



District of Columbia
Office of the State Superintendent of Education

Continuous Quality Improvement Plan (CQIP) Quickbase Application

On-Site Administrator (OSA) User Guide

Last Updated Dec. 13, 2021

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1. Overview

This user guide is intended for on-site administrators (OSA) of child development facilities participating in Capital Quality, the District of Columbia's quality rating and improvement system (QRIS). Use the table of contents to find the information you need or start with **Background** for an overview of the Continuous Quality Improvement Plan (CQIP) Quickbase application ("app") and this user guide.

Disclaimer: The data entered in the pages used to produce this user guide are not actual data for the child development facilities identified.

2. Background

Quickbase is an online database system which houses your child development facility's CQIP. As a system, Quickbase can house a number of databases. You may also access Quickbase as a participant in other Office of the State Superintendent of Education (OSSE) programs.

The CQIP is housed in Quickbase to ensure it is always accessible to you and other facility leadership, even in the event of retirement of a center director or another transition.

This user guide is intended to help you navigate the CQIP Quickbase app as a part of your participation in Capital Quality. There are screen shots throughout the user guide to help you navigate the CQIP Quickbase app.

3. Deadlines for the 2021-22 Program Year

Each program year, you will complete four focus areas in the CQIP Quickbase app:

1. CQIP fields/questionnaire;
2. Facility information;
3. Goals and action steps; and
4. Site visits.

Deadlines for completion of each of the four focus areas are shown below.

Focus Area	Description	Deadline
CQIP fields/questionnaire	Your responses to these questions, aligned to 10 quality indicators, serve as a self-assessment that you and your quality facilitator (QF) will use to develop goals and action steps for your CQIP. These questions include a business and administrative practices supplement.	Complete between Oct. 1-Nov. 30, 2021. ¹
Facility Information	Your facility's licensing information on file with OSSE is displayed here. Your facility's licensed capacity and your completion of the classroom enrollment information will inform the observations for which your facility is eligible in the next program year.	Complete between Aug. 1-31, 2022.
Goals and Action Steps	With the help of your QF, you will expand upon the goals identified in your CQIP fields/questionnaire to develop goals and action steps for the program year. You and your QF will work toward continuous improvement of your child development facility using these goals and action steps.	Complete between Oct. 1, 2021-Sept. 30, 2022. (Work continually throughout the program year.)
Site Visits	Your QF adds a site visit record for every coaching and technical assistance visit (remote or in-person) in which you participate. You will add your notes to the site visit records throughout the program year.	Complete between Oct. 1, 2021-Sept. 30, 2022. (Work continually throughout the program year.)

¹ The CQIP fields/questionnaire completion deadline for facilities that begin participating in Capital Quality after Oct. 1 of each program year is 60 days from the date their QF is assigned (e.g., if a facility begins participating in Capital Quality and their QF is assigned on Oct. 19, the facility's CQIP fields/questionnaire completion deadline is Dec. 18).

4. Additional Guidance

Additional guidance for completing the CQIP is below, organized by new participants or returning participants to Capital Quality.

