



PILOT NEVADA QUALITY IMPROVEMENT TRIBAL MODEL (QITM)

A CULTURE OF CONTINUOUS QUALITY IMPROVEMENT

QITM



NEVADA QUALITY IMPROVEMENT TRIBAL MODEL

CENTER OUR VISION

Quality Early Childhood Education For All Native American Children In Nevada.

OUR MISSION

Through respectful & strong state partnerships, Nevada's Quality Improvement Tribal Model works (QITM) to equitably improve and sustain the early childhood system through quality coaching, continuous quality improvement, financial support, community engagement, and advocacy for the early childhood community to benefit families of young children in Nevada.



DEFINITION OF A HIGH-QUALITY EARLY CHILDHOOD PROGRAM

High-quality early childhood education programs are built on the foundation of providing safe, developmentally appropriate, engaging and nurturing environments for children ages birth to five. Tribal programs in Nevada participating in the Quality Improvement Tribal Model encompass these same principles with the added responsibility of recognizing and fostering their unique culture.

In Nevada, Tribal Quality Improvement programs will continuously identify and work to improve their programs by supporting their workforce, ensuring children have access to developmentally appropriate curriculum, honoring and incorporating tribal culture, welcoming the participation of extended family, and providing educational opportunities for young children to be prepared to enter Kindergarten.

Tribal early childhood professionals' definitions of quality that guided the model's definition of quality.

"Definition of a quality early childhood program- a program that meets the needs of the individual child. The center is a safe a comfortable learning environment. Teaching staff has an understanding of ECE and trainings and or Degrees/Certificates in this area. Or a degree/certificate in a related field."

Lisa Tom, Child Care Supervisor Reno-Sparks Indian Colony

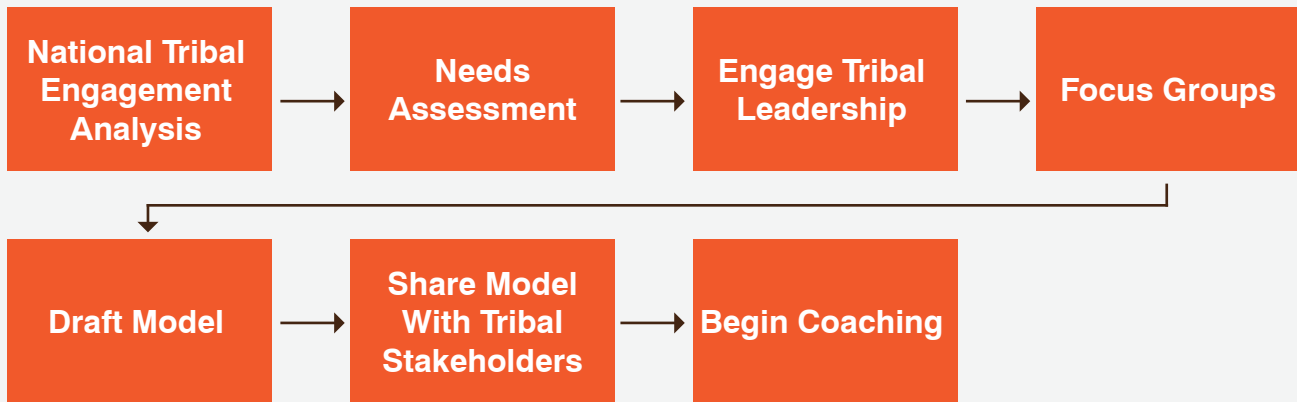
"A quality early childhood program should foster the areas of cultural (with attention to traditions), social, emotional, physical and cognitive development (as well as a developmentally age-appropriate curriculum that supports these areas), attentive to the needs of children, understanding the importance of brain development birth-5yrs of age as well as family collaboration including parenting classes, ongoing professional development for staff. A loving, nurturing, inclusive, healthy, and safe environment that promotes literacy, language, and positivity."

