State/Territory: Illinois   **Date: April 30, 2019**

PDG B-5 1st Quarterly Performance Progress Report

Activity 1: Needs Assessment

1. Major Activities and accomplishments during this period

Per the Needs Assessment Work Plan chart on page 9 of the Illinois Project Description, in Phase 1 (Initial outreach and information gathering) we are in the process of contracting with an external entity to conduct the portions of the needs assessment not yet completed or underway. A Request for Sealed Proposal was posted on Illinois' procurement website on April 16, 2019, and bidding will close on May 17, 2019.

In reference to Phase 3 (Needs assessment as planning tool), we are in the process of finalizing an Intergovernmental Agreement with Northern Illinois University to develop an unduplicated number of children being served, to the extent practicable. A research plan for this analysis has been drafted. Further, we are in the process of finalizing an Intergovernmental Agreement with the University of Illinois to develop a restructured performance measurement plan based on the ELC Metrics Dashboard published in IECAM and in tandem with the strategic planning process. A scope of work has been drafted.

In reference to Phase 4 (Needs assessment as analysis), we are in the process of finalizing an Intergovernmental Agreement with Northern Illinois University to analyze the cost of providing high-quality ECCE services to all families, including an analysis of barriers to funding and providing high-quality ECCE services and opportunities for more efficient use of resources. A research plan for this analysis has been drafted.

Finally, Erikson Institute, in partnership with the University of Illinois' IECAM and Voices for Illinois Children's Fiscal Policy Center, has completed and published an inaugural Risk & Reach Report. This report will support completion of the B-5 Needs Assessment.

2. Problems

Problems with Activity 1 are associated with delays in procurement. ISBE submits the following language: "ISBE procurement actions must comport with applicable state statute and administrative rules, which includes but is not limited to oversight by the Chief Procurement Office. This process applies to nearly all contractual agreements that are put out for competitive bid.".

3. Significant findings and events:

N/A for this reporting period

4.   Dissemination activities:

Current dissemination activities include providing regular updates at applicable Early Learning Council committee meetings, such as the Executive Committee and the Data, Research, and Evaluation Sub-Committee.

Illinois' receipt of the PDG B-5 grant was publicized on the Governor's Office of Early Childhood Development website (see "Award Announcement on GOECD Website" attachment and through a press release from the Governor's Office on January 8, 2019 (https://www2.illinois.gov/Pages/news-item.aspx?ReleaseID=19574).

5.   Other activities:

N/A

6.   Activities planned for next reporting period:

Over the next reporting period, we plan to complete phase 1 and be in the process of completing phases 2-5. Specifically, within phase 2 we will have compared existing needs assessments and within phase 4 we will have completed statewide cost modeling; all other activities will still be in progress at that time, with an expected completion date of October 31, 2019.

**Governor's Office of
Early Childhood Development**

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Illinois Has Been Awarded a PDG B-5 Grant!

GOECD and ISBE are thrilled to announce that Illinois has been awarded a federal PDG B-5 grant! The state will receive $3,702,937 to carry out the proposed activities in 2019. The PDG B-5 grant will allow Illinois to develop an overarching statewide strategic plan, informed by a needs assessment, which will guide systemic efforts to coordinate Illinois' mixed delivery system so that all children and families have access to the services they need to thrive. We will also conduct activities to maximize parental choice and knowledge, to engage community voice as we share best practices, and to improve the overall quality of early childhood care and education throughout the state. We look forward to engaging the state's leadership, partners, and stakeholders, including families, throughout this process. Per Illinois Procurement Code (30 ILCS 500/20-15) opportunities for funding must go through a competitive bidding process. Budget modification is still in process.

Click here to read Frequently Asked Questions about the Funding Opportunity Announcement (FOA) and Illinois' proposal.

Click here to read Illinois' full PDG B-5 proposal.

