SELF ASSESSMENT 2015
Continuous Quality Improvements

- Self-Assessment
- Data Analysis & Planning
- Training & TA
- Training & TA
- Monitoring
### Self Assessment

**March - May**

- **Self Assessment**
  - The entire ECE Community completes a Self-Assessment (SA) that highlights strengths & areas needing improvement. They then develop goals for improvement and annual training plans.

- **Follow ups**
  - While the programs are engaged in SA, the PDS teams continue visiting to conduct follow-ups & TA needed.

### Data Analysis & Planning

**May-June**

- **ACS ECE Activities**
  - ACS uses SA results to create Monitoring, T & TA plan based.
  - PDS Teams collaborate with agencies to finalize Program Improvement Plans.

- **Research**
  - ACS staff analyzes SA results to determine systemic needs. ACS also collaborates with research partners to support our work in supporting continuous quality improvements in programs.

### Training & TA

**July - ongoing**

- **Training**
  - The Training &/or the Program Development Unit provides professional development directly or partners with other trainers to provide training aimed at improving weaknesses determined in the SA process.

- **Technical Assistance**
  - PDS (assigned by TL) visits program according to schedule & emergencies to provide support.

### Monitoring

**As needed**

- **Monitoring**
  - Each PDS is informed by a content specialty checklist to remind them of the regulations and standards used to measure quality. Both non-compliant and compliant areas are noted with a specific timeline given to the agency to ensure compliance.

### Training & TA

**Ongoing**

- **Training & TA**
  - See prior T&TA box.
  - Note: This activity is ongoing – as needed by programs.

---

**THE 5 POINT PROCESS**

<table>
<thead>
<tr>
<th>Self Assessment</th>
<th>Data Analysis &amp; Planning</th>
<th>Training &amp; TA</th>
<th>Monitoring (As needed)</th>
<th>Training &amp; TA</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>March - May</strong></td>
<td><strong>May-June</strong></td>
<td><strong>July - ongoing</strong></td>
<td><strong>(As needed)</strong></td>
<td><strong>(Ongoing)</strong></td>
</tr>
</tbody>
</table>

- **Self Assessment**
  - The entire ECE Community completes a Self-Assessment (SA) that highlights strengths & areas needing improvement. They then develop goals for improvement and annual training plans.

- **Follow ups**
  - While the programs are engaged in SA, the PDS teams continue visiting to conduct follow-ups & TA needed.

- **ACS ECE Activities**
  - ACS uses SA results to create Monitoring, T & TA plan based.
  - PDS Teams collaborate with agencies to finalize Program Improvement Plans.

- **Research**
  - ACS staff analyzes SA results to determine systemic needs. ACS also collaborates with research partners to support our work in supporting continuous quality improvements in programs.

- **Training**
  - The Training &/or the Program Development Unit provides professional development directly or partners with other trainers to provide training aimed at improving weaknesses determined in the SA process.

- **Technical Assistance**
  - PDS (assigned by TL) visits program according to schedule & emergencies to provide support.

- **Monitoring**
  - Each PDS is informed by a content specialty checklist to remind them of the regulations and standards used to measure quality. Both non-compliant and compliant areas are noted with a specific timeline given to the agency to ensure compliance.

- **Training & TA**
  - See prior T&TA box.
  - Note: This activity is ongoing – as needed by programs.
SELF ASSESSMENT
<table>
<thead>
<tr>
<th>Self-Assessment Tools – 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Environmental Rating Scales (ERS)</td>
</tr>
<tr>
<td>• Early Childhood Environment Rating Scale-Revised (ECERS-R)</td>
</tr>
<tr>
<td>• Infant/Toddler Environment Rating Scale-Revised (ITERS-R)</td>
</tr>
<tr>
<td>• Family Child Care Environment Rating Scale-Revised (FCCERS-R)</td>
</tr>
<tr>
<td>• Classroom Assessment Scoring System (CLASS)</td>
</tr>
<tr>
<td>• New York City Program Quality Assessment Scale (PQAS)</td>
</tr>
<tr>
<td>• OHS On-Site Review Protocol FY 2014 (Head Start and Dual Eligible Agencies Only)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Self-Assessment Tools – 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Environmental Rating Scales (ERS)</td>
</tr>
<tr>
<td>• Early Childhood Environment Rating Scale-Revised (ECERS-R)</td>
</tr>
<tr>
<td>• Infant/Toddler Environment Rating Scale-Revised (ITERS-R)</td>
</tr>
<tr>
<td>• Family Child Care Environment Rating Scale-Revised (FCCERS-R)</td>
</tr>
<tr>
<td>• Classroom Assessment Scoring System (CLASS)</td>
</tr>
<tr>
<td>• New York City Program Quality Assessment Scale (PQAS)</td>
</tr>
</tbody>
</table>
PROCESS & WORKFLOW
Overview of SA 2015 Process & Workflow

