West Virginia DEPARTMENT OF
EDUCATION

West Virginia Early Care and Education
WVDE WVDHHR ®

West Virginia Universal Pre-K Continuous Quality Improvement (CQI) Guidance Manual

Updated August 2019

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Introduction

The West Virginia Pre-K Continuous Quality Improvement Guidance Manual is designed as a blueprint to support effective ongoing program analysis and quality improvement efforts. WVBE Policy 2525 requires county collaborative early childhood teams develop and maintain a continuous quality improvement process, which includes an annual plan for collecting and analyzing program assessment data to establish school readiness goals, assuring children have the best available resources prior to entering first grade. The continuous quality improvement process, hereinafter CQI process or CQI, must include annual results from county aggregated child outcome and classroom observation data to determine staff development planning and recommendations for county strategic plans. The continuous quality improvement process utilizes a systemic course of collaborative planning, collecting, and analyzing data from a variety of sources to make informed decisions.

Overview: WV Pre-K Continuous Quality Improvement Process

The CQI process requires ongoing action to ensure growth and quality improvement of the pre-k program. The following illustration provides an overview of the continuous quality improvement process. Each section of the guidance document provides an elaboration of the process. As depicted in the illustration, the WV Universal Pre-K Continuous Quality Improvement Process includes three key steps: planning, collecting, and analyzing. The colors of each step of the process correlate with the related section of the WV Universal Pre-K CQI Guidance Manual.

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PLANNING - INITIAL

There are two major steps that county collaborative early childhood teams must conduct in the planning phase of the CQI process. First, an initial CQI plan must be developed, which includes determining data sources, data collection, data analysis, follow-up action, and next steps planning during the CQI process. Once the initial CQI plan has been executed in its entirety, the second major step is conducted as the county collaborative early childhood core team transitions into an ongoing CQI process. The ongoing CQI process is monitored and maintained based on continued planning, collecting, and analyzing data after the first year of implementation of the initial CQI plan. In other words, the CQI process becomes a maintenance system that includes regular updates of all areas depending on data analysis.

Data Sources

To begin the initial CQI plan, the county collaborative early childhood core team must determine what data sources will be utilized over the school year to collect information for later analysis. Data sources may change over time in the ongoing CQI process, as necessary. There are varieties of data sources that contribute to the CQI process. These include internal and external data sources.

Internal Data Sources

Internal data sources are those that are planned and conducted within the pre-k program. Environmental observation tools and aggregated child assessment data are two primary internal data sources. WVBE policy 2525 indicates that the continuous quality improvement process must include annual results from county aggregated child outcome and classroom observation data.

Environmental Observations

Classroom observations are required annually as part of the CQI process; however, county collaborative early childhood teams have flexibility in determining what tools will provide the best picture to make data-driven decisions. There are several pre-k observation tools that can assist teams in assessing classroom environments for continuous quality improvement. Teams must consider several factors when choosing the most appropriate environmental observation tool.

1. What will the information from the environmental observation tool tell the team about classrooms?
2. Who will conduct observations?
3. What resources and/or trainings are necessary to use a specific classroom observation tool?

The following list includes environmental observation tools often utilized in WV Universal Pre-K classroom to assist teams in assessing classroom quality. This is not an exhaustive list and includes those designed for West Virginia Pre-K.

- WV Universal Pre-K Health and Safety Checklist
- West Virginia Pre-K – Observation Walkthrough
- Classroom Assessment Scoring System (CLASS)
- Curriculum Implementation Checklists (based on the county's selected curriculum)
- The Early Childhood Environment Rating Scale – (ECERS-III)

Quality in Early Childhood Care and Education Settings: A Compendium of Measures, 2nd Ed. is an additional resource from Child Trends that includes a more comprehensive list of available early childhood environmental observation tools. The compendium can be located at: *http://www.acf.hhs.gov/opre/resource/quality-in-early-childhood-care-and-education-settings-a-compendium-of*.

WV Universal Pre-K Health and Safety Checklist

Annual completion of the WV Universal Pre-K Health and Safety Checklist within the first forty-five days of school for students is required in all West Virginia Pre-K classrooms. While the health and safety checklist is considered an environmental observation tool, it does not include provisions for overall educational environment for quality improvement beyond health and safety factors.

The WV Universal Pre-K Health and Safety Checklist was created to meet health and safety requirements of WVBE Policy 2525, along with federal Head Start requirements and WV child care licensing regulations. Programs in collaboration with Head Start agencies were previously required to complete the Head Start Health and Safety Screener annually. County collaborative Early Childhood Collaborative Teams will utilize the WV Universal Pre-K Health and Safety Checklist in lieu of the Head Start Health and Safety Screener. All areas of the Head Start Health and Safety Screener are incorporated into the WV Universal Pre-K Health and Safety Checklist. Further, the Head Start Health & Safety Screener and WV Universal Pre-K Health & Safety Checklist Crosswalk was developed to cross-reference federal and state health and safety requirements and illustrate inclusion of all requirements.

The county collaborative early childhood team will determine the composition of observation teams and the schedule for completion in each classroom. Each observation team must include a minimum of two observers. Classroom staff are encouraged to utilize the WV Universal Pre-K Health and Safety Checklist to assess their environment throughout the year; however, the observation team designated to complete the WV Universal Pre-K Health and Safety Checklist within the first 45 days of school may not include staff from the classroom being observed. One member of each classroom observation team must enter results from the WV Universal Pre-K Health and Safety Checklist into the online observation platform, which is located on the ELRS: Pre-K at https://wvde.state.wv.us/apps/elrs/. Please refer to the WV Early Learning Reporting System: Pre-K Portal Resource Guide for further information on entering results from the WV Universal Pre-K Health and Safety Checklist into the ELRS.

Results from each health and safety checklist will assist county collaborative early childhood core teams in determining necessary follow-up and provide information for the CQI process. Information must be shared with the classroom administrator and staff within ten days of the observation. The WV Universal Pre-K Health and Safety Checklist is located in Appendix A. The checklist includes an overview and instructions for use. The Head Start Health & Safety Screener and WV Universal Pre-K Health & Safety Checklist Crosswalk is located in Appendix B.

West Virginia Universal Pre-K Observation Walkthrough

The WV Universal Pre-K Observation Walkthrough is a tool designed to assist classroom supervisors, coaches, specialists, and other county collaborative early childhood core team members in observing portions of a day in pre-k. The Observation Walkthrough is divided into five sections. The Environmental Overview section is a quick policy, health, and safety checklist that may be completed alone or along with one of the other four sections. The other sections are Group Times, Child Choice, Outdoor/Indoor Gross Motor, and Meals/Snack. Each section can be completed through a fifteen to twenty minute observation during specific times of the day throughout the school year. The WV Universal Pre-K Observation Walkthrough can also be completed in its entirety during one longer observation. Information gathered during observations can be utilized as a data source in the CQI process. The WV Universal Pre-K Observation Walkthrough is located in Appendix C.

Aggregated Child Assessment Data

Aggregated child assessment data provides a summary of growth for groups of children, rather than individually. When used with other data sources, aggregated child assessment data can illustrate trends over time that assist county collaborative early child teams in determining programmatic strengths and needs. This data assists in professional development planning and ongoing support. Some sources of child assessment data to consider are listed below.

- Early Learning Reporting System (ELRS) Aggregated Child Data, including Child Outcome Summary Forms (COSF) reports
- School Readiness Profile data
- Attendance Data
- Health Data

External Data Sources

External data sources are observations, reports, or other data provided by groups or programs outside of the county pre-k system. There are instances when observations and feedback are provided by external groups. Some examples of external data sources include:

- Head Start Monitoring Reports
- Financial monitoring reports
- Child Care Licensing Reports
- WV Universal Pre-K Program Review reports
- External research data

Timelines/CQI Toolkit

As data sources are determined and information is collected, timelines must be established for the county early childhood collaborative team to use for analysis and planning. A system of regular follow-up must be maintained. A Continuous Quality Improvement Toolkit, or CQI Toolkit, is designed to assist county collaborative early childhood teams in establishing and maintaining timelines in the CQI process. The CQI Toolkit is available in Appendix D of this document. A sample CQI Toolkit is located in Appendix E. The CQI Toolkit is provided as a resource, but is not required. The toolkit includes four tools to support each step of the process.

