



Arizona Department of Education
Early Childhood Education

ECQUIP

Early Childhood Quality Improvement Practices



Standards and Rubric for Program Assessment



High Standards for Students Division
Early Childhood Education

Program Assessment/Early Childhood Quality Improvement Practices Process (ECQUIP)

Overview

ECQUIP was developed by the Early Childhood Education (ECE) Section as a continuous improvement process to ensure quality and accountability among schools within an Early Childhood Program receiving state funding through the ECE Section of the Arizona Department of Education (ADE). The best part about the ECQUIP is that it provides you a process to bring early care and education providers and stakeholders together to break down silos, improve communication and align quality goals. Nationally and in Arizona the Early Care and Education system is fragmented. ECQUIP continues to be a vehicle for all early childhood programs to partner and build quality preschool for all Arizona's young children. Begin to think of all the programs within a local education agency as ONE early childhood system. Work with other ECE programs within your community to further create systems that benefit children who will be entering public education. It is also critical that the ECQUIP team creates a local ECE system that is easily understood by families.

Each team sets goals and develops an ECQUIP Quality Enhancement Plan annually. The Quality Enhancement Plan should tie in with district-wide continuous improvement processes, building strong foundations to address *Move on When Reading* Legislation and the Arizona's College and Career Ready Standards and tie into overall improvement of the early childhood program. The activities of the ECQUIP team will help to gain the attention of school administration and help solidify the strong foundation ECE provides to a child's educational success!

THE ECQUIP PROCESS

There are two parts to the ECQUIP Process:

1. Conducting an annual self-assessment of the early childhood program (see Steps on page 3) using the ECQUIP Rubric to determine goals and create a Quality Enhancement Plan and,
2. Preparing for an ECQUIP validation visit made by ADE at least every six years.

ECQUIP is intended to be used as a guide for programs when planning for continuous quality improvement. It provides programs with a framework for implementing quality practices. Although ADE outlines guidance for conducting an ECQUIP process, the design of each program's ECQUIP self-assessment is left to the local administration, based on local needs.

Quick Suggestions for Successful ECQUIP Teams

1. Schedule meetings for the school-year in advance to ensure the best attendance possible.
2. Consider expanding your team: Does it include Preschool Development Grant Partners, Head Start, Community Childcare, local childcare partners, families, a business partner, First Things First staff, Title I preschool, local Read On partners, kindergarten teachers?
3. Score your program using the *Standards and Rubrics for Program Assessment* to assist in identifying strengths and opportunities. Use the built-in time during ECQUIP meetings for collaboration, communication, goal setting, and review of data.
4. Instrument choice should target specific needs based on areas in need of improvement identified in the ECQUIP rubric (see Step 3 ~ Choose a Tool).
5. Choose specific improvement activities and document on your Quality Enhancement Plan.
6. Work your plan.
7. During the Spring, re-administer your program assessment tool(s) and the ECQUIP Rubric.
8. Celebrate accomplishments and determine goals for the next school year.

Programs Required to Participate in ECQUIP

ECQUIP is required for programs receiving any of the following:

- Title I Preschool
- Early Childhood Special Education (ECSE)
- Preschool Development Grant Programs (PDG)

ECQUIP Standards

ECQUIP has five standards:

Standard 1: School and District Leadership – helping leaders to support improved student achievement

Standard 2: Curriculum, Instruction, and Professional Development – promoting rigorous curriculum, effective instruction and instructional support

Standard 3: Classroom and School Assessments – using data to improve classrooms, supportive programs, and school practices, as well as child outcomes

Standard 4: School Culture, Climate and Communication - developing schools as learning communities for students, teachers and parents

Standard 5: Fiscal Review – monitoring funding activities

PART 1: The Self-Assessment Process

Step 1 ~ Assemble Team

The first step in the ECQUIP process is to convene an early childhood education team. Each local education agency determines locally who is to participate on the ECQUIP team. At the minimum, a team should consist of administrative members (Early Childhood Special Education, Preschool Development Grant, Title I preschool representative, principal, coordinators, etc.); Instructional members (preschool, kindergarten, first through third grade, Reading First coach and librarians) and Community Partners (Head Start, local childcare provider, district community education, business partner, tribal partner, community representative, parents, PDG partners, local Read On partners). Together, the team works to design a self-assessment process that meets the needs of the program as a whole.

Step 2 ~ Choose Standard(s) for Improvement

Complete a self-assessment using the ECQUIP Standards and Rubrics document. Identify strengths and needs for each standard and identify activities for improvement for each standard. Quality Indicators are included with each standard to assist teams in identifying program needs and areas for improvement (see ECQUIP Standard, Rubric and Evaluation form).

Step 3 ~ Choose a Tool

Once the team has determined the target standard(s) for improvement, ADE strongly recommends that the group augment the existing information related to the standard with data obtained from tools designed specifically for program and organizational assessment purposes. While not required, these can provide invaluable information for the team's quality improvement efforts. Each of the suggested tools aligns with the Program Guidelines for High Quality Early Education: Birth through Kindergarten and has research documenting their reliability and validity.

For example, if a team determines that it wants to plan for improvements in classroom environments, the team may choose to use the ECERS-R tool in the assessment process as it relates to Standard 4.

ADE suggested tools for assessing program quality include the following:

Standard 1: School and District Leadership

- PQA (Preschool Program Quality Assessment)
- PAS (Program Administration Scales)

Standard 2: Curriculum, Instruction and Professional Development

- Arnett Caregiver Scales
- Classroom Assessment Scoring System (CLASS)*
- STARE (Scale for Teachers' Assessment of Routines Engagement)
- WestEd T4S (Teach For Success)

Standard 3: Classroom and School Assessment and

- Teaching Strategies GOLD Aggregated Reports

Standard 4: School Culture, Climate and Communication

- APEEC (Assessment of Practices in Early Elementary Classrooms)
- Council on Exceptional Children/Division for Early Childhood Recommended Practices
- ECERS-R (Early Childhood Environmental Rating Scales-Revised)*
- ECERS-E (Early Childhood Environment Rating Scales-Extension)
- ELLCO Pre-K (Early Language and Literacy Classroom Observation)
- ELLCO K-3 (Early Language and Literacy Classroom Observation)
- PQA (Preschool Program Quality Assessment)**
- Ready School Assessment**

Standard 5: Fiscal Review

- Early Childhood Education fiscal monitoring protocol

* Indicates a Quality First tool

**Also has an administrative practices assessment domain specific

Step 4 ~ Provide Training

Each member of the ECQUIP Team and other related personnel should have the opportunity to receive training and information about the tool chosen and its utilization. Staff who are being evaluated should have access to the tools being used.

Step 5 ~ Administer Tool(s)

Each team determines the breadth and depth of administration of the self-assessment tools in order to gather data useful to the team.

Step 6 ~ Review area identified for improvement

Based on the results of the self-assessment ECQUIP Rubric or a formal assessment tool, the team makes decisions related to the program's needs and determines future direction of improvement process.

Step 7 ~ Determine strategies for improvement and create a Quality Enhancement Plan

Using the information gathered, complete a Quality Enhancement Plan and submit to ADE through the ALEAT system. The intent of the Quality Enhancement Plan is to assist ECQUIP teams with their long range planning for continuous quality improvement.

The ECQUIP process is meant to be an ongoing quality improvement process, where local education agencies determine in the spring semester, an area in which early childhood programs could enhance current practices or processes and decide how they plan to focus their efforts and resources for the following year.

