First 5 California
California Quality Rating Improvement System
Quality Improvement Plan Guide

This Guide accompanies the Quality Improvement Plan (QIP) Template and provides instructions for completing the plan. While a site-level QIP is required of all First 5 IMPACT sites at steps 2 and 3, use of this Template is optional. The QIP Template is a tool for centers, family child care homes, and other settings to determine specific quality improvement goals and to record a plan of approach to achieve those goals. The template can be modified to more accurately reflect the composition of your Consortia, site, and/or staff.

(Page 1 of the QIP Template)
Make a copy of the QIP Template for each identified goal.

SITE INFORMATION
The first two rows include key information to indicate the site and date the QIP is completed.

Site Name: Please provide the name of the site (inclusive of all settings).
Name of Site Lead Completing the Form: This is the individual who fills out the form. The site lead may be a director, family child care owner, lead teacher, etc. Please provide the individual's name and title. Note: The individual in this box should not complete the form independent of other staff input.
Name of Quality Improvement Coordinator, Coach/Mentor: Provide the name(s) of the individual(s) who provides support to the director, teachers, and/or providers. If the individual(s) who provides QIP support to the site has/have a different title, include the title along with their name(s). This box expands to allow for more than one support provider, as applicable.

Site Name:		County:		Date:	
Name of Site Lead Completing Form:		Name of Quality Improvement Coordinator or Coach/Mentor, if applicable:			

CALIFORNIA QUALITY RATING IMPROVEMENT SYSTEM (CA–QRIS) ELEMENTS OF QUALITY
The intent of this section is to ensure the QIP addresses at least one of the key elements of quality listed. The elements align with the CA–QRIS Rating Matrix (Rating Matrix Elements (RME)) and the Continuous Quality Improvement Pathways Core Tools and Resources, and include additional salient elements. The elements of quality listed, match the fields in the CA–QRIS Common Data File.

Select the area(s) of focus that corresponds with the selected goal.

Site Name:		County:		Date:	
Name of Site Lead Completing Form:		Name of Quality Improvement Coordinator or Coach/Mentor, if Applicable:			

California Quality Rating Improvement System (CA–QRIS) Elements of Quality

Check area(s) of focus:

Child Development and School Readiness
- ☐ Child Observation and Assessment (*RME 1)
- ☐ Individualized Curriculum Planning and Implementation
- ☐ Developmental and Health Screenings (*RME 2)
- ☐ Social-Emotional Development
- ☐ Health, Nutrition, and Physical Activity
- ☐ Inclusion of Children with Special Needs
- ☐ Equity, and Cultural and Linguistic Sensitivity (e.g., Dual Language Learners)

Teachers and Teaching
- ☐ Qualifications for Center/FCC Teachers (*RME 3)
- ☐ Effective Teacher-Child Interactions (*RME 4)

Program and Environment
- ☐ Ratios and Group Size (*RME 5)
- ☐ Physical Environment (*RME 6)
- ☐ Director Qualifications (*RME 7)
- ☐ Program Administration
- ☐ Family Strengthening and Engagement

* Rating Matrix Element (RME)

> Select one or more elements of quality that the site wants to improve.

Recommendations

- Review each of the elements of quality with staff involved in quality improvement (QI), quality improvement system (QIS), or QRIS work before determining each goal to ensure the goal corresponds with at least one of the listed elements.

(Page 2 of the QIP Template)

QUALITY IMPROVEMENT GOAL # ___
Write the number of the goal at the top of each copy (e.g., #1, #2, #3).

What is your goal? Briefly describe the goal selected.
What information was used to identify this goal: Describe in detail the data and information used to determine this goal.

> Describe the goal identified by the site.

> Enter the number of the goal identified by the site.

> Describe data and key information used to identify the goal.

Quality Improvement Goal #___

What is your goal? *(e.g., improve teacher-child interactions)*	**What information was used to identify this goal?** *(e.g., if QI or QIS, might read: poll of staff indicates few are familiar with the CLASS tool; if QRIS, might read: scores are low – average 1.2 across classrooms in Pre-K CLASS Instructional Support Domain)*		

Action Steps *(e.g., teachers attend CLASS overview training)*	**Person/People Responsible**	**Start Date**	**Anticipated Completion Date**
1.			
2.			
3.			
4.			

Resources to Support Action Steps *(e.g., substitute teachers, CLASS training materials)*

Signature and title of site representative responsible for overseeing QIP implementation:

_____   _____
              Signature   Title

Recommendations

- Select 2–3 site-specific, ambitious yet achievable goals annually.