1. Data Source and Analysis Summary Tool
2. School or Classroom Recommendation Tool
3. County Collaborative Early Childhood Team Planning Tool
4. County Strategic Plan Recommendation Summary Tool

All portions of the CQI Toolkit can utilized as part of the planning phase. A Data Source and Analysis Summary Tool should be initiated for each data source that the county collaborative early childhood core team has selected to include. The analysis section of the tool, which follows data sources, will be updated upon completion of the collecting phase of the CQI process. The School or Classroom Recommendation Tool, County Collaborative Early Childhood Team Planning Tool, and County Strategic Plan Recommendation Summary Tool are utilized in determining next steps.

COLLECTING

Collecting refers to portions of the CQI process when environmental observations are conducted and child assessment data is aggregated to prepare for review by the county collaborative early childhood team. Establishing timelines for gathering data is an important element in the collecting phase of the process. Timelines for collecting data must be determined during the planning phase.

Environmental Observations

There are specific steps to facilitate the process of collecting environmental data. The following are suggested steps for facilitating environmental observations:

1. Select observers: observers are often determined based on knowledge and expertise in use of specific tools (CLASS certified observers, ECERS-3 reliability).
2. Determine observation dates with observers.
3. Inform the classroom administrator of scheduled observations.
4. Inform the classroom staff of scheduled observation.
5. Observations conducted.
6. Collect data reports from observers.
7. Utilize data for analyzing (see also analyzing).

Rights, Rules, and Responsibilities

In order to ensure that environmental observations are conducted in a manner that reflects accurate data collection and minimizes distractions in learning environments, the following rights, rules, and responsibilities have been provided to assist observers, teacher, classroom administrators, and county collaborative early childhood core team members.

The Observer

When completing classroom observations, it is necessary for observers to minimize their impact on the classroom environment. Therefore, an accurate observation requires observers avoid participating or interfering in classroom activities under usual circumstances.

If observers talk to children, this takes away the chance to see how the teacher would interact with them at that time, under those conditions. If observers talk to the teacher, the teacher will not be able to do what she would normally be doing at that time. If observers help with tasks then they cannot see how these tasks are handled without their help. If they make suggestions to the staff about how to improve what they are doing, this also changes dynamics of the environment.

- Upon arrival at the facility, have everything you need to complete the observation. Do not bring extra materials into the room, such as purses, back packs, tote bags, and food items because these are often put down and forgotten resulting in things being lost or misused by others. They can also contain things that are dangerous to young children.
- Be sure to introduce yourself to the person in charge of the facility. Unless arrangements for the observation have been made ahead of time, do not go into a classroom until you are shown where to go by a responsible staff member.
- Observe only in the classroom that you are evaluating. Avoid observing in other classrooms in the building.
- Upon entering the classroom, introduce yourself to the classroom staff, briefly telling about what you will be doing. Be sure to explain that you will be observing to see what children's experiences are during the observation. Classroom information may be obtained prior to the visit; however, teacher formal interviews must be conducted when the teacher is not supervising students.
- Stay with the children in the class as they go from one place to another. If they are indoors, you should be observing indoors also. If they move to another place in the building or go outside, you should follow along.
- Do not interfere with classroom activities in any way. Station yourself around the perimeter of the classroom as unobtrusively as possible. You may move around the perimeter to get a better vantage point during the observation and move into areas for a closer look when it is obvious that children will not need to access those areas.
- Move if you are in the way of teachers or children. Remain sensitive to what is happening around you in the classroom.
- If it does not interfere with the ongoing program, sit in a chair or on the floor so that children are not intimidated by your height. Do not sit on other furniture, such as shelves, tables, or on play equipment.
- If you are observing with someone else, refrain from talking with the other person while you are in the classroom.
- Take notes on a pad and/or on your observation tool to assist in scoring and determining any follow-up questions.
- Never leave your observation tools. Keep them with you throughout the observation.
- Try to maintain neutral facial expressions so that children and/or staff are neither drawn to you nor concerned about your response to them.
- Acknowledge children if they approach you. If they ask, you can tell them that you are watching them play today or that you have to finish your work. Do not otherwise take part in classroom activity or encourage children to interact with you in any way.
- Do not look through drawers, in cabinets, or in other closed spaces without the permission of the classroom staff. When the class is out of the room and you have the teacher's permission, you may take a few minutes to look in storage spaces.
- Upon completion of the observation, be sure to thank classroom staff and say good-bye to both children and adults.

The Teacher

- Avoid engaging with observers during the observation.
- Follow the typical schedule.
- Complete an interview, as scheduled, with the observer to clarify questions on items at a time when not responsible for the care of children.
- Be available to participate in a debriefing process that illustrates classroom observations results.
- Contribute to the improvement planning and changes that enhance quality of practices according to the CQI process.

The Classroom Administrator

- Be available during classroom observations, as possible.
- Have coverage for the teacher during any scheduled teacher interview.
- Address critical concerns shared by observers.
- Be available to participate in a debriefing process.
- Contribute to the improvement planning and changes that enhance quality of practices according to the CQI process.

The County Collaborative Early Childhood Core Team

- Obtain observation results for analysis in the CQI process.
- Develop and coordinate a process of debriefing classroom observations results.
- Prioritize needs and identify items for follow-up.

ANALYZING

Analyzing data is the important step of determining what collected information provides to the county collaborative early childhood team and how to use data to achieve program goals or establish new goals. It is important to note that teams must ensure timelines are met, as determined by in the planning phase of the CQI process. Use of the Data Source and Analysis Summary Tool from the CQI Toolkit will assist in analyzing data. In fact, the analysis summary is provided to capture results from each data source. Results from data analysis will be utilized to make recommendations and changes at the classroom, school, and county level. Teams are able to determine strengths, areas for growth, and areas of concern. Therefore, analysis consistently lends itself to the planning phase of the CQI process.

PLANNING - ONGOING

As mentioned in the initial planning process section, there are two major steps that county collaborative early childhood teams must conduct in the planning phase of the CQI process. Initial planning was previously discussed; however, the second major step, ongoing planning, is conducted as the county collaborative early childhood core team transitions into an ongoing CQI process. During ongoing planning, the county collaborative early childhood core team utilizes analyzed data to follow through with programmatic decisions and recommendations, as well as reassessment. The county collaborative early childhood core team must determine when recommendations should be made at the school and/or classrooms, county strategic planning team, or maintained within the core team. The WV Universal Pre-K Continuous Quality Improvement Toolkit, or CQI Toolkit, which was discussed in the initial planning section, can be utilized to support these steps.

School and/or Classroom Recommendations

When the county collaborative early childhood core team determines follow-up or recommendations for a school or classroom within a school, The School/Classroom Recommendation Tool can be utilized to assist in this process. The School/Classroom Recommendation Tool should be completed with the school administrator, collaborative partners, and classroom staff, as applicable. This tool will assist the county collaborative early childhood team in ensuring appropriate participates are included in the process and follow-up is conducted to support the school or classroom team.

County Collaborative Early Childhood Team Recommendations

When there are program-wide goals or recommendations, next steps are determined and planned by the county collaborative early childhood core team. The County Collaborative Early Childhood Team Planning Tool can assist in determining specific goals, timelines, and other provisions for completion of recommendations. Major priorities of the county collaborative early childhood core team should be address in the recommendations/objectives section of the tool. Recommendations/objectives may include the following considerations:

- Budgeting
- County Professional Development planning
- School Readiness Goals

Budgeting

Each year programs must determine budget plans. Budget planning in collaborative programs must include consideration of contributions and resources from each partner for collective budget sharing. Effective budget practices include the use of data for spending based on assessed needs. Budget recommendations or planning results may include priorities such as professional development planning, materials, equipment, facilities, and staffing.

Professional Learning Planning

County professional learning planning should be based on programmatic needs determined through data analysis. County collaborative early childhood core teams should plan ongoing professional learning to assist in achieving intentional courses of action and program growth. County professional learning planning should include staff across all classrooms, including those in collaborative sites.

School Readiness Goals

WVBE Policy 2525 defines school readiness as a process of assuring children have access the best available resources prior to entering first grade. Available resources support children and their families, and focus on maximizing children's holistic development from birth. School readiness goals must include resources to support the whole child through a comprehensive approach that includes the community. The Ready, Set, Go! West Virginia Comprehensive Framework for School Readiness and The West Virginia Early Childhood Transition Toolkit should be incorporated into the CQI process. Data collected and analyzed in the CQI process will provide strong resources for developing school readiness goals. The Ready, Set, Go! West Virginia Comprehensive Framework and School Readiness Transitions Toolkit can be located at *http://wvde.state.wv.us/ready-set-go/*.