4.1 New Participants

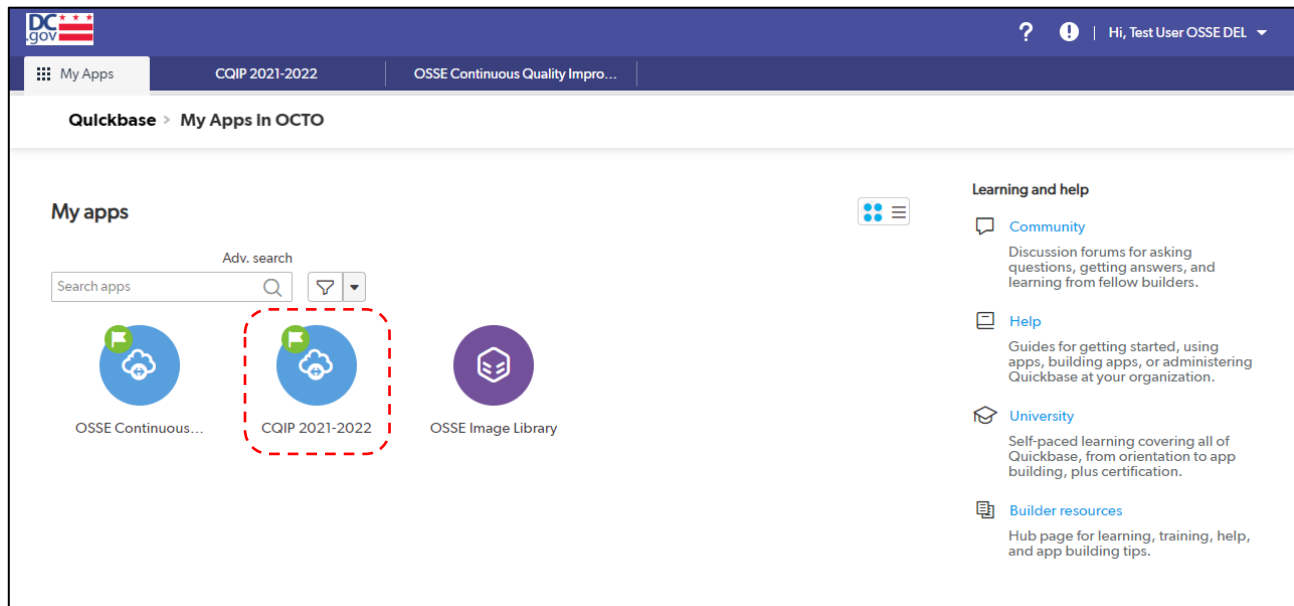
As you complete the CQIP for the first time, you might consider it a self-assessment of your facility. Completing all fields of the CQIP in your first year of participation in Capital Quality will help you set a benchmark against which you can measure your facility's progress in future years.

4.2 Returning Participants

We are happy to continue our work with you as a returning participant! Each year, you will complete the CQIP fields/questionnaire as an ongoing self-assessment of your facility. Continue to develop and monitor goals and action steps based on growth you see via responding to the CQIP fields/questionnaire.

5. Accessing the CQIP Quickbase App

The direct link to access the CQIP Quickbase app is octo.quickbase.com/db/bqjjhqwcp. You may also navigate to the CQIP Quickbase app from your [Quickbase home page](#), which lists all of the Quickbase applications to which you have access.

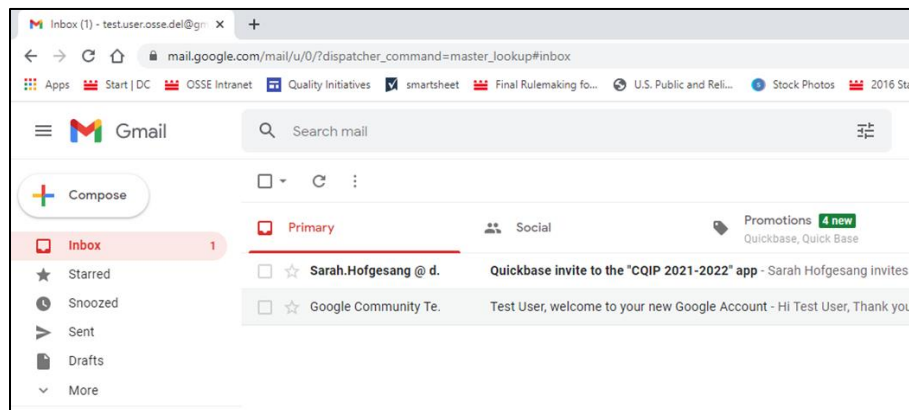


Only registered users with Quickbase accounts who have been authorized by the facility owner, center director or home provider of each child development facility may access the CQIP Quickbase app.