Londa Porter, Assistant Project Director Moapa Tribal Childcare

"To me, a quality tribal early childhood program encompasses the obvious standards that should apply to all quality early childhood programs (stable workforce, nurturing and safe environment and appropriate curriculum/activities) BUT it goes beyond that in that a tribal program, by the very nature of its existence, is also now responsible for recognizing and nurturing a huge cultural component. We strive to help the children maintain their sense of pride in their culture and community and help them recognize that it is okay for families and households to be different as well as often times multi generational. A quality tribal early childhood program will also recognize the importance of providing the children with a solid educational foundation because some of the children will have a hard time adapting culturally and they don't need the added pressure of being behind educationally as well. Not sure if this really explains my definition of quality tribal early childhood but I do know the cultural component is one that we take very seriously."

Tami Watanabe, Tribal CCDF Administrator Las Vegas Paiute Tribe

METHODOLOGY



The Nevada Quality Improvement Tribal Model was developed through a collaborative effort involving Tribal Leaders, Tribal program staff, The Children’s Cabinet, The Department of Education, Office of Early Learning, and the Division of Welfare and Supportive Services, Child Care and Development Program. The process began by analyzing how tribal engagement has been implemented in Quality Improvement Systems (QIS) nationally. The Children’s Cabinet conducted interviews with state representatives from each state with a QIS model in place, gathering insights on tribal stakeholder engagement, decision-making processes, and tribal participation in their respective areas. The findings from these interviews were summarized and used as talking points for planned focus groups.

To ensure the development of a QIS model that meets the needs and expectations of Tribal early childhood programs, The Children’s Cabinet consulted with tribal program administrators. Based on their input, an agenda was formulated for approaching Tribal leadership. A meeting was then held with Tribal Leadership, where national tribal engagement strategies were reviewed, program feedback was discussed, and support was sought for collaboration with early childhood tribal program staff and administration in building a QIS model together. Tribal leadership expressed their support for developing a Tribal Quality Improvement Model, and subsequent focus groups were scheduled with program staff.

During the first focus group, the framework of quality improvement models was discussed, and it was collectively decided by Tribal stakeholders to exclude a rating score as a component of the system. The subsequent focus groups further defined categories that tribal program staff deemed important for demonstrating ongoing quality improvement efforts. Utilizing the knowledge and feedback obtained from Tribal leadership and program staff, The Children’s Cabinet, in partnership with the Nevada Department of Education, created a draft model. This draft underwent revisions and was presented to the tribal stakeholder group for final input on activities, tools, coaching frequency, and program planning tools. Once approved by the stakeholder group, the coaching phase will commence.