County Strategic Plan Recommendations

County strategic plan recommendations include program goals that may need additional supports beyond the county collaborative early childhood core team. When the county collaborative core team determines recommendations should be made to the county strategic planning team, a summary should be created to articulate specific goals. The County Strategic Plan Recommendation Summary Tool can be utilized to document those goals. The county pre-k coordinator or designee must articulate recommendations, monitor progress, and report updates to the county collaborative early childhood team.

As illustrated though each step, the CQI process is critical in supporting program improvements. Therefore, the CQI process is not a checklist that is completed and put away. The process must be monitored and addressed during regular county collaborative core team meetings. Action steps of the CQI process are executed throughout each program year to determine progress toward outcomes. Some facets will carry over multiple school years for long-term growth. Others may be adjusted or updated to support program outcomes.

Definitions

Aggregated child assessment data:
Child assessment data that is collected or clustered into groups to determine whether a program, school, or classroom is achieving desired goals. Aggregated child assessment data does not allow for identification of individual child assessment data. In WV Universal Pre-K, aggregated child assessment data is compiled in the Early Learning Reporting System: Pre-K, annual WV School Readiness Profile, and other sources.

Continuous quality improvement process (CQI process):
An ongoing process designed to improve current practices through systemic action steps and data analysis. The WV Universal Pre-K CQI process includes three major steps: planning, collecting and analyzing.

Continuous Quality Improvement Toolkit (CQI Toolkit):
The WV Universal Pre-K Continuous Quality Improvement Toolkit or CQI Toolkit is a resource developed to assist county collaborative early childhood core teams in maintaining a quality improvement process where programmatic data is utilized to make decisions that support ongoing growth of pre-k classrooms. The CQI Toolkit includes four tools to support each step of the process.

County Collaborative Early Childhood Core Team:
The core group of the county early childhood team responsible for implementation of the pre-k program. The core team includes representation from the county school system preschool program, the county school system preschool special needs program, a licensed community childcare program in that county not operated by the county school system, and the Head Start program in that county. A representative from the local department of health and human resources and/or child care resource and referral agency shall be included in the core team when there is no licensed community child care representative.

Data analysis:
The process of reviewing data with the goal of discovering useful information for informed decision-making.

Data sources:
The origin or source of data collected to make programmatic decisions.

Early Learning Reporting System: Pre-K (ELRS: Pre-K):
The ELRS: Pre-K is the online platform where all universal pre-k program and child assessment data is maintained.

School Readiness Profile:
An annual publication provided by the WV Department of Education that includes programmatic and child outcome data, as well as health and attendance information for West Virginia Universal Pre-K and Kindergarten Programs. The Profile may be utilized by county collaborative early childhood teams to gain a deeper understanding of the status of children prior to entering first grade.

School readiness goals:
Programmatic goals based on data collection and analysis over time as part of the continuous quality improvement process to support the growth and development of children.

Appendix A:
West Virginia Universal Pre-K Health and Safety Checklist

West Virginia Universal Pre-K Health and Safety Checklist
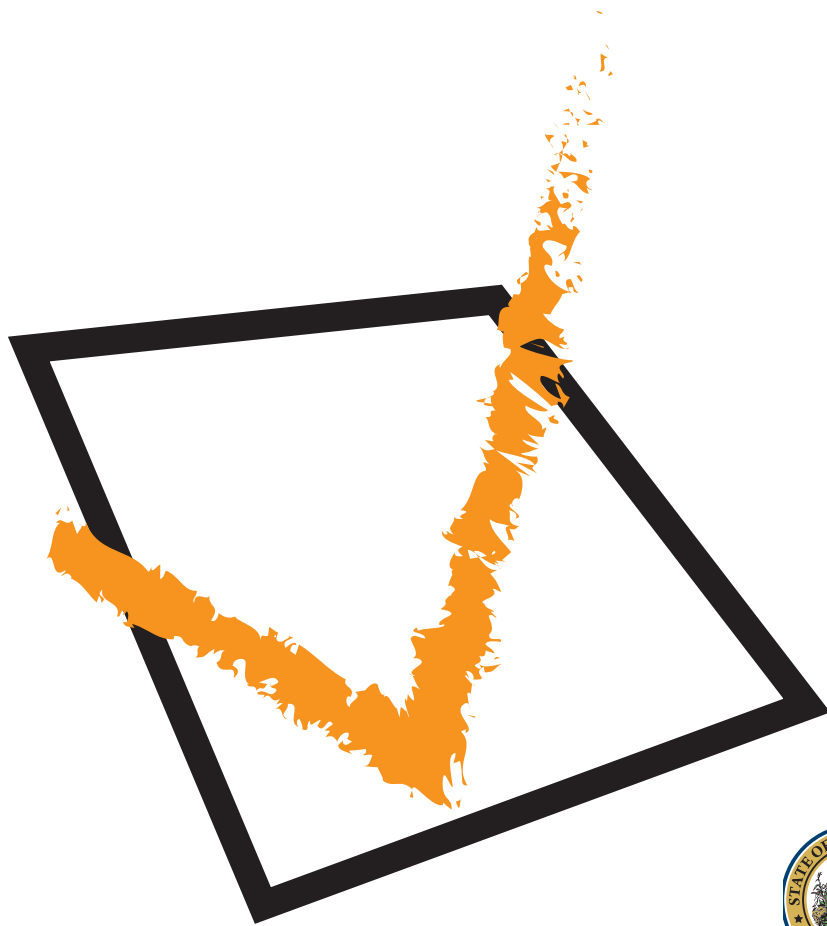
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WV Universal Pre-K Health and Safety Checklist

Overview

The WV Universal Pre-K Health and Safety Checklist was designed to assist county collaborative early childhood teams in ensuring healthy and safe environments in all universal pre-k classrooms. This checklist was developed through the work of a comprehensive stakeholders group, which was comprised of early childhood experts in universal pre-k programs from across the state to meet state and federal requirements. The WV Universal Pre-K Health and Safety Checklist must be completed each year within 45 calendar days of the first day of the school year.

The county collaborative early childhood team will determine the composition of the observation team and the schedule for completion in each classroom. Each observation team must include a minimum of two observers. Classroom staff are encouraged to utilize the WV Universal Pre-K Health and Safety Checklist to assess their environment throughout the year; however, the observation team designated to complete the WV Universal Pre-K Health and Safety Checklist within the first 45 days of school may not include staff from the classroom being observed. One member of each classroom observation team must enter results from the WV Universal Pre-K Health and Safety Checklist into the online observation platform, which is located on the ELRS: Pre-K. The observation team member designated to enter results from the Health and Safety Checklist must have access to the ELRS: Pre-K, which is located at https://wvde.state.wv.us/apps/elrs/.

Results from each health and safety checklist will assist county collaborative early childhood core teams in determining necessary changes, follow-up, and information for the continuous quality improvement process. Information must be shared with the classroom administrator and staff within ten days of the observation.

WV Universal Pre-K Health and Safety Checklist

Instructions for Use

1. The county collaborative early childhood core team will determine members of the observation team and schedule to ensure that the WV Universal Pre-K Health and Safety Checklist is completed in each pre-k classroom within 45 calendar days of the first day of the school year.

2. Each observation team will conduct assigned observations and complete the WV Universal Pre-K Health and Safety Checklist on the scheduled date. The team may utilize paper or electronic copies of the WV Universal Pre-K Health and Safety Checklist during the observation. The final report must be entered into the One member of each classroom observation team must enter results from the WV Universal Pre-K Health and Safety Checklist into the online observation platform, which is located ELRS: Pre-K.

3. To complete the WV Universal Pre-K Health and Safety Checklist:
    a. Mark yes or no in the space provided to answer each question on the checklist.
    b. If a question is answered no, a comment must be included on the checklist.
    c. Address any items requiring immediate attention with the classroom administrator and/or teacher prior to exiting the building.

4. Enter results on the ELRS: Pre-K- WV Universal Pre-K Health and Safety Checklist. All questions marked no must include comments.
    a. Place a checkmark in the box in the section titled, Immediate Follow-up: Requirement/Action if there were items requiring immediate attention. Include notes for items requiring immediate follow-up with the classroom administrator and/or teacher prior to exiting the building.
    b. Place a checkmark in the box in the section titled, Corrective Action Plan if corrective action is necessary.
    c. Print a copy of the completed online WV Universal Pre-K Health and Safety Checklist to review with the classroom administrator and staff.

5. Complete a debriefing meeting within ten days of the observation to review results from the WV Universal Pre-K Health and Safety Checklist with the classroom administrator and staff.

6. Each debriefing meeting participant should sign the WV Universal Pre-K Health and Safety Checklist in the section titled, Debriefing Meeting Participants.