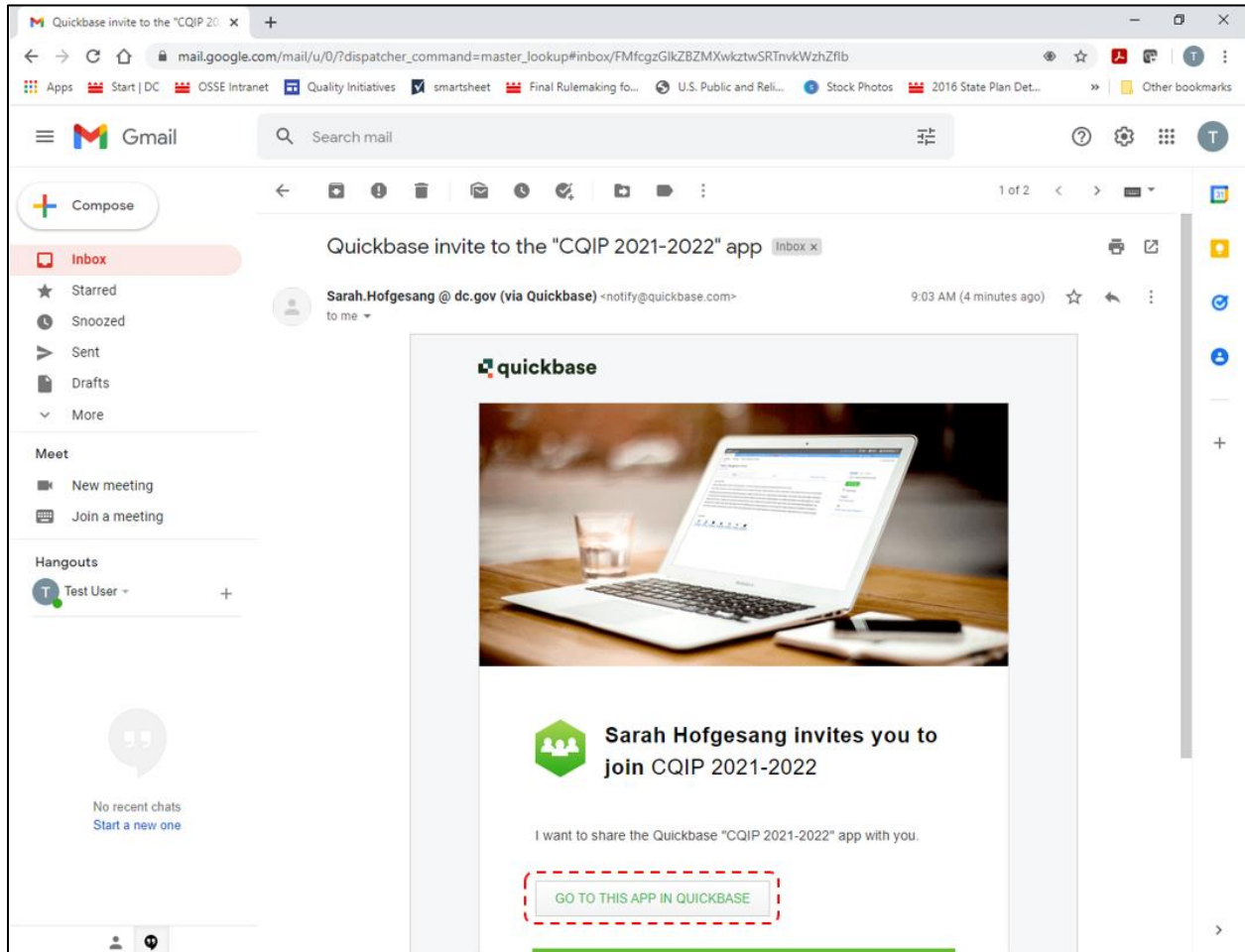
6. Quickbase User Access

Your Quickbase account is associated with your email address. To access the CQIP Quickbase app, you must first receive an invitation from an administrator at OSSE.

The Quickbase invitation is system-generated but has the name of an administrator at OSSE in the sender line. Because it is a system-generated email, the invitation may go to your spam folder instead of your inbox. Please check your spam folder if a system administrator at OSSE or QF told you to expect the invitation on a certain date and you did not receive it.



If you do not have a Quickbase account associated with your email address, the invitation will include a link through which you can create a Quickbase account. If you already have a Quickbase account, you can go directly to the Quickbase log-in page through the invitation link.



To create a Quickbase account, complete the fields and click **Register**.