Step 8 ~ Report results to administration and to ADE through the ALEAT System

Each district/charter reports improvements generated through their ECQUIP process annually on a Quality Enhancement Plan via the ALEAT. Funding distributions on Grants should be reflective of goals identified by the ECQUIP team.

Scores and data gathered from the instruments chosen or used for self-assessment are intended for Local Education Agency and school use only and are NOT submitted to ADE/ECE.

PART 2: Preparing for ECQUIP Validation by Arizona Department of Education

You will be contacted by an Early Childhood Specialist to schedule the ECQUIP validation visit and answer any questions you may have.

The second part of the ECQUIP process is conducted by ADE/ECE staff validation visits every six years. ADE/ECE staff will conduct a desk review or validation visit. The validation visit will consist of ECE staff meeting with members of your ECQUIP team and:

- reviewing documentation of ECQUIP meetings (agendas, minutes and sign-in sheets);
- reviewing and discussing your ECQUIP team's scored rubric (note Suggested Evidence items to gather as you score the rubric); and
- current ECQUIP Quality Enhancement Plan

Forms for Validation Visits

- ECQUIP Standard, Rubric and Evaluation Record
- ECQUIP Quality Enhancement Plan
- Early Childhood Special Education Technical Assistance Template

QUESTIONS

If you have questions about the Program Assessment/ECQUIP process, please do not hesitate to contact an Early Childhood Specialist.

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HOW TO USE THE ECQUIP STANDARDS AND RUBRICS

This instrument is intended to help schools and districts at all levels of performance assess the strengths and targeted areas for improvement of their instructional practices and organizational conditions. It serves three primary functions:

1. as a blueprint to communicate the high expectations expected from Early Childhood classrooms throughout the state
2. as an internal self-assessment tool to be used by the ECQUIP team at the local level
3. as an external assessment tool to be used by ADE Early Childhood Unit during monitoring visits

This instrument is not intended to be used for staff evaluation or child data collection. Instead, the focus is on assessing the effectiveness of the Early Childhood program(s). The tool can be used as a stand-alone tool, or may be used in support of one of the tools recommended by ADE designed specifically for program and organizational assessment purposes. Each of the suggested tools aligns with the *Program Guidelines for High Quality Early Education: Birth Through Kindergarten* and has research documenting their reliability and validity. Based on the results of the formal assessment, the team makes decisions related to the program's needs and determines future direction of improvement process.

Using the information gathered from the self-assessment process, the team will complete an ECQUIP Quality Enhancement Plan. The intent of the Quality Enhancement Plan is to assist ECQUIP teams with their long range planning.

KEY TO READING AND UNDERSTANDING

Standard a goal statement that identifies a desired performance; represents the essential knowledge, skills, behaviors, and attitudes that must be demonstrated in order to be successful with a particular performance

Rubric an established set of parameters used for evaluating performance standards; typically consists of a set of explicit criteria (indicators) that define the desired performance, a fixed measurement scale (e.g., a 4-point scale) and performance descriptions for each criterion (indicator) at each point on the scale

Indicator an observable measure that clearly articulates one of the elements of the desired performance standard; one criterion that makes up a performance standard

Performance

Levels a fixed measurement scale with detailed descriptions for each point on the scale to aid in distinguishing and/or discriminating performances of different quality

Suggested

Evidence data and other kinds of compelling documentation that can be collected and used to substantiate a specific rating on a rubric

STANDARD 1 AT- A- GLANCE

Standard 1: SCHOOL AND DISTRICT LEADERSHIP

Leadership focuses on improved student achievement supported by the ECQUIP process to assess the effectiveness of program management practices as the basis for improvement.

Indicators

- 1.1 Leadership has led an inclusive process of developing a sustained and shared vision and mission as well as a written philosophy that is the basis for program planning, implementation, evaluation and modification.
- 1.2 The Leadership meets regularly with the early education staff to formulate, review, or revise the ECQUIP process/plan.
- 1.3 Leadership promotes and sustains continuous school improvement by providing organizational structure, allocating funding, monitoring the use of resources (e.g., fiscal, professional development, planning time).
- 1.4 Leadership ensures systems are in place to monitor the integrity and accuracy of child assessment data collected and reported by the program.
- 1.5 Leadership provides and supports professional development opportunities for early education program staff to strengthen their competencies in planning and implementing appropriate and effective educational programs for young children. Staff are committed to long-term professional growth that is continuous and job-embedded.

STANDARD 2 AT- A- GLANCE

Standard 2: CURRICULUM, INSTRUCTION, AND PROFESSIONAL DEVELOPMENT

The program uses the ECQUIP process to assess the quality of curriculum, instruction and professional development that leads to meeting the Infant Toddler Developmental Guidelines, Arizona Early Learning Standards (Preschool), and Arizona College and Career Ready Standards (K-3).

Indicators

- 2.1 Curriculum, instruction and professional development align with the Infant Toddler Developmental Guidelines, the Arizona Early Learning Standards (Preschool) or the Arizona College and Career Ready Standards (K-3).
- 2.2 An ongoing process is in place for monitoring and evaluating curriculum, instruction and professional development, and the results are communicated to all stakeholders and used to acknowledge the program's strengths and address challenges.
- 2.3 Related technology, instructional materials, and resources are integrated effectively into classroom instruction and used as a teacher productivity tool.
- 2.4 Curriculum includes daily opportunities to learn through a balance of child initiated and teacher directed experiences that match the needs, interests and developmental levels of all children.
- 2.5 The early childhood environment is valued as an integral part of the curriculum that facilitates child independence, interactions, and learning.
- 2.6 The district has a LEA Literacy Leadership Team and K-3 Literacy Plan that has been submitted to the State Board of Education.

STANDARD 3 AT- A- GLANCE

Standard 3: CLASSROOM AND SCHOOL ASSESSMENTS

The program uses multiple standards-based assessments, strategies, and data to measure and monitor child progress in an ongoing manner. Data collected is used to guide instruction, determine individual needs of children, and assess program effectiveness.

Indicators

- 3.1 Children's growth in all developmental and standard content areas is assessed in an ongoing and authentic manner, to modify curriculum and individual instruction, and to identify children's needs and/or make appropriate referrals.

- 3.2 Teachers communicate the results of individual child assessments regularly with families and other stakeholders.

STANDARD 4 AT- A- GLANCE

Standard 4: SCHOOL CULTURE, CLIMATE, AND COMMUNICATION

The program functions as an effective learning community and possesses an ongoing communication system supported by the ECQUIP process to assess the adequacy of facilities and to make decisions regarding school culture, climate and communication.

Indicators

- 4.1 A safe and orderly environment ensures that children's health and safety are a priority throughout each program day.
- 4.2 Program personnel build positive nurturing relationships with children and parents, and work to improve inclusive practices, and parent and community involvement.
- 4.3 Children and program personnel are valued, and their work is recognized and acknowledged.
- 4.4 Anti-bias practices are evident which celebrate and are inclusive of linguistic, multicultural, and individual abilities within the school community.

STANDARD 5 AT- A- GLANCE

Standard 5: Fiscal Review

The program monitors activities to ensure funding is used for authorized purposes, in compliance with federal statutes, regulations, and the terms and conditions of the award.

Indicators

- 5.1 The program ensures that expenditures are necessary and reasonable for the performance of the program.