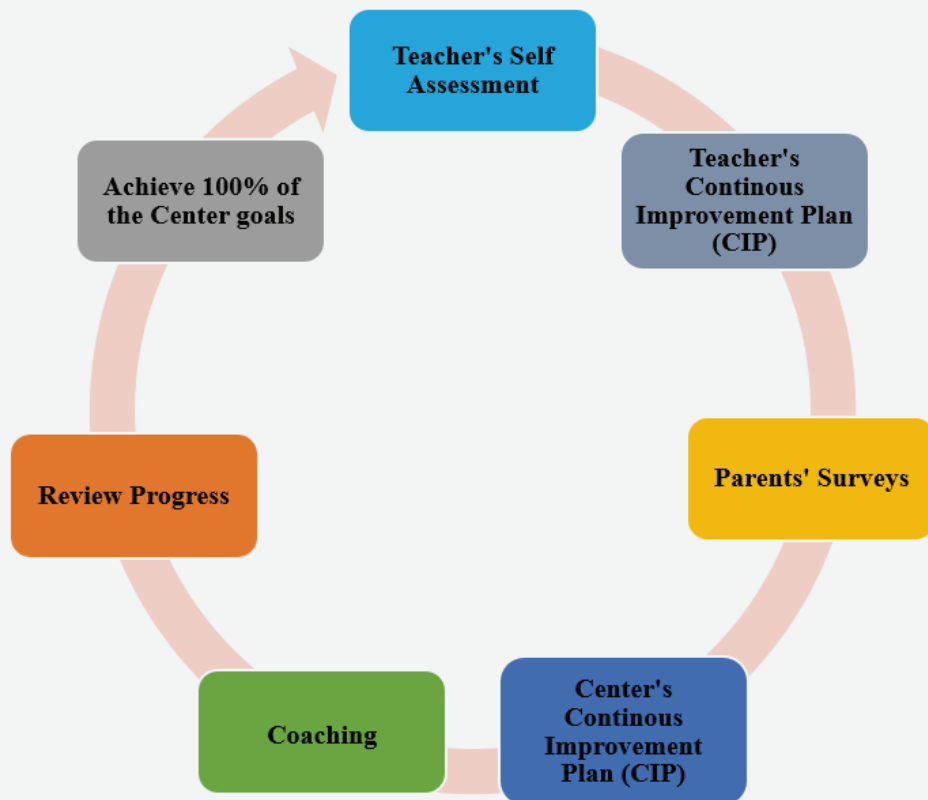
Photo courtesy of Moapa Child Care

KEY FEATURES OF THE QUALITY IMPROVEMENT TRIBAL MODEL (QITM)

- Participation in the Quality Improvement Tribal Model (QITM) is voluntary and open to all Tribal child care programs.
- There is no cost associated with program participation.
- The QITM acknowledges the strengths of each program while assisting them in developing and implementing a comprehensive plan for continuous improvement.
- Participants in the model gain access to various resources, including technical assistance, coaching, training, and financial incentives, to support their journey towards higher quality.
- QITM establishes standardized, research-based criteria to define “quality child care” and promote the creation of enriched learning environments for children.
- The QITM fosters a culture of continuous quality improvement, recognizing the unique characteristics and specific needs of each Tribal program.

COACHING AND GOAL SETTING IN THE QUALITY IMPROVEMENT TRIBAL MODEL (QITM)

- The coaching process in the QITM is a collaborative endeavor between the coordinator/coach and program staff.
- At the start of each coaching cycle, teachers will conduct self-assessments for their respective classrooms. This enables the program to work in partnership with the coordinator/coach to develop a tailored Continuous Improvement Plan (CIP) for each teacher.
- The coordinator/coach will conduct observations using assessment tools such as the Environment Rating Scales (ERS), Classroom Assessment Scoring System (CLASS), or Stepping Stones. These observations will provide valuable data for both the Teacher and Center CIPs
- The Center-Continuous Improvement Plan form will outline specific goals, the expected time frame for achieving them, action steps, and the evidence required to demonstrate goal attainment. In some cases, achieving certain goals may necessitate observations using CLASS or ERS tools, facilitated by the coordinator/coach.
- Coaching cycles will span a duration of 24 months, during which the coordinator/coach and program administration will periodically assess progress made toward current goals.
- While goals should be reviewed during each visit, programs also have the flexibility to request coaching assistance for pressing challenges they are facing.



QUALITY ASSESSMENT TOOLS IN THE QUALITY IMPROVEMENT TRIBAL MODEL (QITM):

The pilot implementation of QITM will not utilize assessments for ratings or publish any scores. Instead, the following tools will be employed to guide coaching efforts, establish a framework for quality strands, set goals, and measure progress over time:

- **Classroom Assessment Scoring System (CLASS):** This tool will be utilized to facilitate coaching sessions focused on staff-child interactions. Observations using CLASS will help identify areas of strength in teacher-child interactions as well as areas that could benefit from further training or coaching.
- **Environment Rating Scale (ERS):** ERS will be employed to inform coaching regarding the classroom environment. Through observations using ERS, best practices for the arrangement of different areas within the classroom and the identification of necessary materials can be identified and implemented.
- **Stepping Stones to Caring for Our Children and Caring for Our Children (CFOC):** CFOC is a comprehensive collection of national standards that embody evidence-based best practices for quality health and safety policies in early care and education settings. Stepping Stones to Caring for Our Children is a checklist derived from selected CFOC standards, specifically targeting practices that are most likely to prevent adverse outcomes in child care and early education settings. Indian Health Services refers to CFOC when conducting environmental surveys in tribal early education programs.

These tools will serve as invaluable resources within QITM, enabling informed coaching sessions and facilitating the implementation of high-quality practices in tribal early education programs.