(1) Governing Boards/Self-Assessment Committee

(2) ACS PDU Teams

(3) ACS PMU - Contract Operations
Environmental Rating Scale-ERS-Revised

- Assesses Environmental Quality

- Organized by model:
  - Infant/Toddler Environmental Rating Scale – Revised (ITERS-R)
  - Early Childhood Environmental Rating Scale – Revised (ECERS-R)
  - Family Child Care Environmental Rating Scale – Revised (FCCERS-R)

- 7 Subscales that includes multiple items
- 39 to 43 items depending on model type
- Scoring of items on scale from 1 to 7

- ERS scores are recorded in Appendices B – D
NYC PQAS

- Assesses Structural Quality

- 4 Subscales (Content Areas)
- 8 Items. Items are organized by content areas

- **Program Design & Management**: Governance including Structure, Training & Responsibilities; Program Administration and Planning; ERSEA; Human Resources including Leadership, Supervision, & Qualifications

- **Education & Disabilities**: School Readiness, Curriculum Selection, & Implementation; Curriculum, Individualization, and Quality Teaching & Learning

- **Family & Community Engagement**

- **Health, Mental Health, & Nutrition**

- Scoring of items on scale of 1 to 7
- Scores are recorded in Appendices E1.- E.5
CLASS

• Assesses pre-kindergarten teacher/child interactions

• 3 Domains comprised of 10 Dimensions
  • Emotional Support: Positive Climate, Negative Climate, Teacher Sensitivity, Regard for Student Perspectives
  • Classroom Organization: Behavior Management, Productivity, Instructional Learning Formats
  • Instructional Support: Concept Development, Quality of Feedback, Language Modeling

• Must be administered by certified CLASS reliable observer twice a year

• Scored on a 7 point scale
• Findings are reported in Appendices F.1 – F.6

• Without CLASS scores, the SA submission is incomplete

• No CLASS Reliable personnel on staff? Options exist:
  1. Alex Atkin
     Aatkin324@gmail.com
     917-232-2076
  2. Teachstone CLASS Observer Directory
     http://info.teachstone.com/class-observer-directory-for-organizations
• **Environmental Rating Scales (ERS):**
  - 1 to 4 classrooms at the site: 1 classroom
  - 5 to 7 classrooms at the site: 2 classrooms
  - 8 or more classrooms at the site: 3 classrooms
  - If there is an infant/toddler classroom at the site: 1 classroom
  - If there is a FCC Network connected to the agency: ~25% of homes
    - 1 – 4 homes in network: 1 home
    - 5 – 7 homes in network: 2 homes
    - 8 – 12 homes in network: 3 homes
    - 12 – 16 homes in network: 4 homes
    - 16 – 20 homes in network: 5 homes…. Completed by up to 20 homes

• **Classroom Assessment Scoring System (CLASS):**
  - 2 UPK classrooms per site (if you have 2 UPK classrooms)

• **Programs with DOE scores for CLASS & ERS should submit most recent scores (i.e., 2014-15)**

• **NYC Program Quality Assessment Scale (NYC PQAS):**
  - In center-based programs, data based on 100% of children; staff
  - If there is a FCC Network, separate a PQAS for the FCC Network
RATINGS and SCORING
7- Point Scale Rating Levels

ERS and NYC-PQAS

Level 1 – inadequate – program does not meet all the basic ELNYC requirements
Level 3 – adequate – program meets all the basic ELNYC requirements
Level 5 – good – program operates at a quality level above the basic ELNYC requirements
Level 7 – excellent – program operates at a quality level beyond (significantly above) the basic ELNYC requirements.

CLASS (based on definition of Dimension & holistic nature of interaction; presence/absence of indicators, and frequency & depth of behavior)

Low – Level 1 & 2 – ineffective, few if any indications, No or few display, Rarely, if ever,

Middle – Level 3, 4, 5 – sometimes effective, some indications, makes some attempt, limited

High – Level 6 & 7 – effective, meaningful, many indications, consistently
29. Supervision of gross motor activities

1.1 Inadequate supervision provided in gross motor area to protect children’s health and safety (Ex. children left unattended even for short period of time; not enough adults to watch children in area; staff do not pay attention to children). *

1.2 Most staff-child interaction is negative (Ex. staff seem angry; punitive and overly controlling atmosphere). *

3.1 Supervision is adequate to protect children’s health and safety (Ex. enough staff present to watch children in area; staff positioned to see all areas; staff move around as needed; intervene when problem occurs).