- 5.2 The program maintains records for equipment purchased with federal funds, and a physical inventory is conducted at least every two years.

- 5.3 The program maintains records of payments supported by a complete and accurate record of employee time and effort.

Tab 1
Standard 1: School and District Leadership

Standard 1: School and District Leadership

Leadership focuses on improved student achievement supported by the ECQUIP process to assess the effectiveness of program management practices as the basis for improvement.

Indicators	Levels of Performance				Suggested Evidence
	3 Exceeds	2 Meets	1 Approaches	0 Falls Far Below	
1.1 Leadership has led an inclusive process of developing a sustained and shared vision and mission as well as a written philosophy that is the basis for program planning, implementation, evaluation and modification	<ul style="list-style-type: none"> *The Leadership led an ECQUIP process that was inclusive of stakeholders beyond Program Personnel *Program Personnel can articulate the programs shared vision, mission and philosophy statement 	<ul style="list-style-type: none"> *The Leadership led an ECQUIP process that included Program Personnel from each Early Childhood component served by the district * Visual evidence of the vision, mission and philosophy statement was found (i.e., staff handbook, signs, posters etc) *Program personnel was provided with vision, mission and philosophy statement *A written philosophy statement aligns with the implementation, evaluation and modification for program planning *A philosophy statement is evident in program practices at the site level 	<ul style="list-style-type: none"> An ECQUIP team exists but has limited participation from Program Personnel (not all of the Early Childhood components are represented on the ECQUIP team) *A written vision, mission and philosophy statement exists but this information is not shared with Program Personnel *Program planning and written philosophy statement are apparent but lack alignment with the implementation, evaluation and modification 	<ul style="list-style-type: none"> *No evidence of a shared vision, mission or philosophy statement was found *No evidence of collaborative efforts were found for developing an ECQUIP plan or process 	<ul style="list-style-type: none"> *Review copy of vision/mission statement (if applicable) *Review philosophy statement (if applicable) *Review Quality Enhancement Plan (if applicable) *Review School Improvement Plan (if applicable) *Review ECQUIP team meeting agenda, minutes, sign-in (if applicable) *Interview ECQUIP team *Review ECQUIP team member list (specifically for parents and community members) *Review ECQUIP assessment tool (if applicable) *Review Parent Handbook (if applicable) *Review staff handbook (if applicable) *Interview Program Personnel *Additional evidence found

Comments: _____

Standard 1: School and District Leadership

The district and school leadership focuses on improved student achievement by using the results from the ECQUIP process to assess the effectiveness of program management practices as the basis for improvement.

Indicators	Levels of Performance				Suggested Evidence
	3 Exceeds	2 Meets	1 Approaches	0 Falls Far Below	
<p>1.2, The Leadership meets regularly with the early education staff to formulate, review, or revise the ECQUIP process/plan.</p>	<p>*Quarterly planning meetings are conducted to revise or review the ECQUIP process/plan *Evidence was found that Early Education staff provide ongoing input into the ECQUIP process/plan</p>	<p>*An ECQUIP team meets to review or revise the ECQUIP process/plan minimally one time a year *Evidence was found of Early Education staff providing input into the ECQUIP process/plan</p>	<p>*An ECQUIP process/plan has been developed but not reviewed or revised on an annual basis *Leadership met with Early Education staff but minimal evidence was found that staff had input into the ECQUIP process/plan</p>	<p>*Leadership has not met with the Early Education staff to review or revise an ECQUIP process/plan *Early Education staff are unaware of an ECQUIP process/plan</p>	<p>*Review Quality Enhancement Plan for the current year (if applicable) *Review Quality Enhancement Plan for the next school year (if applicable) *Review ECQUIP Binder (if applicable) *Review ECQUIP team meeting agenda, minutes, sign in (if applicable) *Identify ECQUIP team members, and frequency of meetings *Review staff meeting minutes/agenda (if applicable) *Review School Improvement Plan (if applicable) *Review Strategic Plan (if applicable) *Interview Program Personnel *Interview Administration *Additional evidence found</p>

Comments: _____

Standard 1: School and District Leadership

The district and school leadership focuses on improved student achievement by using the results from the ECQUIP process to assess the effectiveness of program management practices as the basis for improvement.

Indicators	Levels of Performance				Suggested Evidence
	3 Exceeds	2 Meets	1 Approaches	0 Falls Far Below	
<p>1.3 Leadership promotes and sustains continuous school improvement by verifying staff qualifications, providing organizational structure, allocating funding, monitoring the use of resources (e.g., fiscal, professional development, planning time.)</p>	<ul style="list-style-type: none"> *Leadership allocates and reallocate resources to support continued school improvement *Leadership seeks resources needed to support continuous school improvement *Leadership allocates fiscal resources necessary to support ongoing Professional Learning of staff who seek additional learning opportunity, and is part of the district Professional Development Plan 	<ul style="list-style-type: none"> *Program Personnel are provided with adequate time for planning and instruction *Resources are distributed to programs in equitable manner *Expenditures of funds are reasonable and allowable for the grant to which they are charged *Leadership plans for staff to participate in professional learning opportunities *Program Personnel have appropriate ECE certificate or endorsement for teachers or CDA's or, AA, or college certificate for assistant teachers with a minimum of 6 months experience 	<ul style="list-style-type: none"> *Program Personnel are provided time for planning and instruction *Resources are unevenly distributed among programs *Program Personnel are indiscriminately provided with professional learning opportunities *Program Personnel have BA's or AA's 	<ul style="list-style-type: none"> *Program Personnel have not been allotted additional time for planning and instruction *Program Personnel have inadequate resources to conduct effective program implementation *Leadership is unaware of Professional Development needs of Program Personnel * Program Personnel are not qualified for the positions they hold 	<ul style="list-style-type: none"> *Interview Administration *Interview Program Personnel (knowledge of Professional Development plan or (knowledge of professional planning time) *Desk Review (grants management) *Review School Improvement Plan (if applicable) *Review of Strategic Plan (if applicable) *Review fiscal documents with prior notice (invoices, expenditures, timesheets) (if applicable) *Review Program Personnel Professional Development plan (if applicable) *Review schedule of staff program planning time *Review personnel files for required documentation of qualifications *Additional evidence found

Comments: _____

Standard 1: School and District Leadership

The district and school leadership focuses on improved student achievement by using the results from the ECQUIP process to assess the effectiveness of program management practices as the basis for improvement.

Indicators	Levels of Performance				Suggested Evidence
	3 Exceeds	2 Meets	1 Approaches	0 Falls Far Below	
<p>1.4 Leadership ensures systems are in place to monitor the integrity and accuracy of child assessment data collected and reported by the program.</p>	<p>*Leadership randomly reviews the child assessment data collected by Program Personnel *Leadership ensures the accuracy of assessment information collected and reported through the in class review of assessment related data (portfolio's, work sampling, observations etc)</p>	<p>*The Leadership has a written plan outlining its system for assuring the accuracy of data collected and reported by the program *The program has a formal process for data collection and reporting</p>	<p>*Leadership has selected an assessment plan but has not formalized a process for data collection or reporting *Assessment data is collected and reported but no evidence is found for a process to ensure the integrity of the data</p>	<p>*Data collection and reporting occurs irregularly *Data collection and reporting does not occur</p>	<p>*Interview Administration (specifically on staff assessment training and process used to ensure the integrity and accuracy of assessment) *Interview Program Personnel (specifically on assessment training) *Review sign in sheets for staff training on assessment (if applicable) *Review staff Professional Development information particularly certificates for assessment training (if applicable) *Review Child Portfolio collections *Review child assessment scores *Additional evidence found</p>

Comments: _____

Standard 1: School and District Leadership

The district and school leadership focuses on improved student achievement by using the results from the ECQUIP process to assess the effectiveness of program management practices as the basis for improvement.