7. Complete a WV Universal Pre-K Health and Safety Observation Corrective Action Plan to address any items requiring changes or follow-up during the debriefing meeting.

WV Universal Pre-K Health and Safety Checklist

School:	Classroom:	Date of Completion:
Administrator:	Teacher:	Assistant Teacher:
Observer:	Observer:	Observer:

Indoor Environments

Requirement	Yes	No	Comments
1. There are 35 square feet of usable space per child.			
2. Equipment, toys, materials, and furniture are safe, and age and developmentally appropriate.			
3. Toys are cleaned and sanitized routinely and as needed.			
4. Indoor premises are inspected prior to each use by children. Premises are kept free of undesirable and hazardous materials and conditions.			
5. Child accessible electrical outlets have covers, are tamper resistant, or have safety plugs.			
6. Indoor environments are free of mold and pollutants, including smoke, lead, pesticides, and herbicides as well as soil and water pollutants.			
7. Children are protected from potential hazards presented by windows and glass doors, including falls and breakage.			
8. Trash is stored in a safe and sanitary manner to prevent contamination.			

Requirement	Yes	No	Comments
9. Lighting is sufficient and adequate for all classroom activities.			
10. Emergency lighting is available in case of power failure.			
11. Exits are illuminated and clearly marked.			
12. Emergency evacuation routes and other safety procedures are posted in the classroom and in appropriate locations throughout the site.			
13. Fire extinguishers are available, accessible, and tested and serviced regularly.			
14. Smoke detectors are installed, properly located, and tested regularly.			
15. Carbon monoxide and radon detectors are installed and properly located, or the building was built after 1993. (Go to http://cfoc.nrckids.org/StandardView/5.2.9.5 for further information on carbon monoxide and radon detectors.)			
16. Supplies including toilet paper, hand soap, and towels are available and accessible.			
17. Toilets and hand washing facilities are clean, in good repair, and easily accessible for children's use.			
18. One flush toilet and one lavatory are provided per 15 children.			

Requirement	Yes	No	Comments
19. Clean, sanitary drinking water is readily accessible in indoor and outdoor areas throughout the day.			
20. Age appropriate rest time opportunities are provided daily.			
21. The rest area is set up to reduce distractions or disturbances from other activities.			
22. Appropriate sleeping equipment is provided by the program.			
23. Children are not permitted to sleep on the floor in sleeping bags or linens without mats or cots.			

Outdoor Environment

Requirement	Yes	No	Comments
1. There is a minimum of 75 square feet of usable outdoor space per child.			
2. Outdoor premises are inspected prior to each use by children and are kept free of undesirable and hazardous materials and conditions (e.g. body of water, roads, parking lots, or other hazards).			
3. Outdoor environments are free of mold and pollutants, including smoke, lead, pesticides and herbicides as well as soil and water pollutants.			
4. All playground/gross motor areas are easily supervised by adults.			

Requirement	Yes	No	Comments
5. An hour of outdoor time is provided daily, weather permitting. An hour of indoor gross motor is provided during inclement weather.			
6. Outdoor equipment is age appropriate to support the curriculum and physical development. All equipment is in good repair and meets Consumer Product Safety Commission requirements.			
7. Fall zones under playground equipment meets National Playground Safety regulations. http://www.cpsc.gov/en/Media/Documents/Safety-Education/Safety-Guides/Sports-and-Recreation/Playground-Safety/325/			
8. Outdoor play areas include enclosure on all sides by a natural barrier or secure fence that is at least four feet high.			
9. Fence or barrier have no openings greater than 3 ½ inches, including space from the ground.			
10. Natural barriers present have the strength and density to prevent humans and animals from entering or exiting the playground.			
11. If attached to a building, the barrier or fence provides at least two exits from the play area, including one exit that is at a distance from the building.			
12. When the playground has an exit that does not lead directly indoors, it is protected by a gate equipped with a closure mechanism.			
13. The closure mechanism is out of the reach of small children and prevents children from leaving the play area, but can be easily opened by an adult.			

Supervision

Requirement	Yes	No	Comments
1. There are no more than twenty children in the classroom.			
2. Children, including sleeping children, are supervised by staff at all times.			
3. Two adults, one of whom is a teacher, are present at all times when pre-k children are on the premises. (This includes meals, rest, and outdoor times.)			
4. There are no more than nine children present with an IEP; if there are ten children with an IEP, there are three staff persons present. (including children with speech only IEPs).			
5. Staff are trained on implementation of policies to ensure children are released only to a parent, legal guardian, or other formally designated individual.			
6. A sign-in/sign-out system is used to track those who enter and exit the facility			
7. All regular volunteers have been screened according to program policy and have completed volunteer training.			
8. There are daily opportunities for children to have supervised practice of brushing teeth.			
9. Staff maintains proper oral health hygiene procedures with special consideration to technique, replacement of toothbrushes, cross contamination, and proper storage.			
10. Redundant procedures are in place to ensure that no child is left alone. (i.e. A second staff person is designated to check classroom, outdoor play areas, sleeping areas, and vehicles during transition and prior to departure)			

Health and Safety Procedures

Requirement	Yes	No	Comments
1. Required license and inspection certificates are current and posted in relevant areas.			
a. Health Department			
b. Fire Marshal			
c. Child Care Center License			
d. Food Service			
e. Board of Risk Management			
f. Other- Please list:			
2. All staff have:			
a. Comprehensive background checks			
b. Initial health exam.			
c. TB screenings.			

Requirement	Yes	No	Comments
3. All staff are trained in mandated reporter responsibilities, including recognizing suspected child abuse and neglect and following mandated reporting requirements.			
4. Direct service staff are trained in first aid/CPR.			
5. Staff are trained in medication administration. (including the special needs of children with health issues).			
6. Staff are trained in response to specific medical emergencies, including asthma and allergies.			
7. Staff are trained to protect children in emergencies (e.g. natural disasters, community violence, intruders, attempted removal of a child by an unauthorized adult or adult who appears intoxicated).			
8. Staff are trained in using standard or universal precautions and proper hand-washing techniques.			
9. Staff members and children follow best practices for handwashing throughout the day, including washing with soap and warm running water for at least 20 seconds.			
10. Universal Precautions are followed while assisting with toileting and diaper-changing, when administering first aid and during tooth brushing.			
11. Toilets and diapering areas are separated from areas used for food preparation, service, eating, and equipped with sanitizing supplies for exclusive use in the area (if providing meal service in classroom).			
12. Policies and procedures protect children with allergies from known allergens.			

Requirement	Yes	No	Comments
13. Policies for health emergencies that require rapid response or immediate medical attention are shared with parents.			
14. A current parent/guardian and emergency contact list is maintained.			
15. Staff carries parent/guardian and emergency contact list outside of classroom, including field trips and during evacuations.			
16. Procedures are in place to protect confidentiality of any personally identifiable information in child records, including (a) disclosure with parental consent, (b) disclosure without parental consent but with parental notice and opportunity to refuse, and (c) disclosure without parental consent.			
17. Emergency supplies, including a first aid kit, are accessible at all times, including during field trips and evacuations.			
18. Infectious disease policies and procedures are in place and include contacting parents and communicating with the local health department, as necessary.			
19. Staff notifies parents/guardians when a child is sick or injured.			
20. All staff ensure that all guidance and behavior management is educational in nature and provides positive guidance that is appropriate for each child's age and development.			
21. Necessary accommodations and modifications are made to ensure the safety, comfort, and participation of children with disabilities.			

Requirement	Yes	No	Comments
22. Student health and medical information and conditions are accessible only to necessary staff in a manner that no one can view these records without proper authorization. (In accordance with W.Va.126CSR94, WV Policy 4350, Procedures for the Collection, Maintenance and Disclosure of Student Data)			
23. Medication is properly stored, labeled, and is not accessible to children.			
24. All required medication documentation is completed by parent and physician and properly maintained.			
25. Universal precautions are used for exposure to blood and bodily fluids that might contain blood.			
26. Cleaning supplies and other potentially dangerous materials and toxins are not accessible to children. No firearms or other weapons are accessible.			
27. All indoor and outdoor equipment, materials, and furnishings meet standards set by the Consumer Product Safety Commission (CPSC) or the American Society for Testing and Materials, International (ASTM).			
28. Children and staff are protected from potential injuries from heating and cooling systems; including burns from hot water. (water should not exceed 120 degrees)			
29. Plastic bags, Styrofoam, balloons, and other hazardous materials are stored out of reach of children and utilized with adequate supervision.			

