

Understanding the ERS® CQI Summary Report

Every program that applies for a Program Quality Observation receives a Continuous Quality Improvement (CQI) Summary Report within 3 weeks of their last observation. Each report details feedback regarding what was observed in each Item and Indicator during the program observation. In addition to what was observed during the observation, the CQI Summary Report is a tool to help programs understand and learn about best practices when it comes to children’s basic needs.

1

1. Indoor space

This item covers the amount of space, the basic amenities such as light, temperature, ventilation, and noise level, as well as the state of repair and maintenance, and the accessibility to children and adults with disabilities.

2

Indoor space is important because...

- It helps staff be more efficient in meeting the many routine care needs of children.
- It gives children more types of play activities to learn and engage in at the same time.
- It allows for open play space for children and furniture to store and access toys and materials.

3

1.1	3.1	5.1	7.1
1.2	3.2	5.2	7.2
1.3	3.3		
1.4	3.4		
	3.5		

Item Score: 4

4

Areas of Effectiveness:

- 5.2. Ventilation could be controlled by room staff.
- 7.1. Natural light could be controlled.

5

Areas for Growth and Improvement:

Reflective Questions for Quality Improvement:

6

5.1. During the day, take a scan of the classroom. Which areas seem to attract several children's interest at the same time? Do any of these areas seem crowded? Are there any routines that happen regularly in the space that make it extremely crowded? What strategies could be used to create a more spacious feeling in the room?

To earn credit for Indicator 5.1, the children need an indoor environment with ample space. Does your classroom easily fit all furnishings needed for routines and play, including cribs, cubbies and extra furnishings for play? Are the children able to crawl and move about freely? Is there a spacious open area to use materials and furniture ne

1

Distinguishes which Item is being discussed and provides general information about the specific Item.

2

This section helps you relate and understand why it is important to implement the specific Item in your program.

3

Provides a visual on which specific Indicators were met/not met and shows the overall score for that specific Item. Green boxes are Indicators that were met, red boxes are Indicators that were not met. Grey boxes are Indicators that were marked n/a.

4

Provides the language directly from the observation tool for all Indicators that you met in the 5 and 7 levels for that specific Item. If you did not meet any Indicators in the 5 and 7 levels, this section will not show up on your report.

5

Provides Assessor feedback for all Indicators that were not met.

6

Reflective statements and questions regarding any Indicators that were not met. The purpose is to guide your thoughts and discussions and help you understand how to implement those Indicators into your program.

GETTING TO KNOW THE CQI SUMMARY REPORT

Participation in ERS® assessments can provide valuable learning experiences as well as the opportunity to make well-informed changes. Your CQI Summary Report is a blueprint to quality improvement. It's best if you understand what you are looking at before you jump into your report.

The CQI Summary Report is extensive. It's giving feedback on more than 30 different Items and more than 350 different Indicators! It's best to review the report in chunks, reviewing one specific Item at a time, processing the information, and then coming back again later.

Celebrate Your Strengths- Areas of Effectiveness

Every program has areas of strength. Take pride in the areas in which you have met many indicators. You work hard for your program and do so many wonderful things for the children and families in your care. Celebrate all the great things that you do for the children in your program!

Review Your Challenges – Areas of Growth & Improvement

Just as everyone has strengths, everyone will also have areas in which improvement is needed. It is very unlikely that any program will meet all the Indicators in all the Items. Don't get frustrated over the Indicators that you did not meet. Remember, perfection is not required. The ERS® are not measuring what you do, but what a child needs! They were purposely designed to be flexible. Sometimes, there may be areas you can't or don't want to change and that is okay. The ERS® are based on a scoring system of 1-7. Every item won't score a "7". Debby Cryer, one of the authors of the ERS®, is fond of saying, "You should be willing to take your 1's." The intent is for you to choose which areas are of value to you and focus your energy on being excellent in those particular areas. Avoid the tendency to feel like you are supposed to achieve perfection in all areas.

Instead, reflect on the components that are of most value to you. As you go through the CQI Summary Report, ask yourself the reflective questions. "Why is it important for children to have . . . [whatever criteria is being requested]?" Use those reflective questions listed within each Item to further conversations about what you want to implement and improve upon. These are the areas where you can focus some attention and make goals for your Quality Improvement Plan.

SEEK CLARIFICATION

If you are unclear on something or would like further clarification about how Indicators were scored, contact your Assessor and Quality Coach.

INFORMATION ABOUT YOUR SCORE

Assessments provide a snapshot of what a child experiences during a typical day in your program. All scores are based solely on the information provided during the observation. With 6 subscales covering more than 30 Items and 350 Indicators, it is important to remember that it is the average total score that indicates overall quality.

The graph on the last page of your summary report will show you the overall score (average of all subscales), as well as how you scored in each individual subscale. Don't focus on your overall score. Use the scores to guide your CQI process.