State/Territory: Illinois   **Date: April 30, 2019**

PDG B-5 1st Quarterly Performance Progress Report

Activity 2: Strategic Plan

1.   Major Activities and accomplishments during this period

The Early Learning Council (ELC) initiated the strategic planning process in its Executive Committee meeting on 2/4/19. Following that, an ad hoc meeting of committee co-chairs was held to begin the process of reviewing the ELC's Strategic Framework and committee goals/metrics. At the ELC Full Council meeting on 2/25/19, there was an activity to engage members for stakeholder input, and a survey was distributed to follow up. Results of that survey were presented at the last ELC Executive Committee meeting on 4/1/19. A strategic planning retreat was planned by funders and advocates but was postponed due to procurement rules. For Expansion of Coordinated Intake, a search was conducted, interviews held, and a candidate selected for the position within MIECHV for Coordinated Intake Strategy Manager. An organization has won the bid to implement the Kindergarten Transition Advisory Committees best practices in select pilots.

2.   Problems

Problems with Activity 2 are a result of delays associated with ISBE's procurement process. ISBE submits the following language: "ISBE procurement actions must comport with applicable state statute and administrative rules, which includes but is not limited to oversight by the Chief Procurement Office. This process applies to nearly all contractual agreements that are put out for competitive bid."

3.   Significant findings and events:

N/A for this reporting period.

4.   Dissemination activities:

There were no dissemination activities relative to strategic planning.

5.   Other activities:

No other activities. Still waiting for the Strategic Planning consultant to be identified through the procurement process.

6.   Activities planned for next reporting period:

Hopefully, by next quarter the Strategic Planning consultant will have been identified. The ELC will have had its retreat, and there will be a foundational vision/goals/activities document drafted. The Aligned Governance will have completed procurement and that consultant will begin their work. The MIECHV Coordinated Intake consultant will begin their work and a staff person will be identified and hired by Erikson/DCFS to begin the work to increase access to home visiting and EI for children in child welfare.

State/Territory: Illinois   **Date: April 30, 2019**

PDG B-5 1st Quarterly Performance Progress Report

Activity 3: Parent Knowledge, Choice and Engagement

1. Major Activities and accomplishments during this period

Position: Family Engagement Manager-position posted, second interviews are in progress. Consumer Education/Consumer Engagement: Enhance DCFS Sunshine website-IGA is under review. Restructure ExceleRate website-Contract is under review. Conference call convened with agency project lead to discuss workplan/timeline. Governance and Family Collaboration-The Early Learning Council (ELC) approved family/parent representation on the Council. Meeting was held with co-chairs and parent leaders of the ELC Family Engagement Implementation Subcommittee to review grant and Family Advisory Committee workplan. Workgroup has been appointed to develop recommendations to align the FAC proposal with grant activities. Cafe Development and Pilot: Conference call held with IDHS and IHSA regarding Cafe development and implementation. Priority Populations: Conference call held with State Coordinator for McKinney-Vento Homeless Education. Conference call held with State Coordinator and Lead Area Liaisons from seven Illinois regions. Inclusion: Although the contract is not finalized; Early CHOICES has started the planning process. Early Choices in collaboration with GOECD has developed a draft workplan. A group of stakeholders have been convened and have committed to being part of the core group.

2. Problems

Problems with Activity 3 are delays in timeline as a result in delays with the ISBE procurement process. ISBE submits the following: "ISBE procurement actions must comport with applicable state statute and administrative rules, which includes but is not limited to oversight by the Chief Procurement Office. This process applies to nearly all contractual agreements that are put out for competitive bid."

3. Significant findings and events:

N/A for this reporting period.

4. Dissemination activities:

Dissemination Activities have included the GOECD monthly newsletter, LinkedIn, Facebook, presentations at the Illinois Head Start Association Conference Directors Forum, Gateways Higher Education Forum, Gateways Professional Development Advisory Committee (PDAC), Early Learning Council (ELC) Integration and Alignment Committee, ELC Access Committee and the ELC Family Engagement Implementation Subcommittee.

5. Other activities:

N/A

6. Activities planned for next reporting period:

The following activities are planned for the next reporting period: Family Engagement Manager hired. Finalize contract with the Illinois Department of Children and Family Services (DCFS), Illinois Department of Human Services (IDHS), Illinois Network of Child Care Resource and Referral Agency (INCCRRA) and Early CHOICES. INCCRRA Project team meeting will be convened to review website enhancement workplan. Recommendations from the appointed ELC workgroup will be submitted to the ELC Family Engagement Implementation Subcommittee. Revised workplan will be completed for the Family Advisory Committee (FAC). The Early CHOICES workplan will be finalized by the core group.