Indicators	Levels of Performance				Suggested Evidence
	3 Exceeds	2 Meets	1 Approaches	0 Falls Far Below	
<p>1.5 Leadership provides and supports professional development opportunities for early education program staff to strengthen their competencies in planning and implementing appropriate and effective educational programs for young children. Staff are committed to long-term professional growth that is continuous and job-embedded.</p>	<p>*Leadership supports staff requests for Professional Development opportunity and growth *Leadership assures that information received at Professional Learning opportunities integrates both theory and practice *Leadership supports staff who are initiating their own Professional Development</p>	<p>*Leadership collaborates Professional Development opportunities with Program Personnel *Professional Development discussions are made based on systematic review of individual Program Personnel learning needs *Leadership structures Professional Development opportunities that lacks theory but supports practice and content</p>	<p>*Leadership solely selects Professional Development opportunities for Program Personnel *Leadership minimally supports Professional Development opportunities with regards to content only</p>	<p>*Leadership provides limited to no Professional Development opportunities for Program Personnel *Leadership chooses Professional Development in-discriminately, without regard to theory, practice or content</p>	<p>*Interview Administration (specifically on staff Professional Development opportunities) *Interview Program Personnel (specifically on Professional Development opportunities) *Review staff Professional Development file (if applicable) *Review staff meeting notes or agenda (if applicable) Review Professional Development calendar (if applicable) *Additional evidence found</p>

Comments: _____

Standard 1: School and District Leadership

Leadership focuses on improved student achievement supported by the ECQUIP process to assess the effectiveness of program management practices as the basis for improvement.

	Exceeds the Standard	Meets the Standard	Approaches the Standard	Falls Far Below the Standard
Indicators				
1.1 Leadership has led an inclusive process of developing a sustained and shared vision and mission as well as a written philosophy that is the basis for program planning, implementation, evaluation and modification.	3	2	1	0
1.2 The Leadership meets regularly with the Early Education staff to formulate, review, or revise the ECQUIP process/plan.	3	2	1	0

Comments: _____

Standard 1: School and District Leadership

Leadership focuses on improved student achievement supported by the ECQUIP process to assess the effectiveness of program management practices as the basis for improvement.

Falls Far Below the Standard
Approaches the Standard
Meets the Standard
Exceeds the Standard

Indicators

1.3 Leadership promotes and sustains continuous school improvement by providing organizational structure, allocating funding, and monitoring the use of resources (e.g., fiscal, professional development, planning time).	3	2	1	0
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1.4 Leadership ensures systems are in place to monitor the integrity and accuracy of child assessment data collected and reported by the program.	3	2	1	0
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Comments: _____

Standard 1: School and District Leadership

Leadership focuses on improved student achievement supported by the ECQUIP process to assess the effectiveness of program management practices as the basis for improvement.

Falls Far Below the Standard
Approaches the Standard
Meets the Standard
Exceeds the Standard

Indicators

1.5 Leadership provides and supports professional development opportunities for early education program staff to strengthen their competencies in planning and implementing appropriate and effective educational programs for young children. Staff are committed to long-term professional growth that is continuous and job-embedded.	3	2	1	0
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Comments: _____

Tab 2

Standard 2: CURRICULUM, INSTRUCTION, AND PROFESSIONAL DEVELOPMENT

Standard 2: CURRICULUM, INSTRUCTION, AND PROFESSIONAL DEVELOPMENT

The program uses the ECQUIP process to assess the quality of curriculum and instruction that leads to meeting or exceeding Arizona Early Learning Standards (Preschool) and Arizona College and Career Ready Standards (K-3).

Indicators	Levels of Performance				Suggested Evidence
	3 Exceeds	2 Meets	1 Approaches	0 Falls Far Below	
2.1 Curriculum, instruction and professional development align with the Arizona Early Learning Standards (Preschool) or the Arizona College and Career Ready Standards (K-3).	*Program Personnel can articulate clear understanding of the alignment of curriculum, instruction and professional development with the Arizona Early Learning Standards or the Arizona College and Career Standards.	*Program Personnel practice and incorporate the use of the Arizona Early Learning Standards or the Arizona College and Career Ready Standards in curriculum, instruction and professional development *Program Personnel show evidence that curriculum planning includes consideration of assessment data and standards	*Program Personnel are aware that the Arizona Early Learning Standards or the Arizona College and Career Ready Standards exist and know where to access them *Little to no evidence was found related to the use of the Arizona Early Learning Standards or the Arizona College and Career Ready Standards	*Program Personnel has no knowledge of the Arizona Early Learning Standards or the Arizona College and Career Ready Standards	*Review Lesson Plans (for reference to state standards) *Classroom observation (for evidence of state standards) *Interview Program Personnel (for knowledge of the standards) *Review portfolio data *Request to see a copy of the state standards in the classroom *Review summative data (if applicable) *Additional evidence found

Comments: _____

Standard 2: CURRICULUM, INSTRUCTION, AND PROFESSIONAL DEVELOPMENT

The program uses the ECQUIP process to assess the quality of curriculum and instruction that leads to meeting or exceeding Arizona Early Learning Standards (Preschool) and Arizona College and Career Ready Standards (K-3).

Indicators	Levels of Performance				Suggested Evidence
	3 Exceeds	2 Meets	1 Approaches	0 Falls Far Below	
<p>2.2 An ongoing process is in place for monitoring and evaluating curriculum, instruction and professional development, and the results are communicated to all stakeholders and used to acknowledge the program’s strengths and address challenges.</p>	<p>*Evidence was found that ongoing monitoring and evaluation process was used to design Professional Development opportunities and to make curricular decisions and conduct global program planning</p>	<p>*The ECQUIP team has designed and began implementation of a process for monitoring and evaluating curriculum, instruction and professional development *The ECQUIP team chose an assessment tool based on appropriate identification of program strengths and needs *Assessment results are used to create recommendations and are shared with Program Personnel and other stakeholders</p>	<p>*The ECQUIP team has designed a plan for monitoring and evaluating curriculum, instruction and professional development. *Little to no evidence exists of an ECQUIP plan being implemented *The ECQUIP team has chosen an assessment tool but the tool does not align with identified program needs</p>	<p>*No process is in place for monitoring and evaluating curriculum, instruction and professional development. *Information related to program strengths and challenges is not shared with Program Personnel and stakeholders</p>	<p>*Interview Administration *Interview Program Personnel *Review school newsletter (if applicable) *Review staff team meeting notes and/or agenda (if applicable) * Review results of ECQUIP assessment tool *Review ECQUIP team meeting notes (if applicable) *Review Parent Handbook (if applicable) *Review ECQUIP Quality Enhancement Plan (if applicable) *Additional evidence found</p>

Comments: _____

Standard 2: CURRICULUM, INSTRUCTION, AND PROFESSIONAL DEVELOPMENT

The program uses the ECQUIP process to assess the quality of curriculum and instruction that leads to meeting or exceeding Arizona Early Learning Standards (Preschool) and Arizona College and Career Ready Standards (K-3).

