Interactions
- Classroom/FCCH
  - Materials Access, Usability, and Organization Process
  - Availability of Space
  - Outside space and materials
- Process
  - Time Sampling (presence/absence)
  - Global Ratings
  - Red Flag Items
Four-Phase Assessment Process

- Assessment of Current Practices
- Off-Site Review
- Program Portrait
- On-Site Verification
Quality Improvement and Evaluation Frameworks

- EQuIPS:
  Early Childhood Quality Improvement Pathway System

  - Quality Improvement Framework
    - Technical Assistance Toolkit
    - Program Guide
    - Document Review
    - Observation
    - Interviews

  - Program Quality Evaluation Framework (Center-Based and Family)
### Key Practice Area 2: Family and Community Partnerships

#### Focal Areas

- Communication with families
- Building relationships with families
- Connecting families to community resources
- Community partnerships

#### Sources of Evidence

- Administrative Documents
- Director Interview
- Teacher Interview
Family and Community Partnerships

daily sheets, conferences, enrollment forms, policies, procedures, or programs regarding communication with families

**Director**
- How do staff in your program communicate with families?
- What opportunities do families have to communicate with teachers and other staff?
- Tell me about a time you used family input for something in your program.
- If program holds conferences: Tell me about what happens during your conferences with families.

<table>
<thead>
<tr>
<th>Area</th>
<th>Not Here Yet</th>
<th>Emerging</th>
<th>Expected</th>
<th>Exceptional</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Family Input</strong></td>
<td>No opportunities provided for families to share input and feedback about the program.</td>
<td>Program encourages families to share input and feedback about the program.</td>
<td>There is a formal process in place for families to provide feedback to the program.</td>
<td>There are multiple methods that encourage all families to provide feedback and input into the program throughout the year.</td>
</tr>
</tbody>
</table>
Family and Community Partnerships

**Director:**
- Tell me about a time you connected a family to a community resource.
- What types of relationships does your program have with other community agencies?
- (If this question is not already answered above): What partnerships do you have with community agencies to support children with documented disabilities and their families?

<table>
<thead>
<tr>
<th>Area</th>
<th>Not Here Yet</th>
<th>Emerging</th>
<th>Expected</th>
<th>Exceptional</th>
</tr>
</thead>
<tbody>
<tr>
<td>Connecting families with community resources</td>
<td>Little or no evidence of connecting families with community resources</td>
<td>Program makes written materials available to parents (lobby or resource room) about local resources</td>
<td>A system is in place to provide each family with individualized information about a variety of community resources and to help families connect to these resources.</td>
<td>The program uses multiple strategies to learn about family needs and to link families to available resources (such as those related to housing, education, employment, parenting, child development, etc.)</td>
</tr>
</tbody>
</table>
Key Practice Area 5: Daily Interactions and Routines

Focus Areas
- Teacher-child Interactions
- Behavior Guidance
- Routines and Transitions

Sources of Evidence
- Teacher Interview
- Observation
Teacher:
What is a skill or learning goal you are currently working on with a child/children in your class?
How are you helping children learn this skill or meet this learning goal?
### Daily Interactions and Routines

#### Quality of Conversation/Language

<table>
<thead>
<tr>
<th>Question</th>
<th>Table</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does a teacher give a directive or instruction to a child or children?</td>
<td></td>
</tr>
<tr>
<td>Does a teacher comment or talk to a child about his or her activity/experience?</td>
<td></td>
</tr>
<tr>
<td>Does a teacher provide a reason or explanation for something that is happening?</td>
<td></td>
</tr>
<tr>
<td>Does a teacher ask a relevant question regarding what children are doing or showing interest in?</td>
<td></td>
</tr>
<tr>
<td>Is at least one open ended question asked to support children’s thinking, problem solving, or understanding?</td>
<td></td>
</tr>
<tr>
<td>Is at least one term or phrase defined?</td>
<td></td>
</tr>
<tr>
<td>Is an instance of a teacher actively listening to a child’s communication observed?</td>
<td></td>
</tr>
</tbody>
</table>
### Key Practice Area 4: Planning and Assessment

<table>
<thead>
<tr>
<th>Focus Areas</th>
<th>Sources of Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Curriculum</td>
<td>• Classroom Documents</td>
</tr>
<tr>
<td>• Assessment</td>
<td>– Assessment Documents</td>
</tr>
<tr>
<td>• Developmental Screening</td>
<td>– Daily Schedule</td>
</tr>
<tr>
<td></td>
<td>– Lesson Plans</td>
</tr>
<tr>
<td></td>
<td>• Teacher Interview</td>
</tr>
<tr>
<td></td>
<td>• Observation</td>
</tr>
</tbody>
</table>

**Observation:**

- Observation
Teacher: Tell me how you gather information about your children’s learning and development. What do you do with the information you collect? How do you share this information with families?
Planning and Assessment

- Policies, procedures, and other evidence of curriculum selection and use
- Classroom activity/lesson plans
- Professional development or other evidence regarding professional development in curriculum

Teacher: Tell me about how you plan for children’s individual interests and needs in your classroom.
  - Can you provide an example of this from the last month?
  - Have you made decisions about arranging the environment or using materials based on the individual needs of a child? Can you give an example?

<table>
<thead>
<tr>
<th></th>
<th>Emerging</th>
<th>Expected</th>
<th>Exceptional</th>
<th>Current Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson plans are individualized</td>
<td>No evidence of individualizing reflected on lesson plans</td>
<td>Plans show evidence of individualization based on groups of children.</td>
<td>Plans show evidence of individualized goals/experiences for some children.</td>
<td>Plans show individualized goals/experiences for most children in the classroom.</td>
</tr>
</tbody>
</table>
## Curriculum

<table>
<thead>
<tr>
<th><strong>Math</strong></th>
<th>The environment affords rich, developmentally appropriate math experiences</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Literacy</strong></td>
<td>The environment affords rich, developmentally appropriate literature experiences</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>The environment affords rich, developmentally appropriate science experiences</td>
</tr>
<tr>
<td><strong>Pretend play</strong></td>
<td>The environment affords rich, developmentally appropriate pretend play experiences</td>
</tr>
<tr>
<td><strong>Physical activity</strong></td>
<td>The environment affords opportunities for rich, developmentally appropriate gross motor experiences</td>
</tr>
<tr>
<td><strong>Music</strong></td>
<td>The environment affords rich, developmentally appropriate music experiences</td>
</tr>
</tbody>
</table>
Discussion Questions

• How can mixed methodologies (interview, document review, and observation) contribute to our assessment of quality features?

• How can the field balance the measurement of program infrastructure with provider burden?

• What are the implications of this type of measurement strategy for small child care centers and/or family child care homes?

• What are suggestions/considerations from the group for EQuIPS and ECE-ICHQ?