3.2 Some positive staff-child interaction (Ex. comfort child who is upset or hurt; show appreciation of new skill; pleasant tone of voice). *

5.1 Staff act to prevent dangerous situations before they occur (Ex. remove broken toys or other dangers prior to children’s use; stop rough play before children get hurt).

5.2 Most staff-child interactions are pleasant and helpful. *

5.3 Staff assist children to develop skills needed to use equipment (Ex. help children learn to pump on swing; help child with disabilities use adaptive pedals on tricycle).

7.1 Staff talk with children about ideas related to their play (Ex. bring in concepts such as near-far, fast-slow for younger children; ask children to tell about building project or dramatic play).

7.2 Staff help with resources to enhance play (Ex. help set up obstacle course for tricycles).

7.3 Staff help children develop positive social interactions (Ex. help children to take turns on popular equipment; provide equipment that encourages cooperation such as a two-person rocking boat, walkie-talkie communication devices).

---

New York City Program Quality Assessment Scale (NYC-PQAS)

<table>
<thead>
<tr>
<th>Standard / Req</th>
<th>Inadequate</th>
<th>Adequate</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>HS Act</td>
<td>1.1 There is no system in place for programs to evaluate their adherence to applicable regulations, e.g., federal, state, city.</td>
<td>3.1 An annual self-assessment is conducted utilizing all ACS approved evaluation tools (i.e. ERS, CLASS, NYC-PQAS), Program Improvement Plan &amp; appropriate ACS Self-Assessment Appendices and informed by an annual Parent and Family program evaluation survey.</td>
<td>5.1 Program completes a program assessment using a tool on family responsive practices such as the Center for Study of Social Policy’s Family Strengthening Self-Assessment tool and the results are used for program improvement (OSNY FIS 7); 641A(g)(1); 641A(g)(2)(B)</td>
<td>7.1 Program completes a self-assessment of cultural competence using a tool, such as the NAEYC Pathways to Cultural Competence Checklist, the Self-Assessment Checklist for Personnel Providing Services and Supports in Early Interventions and Early Childhood Competence, or other tool. The results are used for program improvement OSNY FIS 8; 641A(g)(1); 641A(g)(2)(B)</td>
</tr>
<tr>
<td>HSPS</td>
<td>1304.51(a)(1); 1304.51(a)(2)(B)</td>
<td>1304.51(a)(2)(B); 1304.51(a)(3)(i); 1304.51(a)(3)(ii); 641A(g)(1); 641A(g)(2)(B)</td>
<td>5.2 Administrative staff use computer database applications for record keeping purposes, e.g., inventories, purchases, etc. and teaching staff has access to and regularly utilizes computers with internet access for planning and child outcomes data.</td>
<td>7.2 A computer-based data management system is used to track all program data (e.g., COPA; EC Health Tracker; Child Plus). Program data is analyzed for findings on data patterns that</td>
</tr>
</tbody>
</table>
At every level an intermediate score can be assigned. If the indicators of the next score are not completely met, but the program has surpassed the requisites of the previous score then an intermediate score is indicated.

e.g.,

**Level 2** if **ALL** of 1 is met and $\frac{1}{2}$ of 3

**Level 6** if **ALL** of 5 is met and $\frac{1}{2}$ of 7
The Summary Profile reflects the findings from the Self-Assessment process.

The Summary Profile includes scores for all programs as well as the overall agency score.

The Self-Assessment Committee meets to discuss findings in the Summary Profile and develops a Program Improvement Plan (PIP) based on the findings.

Data should be entered into the Summary Profile by the Self-Assessment Committee/Coordinator.
### Program Improvement Plan (PIP)

<table>
<thead>
<tr>
<th>Goal</th>
<th>Area that is Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>ERS/classroom environment/site or home environment</td>
</tr>
<tr>
<td>2</td>
<td>CLASS/teacher-child interactions</td>
</tr>
<tr>
<td>3</td>
<td>PQAS/overall administration of the program</td>
</tr>
<tr>
<td>4</td>
<td>How compliance is being sustained per findings from the Head Start response to review (HS and DE programs only)</td>
</tr>
<tr>
<td>5-8</td>
<td>Up to 4 (or 5) additional goals per the agency's discretion</td>
</tr>
</tbody>
</table>

- Agency may provide up to 8 goals, keeping in mind the requirements for realistic implementation
- Record PIP in Appendix H
Section 1: Provide Agency contract information including EarlyLearnNYC Contractor name, person(s) completing PIP, and contact information for programs.

