



Ready Educators Quality Improvement Pilot

The Ready Educators Quality Improvement Pilot – REQIP – is a quality improvement initiative of *Thrive in 5* for community-based programs in Boston, serving infants, toddlers and preschoolers. During 2013-2015, REQIP supported programs to access technical assistance to support program improvement that would contribute to improved child outcomes.

Programs received:

Services from the Quality Improvement Partner (QIP) to identify needs, support the development of Program Improvement Plans (PIPs), and access appropriate technical assistance. Wellesley Centers for Women served as the QIP.

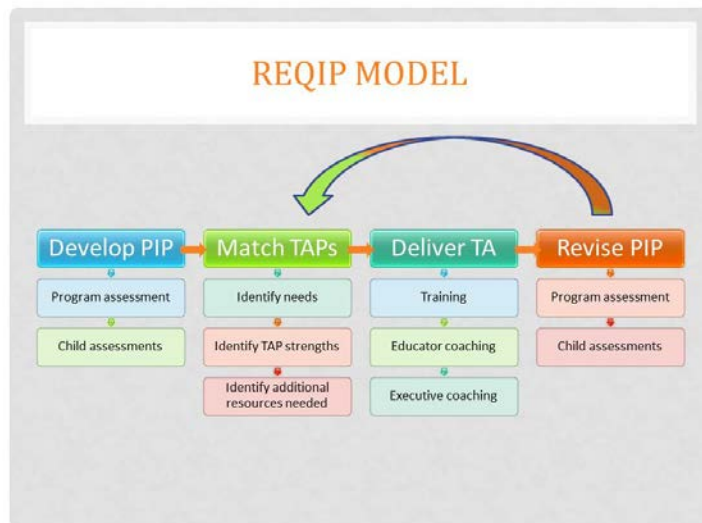
Technical assistance from qualified technical assistance providers, including training and on-site coaching on curriculum and using child assessments, and executive coaching for administrators.

Consultation to improve program space arrangements, furnishings and materials, and to access additional financial support for improvements.

Participating Programs

10 center-based programs, 1 family child care system and 5 family child care providers were selected from 6 neighborhoods. Programs were required to be licensed by the MA Department of Early Education and Care and to have administrators interested in working with REQIP.

Theory of Change



The REQIP theory of change posits that, to meet the goal of improved child outcomes, programs need to build “sustainable independent capacity to operationalize a *continuous quality improvement process* (CQI).” CQI begins with the development of a PIP, using child and program assessments and with support from the QIP. The QIP then matches identified program needs with specific technical assistance providers (TAPs), who provide technical assistance (TA) to support program improvement. The TA is followed by a re-assessment using program and child assessments. This CQI process would be sustained over time, in an ongoing continuous loop.

The Impact of REQIP after Two Years

Program Improvements

- 7 centers met Massachusetts Quality Rating and Improvement System (QRIS) criteria by completing professional development on curriculum and using child assessments.
- 8 centers met QRIS criteria by completing professional development on Massachusetts guidelines, documenting children’s progress, and working with children from diverse families.
- 5 centers now use assessments to set goals for individual children.
- 7 centers met QRIS criterion, “Staff engage children in meaningful conversations and support language development.”
- 3 centers supported educators’ efforts to work directly with families to support children’s learning at home through activities that build on the program’s curriculum.
- 2 of 3 FCC providers who completed REQIP “demonstrate[d] language and literacy skills and provide[d] a model for children,” meeting one of the QRIS criterion in this standard.

Improvements in Educator Practices

- Improved Early Childhood Environment Rating Scale (ECERS) scores for preschool educators on teacher-child interactions, room arrangements, support for language and reasoning, and curriculum activities.
- Improved Infant Toddler Environment Rating Scale (ITERS) scores for infant/toddler educators on teacher-child interactions, room arrangements, listening and talking, and curriculum activities.
- Improved Family Child Care Environment Rating Scale (FCCERS) scores for family child care educators on interactions, room arrangements, listening and talking, and curriculum activities.

Improvements in Child Outcomes

- Preschool children started the year behind development goals in language for their age.
- By the end of the year, preschool children in 3 centers that met minimum quality standards in September and received training and coaching on curriculum and using assessments had caught up to their age-mates, and met the developmental goals in language for their age.
- Among the 10 children in family child care homes whose language was assessed at the beginning of the year and 6 months later, 6 of the 10 made gains in their age-equivalent language scores beyond that expected based solely on the child’s maturation.

REQIP is funded by The Barr Foundation, <https://www.barrfoundation.org/blog/a-new-model-for-quality-improvement-in-early-education>. For more information about REQIP, visit <http://thrivein5boston.org/ready-educators/>.



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