Indicators	Levels of Performance				Suggested Evidence
	3 Exceeds	2 Meets	1 Approaches	0 Falls Far Below	
2.3 Related technology, instructional materials, and resources, are integrated effectively into classroom instruction and used as a teacher productivity tool.	<p>*Technology integrated into the classroom curriculum is fully aligned with curricular objectives and the Arizona Early Learning Standards or the Arizona College and Career Ready Standards</p> <p>*Program Personnel use technology as a learning tool for their own Professional Development and share information with colleagues</p>	<p>*All materials (such as software) are age appropriate and have educational purpose that supports the instructional needs of the children. *Materials used by the children encourage active involvement such as singing, dancing and thinking</p> <p>*Most Program Personnel use technology for planning, record keeping or communication.</p> <p>*Program Personnel engage with children during the use of technology and use this resource as an opportunity to facilitate learning</p> <p>*Adaptive technology is present to allow for the full participation of children with special needs.</p>	<p>*Some of the materials may be too easy or too difficult for age of children, or lack educational purpose</p> <p>*Program Personnel provide appropriate technological materials but do not engage with children in the use of these resources or in the opportunity to facilitate learning</p>	<p>*No evidence of technology resources are found in the classroom</p> <p>*Materials are inappropriate for the age of children (violent language, sexual explicit content etc)</p>	<p>*Classroom observation (modifications and adaptations)</p> <p>*Interview Program Personnel</p> <p>*Review lesson plans (in regards to technology used in relationship to standards)</p> <p>*Review technology or programs used to aid instruction (overheads, vcr, computers, tape recorders, radio's, PDA's) (if applicable)</p> <p>*Additional evidence noted</p>

Comments: _____

Standard 2: CURRICULUM, INSTRUCTION, AND PROFESSIONAL DEVELOPMENT

The program uses the ECQUIP process to assess the quality of curriculum and instruction that leads to meeting or exceeding Arizona Early Learning Standards (Preschool) and Arizona College and Career Ready Standards (K-3).

Indicators	Levels of Performance				Suggested Evidence
	3 Exceeds	2 Meets	1 Approaches	0 Falls Far Below	
<p>2.4 Curriculum includes daily opportunity to learn through a balance of child initiated and teacher directed experiences that match the needs, interests and developmental levels of all children.</p>	<p>*Program Personnel recognize opportunity for interests, and respond by altering daily plans *Smooth transitions occur between daily events</p>	<p>*Daily schedule includes a balance of large group, small group, and individual experiences *Teacher directed learning is presented in context of the child’s world, relates in a meaningful way to the child’s real-life experiences, and enables each child to be an active participant *Most play and routine activities are done in small groups or individual play *Services to children with special needs are provided within the context of daily activities and routine in setting where they are participating with age appropriate peers</p>	<p>*Teacher directed activities pre dominate daily curriculum with minimal consideration of child initiated play * Child initiated play is limited to 30-45 minutes per day</p>	<p>*Services to children with special needs is provided outside the classroom in other non inclusive settings *Teacher directed activities dominate daily curriculum *Activities occur haphazardly without the use of a daily schedule. *Most activities are conducted in whole group format</p>	<p>*Interview Program Personnel *Classroom observation (particularly focusing on use of DAP materials in classroom *Evidence of child initiated activities *Review lesson plans *Review daily schedule *Additional evidence found</p>

Comments: _____

Standard 2: CURRICULUM, INSTRUCTION, AND PROFESSIONAL DEVELOPMENT

The program uses the ECQUIP process to assess the quality of curriculum and instruction that leads to meeting or exceeding Arizona Early Learning Standards (Preschool) and Arizona College and Career Ready Standards (K-3).

Indicators	Levels of Performance				Suggested Evidence
	3 Exceeds	2 Meets	1 Approaches	0 Falls Far Below	
<p>2.5 The early childhood environment is valued as an integral part of the curriculum that facilitating child independence, interactions, and learning.</p>	<p>*Materials are added to the environment in response to children interests or needs as identified through the process of assessment *The outdoor learning environment is used as an extension of the indoor classroom</p>	<p>*Children with special needs are provided with services, adaptations and modifications necessary to fully participate with age appropriate peers *Learning areas are arranged so all children can engage in experiences of their choice without distracting or being distracted by others. *Learning areas allow for integration of experiences and materials from one area to another *Each learning area has a wide variety of concrete, real and relevant materials and activities, which are in good condition and frequently are rotated in order to give children new things to do. *Classroom environment reflects curricular themes or topics as well as children's interests and experiences</p>	<p>*Minimal opportunity for children with special needs to fully participate with age appropriate peers</p>	<p>*No modifications or adaptations are made to the environment to include children with special needs</p>	<p>*Classroom and outdoor observation *Interview Program Personnel (staff responsibility in this facilitation) *Parent Handbook (if applicable) *Review fiscal activity (equipment and materials) *Additional evidence found</p>

Comments: _____

Standard 2: CURRICULUM, INSTRUCTION, AND PROFESSIONAL DEVELOPMENT

The program uses the ECQUIP process to assess the quality of curriculum and instruction that leads to meeting or exceeding Arizona Early Learning Standards (Preschool) and Arizona College and Career Ready Standards K-3).

Indicators	Levels of Performance				Suggested Evidence
	3 Exceeds	2 Meets	1 Approaches	0 Falls Far Below	
<p>2.6 The district has a LEA Literacy Leadership Team and K-3 Literacy Plan that has been submitted to the State Board of Education.</p>	<p>*A preschool representative is actively participating in the LEA Literacy Leadership Team. *The district has expanded the K-3 Literacy plan to include preschool information on instruction, intervention and assessment. *The district has included early learning assessments with in their comprehensive assessment system (Universal, Diagnostic, Progress Monitoring, Outcome).</p>	<p>*The district has a LEA Literacy Team and has evidence or documentation. *The district has a K-3 Literacy plan and has submitted it to the State Board of Education. *The district has a comprehensive assessment system (Universal, Diagnostic, Progress Monitoring, Outcome)</p>	<p>*The district has a LEA Literacy Team but there no evidence or documentation. *The district has a K-3 Literacy plan but it is not submitted or implemented *The district has some components of a comprehensive assessment system (Universal, Diagnostic, Progress Monitoring, Outcome)</p>	<p>*The district has no LEA Literacy Team *The district has no K-3 Literacy Plan *The district has no comprehensive assessment system (Universal, Diagnostic, Progress Monitoring, Outcome).</p>	<p>*List of Leadership Team members *Minutes and agenda from Leadership Team meeting *Copy of the K-3 Literacy Plan Additional documentation of an RTI model (instruction, intervention and assessment)</p>

Comments: _____

Standard 2: CURRICULUM, INSTRUCTION, AND PROFESSIONAL DEVELOPMENT

The program uses the ECQUIP process to assess the quality of curriculum and instruction that leads to meeting or exceeding Arizona Early Learning Standards (Preschool) and Arizona College and Career Ready Standards (K-3).