PDG B-5 1st Quarterly Performance Progress Report

Activity 4: Sharing Best Practices

1. Major Activities and accomplishments during this period

Align supports for community collaborations and providers: created project description and milestones for consultant when that person is hired. Enhanced trainings for Family, Friend, and Neighbor (FFN) early care and education providers: Contract has gone through the procurement process and the notice of award has been posted. Protest period ends May 7, 2019. Community of Practice for Facilitating Attuned Interactions (FAN) in Home Visiting: Contract is currently going through ISBE's procurement process. I/ECMHC Data System: Contract has gone through procurement and is currently waiting to be executed. While waiting for the contract to be finalized, INCCRRA and the IL Children's Mental Health Partnership have begun discussions on the framework and content of the data system already.

2. Problems

The work to align professional development supports for community collaborations and providers has taken longer to get underway than expected due to delays in staff hiring based on executing the intergovernmental agreement between ISBE and the Governor's Office. The Governor's Office has worked to streamline the number of IGA's with ISBE that cover staff of the GOECD.

3. Significant findings and events:

N/A for this reporting period.

4. Dissemination activities:

No dissemination activities have occurred for projects for which contracts are still waiting to be finalized. Groups of stakeholders have been engaged in planning and discussion for both the professional development alignment activity and community systems portal website.

5. Other activities:

N/A

6. Activities planned for next reporting period:

In the next reporting period, it is expected that contracts for providing enhanced trainings to FFN providers, community of practice for FAN in home visiting, and the I/ECHMHC data system will be executed and work on those projects will begin. Additionally, stakeholders will be convened to begin the process of crafting recommendations to align professional development provision across early childhood systems, and a consultant will be hired to facilitate the process. Lastly, work to create the community

systems portal website and the feedback loop for engaging community voice in state level policy and program design will begin.

State/Territory: Illinois   **Date: April 30, 2019**

PDG B-5 1st Quarterly Performance Progress Report

Activity 5: Improving Overall Quality

1. Major Activities and accomplishments during this period

Continuous Quality Improvement (CQI) Communities of Practice: Although this grant activity has not begun, the Illinois Early Learning Council has completed and approved the framework "What Does a Program Leader Do?" (see attachment) that describes CQI components from a site-based leader perspective. This document will form the basis for program leader learning and sharing in the Communities of Practice in 6 regions.

Infant/Toddler Program Improvement and New Pathways for Career Advancement: As scheduled, these activities did not start during Quarter 1. Policy Options for Modified Program Funding: This project was moved to Activity 1, Needs Assessment, to be completed in conjunction with cost modeling.

2. Problems

Due to the delays in procurement for Activities 1 and 2, we have requested that we be allowed to move Activity 5: CQI Communities of Practice to Activity 4 so that we can begin these before completion of #1 and #2.

3. Significant findings and events:

N/A for this reporting period.

4. Dissemination activities:

The Early Learning Council's Continuous Quality Improvement Framework has been posted on the state QRIS website. Before approval, it was reviewed by more than 100 members of the Council and its committees as well as three state agencies and most technical assistance providers. The Council has made some recommendations to the state agencies and technical assistance providers to strengthen supports in this area.

5. Other activities:

N/A

6. Activities planned for next reporting period:

No Activity 5 activities are scheduled for Quarter 2. However, we anticipate progress with intergovernmental agreements, contracts and other plans so that work can begin soon after the Strategic Plan is approved.

Continuous Quality Improvement: What Does a Program Leader Do?