<table>
<thead>
<tr>
<th>PROGRAM IMPROVEMENT PLAN</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ELNYC Contractor Name</strong></td>
</tr>
<tr>
<td><strong>ELNYC Contract Number</strong></td>
</tr>
<tr>
<td><strong>PIP Completion Date</strong></td>
</tr>
<tr>
<td><strong>PIP Completed By</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ELNYC Program #/Site Name # / FCC Network(s) #</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Program #</td>
</tr>
<tr>
<td>2 Site Name</td>
</tr>
<tr>
<td>3 Program #</td>
</tr>
<tr>
<td>4 Site Name</td>
</tr>
<tr>
<td>5 Program #</td>
</tr>
<tr>
<td>6 Site Name</td>
</tr>
<tr>
<td>7 Program #</td>
</tr>
<tr>
<td>8 Site Name</td>
</tr>
<tr>
<td>9 Program #</td>
</tr>
<tr>
<td>Site Name</td>
</tr>
<tr>
<td>11 Program #</td>
</tr>
<tr>
<td>12 Site Name</td>
</tr>
<tr>
<td>13 Program #</td>
</tr>
<tr>
<td>14 Site Name</td>
</tr>
<tr>
<td>15 Program #</td>
</tr>
<tr>
<td>16 Site Name</td>
</tr>
<tr>
<td>17 Program #</td>
</tr>
<tr>
<td>18 Site Name</td>
</tr>
<tr>
<td>19 Program #</td>
</tr>
<tr>
<td>Site Name</td>
</tr>
</tbody>
</table>
Section 2: Provide a report on your Agency’s progress for implementing and accomplishing goals from the 2013-14 PIP. Also, include information about the CLASS reliable observer(s) who conducted observations for 2014-15.
Section 3

- **Column B** - Select the relevant subscale
- **Column C** - Select the ERS item subscale
- **Column D** - Identify the indicator number
- **Column E** - List the summary score/level
- **Column F** - Describe the current practice in the content area that needs improvement/enhancement
- **Column G** - Describe the improvement plan
Small Group Activity

• Discuss how your agency will conduct the Self-Assessment Process
  • Who will serve on your Self-Assessment Committee?
  • Who will be the Self-Assessment Committee Coordinator?
  • What timelines will your Self-Assessment Committee use to ensure you complete your packet by April 24?
  • Do you anticipate any challenges? What strategies might you use to overcome these challenges?
There are 28 appendices, which are listed in the Table of Contents. You navigate through the appendices by clicking on each tab at the bottom of the Excel Workbook.
APPENDICES

- Appendix A - Attestation
- Appendix B.1 – B.3 – ITERS
- Appendix C.1 – C.8 – ECERS
- Appendix D – FCCERS
- Appendix E.1 – E.5 – NYC PQAS (Center-based & FCC Network)
- Appendix F.1 – F.6 – CLASS
- Appendix G – Summary Profile
- Appendix H – PIP
- Appendix I.1 – Program Year Calendar
- Appendix I.2 – Calendar Instructions
- Appendix I.3 – Professional Development Activities
Submitting Your Self-Assessment Packet

- **Due by April 24, 2015**

- Submitted by the Self-Assessment Committee Coordinator

- Submit Excel Workbook with scores for all programs, PIP, and Program Year Calendar to your Team Leader

- Include the name of your agency and Self-Assessment 2015 in the subject line of your email and as the name of the Excel Workbook.
  - For example, “Wonderful Children Inc., Self-Assessment 2015”

- If you need to re-submit your Excel Workbook indicate the re-submission by using the following naming convention in the subject line of your email and in re-naming the Excel Workbook, Self-Assessment 2015, and re-submission.
  - For example, “Wonderful Children Inc., Self-Assessment 2015, re-submission”
KEY DATES AND ACTIVITIES IN THE SELF-ASSESSMENT PROCESS
• **Agencies Prepare for Self-Assessment (SA): March 3 – 10**
  • Trainings: March 3-10
  • Orientations: March 6 & 9

• **Governing Board/Self-Assessment Committee Organizes the SA Process**
  • SA Committee is formed and SA processes/workflow defined
  • *Notify Team Leader of SA Committee Coordinator: March 13*
  • Programs conduct Self-Assessment
  • SA Findings are provided to the SA Committee so that they can be compiled for the Excel Workbook
  • Team Leaders provide TA throughout the SA process

• **Self-Assessment Package Due: April 24**
  • Governing Board convenes to discuss SA results and Program Improvement Plan
  • SA Committee Coordinator Submits completed SA Packet to Team Leader

• **Self-Assessment Quality Assurance: April 27 – May 15**
  • PDS Teams review SA Packets and follow-up with agencies re: any missing information and/or discrepancies

• **Self-Assessment Conference: June**
  • Agencies meet with PDS Teams to discuss PIP
  • VENDEX Score Determination
QUESTIONS?