Falls Far Below the Standard
Approaches the Standard
Meets the Standard
Exceeds the Standard

Indicators

2.1 Curriculum, instruction and professional development align with the Arizona Early Learning Standards (Preschool) or the Arizona College and Career Ready Standards (K-3).	3	2	1	0
2.2 An ongoing process is in place for monitoring and evaluating curriculum, instruction and professional development and the results are communicated to all stakeholders and used to acknowledge the program’s strengths and address challenges.	3	2	1	0

Comments: _____

Standard 2: CURRICULUM, INSTRUCTION, AND PROFESSIONAL DEVELOPMENT

The program uses the ECQUIP process to assess the quality of curriculum and instruction that leads to meeting or exceeding Arizona Early Learning Standards (Preschool) and Arizona College and Career Ready Standards (K-3).

Falls Far Below the Standard
Approaches the Standard
Meets the Standard
Exceeds the Standard

Indicators

2.3 Related Technology, instructional materials, and resources are integrated effectively into classroom instruction and used as a teacher productivity tool.	3	2	1	0
2.4 Curriculum includes daily opportunities to learn through a balance of child initiated and teacher directed experiences that match the needs, interests and developmental levels of all children.	3	2	1	0

Comments: _____

Standard 2: CURRICULUM, INSTRUCTION, AND PROFESSIONAL DEVELOPMENT

The program uses the ECQUIP process to assess the quality of curriculum and instruction that leads to meeting or exceeding Arizona Early Learning Standards (Preschool) and Arizona College and Career Ready Standards (K-3).

Falls Far Below the Standard
Approaches the Standard
Meets the Standard
Exceeds the Standard

Indicators

2.5 The early childhood environment is valued as an integral part of the curriculum that facilitates child independence, interactions, and learning.	3	2	1	0
2.6 The district has a LEA Literacy Leadership Team and K-3 Literacy Plan that has been submitted to the State Board of Education.	3	2	1	0

Comments: _____

Tab 3

Standard 3: CLASSROOM AND SCHOOL ASSESSMENTS

Standard 3: CLASSROOM AND SCHOOL ASSESSMENTS

The program uses multiple standards-based assessments, strategies, and data to measure and monitor child progress in an ongoing manner. Data collected is used to guide instruction, determine individual needs of children, and assess program effectiveness.

Indicators	Levels of Performance				Suggested Evidence
	3 Exceeds	2 Meets	1 Approaches	0 Falls Far Below	
<p>3.1 Children’s growth in all developmental and standard content areas assessed in an ongoing and authentic manner, to modify curriculum and individual instruction, and to identify children’s needs and/or make referrals.</p>	<p>*Program Personnel collaborate with families in the planning and implementation of assessment activities *Assessment uses multiple methods and is conducted in multiple settings and at different time periods *Teachers have completed the Inter-rater reliability training in GOLD</p>	<p>*Program Personnel use systems to assure that assessment is conducted in all domain and content areas *Program Personnel collect child assessment data using multiple methods and strategies -samples of children’s work, description of their performance and anecdotal records -a clear and organized system is used for collection and recording of information related to children’s growth and development -assessment activities are conducted in the context of daily activities and routines and consist of observations, children’s performance, interactions with peers and adults, and listening to them talk *Assessment provides useful information for intervention activities that promote children’s progress towards IEP goals and objectives *Information is elicited informally from parents about their child’s experiences at home and is taken into consideration in program planning and implementation *The district has developed and publishes information regarding the screening schedule, how to obtain a screening appointment and uses an effective means to track screening results (LEAs only)</p>	<p>*Assessment is conducted in context of outside daily activities and routines (one on one testing) *Assessment is conducted but is not comprehensive of all content areas and domains *The district has developed and publishes information regarding the screening schedule, how to obtain a screening appointment or has an effective means to track screening results (LEAs only)</p>	<p>*Children’s growth is not routinely assessed *Assessment checklist is completed without documentation evidence, such as anecdotal records, children’s work, or description of their performance</p>	<p>*Review ongoing progress monitoring for completion *Interview Program Personnel *Review portfolio sampling system *Review DIBELS (if applicable) *Confirm that assessment is occurring in all content areas *Interview program personnel (in regards to how often and method used to collect child assessment data) *Additional evidence found</p>

Comments: _____

Standard 3: CLASSROOM AND SCHOOL ASSESSMENTS

The school uses multiple standards-based assessments, strategies, and data to measure and monitor child progress in an ongoing manner. Data collected is used to guide instruction, determine individual needs of children, and assess program effectiveness.

Indicators	Levels of Performance				Suggested Evidence
	3 Exceeds	2 Meets	1 Approaches	0 Falls Far Below	
<p>3.2 Teachers communicate the results of individual child assessments regularly with families and other stakeholders.</p>	<p>*Program Personnel are responsive to parent’s requests for information related to their child’s progress *Program Personnel meet with families to discuss information about the Arizona Early Learning Standards or Arizona College and Career Ready Standards *Program Personnel meet at least every 90 days to review child assessment data</p>	<p>*Results of assessments are shared with parents in a non-technical manner *Program Personnel meet with families at a minimum two times a year to review child assessment data *Information provided to families includes both children strengths and deficits and identifies instructional needs *Families have adequate time to review reports, ask questions, or express concerns *Program Personnel regularly enter Child Assessment data into Teaching Strategies GOLD online and finalize ratings by the assigned checkpoint dates.</p>	<p>*Program Personnel meet with families one time a year to review child assessment data</p>	<p>*Program Personnel do not meet with families to share information about child progress or review child assessment data</p>	<p>*Interview Program Personnel *Review documentation of referrals (if applicable) *Review team meeting notes (if applicable) *Review parent conference notes or agenda (if applicable) *Review teacher communication log or daily progress report (if applicable) *Review weekly classroom newsletter (if applicable) *Review student progress reports *Additional evidence found</p>

Comments: _____

Standard 3: CLASSROOM AND SCHOOL ASSESSMENTS

The program uses multiple standards-based assessments, strategies, and data to measure and monitor child progress in an ongoing manner. Data collected is used to guide instruction, determine individual needs of children, and assess program effectiveness.

Falls Far Below the Standard
Approaches the Standard
Meets the Standard
Exceeds the Standard

Indicators

3.1 Children’s growth in all developmental and standard content areas is assessed in an ongoing and authentic manner, to modify curriculum and individual instruction, and identify children’s needs and/or make appropriate referrals.	3	2	1	0
3.2 Teachers communicate the results of individual child assessments regularly with families and other stakeholders.	3	2	1	0

Comments: _____

Tab 4
Standard 4: SCHOOL CULTURE, CLIMATE, AND
COMMUNICATION

Standard 4: SCHOOL CULTURE, CLIMATE, AND COMMUNICATION

The program functions as an effective learning community and possesses an ongoing communication system supported by the ECQUIP process to assess the adequacy of facilities and to make decisions regarding school culture, climate and communication.