<u>Summary</u>

(Left margin, vertical text: Leadership Essentials ----- Administrative Leadership ----- Pedagogical Leadership -----)

1. **Lead by example to build organizational climate**
   - Demonstrate commitment and energy for continuous improvement
   - Model caring & learning
   - Welcome people of every race, culture & ability
   - Value and build on family and staff members' strengths
   - Develop trust & collegiality
   - Be the chief learner

2. **Establish regular, protected time for communication, reflection & planning**
   - Choose preferred means of communication (such as classroom visits by leader, reflection/ planning team meetings, reflective supervisory meetings, family engagement sessions)
   - Schedule protected time
   - Raise funds and develop budgets that support communication

3. **Develop teams & share leadership**
   - Define team purposes, including: (a) collaborative reflection based on child observations & assessments, or (b) collaborative reflection based on program quality goals & assessments
   - Discuss overall team goals and how the team(s) will operate
   - Use consistent meeting routines and protocols
   - Build on strengths within teams
   - Build diversity in teams and address implicit bias
   - Share leadership with staff and families to develop a stronger organization & future leaders

4. **Build professional learning into program improvement work**
   - Structure job-embedded learning such as Peer Learning Teams, Coaching (Practice-Based Coaching, Pyramid Model, Early CHOICES Inclusive Practices), and Reflective Supervision
   - Provide staff access to & support for professional learning opportunities, such as external Communities of Practice, Reflective Practice Groups (IL Assoc. for Infant Mental Health), college cohorts, paid release time for PD, and tuition reimbursement
   - Structure pay increases or bonuses for credentials; facilitate applications for Great Start wage supplements and Gateways scholarships

5. **Engage families, community and staff to shape the program's mission and values**
   - Develop an authentic mission and values statement
   - Engage stakeholders including families in program self-assessment and follow through with their recommendations

6. **Know program standards and assessment systems**
   - Technical assistance providers and coaches can help, but the leader must know and "own" the standards, including curriculum and state standards for early learning
   - Join an external Community of Practice or cohort for program leaders

7. **Facilitate annual goal setting using data**
   - Make child and program quality data available to teams and train on its use
   - Facilitate team discussion of data to determine general areas for improvement over the year
   - Make available training and technical assistance directly relevant to the improvement plans

8. **Lead weekly or monthly Improvement cycles using data** (I.e., make improvement continuous)
   - Using regular protocol, help teams generate and try ideas for small, short-term improvements
   - Ensure that planning aligns with the mission of the program and the values of enrolled families

The following pages outline how a program leader creates an organizational climate and culture that supports Continuous Quality Improvement (CQI) and how the leader structures the CQI work. ExceleRate Illinois defines CQI as follows:

> CQI is a leadership philosophy and an ongoing process that involves the Plan, Do, Study, Act (or similar) cycle. It is proactive, not reactive. It is related to the internal "owning" of a process by the team in a program. It goes beyond meeting the externally applied regulations and standards – and moves the lever for change internally, using data to guide decisions and reflect upon the results of the improvement plan to increase program quality.[1] (See the last page in this document for a diagram of the Plan-Do-Study-Act cycle.)

What does a program leader do?	Crosswalks
A. Leadership Essentials: Building a foundation for CQI[2] "Leadership Essentials are foundational competencies and individual qualities necessary for leading people that are expressed in personal leadership styles and dispositions. Leadership essentials are often developed through reflective practice." (Whole Leadership Framework) Dimensions include Self-Efficacy, Empathy, Learner, Authenticity, Humility, Creativity, Transparency and Integrity.	
1. Lead by example to build organizational climate	
Take charge of quality improvement Demonstrate commitment and energy for continuous improvement and a belief that your work with the team to jointly construct program improvements will make a difference in children's lives. Model caring and learning • Make time to be with staff, families and children • Listen • Show understanding and empathy • Help find people's strengths Learn about and welcome people of every race, culture and ability • Find, include, and value people from other cultures in your professional and personal life. Seek to learn from and with them. • Understand your own cultural background and limitations, and that you will always be learning about other cultures. • Create places that are safe and trusting for all. • Include gender identity in your efforts to understand others. Value and build on the talents and strengths of each person, culture and community • Recognize the talents and strengths of each child and staff member and find ways to make use of them in classroom and program activities. Value family goals and parent strengths, learn about them and find ways to advance them through the program. • Incorporate exploration and learning about children's cultures and communities. Be open and trustworthy; demonstrate ethical conduct Use a variety of strategies to develop trust and collegiality among staff, including: • Show humility, empathy and limitations.	**EC Work Environment Survey** (**ECWES**) Supervisor Support Collegiality Clarity Professional Growth Innovativeness **Early Education Essentials** (**EEE**) Effective Instructional Leaders Supportive Environment

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[1] *Continuous Quality Improvement and ExceleRate Illinois,* Illinois BUILD CQI Team, 2015 (www.excelerateillinoisproviders.com: Resources by Standard for Licensed Child Care and School-Based Programs, Standard 1C. Continuous Quality Improvement).