THE SELF-ASSESSMENT TOOL IN THE QUALITY IMPROVEMENT TRIBAL MODEL (QITM):

The self-assessment tool within the QITM is an invaluable resource for teachers, providing them with an open-ended questionnaire to reflect on their current practices, identify their strengths, areas for improvement, and determine the necessary resources and support required to enhance their effectiveness.

Purpose: The self-assessment tool in the Tribal Model aims to empower teachers to focus on quality goals that are meaningful to them and their specific group of children. It serves as an individualized instrument, enabling teachers to identify their strengths and expand their potential for improvement, thus promoting and sustaining quality in their classrooms.

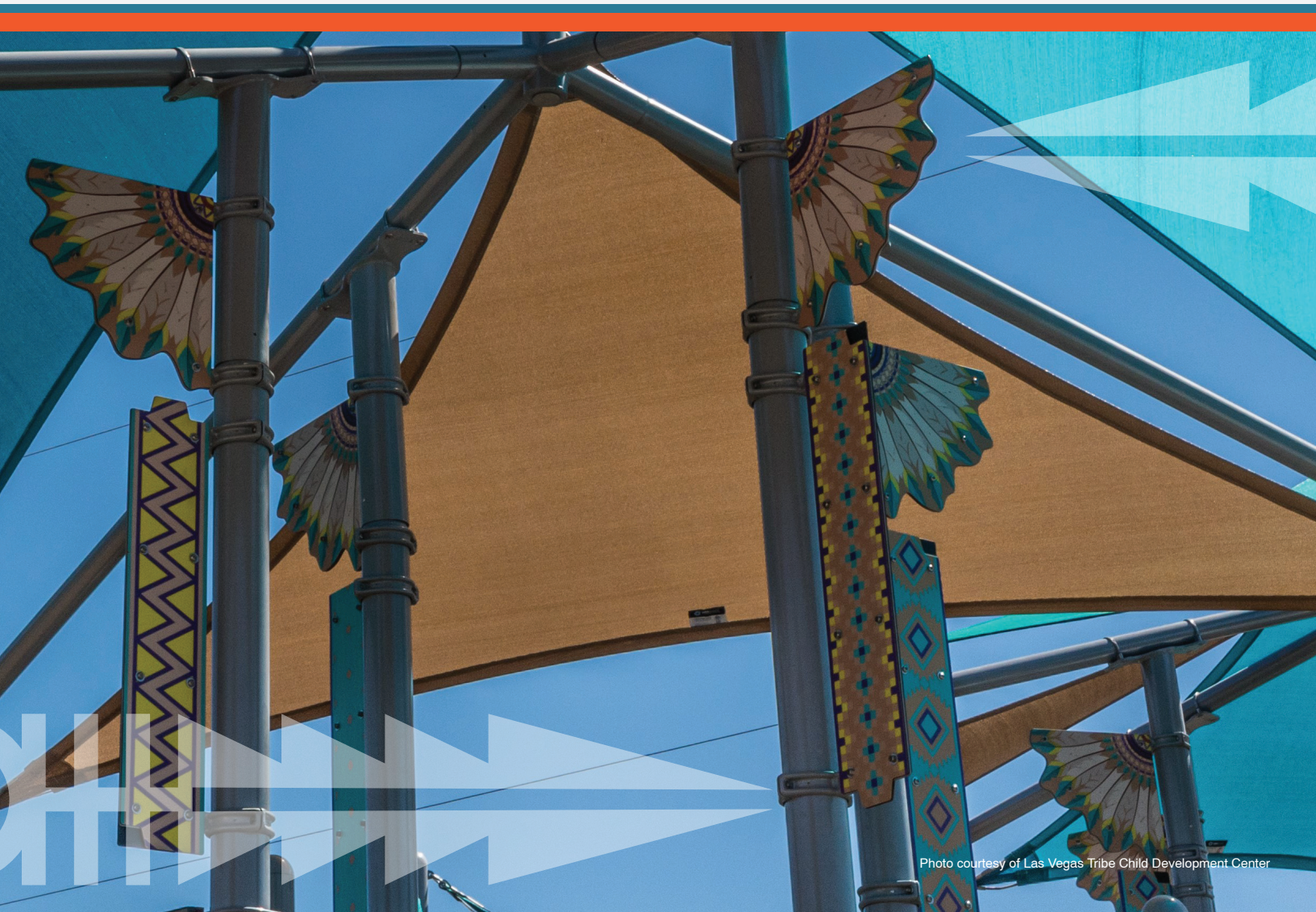
Frequency: Each teacher will complete a self-assessment questionnaire during their on boarding process into the Quality Improvement Tribal Model (QITM). Subsequently, the self-assessment will be revisited and updated at the end of each coaching cycle, informing the revision of both the teacher's Continuous Improvement Plan (CIP) and the Center-Continuous Improvement Plan (CIP).