Requirement	Yes	No	Comments
30. No classroom pets are present without prior parent awareness and approval. Classroom pets pose no hazards to children.			
31. There are no ferrets, birds, reptiles, including snakes, lizards and turtles, or any wild or dangerous animals on the premises.			

Transportation

Requirement	Yes	No	Comments
1. Program vehicles are properly equipped (e.g. 2-way communication, labelled and charged fire extinguisher, labelled First Aid kit, seat belt cutter, reverse beeper, etc.)			
2. Vehicles used for child transportation are registered and inspected per local, state, and federal regulations.			
3. Programs in collaboration with Head Start utilize appropriate age and weight child passenger safety systems unless the Head Start grantee holds a current waiver. All auxillary seating is built into the vehicle by the manufacturer, maintained, and included in the annual inspection.			
4. Bus monitors and drivers have been trained on:			
a. Supervision of young children			
b. Segregated seating for pre-K children on county operated school buses.			
c. Child boarding and exiting procedures			

Requirement	Yes	No	Comments
d. Appropriate pick-up and drop-off procedures			
e. Emergency response			
f. Evacuation procedures			
g. Use of child passenger safety system (if applicable)			
h. Health-care plans/medical emergency procedures for students, as applicable (e.g. use of epi-pens).			
5. Drivers and bus monitors complete pre- and post-trip vehicle checks, including complete interior inspections to ensure that no child is ever left on a vehicle and to ensure the vehicle is in safe operating condition. A log of daily inspections are maintained and on file.			
6. At each site where bus transportation is provided, a designated person follows-up with the family of any child who is not present or accounted for each day within an hour of arrival time.			
7. Bus monitors and drivers have current information about individuals authorized to pick up children. Transportation incidents are reported to appropriate staff.			
8. Bus drivers possess CDL licenses with passenger endorsement and meet all other health, training, and safety qualifications prior to transporting children.			
9. Bus routes are planned to minimize the time children are in transit, preventing vehicles from exceeding maximum passenger capacity, and assures child safety during pick-up and drop-off.			

Requirement	Yes	No	Comments
10. Children receiving transportation services are taught safety procedures and participate in an initial emergency evacuation drill, and at least two additional evacuation drills during the program year.			
11. Vehicle aisles and exits remain unobstructed at all times, and items in the passenger compartments are properly stored and secured.			

Follow-up (Check all that apply)

☐ Immediate Follow-up: Requirement/Action

_____

_____

_____

_____

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_____

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☐ Corrective Action Plan (Completed by County Collaborative Early Childhood Team, Classroom Administrator, Classroom Staff-Attach WV Universal Pre-K Health and Safety Observation Corrective Action Plan to the signed copy of the WV Universal Pre-K Health and Safety Checklist).

Appendix B:
Head Start Health & Safety Screener Crosswalk and WV Universal Pre-K Health & Safety Checklist Crosswalk

Head Start Health & Safety Screener and WV Universal Pre-K Health & Safety Checklist Crosswalk

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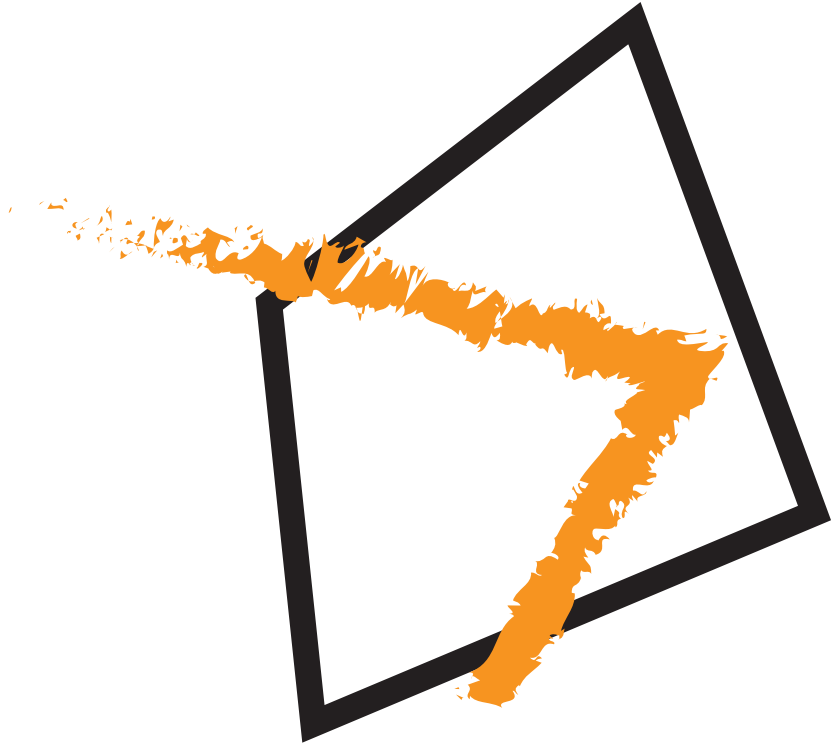
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Head Start Health & Safety Screener & WV Universal Pre-K Health & Safety Checklist Crosswalk

Background

Healthy and safe environments are foundational of a quality early childhood program. The WV Universal Pre-K Health and Safety Checklist was developed to assist county collaborative early childhood teams in ensuring healthy and safe environments in all universal pre-k classrooms. The checklist was developed through the work of a comprehensive stakeholders group, which was comprised of early childhood experts from Head Start, county school systems, child care, and state policy leaders from across the state to meet state and federal requirements. WV Universal Pre-K is a highly collaborative program, which requires integrated policies and procedures to ensure high quality. The WV Universal Pre-K Health and Safety Checklist is an example of integration of state and federal policies and procedures.

This document serves as a crosswalk between the Head Start Health and Safety Screener and the WV Universal Pre-K Health and Safety Checklist. This crosswalk has been developed as a resource for county collaborative teams, Head Start Grantees, and other related partners. It illustrates how all content from the Head Start Health and Safety Screener are contained within the WV Universal Pre-K Health and Safety Checklist for classrooms serving pre-school age children.

The WV Universal Pre-K Checklist must be completed annually in all WV Universal Pre-K Health and Safety Checklist classrooms within the first 45 calendar days of each school year in accordance with WVBE Policy 2525. Please refer to the WV Universal Pre-K Health and Safety Checklist document for completion, submission, and required follow-up procedures.

Please note, per the Head Start Health and Safety Screener: The Head Start Health and Safety Screener (and/or the WV Universal Pre-K Health and Safety Checklist) does not include all applicable Head Start Performance Standards, nor do they cover every possible health and safety concern or replace each Head Start grantee's responsibility to ensure on-going compliance with local, state, and federal health and safety requirements.

Head Start

WV Universal Pre-K Health & Safety Checklist Area

Screener Area	Screener Item	INDOOR ENVIRONMENT	OUTDOOR ENVIRONMENT	SUPERVISION	HEALTH & SAFETY PROCEDURES	TRANSPORTATION
Facilities	All areas are safe, clean, and free from pests.	Item 2 Item 4				
	Exits are clearly marked, and emergency evacuation routes and other safety procedures are posted in the classroom and in appropriate locations throughout the site.	Item 10 Item 11				
	Lighting is sufficient and adequate for all classroom activities.	Item 9				
	Emergency lighting is available in case of a power failure.	Item 10				
	Fire extinguishers are available, accessible, tested, and serviced regularly.	Item 13				
	Smoke, carbon monoxide, and as necessary, radon detectors are installed, properly located and tested regularly.	Item 14 Item 15				
	Current child care, health, fire, and other applicable licenses and inspection certificates are current.				Items 1 a-f	
	All indoor and outdoor spaces meet minimum square footage requirements per local, state, tribal, and Head Start regulations, whichever is more stringent.	Item 1	Item 1	Item 1		
	All playground areas are visible to supervising adults.		Item 4			
	Necessary accommodations and modifications are made to ensure the safety, comfort, and full participation of all children including those with disabilities.				Item 19	