[2] Components are grouped using the Whole Leadership Framework developed by the McCormick Center for Early Childhood Leadership (https://mccormickcenter.nl.edu/library/whole-leadership-a-framework-for-early-childhood-programs).

What does a program leader do?	Crosswalks
- Discuss one's own values and hopes while taking an interest in those of staff members. - Listen – "Seek first to understand, then to be understood." - Believe in staff members, show respect and appreciate their strengths. - Be open about organizational plans & challenges, seek advice from staff, share bad news that will affect staff as early as possible. - Demonstrate ethical conduct (The NAEYC Code of Ethics provides guidance) Communicate clearly, often, and in multiple ways Communicate frequently and with transparency about how the program works, its policies, procedures, and decisions that have been made. Listen and respond to staff concerns. Recognize good work. Acknowledge the contributions of staff members by listening to them, acting on their ideas, distributing or sharing leadership with them, and thanking them in private and in public. Cultivate "reciprocal learning" In a learning organization all the individuals – teachers, other staff members, children and families – learn from each other and build knowledge together. Create opportunities for every individual to contribute their unique strengths and interests. - Encourage teachers to learn from their children and find new ways to engage them. Every day presents unique opportunities. - Ensure that staff members experience the same kind of active, engaged learning that the children experience. The leader's role is to help each staff member be successful. Be the "chief learner" Increase your own professional knowledge and share with others. Contribute to the profession through involvement in Communities of Practice, professional associations and the like. Make decisions that put children first Ensure that children's well-being is the first and most important consideration in all decisions including budgeting, staffing and daily operations.	

B. Administrative Leadership: Maximizing Team Capacity

"Coordinating work and mobilizing people to ensure the organization remains stable and continues to grow." Dimensions include Operational Leadership and Strategic Leadership[3]

2. Establish regular, protected time for communication, reflection and planning	
Choose preferred means of regular communication Decide what types of regular communication fit the program and the people. These might include regular classroom visits by the leader, reflection/planning team meetings, reflective supervisory meetings and family engagement sessions. Specify and protect paid time for staff teams to meet Ideally, teams will reflect and plan for children weekly, and reflect on overall program quality measures at least monthly. Not all programs have the staffing or resources to do that, but however they structure collaborative reflection, it should take place regularly during paid time.	**ECWES** Task Orientation Supervisor Support **EEE** Collaborative Teachers

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[3] The dimensions Advocacy Leadership and Community Leadership are not addressed in this document.

What does a program leader do?	Crosswalks
Specify and protect paid time for teachers and families to talk and plan Parents are the child's first and most important teachers. Learning experiences will be most effective if designed in consultation with the parent. Provide regular reflective supervision (based on observations of practice) for each staff member outside of team meetings. Raise funds and develop budgets that support communication	Involved Families

3. Develop teams and share leadership

	Crosswalks

Build staff teams for 2 purposes:
 	
1. Collaborative reflection and planning based on observations and assessments of children
    Ensure that classroom teams meet regularly for planning, sharing and problem-solving – focused on children's learning and development. Teams use observations of children and child assessment instruments to guide this work.
    (A team could be the teachers in one classroom or the teachers from several classrooms. Child observations might include anecdotal notes, review of work products, etc., and examples of child assessments instruments would include Teaching Strategies GOLD, Work Sampling System, etc.)
 	
2. Collaborative reflection and planning based on program quality goals and assessments
    Ensure that one or more teams meet regularly for planning, sharing and problem-solving – focused on program quality. Teams use measures of program administration, organizational climate and culture, or unique program goals to guide this work.
    (Measures might include results from ERS, CLASS, PAS, accreditation indicators, licensing compliance, EWES, SEQUAL, Early Ed Essentials Survey, ICP, etc. See glossary re acronyms.)
 	