- Ensure the goal relates to at least one of the selected CA–QRIS elements of quality on the previous page.

- Include a process that engages staff in the review of data and establishment of QI, QIS, and/or QRIS priorities.

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- Use data to drive the selection of the site goals (e.g., "Our CLASS scores indicate a need for improving teacher-child interactions. We selected Element 4 – Effective Teacher-Child Interactions as one of our goals").

- Develop goals using input from staff responsible for supporting the achievement of each goal (e.g., element scores).

- Explore the information used to identify the goal and determine if additional information is needed to inform the goal or its progress (e.g., staff survey, review of individual staff professional development goals).

- Review tools that guide goal development (i.e., SMART goals - (www.smartsheet.com/blog/essential-guide-writing-smart-goals):

  - **S:** specific, significant, stretching
  - **M:** measurable, meaningful, motivational
  - **A**: agreed upon, attainable, achievable, acceptable, action-oriented
  - **R:** realistic, relevant, reasonable, rewarding, results-oriented
  - **T:** time-based, time-bound, timely, tangible, trackable

Action Steps: List each step that will be taken to achieve the identified goal. Action steps should be specific and sequential and relate directly to the goal.

Person/People Responsible: List the person/people responsible for coordinating and/or carrying out the action steps, including their role(s).

Start Date: Provide the date the action steps will begin.

Anticipated Completion Date: Provide the estimated date of completion for each action step.

Resources to Support Action Steps: Describe the resource(s) the site will use to support the defined action steps. For example, will the site need to coordinate release time and substitutes to achieve the action step?

Signature and Title: The site representative signing the form is the person accountable for accomplishment of the plan. For centers, this would be the director, for family child care homes, this would be the owner, and for alternative sites, it would be an individual with leadership responsibility. The individual signing the QIP may or may not be the same individual whose name appears as the "Site Lead Completing Form" on page 1.

Each Action Step should be specific and sequential and related to the goal.

List Person/People responsible for coordinating and carrying out action steps.

Quality Improvement Goal #____

What is your goal? *(e.g., improve teacher-child interactions)*

What information was used to identify this goal? *(e.g., QIS, might read: poll of staff indicates few are familiar with CLASS tool; if QRIS, might read: scores are low across classrooms in Pre-K CLASS Instruction...)*

Action Steps *(e.g., teachers attend CLASS overview training)*	Person/People Responsible	Start Date	Anticipated Completion Date
1.			
2.			
3.			
4.			

Resources to Support Action Steps *(e.g., substitute teachers, CLASS training materials)*

Signature and title of site representative responsible for overseeing QIP implementation:

_____   _____
Signature   Title

Action Steps should have a Start Date and Anticipated Completion Date.

The person accountable for accomplishment of the QIP should sign the form.

Recommendations

- The site team is encouraged to dedicate time to exploring resources that support the action steps. For resources not currently available, a multi-step process may be necessary to identify and connect with those resources.

(Page 3 of the QIP Template)

6-AND 12-MONTH FOLLOW-UP

The last page of the QIP should be used 6 and 12 months after the initial QIP is developed and/or when goals are accomplished. Include detailed responses to the follow-up questions that incorporate input from staff responsible for supporting the achievement of the goal. These insights will inform the decisions you and staff make about quality improvement efforts.

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Site Name:		County:	Date:
Name of Site Lead Completing Form:			

6-and 12-Month Follow-Up

Documenting delayed and discontinued goals can serve as useful lessons for team members.

Goal Status: ☐ In Progress ☐ Completed ☐ Delayed ☐ Discontinued (Explain)

Progress made on this QIP Goal *(e.g., completed training with program on 9/12/2016)*:

Needed changes or adjustments to this QIP Goal and/or objectives, if applicable *(e.g., staff identified two domains to improve interactions in classroom)*:

Resources needed to accomplish the goal *(e.g., observations and feedback to improve Instructional Support interactions)*:

Signature and title of site representative completing ☐ 6-month or ☐ 12-month follow-up (check one):

_____   _____
Signature   Title

Recommendations

- Meet with key staff to discuss progress and evaluate needed changes, resources, and future direction to accomplish the goal.

- Discuss delays or discontinued goals to inform next steps.

- Remind site staff to refer back to information used to identify and track the goals and use the information to inform revisions.

- Review data sources identified in the goal section to inform follow-up.

If you need further guidance on how to complete the QIP Template, please contact your First 5 California Liaison.