Head Start

Screener Area	Screener Item	INDOOR ENVIRONMENT	OUTDOOR ENVIRONMENT	SUPERVISION	HEALTH & SAFETY PROCEDURES	TRANSPORTATION
Facilities	Children are protected from potential hazards including choking, strangulation, electrical and drowning hazards, contagious diseases, and those presented by windows and glass doors, including falls and breakage.	Item 4 Item 5 Item 6 Item 7				
	Toilets and hand washing facilities are clean, in good repair, and easily accessible for children's use. Supplies including toilet paper, hand soap, and towels are available and accessible.	Item 16 Item 17				
	Toileting and diapering areas are separated from areas used for food preparation, service and eating, and equipped with sanitizing supplies for exclusive use in the area.				Item 11	
	Garbage is stored in a safe and sanitary manner to prevent contamination.	Item 8				
	Children and staff are protected from potential injuries from heating and cooling systems, including burns from hot water (water should not exceed 120 degrees).				Item 27	
	Indoor and outdoor environments are free of mold and pollutants, including smoke, lead, pesticides, and herbicides, as well as soil and water pollutants.	Item 6	Item 3			
	Child-accessible electrical outlets have covers, are tamper-resistant, or have safety plugs.	Item 5				
	Age-appropriate rest and nap opportunities are available for preschool age children if the program operates six hours or longer.	Item 20				
	Children are protected from any hazards posed by classroom or family child care pets.				Item 29	

Head Start						
Screener Area	Screener Item	INDOOR ENVIRONMENT	OUTDOOR ENVIRONMENT	SUPERVISION	HEALTH & SAFETY PROCEDURES	TRANSPORTATION
Facilities	Clean, sanitary drinking water should be readily accessible in indoor and outdoor areas throughout the day.	Item 19				
Equipment and Materials	Equipment, toys, materials, supplies, and furniture are safe, age, and developmentally appropriate.	Item 2	Item 6			
	Medication is properly stored and labeled and is not accessible to children.				Item 22 Item 23	
	Cleaning supplies and other potentially dangerous materials and toxins are not accessible to children.				Item 25	
	All indoor and outdoor equipment, materials and furnishings meet standards set by the Consumer Product Safety Commission (CPSC) or the American Society for Testing and Materials, International (ASTM).				Item 26	
	Emergency supplies, including parent and emergency contact information, first aid kits, and fire safety supplies are readily accessible to staff.				Item 14 Item 15 Item 16	
	No firearms or other weapons are accessible to children.				Item 25	
Policies and Procedures	A sign-in/sign-out system is used to track those who enter and exit the facility.			Item 6		
	Policies and procedures ensure children are released only to authorized adults.			Item 5		
	Procedures are in place to ensure children are safe when they are unexpectedly absent, and the parent has not contacted the program.					Item 6
	Agency policies and procedures protect children with allergies from known allergens.				Item 12	

Head Start

WV Universal Pre-K Health & Safety Checklist Area

Screener Area	Screener Item	INDOOR ENVIRONMENT	OUTDOOR ENVIRONMENT	SUPERVISION	HEALTH & SAFETY PROCEDURES	TRANSPORTATION
Policies and Procedures	Agency has all-hazards emergency management/disaster preparedness and response plans for events including natural and man-made disasters and emergencies, and violence in or near programs.				Item 4 Item 6 Item 7	
	Agency maintains current parent or guardian and emergency contact list. Staff carry list on field trips and during evacuations.				Item 14 Item 15	
	Infectious disease policies and procedures are in place and include contacting parents and communicating with the local health department as necessary.				Item 17	
	Staff are trained and implement policies that ensure children are released only to a parent, legal guardian, or other formally designated individual.			Item 5		
	Policies for health emergencies that require rapid response or immediate medical attention are shared with parents.				Item 13	
	Staff notify parents when children are sick or injured.				Item 18	
	Premises are kept free of undesirable and hazardous materials and conditions. Indoor and outdoor premises are inspected prior to each use by children.	Item 4	Item 2			
	A routine schedule of cleaning, sanitizing, and disinfecting is followed. Infant toys are cleaned and sanitized by staff as needed between each use by individual children.	Item 3				

Head Start

WV Universal Pre-K Health & Safety Checklist Area

| Screener Area	Screener Item	INDOOR ENVIRONMENT	OUTDOOR ENVIRONMENT	SUPERVISION	HEALTH & SAFETY PROCEDURES	TRANSPORTATION
Policies and Procedures	Procedures are in place to protect the confidentiality of any personally identifiable information in child records, including references to (a) disclosure with parental consent, (b) disclosure without parental consent but with parental notice and opportunity to refuse, and (C) disclosure without parental consent.				Item 16	
Active Supervision	Children, including sleeping children, are supervised by staff at all times and never left alone with volunteers.			Item 2 Item 3		
	Children in outdoor areas do not have access to unsafe or unsupervised areas (e.g. body of water, roads or parking lots, or other hazards).		Item 4 Item 12 Item 13			
	Constant and active supervision is maintained when any child is in or around water.			Item 2 Item 3		
	Redundant procedures are in place to ensure that no child is left alone, i.e. a second staff person is designated to check classroom, outdoor play areas, sleeping areas, and vehicles during transitions and prior to departure.			Item 7		
	Required staff to child ratios are maintained at all times per local, state, and Head Start regulations, whichever is more stringent.			Item 1 Item 2 Item 3		
	Required group sizes are maintained at all times per local, state, and Head Start regulations, whichever is more stringent.			Item 1 Item 2 Item 3 Item 4		

Head Start		WV Universal Pre-K Health & Safety Checklist Area				
Screener Area	Screener Item	INDOOR ENVIRONMENT	OUTDOOR ENVIRONMENT	SUPERVISION	HEALTH & SAFETY PROCEDURES	TRANSPORTATION
Human Resources	All staff abide by the program's standards of conduct which must support children's well-being, prevent and address challenging behaviors, and prevent maltreatment of children or endangerment to children's health or safety.				Item 20	
	All staff have background checks, sex offender registry checks, criminal history checks including fingerprint checks, and initial health exams.				Item 2.a.	
	Complete background checks are conducted for all staff at least once every five years unless there is a more stringent system to ensure child safety; health exams must be periodically completed as recommended and required by state, tribal, or local requirements.				Item 2.a.	
	All regular volunteers have been screened for appropriate communicable diseases as required by law, or in absence of a related law, as recommended by the Health Services Advisory Committee.			Item 7		
	All staff are trained in mandated reporter responsibilities, including recognizing suspected child abuse and neglect and following mandated reporting requirements.				Item 3	
	Direct service staff are trained in first aid, CPR, prevention and control of infection diseases, use of safe sleeping practices, preventing and identifying Shaken Baby Syndrome, abusive head trauma, sun safety and medication administration (including the special needs of children with health issues), and to respond to specific medical emergencies, including asthma and allergies.				Item 4	

WV Universal Pre-K Health & Safety Checklist Area

Head Start		INDOOR ENVIRONMENT	OUTDOOR ENVIRONMENT	SUPERVISION	HEALTH & SAFETY PROCEDURES	TRANSPORTATION
Screener Area	**Screener Item**					
Human Resources	All staff are trained in and implement hygiene practices related to toileting, hand washing, diapering, safe food preparation, and exposure to blood and body fluids.				Item 8 Item 9 Item 10 Item 11 Item 24	
Transportation	Program vehicles are properly equipped (e.g. two-way communication system, labeled and charged fire extinguisher, labeled first aid kit, seat belt cutter, reverse beeper, adaptations for children with disabilities as needed).					Item 1
	Program carries out systematic preventive maintenance and each driver implements daily pre-trip vehicle inspections to ensure that vehicles used to transport children are in safe operating condition.					Item 5 Item 8
	Vehicles used for child transportation are inspected annually by an inspection program licensed or operated by the state.					Item 2
	All auxiliary seating is built into the vehicle by the manufacturer, maintained, and included in the annual inspection.					Item 3
	Children are seated using age, height and weight appropriate child passenger safety systems.					Item 3
	Drivers receive training prior to transporting any enrolled child, and refresher training each year. Topics include first aid, emergency response, operation of any special equipment, routine maintenance and vehicle safety checks, and recordkeeping.					Item 4.a-h.