Discuss overall goals and how the team(s) will operate
 	
--Communicate the overall team goal and benefits to children, families and staff members
--Discuss how the team will work, including frequency of meetings, desired results and supports from the organization
--Build on strengths within the teams
--Build diversity in teams and address implicit bias
 	
Specify routines or protocols for meetings
 	
Ensure that team meetings use a standard format or routine to examine child and classroom data (including anecdotes and stories) or program quality data and make plans based on the data and the team's goals. Ensure that teams are facilitated by staff member(s) trained in the formats or routines used.
 	
(Routines can range from simply ending a meeting with an action plan and reviewing it at the start of the next meeting, to regular use of the Tuning Protocol for activity planning, to the "Data Dialogues" described in Lead, Learn, Excel, and more. They help teams focus consistently on their goals.)
 	
Distribute or share leadership functions
 	
One program leader cannot usually perform all leadership functions required in an organization – and often these reflective practice and program improvement functions are left out. Create a shared leadership structure including defined areas of responsibility, scope of authority and reporting relationships. Sharing leadership with staff members and parents will create a stronger organization and build future leaders.
	ECWES
	Clarity
	Collegiality
	Goal consensus
	Decision-making
	Innovativeness
	EEE
	Collaborative Teachers

What does a program leader do?	Crosswalks

4. Build professional learning into program improvement work

Add job-embedded learning into the Plan-Do-Study-Act or similar improvement cycles

Structure staff learning experiences that support team planning and problem-solving. When the team decides on a goal in the "Plan" phase, build staff capacity as part of the "Do" phase.

- Learning might involve peer learning teams, coaching (Practice-Based Coaching, Pyramid Model, Early CHOICES Inclusive Practices), reflective supervision, reflective practice groups (IL Assoc. for Infant Mental Health), targeted trainings.

- When possible, include college credits for this job-embedded professional learning.
(Refer to ExceleRate Plan-Do-Study-Act diagram at the end of this document.)

Provide staff access to and support for professional learning opportunities, both on the job and in other settings. These might include participation in an External Community of Practice, training cohort or college cohort, release time for education, and tuition reimbursement.

Structure pay increases or bonuses for credentials; facilitate applications for Great Start wage supplements and Gateways scholarships.

ECWES

Professional growth

Supervisor Support

EEE

Effective Instructional Leaders

C. Pedagogical Leadership

"Leading the art and science of teaching with an emphasis on educator dispositions and high-quality interactions with children." Dimensions include Instructional Leadership and Family Engagement

5. Engage families, community and staff to shape the program's mission and values

Develop an authentic mission and values statement

Engage families, staff and other stakeholders to develop or update a shared mission statement for the program that is built on participants values and strengths. Ensure a diversity of races, cultures, abilities and other characteristics within the group.

Engage stakeholders in program self-assessment

Assemble a program self-assessment team that includes families and community members with varying cultural perspectives. Periodic self-assessments inform goal-setting for daily, weekly or monthly CQI work. Tools are available from funding streams, accreditation systems and ExceleRate Illinois. Follow through to implement the goals.

ECWES

Goal Consensus

EEE

Parent Voice

6. Know program standards and assessment systems

Know professional standards

Become familiar with the sets of standards on which professional practice is based (Licensing, Accreditation, Head Start, ExceleRate, etc.).

Identify the standards or set of standards most important or strategic for achieving the program's mission at this stage of development

Plan-Do-Study-Act or Plan-Do-Review cycles can advance compliance and goal achievement at any stage of program development. The program leader needs to review the standards and supports most important and useful for program development and choose which set or pathway the program will focus on.