Audience: Every teacher will conduct a self-assessment, leading to the collaborative development of a continuous improvement plan between the teacher and the coordinator/coach.

Quality Domains: The quality domains outlined below serve as focal points for the QITM's self-assessment process, enabling participants to evaluate the key elements of a high-quality child care setting. These domains have been recommended by Tribal programs that actively participated in QITM Focus Group conversations:

1. Native Language Revitalization and Cultural Practices
2. Maintenance of Health and Safety Practices
3. Positive and Nurturing Interactions
4. Learning Activities
5. Language Literacy
6. Professional Development
7. Program Structure
8. Family Engagement

By assessing these domains, teachers and administrators can holistically evaluate their performance, identify areas for growth, and work towards achieving sustained excellence in child care provision within a tribal context.

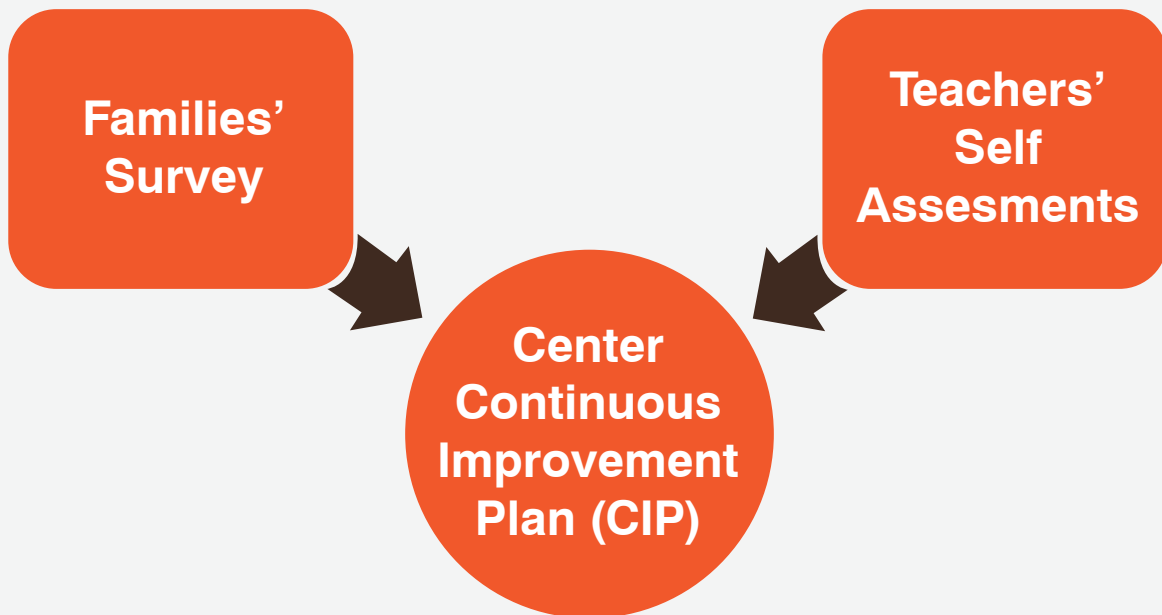


TEACHER- CONTINUOUS IMPROVEMENT PLAN (CIP)

The Teacher Continuous Improvement Plan (CIP) will be tailored according to the results of the self-assessment completed by each teacher. The CIP serves the purpose of guiding coaching sessions and delivering personalized training to support individual growth and development.