WV Universal Pre-K Health & Safety Checklist Area

Head Start

Screener Area	Screener Item	INDOOR ENVIRONMENT	OUTDOOR ENVIRONMENT	SUPERVISION	HEALTH & SAFETY PROCEDURES	TRANSPORTATION
Transportation	Bus monitors participate in annual training including child boarding and exiting procedures, use of child passenger safety systems, emergency response, evacuation procedures, pre- and post-trip vehicle checks, and child pick-up and release procedures.					Item 4.a-h. Item 5
	Trip routing minimizes the time a child is in transit, prevents vehicles from exceeding maximum passenger capacity, and assures child safety during pick-up and drop-off.					Item 9
	Bus monitors and drivers have current information about individuals authorized to pick up the children.					Item 7
	Bus monitors and drivers complete pre- and post-trip vehicle checks, including second or third complete interior inspections to ensure no child is ever left on a vehicle.					Item 5
	Children receiving transportation services are taught safety procedures and participate in an initial emergency evacuation drill and at least two additional evacuation drills during the program year.					Item 10
	Drivers receive training prior to transporting any enrolled child, and refresher training each year. Topics include first aid, emergency response, operation of any special equipment, routine maintenance and vehicle safety checks, and recordkeeping.					Item 8

Appendix C:
West Virginia Universal Pre-K Observation Walkthrough

West Virginia Universal Pre-K Observation Walkthrough
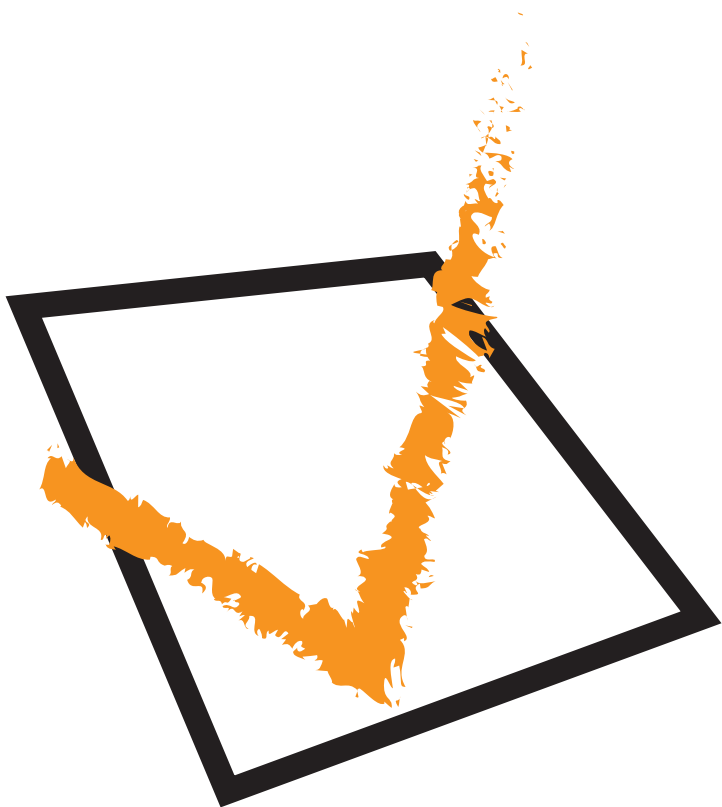
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WV Universal Pre-K Observation Walkthrough

Purpose

The WV Universal Pre-K Observation Walkthrough is a tool designed to assist classroom supervisors, coaches, specialists, and other county collaborative early childhood core team members in observing portions of a day in pre-k. The Observation Walkthrough is divided into five sections. The Environmental Overview section is a quick policy, health, and safety checklist that may be completed alone or along with one of the other four sections. The other sections are Group Times, Child Choice, Outdoor/Indoor Gross Motor, and Meals/Snack. Each section can be completed through a fifteen to twenty minute observation during specific times of the day throughout the school year. The WV Universal Pre-K Observation Walkthrough can also be completed in its entirety during one longer observation. Information gathered during observations can be utilized as a data source in the county's universal pre-k continuous quality improvement process.

Process

The following recommendations are provided to guide each observation when the WV Universal Pre-K Observation Walkthrough is utilized.
1. Determine which section(s) of the WV Universal Pre-K Observation Walkthrough will be completed during the visit. This is done by reviewing the classroom schedule and activities in the classroom during the time of the observation.
2. Fill out the classroom information at the top of the section(s) you will be completing.
3. Review questions in the section of the walkthrough that you will be answering at the conclusion of the observation.
4. Observe activities occurring in the classroom for approximately fifteen to twenty minutes. Taking notes may assist in remembering necessary information to answer the questions in each section.
5. Answer each question in the respective section by marking yes or no in the space provided. If the answer is no, a comment should be included on the checklist.
6. Review the completed sections of the WV Universal Pre-K Observation Walkthrough with classroom staff in a timely manner.

WV Universal Pre-K Observation Walkthrough

Environmental Overview

The Environmental Overview section is a quick policy, health, and safety checklist that may be completed alone or along with one of the other four sections. This section can be completed multiple times during the school year.

Classroom Information		
School:	Classroom:	Date of Completion:
Administrator:	Teacher:	Assistant Teacher:
Observer:	Observer:	Number of Children Enrolled:	Number of Children with Disabilities

Primary Adult Roles/General Strategies	Yes	No	Comment
Two adults are present at all times including lunch and outdoors (a second aide is present if there are ten children with IEPs present).			
There are no more than 20 children present in the Pre-K classroom with no more than 10 with IEPs (including those children with speech-only IEPs).			
Adults in the room ensure a safe environment.			
Every center is easily viewed by staff.			
Adults are engaged to scaffold learning and support appropriate conflict resolution.			
There are no materials present that may be harmful to children (ex. chemicals/substances labeled "keep out of reach of children", sharp or dangerous objects, uncovered electrical outlets, loose cords, broken materials).			
Daily schedule/routines are posted in the classroom.			

Environmental Overview

Primary Adult Roles/General Strategies	Yes	No	Comment
A daily pictorial schedule is posted at children's level.			
Whole group settings are limited to short periods suited to age and individual needs of children.			
Transitions are smooth, effective, and used minimally.			
Worksheet, color sheets, or flashcards are not used (no exceptions).			
Children are actively engaged in the available activities and materials.			
Books from a variety of genres and writing materials are available and accessible throughout areas of the room.			
The classroom is rich in environmental print, including children's writings and dictations.			
Children's work is displayed at varying levels in several locations of the classroom and relate to current learning activities (artwork, recent photos of field trip or activities, graphs, charts, dictated stories, writing samples).			
Observations are documented by staff through ongoing interactions with children.			

Group Time

Group Time is conducted when all or part of a class comes together in large group or assigned small group settings facilitated by an adult.

Classroom Information		
School:	Classroom:	Date of Completion:
Administrator:	Teacher:	Assistant Teacher:
Observer:	Observer:	Number of Children Enrolled:	Number of Children with Disabilities

Primary Adult Roles/General Strategies	Yes	No	Comment
Staff ensure that group time is developmentally appropriate for children (5-15 minutes).			
There are a variety of experiences that promote interaction among children and adults, such as group reading activities and music and movement.			
Visuals used during group time such as pictorial schedules, job chart, and charts for graphing activities are easily seen by the children in group space. The children do not have to strain or look across the room at the visuals.			
Large group book reading activities are conducted in a manner that ensures easy viewing of books and other reading materials. Children are actively engaged in large group reading activities.			
Children have the opportunity to experience a sense of belonging to the group. The adults listen attentively to what the children have to say and support respectful dialogue among children.			
Adults reinforce the "community culture" by discussing joint concerns and problems. Children participate in problem solving and conflict resolution.			
Staff inform children of daily expectations and any changes to the routine. New materials and concepts are introduced when added.			
Group times are adapted to meet the developmental levels of the children and the current atmosphere of the classroom.			
Staff facilitate thinking and learning skills through open ended questioning, open dialogue, modeling, and demonstration.			

Center/Child Choice Time

Center/Child Choice times are instructional portions of the day when children choose areas and materials they will work with in the classroom. During this part of the day, which may also be called Work Time, children have the opportunity to execute plans and activities with materials throughout interest areas. Center/Child Choice Time provides an opportunity for children to work independently and with peers to solve problems with adult supports.

Classroom Information		
School:	Classroom:	Date of Completion:
Administrator:	Teacher:	Assistant Teacher:
Observer:	Observer:	Number of Children Enrolled:	Number of Children with Disabilities

Primary Adult Roles/General Strategies	Yes	No	Comment
Varieties of materials are available throughout interest areas.			
Choice time or Work Time occurs for at least one uninterrupted hour each day exclusive of clean-up time.			
Children choose interest centers, activities, materials, and playmates with staff intentionally teaching children how to make choices.			
Staff use choice time/work time to individualize instruction and development of a specific skill or set of skills for all children within the context of the child's chosen activity and need.			
Staff utilize choice time/work time as instructional learning opportunities.			
Staff show awareness of the whole group when working with individuals or small groups of children.			
Staff model and demonstrate use of materials and play episodes.			

Center/Child Choice Time

Primary Adult Roles/General Strategies	Yes	No	Comment
Staff pose problems, ask questions, and support peer interactions to stimulate children's thinking and extend their learning.			
The environment is maintained and staff provide direction for clean-up, utilizing this time as an opportunity to teach skills and foster critical social and emotional development.			
Staff read to children individually or in a small group.			
Formative assessment is occurring by staff through ongoing interactions with children.			