Collect documents and tools for the chosen route

If accreditation, for example, enroll in self-study and receive the self-study materials. If the ExceleRate Assessment Route, attend orientation, print standards, and find support materials

ECWES

Clarity

Task Orientation

EEE

Effective Instructional Leaders

Ambitious Instruction

What does a program leader do?	Crosswalks
on the ExceleRate Illinois Providers website.	
<u>Join an external Community of Practice or Cohort for program leaders</u>	
Program leaders benefit from opportunities to share and learn from other program leaders. Opportunities are often available through CCR&R agencies, Statewide Accreditation Mentoring (SAM) cohorts, Lead-Learn-Excel cohorts, Aim4Excellence cohorts, Taking Charge of Change cohorts, Early CHOICES Inclusion programs, IL Assoc. for Infant Mental Health Reflective Practice Groups, community collaborations, AEYC chapters and more.	

7. Facilitate annual goal setting using data	
<u>Ensure that useful data on children's learning and program quality is made available to staff teams or generated by staff members</u>.	**ECWES** Decision-making influence
(Data sources might include: Child observations and assessments such as anecdotal notes, review of work products, data from Teaching Strategies GOLD, Work Sampling System, etc., and program assessment results from ERS, CLASS, PAS, accreditation indicators, licensing compliance, ECWES, SEQUAL, Early Ed Essentials Survey, Inclusive Classroom Profile, etc. See glossary re acronyms.)	Goal consensus **EEE**
<u>Facilitate team discussion of data to determine general areas for improvement over the year</u>. The annual improvement plan will set the stage for teams to plan small, short-term experimental changes in weekly or monthly team meetings (see next item).	Effective Instructional Leaders
<u>Find and make available training and technical assistance in the improvement goal areas.</u>	Ambitious Instruction
For example, if a team has prioritized children's behavior issues, training on the Pyramid Model, inclusion support or mental health consultation might help them. If the team is working to raise child assessment scores in math, consultation with Erikson Institute's Early Math Collaborative might be useful.	Parent voice

8. Lead weekly or monthly improvement cycles using data	
<u>Help staff teams to generate ideas for small, short-term improvements aligned with annual goals, and to try them.</u>	**ECWES** Decision-making influence
• Using an established, regular protocol, facilitate the staff teams that meet regularly for collaborative reflection. (The Administrative Leadership section above describes the need to establish and protect time for these teams). Ask what classroom or family engagement practices might be resulting in the program assessment data or child assessment data that was collected. This "root cause analysis" will help the team <u>generate ideas for small, achievable changes</u>.	Goal consensus Task Orientation Innovativeness
• Ask the team how its improvement ideas could build on the strengths and priorities of families from multiple cultures.	**EEE**
• Value small, short-term experiments. Assure the team that they will learn from the experiment whether it succeeds or fails.	Effective Instructional Leaders
<u>Ensure that team reflection and planning always aligns with the program's mission and values and supports the values of enrolled families</u>	Ambitious Instruction
An authentic and effective mission and values statement is developed with staff, families and community representatives from multiple cultures. Update the statement frequently and help each staff member to embrace it.	Parent Voice

See the next page for a diagram of the Plan-Do-Study-Act cycle.

Based on shared vision of quality and
awareness of program's strengths:
- Identify general goals & select team
- Analyze current condition using data
- Propose experiment - make plan
- Decide on measures of success

- Build staff capacity
- Carry out the plan
- Collect documentation & data

PLAN   DO

ACT   STUDY
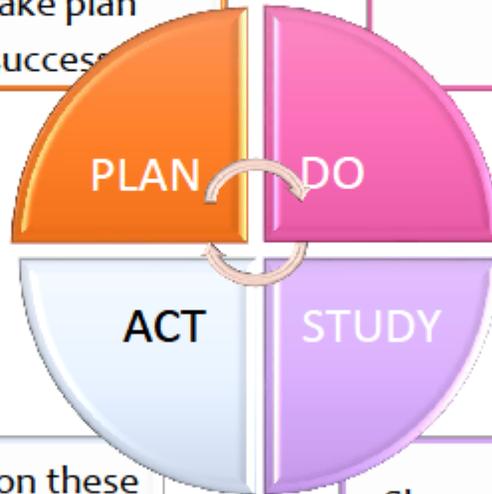
- Adopt, modify or abandon these
  practices
- Determine what more needs to
  be done and learned
- Set up next round

- Share and analyze impact, track
  results
- Consider adjustments
- Celebrate learning & successes!