CENTER- CONTINUOUS IMPROVEMENT PLAN (CIP)

The Center Continuous Improvement Plan (CIP) involves a collaborative effort between the center director and the coordinator/coach to identify a set of measurable goals that drive continuous improvement throughout the entire program. When a program successfully achieves 100% of these goals, it becomes eligible to progress to the next coaching cycle. It is advisable for the chosen goals to align with the needs identified in the teachers' self-assessments. To foster an inclusive community within each program, we also recommend incorporating a parent survey to focus on their children's needs and actively engage families in the pursuit of quality. This approach, in conjunction with the data derived from teacher self-assessments, helps to create a comprehensive and effective strategy for program enhancement.



BENEFITS OF PARTICIPATION IN THE QUALITY IMPROVEMENT TRIBAL MODEL (QITM):

Continuous Quality: By participating in the QITM, programs ensure a continuous review of their practices and adherence to best practices in the field of Early Childhood Education (ECE).

Professional coaching: The QITM provides access to a highly trained professional coordinator/coach from The Children's Cabinet at no cost. This coordinator/coach offers both in-person and virtual coaching support to all participating programs.

Tailored Training: Participating programs gain access to quality professional development training approved by the Nevada Registry. These trainings can be delivered in-person or virtually, and the QITM Coordinator/coach can customize them to meet the specific needs of each program or teacher.

Quality Improvement Grants: In recognition of the successful completion of each coaching cycle, providers will be granted a new materials grant, with the assurance that their goals are accomplished prior to the date of the concluding review meeting. The Office of Early Learning and Development, in collaboration with The

Children's Cabinet, offers grants upon progressing to a new coaching cycle. These grants are intended to support program efforts in enhancing quality and can be used to purchase materials necessary for program improvement. The grant amount is determined based on the program's enrollment capacity and duration of participation.

Advancement Bonuses:

Providers who achieve 100% of their measurable goals by the conclusion of the coaching cycle (24 months) will be eligible for a QITM advancement bonus.

By participating in the QITM, programs can benefit from ongoing support, professional development opportunities, financial assistance, and recognition for their dedication to quality early childhood education.



Photo courtesy of Moapa Child Care



QUALITY IMPROVEMENT TRIBAL MODEL (QITM)TIMELINE:

PRIOR TO ENROLLMENT:

- THE QITM coordinator will email the enrollment form to your Programs.
- Save the enrollment form, complete it, and click the “Submit” button AND email the form to qris@doe.nv.gov

FIRST THROUGH FIFTH MONTHS OF ENROLLMENT (ON BOARDING)

- The QITM coordinator will send out the Memorandum of Agreement (MOA) for approval and signature.
- The QITM coordinator will reach out to you to provide information about the date of your introductory QITM and the introduction to the Pyramid model trainings, ensuring that you have a clear understanding of what to expect and the overall process.
- The program administrator will attend the virtual QITM introductory training to be considered officially on boarded in the program. It is recommended that teachers attend the training as well if feasible.
- The program administrator will attend The Pyramid Model introduction training. The training provides information on the relationship between QITM and Pyramid Model programs. The training supports Nevada’s early learning providers to recognize the purpose of Nevada adopting a suspension and expulsion policy and where to seek support for accessing information or technical assistance when dealing with challenging behaviors.
- The QITM coordinator will schedule a visit to your program for a meet-and-greet session. During this visit, the coordinator will review the signed Memorandum of Agreement (MOA) and explain the expectations from both sides. Useful resources to support your quality journey will be shared as well during the visit.
- Coaching will Begin.
- Teachers will receive guidance to complete the self-assessment process, providing them with a comprehensive understanding of their current practices.
- Review the results of Self-Assessments with the program director and teachers.
- Family surveys will be sent out to collect families’ feedback on quality areas that matter to them.
- The QITM coordinator will support the program director to establish measurable goals that align with the program’s aspirations.