Outdoor Time/Indoor Gross Motor Time

Outdoor Time/Indoor Gross Motor times are considered instructional and essential parts of the pre-k schedule. During gross motor times, children have the opportunity to use their bodies to develop muscle control, balance, coordination, strength, and awareness of space. Outdoor Time/Indoor Gross Motor time provides opportunities for teachers to assess all areas of development during child-initiated large motor activities and equipment.

Classroom Information				
School:		Classroom:		Date of Completion:
Administrator:		Teacher:		Assistant Teacher:
Observer:	Observer:		Number of Children Enrolled:	Number of Children with Disabilities

Primary Adult Roles/General Strategies	Yes	No	Comment
A minimum of 60 minutes of outdoor gross motor time is provided daily, weather permitting.			
Indoor gross motor time is provided when weather does not permit outdoor play.			
Outdoor time/indoor gross motor time addresses the needs and interests of individual children.			
A variety of gross motor equipment and materials are available for children's choice.			
Staff are actively engaged with children during gross motor time. This time is considered part of instructional time, rather than recess.			
Staff model the use of play materials, assists children in use equipment, and encourages efforts and accomplishments.			
Staff promote the development of a specific skill or set of skills by modeling with instruction or providing direct instruction within the context of the child's chosen activity and need.			
Staff encourage dialogue between children to problem solve, promote social development, and peer interactions.			

Meals/Snack

Meals and snacks are optimal times of the day to support development across all learning domains. Considered another key instructional part of the pre-k schedule, meal and snack times not only provide food, but social end learning environments where adult interactions are a critical factor in learning.

Classroom Information		
School:	Classroom:	Date of Completion:
Administrator:	Teacher:	Assistant Teacher:
Observer:	Observer:	Number of Children Enrolled:	Number of Children with Disabilities

Primary Adult Roles/General Strategies	Yes	No	Comment
Children participate in setting the table, serving themselves, and clean-up.			
Staff sit and actively engaging with children during mealtime.			
Conversations with children occur at mealtimes.			
Meal times are considered part of instructional time by staff.			
Staff teach healthy nutrition concepts, encourage children to make healthy food choices, and model healthy habits.			
Food is never used as reward or punishment.			
Children are allowed sufficient time to eat.			
Ratio is maintained throughout meal time (see Environmental Overview).			

Appendix D:
WV Universal Pre-K Continuous Quality Improvement Toolkit (CQI Toolkit)

West Virginia Universal Pre-K Continuous Quality Improvement (CQI) Toolkit

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WV Universal Pre-K Continuous Quality Improvement Toolkit (CQI Toolkit)

The WV Universal Pre-K Continuous Quality Improvement Toolkit or CQI Toolkit is a resource developed to assist county collaborative early childhood core teams in maintaining a quality improvement process where programmatic data is utilized to make decisions that support ongoing growth of pre-k classrooms. The CQI Toolkit includes four tools to support each step of the process. These tools should be updated as necessary, based on completion of tasks throughout the ongoing process.

1. Data Source and Analysis Summary Tool
2. School/Classroom Recommendation Tool
3. County Collaborative Early Childhood Team Planning Tool
4. County Strategic Plan Recommendation Summary Tool

Description/Instructions:

1. **Data Source and Analysis Summary Tool:**
   The Data Sources and Analysis Summary Tool should be utilized to monitor planning and collection steps of the CQI Process. This tool is initiated for each data source the county collaborative early childhood core team will utilize in the process. Complete data source information at of the tool as follows:
   - Identify the data source (i.e. WV Universal Pre-K Health and Safety Checklist, aggregated child assessment data, etc.).
   - List all classrooms where the data source will be utilized or data will be collected.
   - Individuals responsible for collecting data in each classroom listed.
   - Targeted completion date for each classroom listed.

   The Analysis Summary section of the tool should illustrate outcomes based on the county collaborative early childhood team's examination of the data. For example, trends noted on aggregated child assessment data are recorded in this section as the county collaborative early childhood core team determines next steps. Next steps may include use of other tools in CQI Toolkit. Upon completion of the analysis summary, all participants' name/title, program, signature and date of signature should be included as the team moves onto next steps. Next steps may include use of other tools in CQI Toolkit. County collaborative early childhood core team members must decide if each analysis summary should be captured in School/Classroom Recommendation Tool, the County Collaborative Early Childhood Planning Tool, or County Strategic Plan Recommendation Summary Tool

2. **School/Classroom Recommendation Tool**
   The School/Classroom Recommendation Tool can be utilized with individual classrooms or a school with multiple classrooms with the same recommendation. The School/Classroom Recommendation Tool should be completed with the school administrator, collaborative partners, and classroom staff, as applicable. Completion of the tool includes the following sections:
   - Recommendations/Objectives based on analysis summary (from Data Source and Analysis Tool).
   - Activities/action steps necessary to accomplish the recommendation.
   - Data source utilized to determine the recommendation (from Data Source and Analysis Tool).
   - Any projected cost based on action steps.
   - List all Person(s) responsible for completion of activities/action steps.
   - List established timeline for completion.

   In the School/Classroom Team Participants section, each participant should include their name/title, signature, and date signed to illustrate team contributions to the work.

3. **County Collaborative Early Childhood Team Planning Tool**

The County Collaborative Early Childhood Team Planning Tool should include those items that the county core team is responsible for implementing. Recommendations can be gathered from various Data Sources and Analysis Summary Tools. Major priorities of the county collaborative early childhood core team should be address as Recommendations/objectives and may include:
- County Professional Development planning
- Purchasing
- School Readiness Goals
- Programmatic Changes

Completion of the tool includes the following sections:
- Recommendations/Objectives based on analysis summary (from Data Source and Analysis Tool).
- Activities/action steps necessary to accomplish the recommendation.
- Data source utilized to determine the recommendation (from Data Source and Analysis Tool).
- Any projected cost based on action steps.
- List all Person(s) responsible for completion of activities/action steps.
- List established timeline for completion.
- Contract and budget adjustments

Each participant should complete include their name/title, program, signature and date In the bottom section of the County Collaborative Early Childhood Team Planning Tool to illustrate their involvement in the process.

4. **County Strategic Plan Recommendation Summary Tool**

The County Strategic Plan Recommendation Summary Tool should be utilized by the county team to articulate recommendations made to the county strategic planning team. The county pre-k coordinator or designee who represents pre-k on the county strategic planning team should maintain a completed copy of the County Strategic Plan Recommendation Summary Tool to articulate those recommendations and to monitor progress.

Completion of the tool includes the following sections:
- Recommendations/Objectives based on analysis summary (from Data Source and Analysis Tool).
- Activities/action steps necessary to accomplish the recommendation.
- Data source utilized to determine the recommendation (from Data Source and Analysis Tool).
- Any projected cost based on action steps.
- Check the appropriate box to indicate if the recommendation/objective is identified as a compliance concern or strategic recommendation. Compliance concerns are those that do not meet health, safety, and/or policy requirements. Strategic recommendations are those developed for programmatic improvement and growth.

WV Universal Pre-K Continuous Quality Improvement Toolkit (CQI Toolkit)

1. Data Source and Analysis Summary Tool

County:	School Year:

Data Source	Classrooms Included	Person(s) Responsible	Target Completion Date

Analysis Summary:

County Collaborative Early Childhood Core Team Members Participants:			
Name/Title	Program	Signature	Date

WV Universal Pre-K Continuous Quality Improvement Toolkit (CQI Toolkit)

2. School/Classroom Recommendation Tool

School Name: _____   Classroom Name: _____   School Year: _____

Recommendation/Objective	Activities/Action Steps	Data Source	Projected Cost [if any]	Person(s) Responsible/ Agency	Timeline

Name/Title	Signature	Date

WV Universal Pre-K Continuous Quality Improvement Toolkit (CQI Toolkit)

3. County Collaborative Early Childhood Team Planning Tool

County: _____   School Year: _____

Recommendation/Objective	Activities/Action Steps	Data Source	Projected Cost [if any]	Person(s) Responsible/ Agency	Timeline

County Collaborative Early Childhood Core Team Members Participants:

Name/Title	Program	Signature	Date

4. County Strategic Plan Recommendation Summary Tool

Recommendation/Objective	Activities/Action Steps	Data Source	Projected Cost [if any]	Check applicable box below	
				Compliance (Health and Safety)	Strategic (Quality Improvement)

Pre-K Coordinator Name	Signature	Date of Recommendation Submission

Steven L. Paine, Ed.D.
West Virginia Superintendent of Schools