Indicators	Levels of Performance				Suggested Evidence
	3 Exceeds	2 Meets	1 Approaches	0 Falls Far Below	
4.1 A safe and orderly environment ensures that children’s health and safety are a priority throughout each program day.	<ul style="list-style-type: none"> *ECSPED classrooms are DHS licensed and licenses are current *Preschool staffing patterns follow recommended ratios as set by national accrediting bodies *Maximum group sizes are set to assure that children’s safety and supervision is maintained 	<ul style="list-style-type: none"> *All Title I Even Start and State Family Literacy preschool classrooms have current DHS licenses *Program has clear, written policies and procedures related to issues of illness, accidents, supervision, facilities and equipment *Staffing patterns are maintained throughout the day to comply with regulations set by AZDHS office of child care licensure *Indoor and outdoor early childhood environments are age appropriate (i.e. not too large), safe and kept in good condition *Staff assure they are located in areas to facilitate appropriate interactions and provide maximum supervision 	<ul style="list-style-type: none"> *All Title I Even Start and State Family Literacy preschool classrooms have been licensed, but the license is no longer current *Some written policies and procedures related children’s health and safety are available and accessible to staff *Staffing patterns provide minimal supervision of children *Staffing patterns are maintained but staff do not assure they are providing maximum supervision (i.e. staff are present but conducting adult conversation versus interacting with children) 	<ul style="list-style-type: none"> * Title I Even Start, or State Family Literacy classrooms have not received a DHS license to date *Staffing patterns do not allow for sufficient supervision of children to assure their safety at all times *No written policies or procedures related to safety practices and children’s health are available or accessible to staff 	<ul style="list-style-type: none"> *Interview Program Personnel *Review Handbook on Health and Safety policies and practices (if applicable) *Review schedule of fire drill practice, evacuation plan, lockdown plan (if applicable) *Review procedure for accidents *Classroom observation (DHS license, accreditation) * Additional evidence found

Comments: _____

Standard 4: SCHOOL CULTURE, CLIMATE, AND COMMUNICATION

The program functions as an effective learning community and possesses an ongoing communication system supported by the ECQUIP process to assess the adequacy of facilities and to make decisions regarding school culture, climate and communication.

Indicators	Levels of Performance				Suggested Evidence
	3 Exceeds	2 Meets	1 Approaches	0 Falls Far Below	
<p>4.2 Program personnel build positive nurturing relationships with children and parents, and work to improve inclusive practices, and parent and community involvement.</p>	<p>*Children and families are provided with a variety of strategies to receive additional assistance beyond classroom instruction to support children’s learning *Family and child strengths and assets are used as a basis for engaging families in participatory experiences supporting parenting competence and confidence *Program procedures provide opportunities for the exchange of ideas among parents, early care and education providers, community leaders, school and district personnel, family literacy educators, special educators, and social service agency representatives.</p>	<p>*Each child and family member is treated with warmth, care, and respect regardless of socioeconomic, racial, or cultural background, gender, ability or appearance *Staff communication with children is used to extend learning and discuss ideas related to their play versus used simply to guide and direct behavior and actions *Program personnel facilitate the development of relationships among all children – especially those between typically developing children and children with special needs *Children are guided in positive, predictable, and constructive ways; inappropriate behavior is addressed at the time it occurs and children are assisted in resolving conflicts on their own *A variety of involvement activities, such as regular program participation, field trips, parent meetings or workshops, work at home, social events, etc., are available to families *Families are encouraged to contribute information when determining outcomes for their child and in assessing their child’s growth and development *Early education and kindergarten programs collaborate to assure the smooth transition of children and families between programs *Policy and procedures for transitions from early intervention to preschool are developed with AzeIP contractors and updated annually (LEAs only)</p>	<p>*Staff/child communication is used primarily to control or direct *Communication directed to families is solely for the purpose of providing information related to program operations and/or activities. Communication is one-way *Program personnel resolve conflicts for children rather than facilitating negotiations and developing children’s problem-solving skills *Program participation activities are limited either in scope or in availability (i.e. only opportunities to volunteer in the classroom, or only accessible to families during the day)</p>	<p>*Communication directed to children and/or families is punitive, unpleasant and/or demeaning and disrespectful *Physical contact is used primarily to control *Program personnel are unresponsive when children are in distress, have questions or exhibit inappropriate behaviors</p>	<p>*Interview Program Personnel *Review attendance records *Review team meeting notes (if applicable) *Review Parent Volunteer log (if applicable) *Review Handbook (if applicable) *Classroom observation *Review weekly classroom newsletter (if applicable) *Review monthly school newsletter (if applicable) *Review school website (if applicable) *Additional evidence found *Review policy and procedures for transitions from early intervention to preschool Review Annual Special Education Data Report completed by LEA</p>

Comments: _____

Standard 4: SCHOOL CULTURE, CLIMATE, AND COMMUNICATION

The program functions as an effective learning community and possesses an ongoing communication system supported by the ECQUIP process to assess the adequacy of facilities and to make decisions regarding school culture, climate and communication.

Indicators	Levels of Performance				Suggested Evidence
	3 Exceeds	2 Meets	1 Approaches	0 Falls Far Below	
<p>4.3 Children and program personnel are valued, and their work is recognized and acknowledged.</p>	<p>*This area should highlight accomplishments found in places like the school marquee, recognition of students/staff (process), culture reflected, newspaper *Program personnel are viewed as experts in their field and are used to provide ongoing professional development to their peers and others</p>	<p>*The majority of classroom displays are at children’s eye level and are made up of children’s work products or materials depicting their personal experiences *School newsletters or other materials distributed recognize the accomplishments of both children and program personnel</p>	<p>*Classroom displays are present but either not at children’s eye level or consisting mostly of teacher or commercially made materials</p>	<p>*No evidence of classroom displays found</p>	<p>*Classroom observation *Evidence of student achievement displayed (if applicable) *Evidence of Program Personnel achievement displayed (if applicable) *Review monthly school newsletter (if applicable) *Interview Program Personnel *Review awards (if applicable) *Review school marquee (if applicable) *Review public newspaper articles written on the school (if applicable) *Additional evidence found</p>

Comments: _____

Standard 4: SCHOOL CULTURE, CLIMATE, AND COMMUNICATION

The program functions as an effective learning community and possesses an ongoing communication system supported by the ECQUIP process to assess the adequacy of facilities and to make decisions regarding school culture, climate and communication.

Indicators	Levels of Performance				Suggested Evidence
	3 Exceeds	2 Meets	1 Approaches	0 Falls Far Below	
<p>4.4 Anti-bias practices are evident which celebrate and are inclusive of linguistic, multicultural, and individual abilities within the school community.</p>	<p>*Program Personnel assist families in finding support services within their linguistic and cultural community *Program Personnel provide all information in the parents' preferred language and format (written and spoken)</p>	<p>*Practices, supports, and resources are responsive to the cultural, ethnic, racial, language, and socio-economic characteristics and preferences of families and communities *Inclusion of diversity is part of daily routines and play activities (i.e., ethnic foods are a regular part of meals/snacks/music tapes and songs from different cultures included at music time) *Materials, books, pictures are accessible showing people of different races, cultures, ages, abilities, and gender in non-stereotyping roles *Linguistic and cultural needs are met by emphasizing strategies for integrating multicultural and anti-bias themes into all curricular areas *Sensitivity to and acceptance of each child's cultural heritage or special needs are demonstrated Stereotypes based on gender, race, culture, age, or ability are discussed as situations occur naturally in the environment</p>	<p>*Minimal evidence noted of diversity included in daily routines and play activities *Materials, books, pictures depicting people of different races, cultures, ages, abilities, and gender in non-stereotypical roles are minimally accessible</p>	<p>*No racial or cultural diversity visible in materials (all toys and pictures are of one race, all print materials are about one culture, all print and audio materials are in one language where bilingualism is prevalent) *Materials present are stereotypical of races, cultures, ages, abilities, and gender</p>	<p>*Classroom observations (environmental artifacts) *Review lesson plans *Interview Program Personnel *Review student Portfolio's *Review handbook *Review school newsletter (if applicable) *Review school website (if applicable) *Additional resources found</p>

Comments: _____

Standard 4: SCHOOL CULTURE, CLIMATE, AND COMMUNICATION

The program functions as an effective learning community and possesses an ongoing communication system supported by the ECQUIP process to assess the adequacy of facilities and to make decisions regarding school culture, climate and communication.