AT SIX MONTHS OF ENROLLMENT

- The coordinator/coach will assist the center director in developing the Center-Continuous Improvement Plan (CIP), and support teachers in creating their individual Continuous Improvement Plans (CIPs).
- The Center-Continuous Improvement Plan (CIP) should include a minimum of two goals that are focused on the family survey results and teachers' individual Continuous Improvement Plans (CIPs).
- The coordinator/coach will provide guidance to the director on the grant process and assist in completing the necessary forms.
- The coordinator/coach will help providers in uploading the teacher and center CIPs to Easyfolio, ensuring easy access and organization of the plans.

AFTER SIX MONTHS OF ENROLLMENT

- The coordinator/coach will collaborate with the administrator to utilize the quality grant and purchase classroom materials that align with the specific needs of the classrooms.
- The coordinator/coach will support the staff and director in implementing the Continuous Improvement Plans (CIPs) effectively.
- The coordinator/coach will assist teachers in incorporating the new materials into their teaching practices.
- Adherence to the Grant Procedure and uploading the necessary documentation into Qstar will ensure compliance and accountability.
- Continue with coaching sessions throughout the two-year period, where the assigned coordinator/coach will provide ongoing guidance and support.

AFTER ONE YEAR OF ENROLLMENT/ PARTICIPATION

- Conduct a Focus Group meeting to gather feedback on the Pilot QITM strengths and areas that require improvement.
- Administer follow-up surveys to collect additional insights on what aspects are working well and what areas need to be changed, utilizing phone calls and emails for enhanced communication.
- Reassess the frequency of coaching sessions to ensure they are aligned with the program's evolving needs and goals.

AFTER 18 MONTHS OF ENROLLMENT/PARTICIPATION

- The Programs should be finalizing their Center-Continuous Improvement Plan (CIP) and ensuring that all the goals have been achieved.
- A scheduled End of coaching Cycle Review Meeting will take place, during which the QITM Coordinator will meet with the program director to verify that 100% of the measurable goals in the Center-Continuous Improvement Plan (CIP) have been accomplished.
- Once the predetermined measurable goals have been achieved, the program will become eligible to transition to the next coaching cycle.

AFTER 24 MONTHS OF ENROLLMENT/PARTICIPATION

- The coordinator/coach collaborates with the program to facilitate the attainment of the advancement bonus if 100% of the center's Continuous Improvement Plan (CIP) goals were achieved by the end of the designated coaching cycle.
- The coordinator/coach assists the program in acquiring a material grant to purchase materials that align with the classroom needs.
- The program initiates a new self-assessment process for teachers to evaluate their strengths and identify

areas for further improvement. This assessment should prioritize addressing any goals that were not met in the previous teacher's Continuous Improvement Plan (CIP). Through this self-assessment, teachers can gain valuable insights into their current practices, pinpoint areas for growth, and develop strategies to enhance their performance.

- The program distributes Family surveys to gather feedback regarding quality aspects that are important to them.
- The program initiates a new Center CIP, selecting a minimum of two new goals that are related to the results of the family surveys and the teachers' Continuous Improvement Plans (CIPs).

By following these steps, your program will actively engage in the Quality Improvement Tribal Model (QITM) and achieve substantial progress in enhancing the quality of your early childhood education setting. Through continuous assessment, collaborative coaching, individualized training, and the utilization of quality measuring tools, your program will be equipped to drive continuous improvement and provide a high-quality learning environment for children. By committing to this journey of excellence, you are making a lasting impact on the lives of the children and families you serve.

CONTACT US

For further information regarding coaching and the QITM process, please don't hesitate to reach out to our QITM coordinator/coordinator, Rhonda Laughlin, at RLaughlin@childrenscabinet.org She will be glad to assist you and address any inquiries you may have.

If you have any questions or concerns related to the programmatic and administrative aspects of QITM, please feel free to contact the Office of Early Learning and Development (OELD) at QRIS@doe.nv.gov They will provide you with the necessary support and guidance.

We are here to support you every step of the way on your journey toward achieving excellence in early childhood education. Please don't hesitate to reach out to us for any assistance you may need.