Falls Far Below the Standard
Approaches the Standard
Meets the Standard
Exceeds the Standard

Indicators

4.1 A safe and orderly environment ensures that children’s health and safety are a priority throughout each program day.	3	2	1	0
4.2 Program personnel build positive nurturing relationships with children and parents, and work to improve inclusive practices, and parent and community involvement.	3	2	1	0

Comments: _____

Standard 4: SCHOOL CULTURE, CLIMATE, AND COMMUNICATION

The program functions as an effective learning community and possesses an ongoing communication system supported by the ECQUIP process to assess the adequacy of facilities and to make decisions regarding school culture, climate and communication.

Falls Far Below the Standard
Approaches the Standard
Meets the Standard
Exceeds the Standard

Indicators

4.3 Children and program personnel are valued, and their work is recognized and acknowledged.	3	2	1	0
4.4 Anti-bias practices are evident which celebrate and are inclusive of linguistic, multicultural, and individual abilities within the school community.	3	2	1	0

Comments: _____

Tab 5
Standard 5: FISCAL REVIEW

Standard 5: Fiscal Review

The program monitors activities to ensure funding is used for authorized purposes, in compliance with federal statutes, regulations and the terms and conditions of the award.

Indicators	Levels of Performance		Suggested Evidence
	Meets	Falls Far Below	
<p>5.1 The program ensures that expenditures are necessary and reasonable for the performance of the program.</p>	<ul style="list-style-type: none"> *Expenditures are charged to the appropriate funding source *Budgets are monitored on an ongoing basis *Invoices and/ or receipts are kept on file to support expenditures *There is an approval process for expenditures *POs and invoices are reconciled before payment occurs *Program staff has an understanding of the purpose of the award *Expenditure reports are submitted on/before the 10th of each month. 	<ul style="list-style-type: none"> *Expenditures are not charged to the appropriate funding source *Budgets are not monitored on an ongoing basis *Invoices and/ or receipts are not kept on file to support expenditures *There is not an approval process for expenditures *POs and invoices are not reconciled before payment occurs *Program staff does not have an understanding of the purpose of the award *Expenditure reports are not submitted on/before the 10th of each month. 	<ul style="list-style-type: none"> *Interview Program Personnel *Review grant budget *Review invoices and receipts *Review district approval process for expenditures *Review history of expenditure reports * Additional evidence found

Comments: _____

Standard 5: Fiscal Review

The program monitors activities to ensure funding is used for authorized purposes, in compliance with federal statutes, regulations and the terms and conditions of the award.

Indicators	Levels of Performance		Suggested Evidence
	Meets	Falls Far Below	
<p>5.2 The program maintains records for equipment purchased with federal funds, and a physical inventory is conducted at least every two years.</p>	<ul style="list-style-type: none"> *Program materials and computer devices are maintained in the preschool classroom *Property/ equipment records are maintained and include a description, serial or other identifying number *A physical inventory is conducted at least every two years 	<ul style="list-style-type: none"> *Program materials and computer devices are not maintained in the preschool classroom *Property/ equipment records are not maintained and do not include a description, serial or other identifying number *A physical inventory is not conducted at least every two years 	<ul style="list-style-type: none"> *Interview Program Personnel *Review equipment records and inventory *Observe classrooms for equipment and materials *Observe for capital outlay items to be tagged (furniture and computer equipment) *Additional evidence found

Comments: _____

Standard 5: Fiscal Review

The program monitors activities to ensure funding is used for authorized purposes, in compliance with federal statutes, regulations and the terms and conditions of the award.

Indicators	Levels of Performance		Suggested Evidence
	Meets	Falls Far Below	
<p>5.3 The program maintains records of payments supported by a complete and accurate record of employee time and effort.</p>	<p>*The staff prepares and places on file an adequate personnel activity report that includes the amount of time devoted to the program *A policy is in place to ensure time and effort documentation is maintained for all staff paid from federal grants</p>	<p>*The staff does not prepare and place on file an adequate personnel activity report that includes the amount of time devoted to the program *A policy is not in place to ensure time and effort documentation is maintained for all staff paid from federal grants</p>	<p>*Review personnel activity records *Review policies regarding employee time and effort *Additional evidence found</p>

Comments: _____

Standard 5: Fiscal Review

The program monitors activities to ensure funding is used for authorized purposes, in compliance with federal statutes, regulations and the terms and conditions of the award.

Falls Far Below the Standard

Meets the Standard

Indicators

5.1 The program ensures that expenditures are necessary and reasonable for the performance of the program.	2	0
5.2 The program maintains records for equipment purchased with federal funds, and a physical inventory is conducted at least every two years.	2	0
5.3 The program maintains records of payments supported by a complete and accurate record of employee time and effort	2	0

Comments: _____

Tab 6

Quality Enhancement Plan

**EARLY CHILDHOOD QUALITY IMPROVEMENT PROCESS (ECQUIP)
Quality Enhancement PLAN**

District/Charter:	Date:
--------------------------	--------------

District/Charter Team Members	Title

ECQUIP QUALITY ENHANCEMENT PLAN

(Use this planning guide to design programmatic changes and budgetary decision-making to improve quality in EC Programs)

Upload Enhancement Plan to ALEAT System by **September 30th**

Responsible Party: Name _____ Phone Number _____ E-mail _____

Target Area (describe the area of program development to be targeted as identified during self-assessment, e.g. preschool environments; vocabulary development; staff evaluation practices, etc)			
Quality Goal (describe desired outcome of enhancement plan, e.g. improve staff evaluation practices to assure timely and meaningful feedback for the purpose of improving quality of instruction.):			
Implementation Strategies	Persons Responsible for Implementation	Target Date of Completion	Actual Date of Completion

NOTES
March 20, 2012
3:00 pm

In Attendance

Katie Katnip	Title 1 Preschool Teacher (Chair)
Jill Jacobs	Head Start Director (Co-chair)
Lynn Lyons	Kindergarten Teacher
Phil Phillips	Community Education Preschool Director
Susie Que	Special Education Director
Billie Baskins	Speech-Language Pathologist
Peggy Parsons	Parent
Jacob Jumpers	Walmart Store Manager/Parent
Heather Homestead	Home Visiting Program/Early Head Start

- ◆ Review Current Enhancement Plan
 - ◆ Review Pre and Post ECERS-R
Notes here
 - ◆ Review professional development accomplishments
Notes
 - ◆ Review of February Teacher Strategies GOLD literacy data
Notes
 - ◆ Review Head Start Referral data
Notes
 - ◆ Review Inclusion Plan and Home Visiting Collaboration
Notes
 - ◆ Celebrate accomplishments!
Notes
 - ◆ Determine strengths and need areas of next school year
 - ◆ Review ECQUIP Rubric everyone scored for homework
Note
 - ◆ Link needs to next year's goals and professional development plan
Notes

- ◆ Develop enhancement plan for next school year
Notes: See Enhancement plan

- ◆ Next Meetings: Fourth Tuesday of Each Month
April 20
 May 21
 August 22
 September 23
 November 24
 January 25
 February 26
 March 20