The screenshot shows the 'Sign Up for Quick Base' registration form. At the top left is the DC.gov logo. The title 'Sign Up for Quick Base' is centered. Below the title, a note states: 'All fields marked with an asterisk (*) are required.' The form contains the following fields and elements:

- First name ***: Text input field.
- Last name ***: Text input field.
- Email address**: Text input field with the value 'test.user.osse.del@gmail.com'.
- Choose a password ***: Text input field.
- Retype password ***: Text input field.
- Password strength**: A progress bar and two checkmarks:
 - ✓ Must be at least 8 characters
 - ✓ Must include both numbers and letters
- Please set up a security question in case you ever need to reset your password.**
- Question: ***: A dropdown menu with 'Select a question...'.
- Answer: ***: Text input field.
- Retype Answer: ***: Text input field.
- Below the answer fields, two checkmarks:
 - ✓ Security answers must match
 - Your answer is not case sensitive.
- At the bottom left, a checkbox and the text: 'I have read and agree to the Quick Base [Terms of Service](#)'.
- At the bottom right, a blue 'Register' button with a red dashed border.

6.1 Username


Your Quickbase username is your email address. Your username cannot be changed.

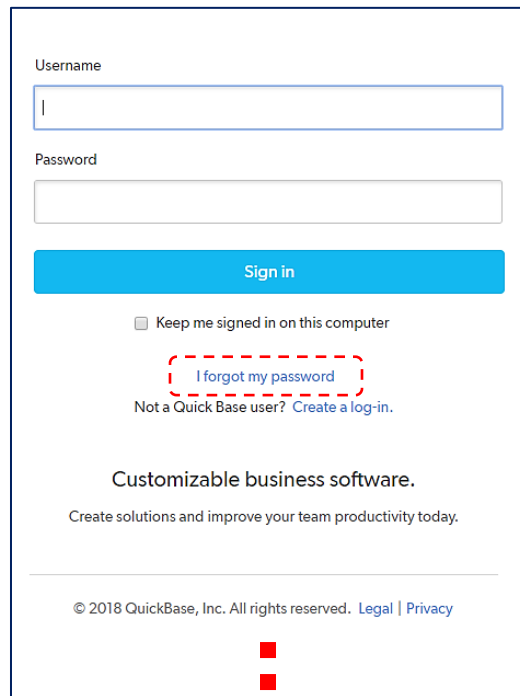
6.2 Password

When you create your Quickbase account, you choose your password. If you already have a Quickbase account, your password is the same for all Quickbase applications you access.

6.3 Forgot Password

If you forget your password, select ***I forgot my password*** on the log in page, enter your email address and select ***Reset my Password*** to reset your password. After you complete these steps, you should receive a system-generated password reset email. Please check your spam folder if you expected to receive a password reset email and you did not receive it.

 **Note:** The link in the password reset email will expire after 90 minutes and you will have to select **I forgot my password** again if you let the link in the password reset email expire.



Username

Password

[Sign in](#)

☐ Keep me signed in on this computer

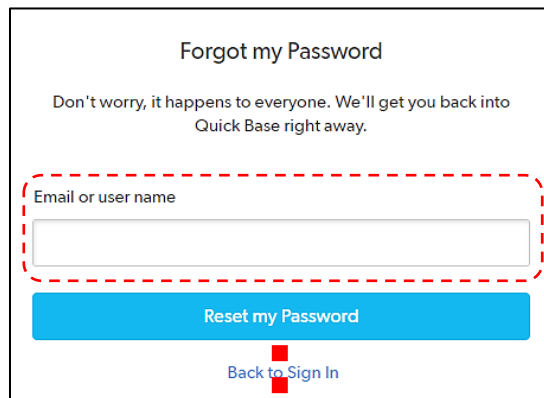
[I forgot my password](#)

Not a Quick Base user? [Create a log-in.](#)

Customizable business software.

Create solutions and improve your team productivity today.

© 2018 QuickBase, Inc. All rights reserved. [Legal](#) | [Privacy](#)



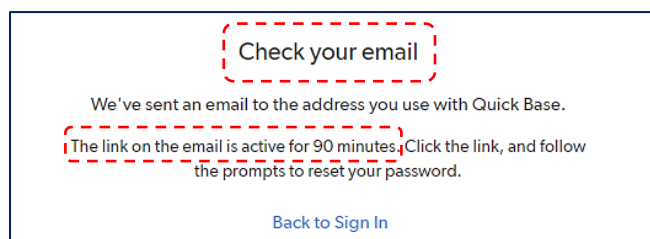
Forgot my Password

Don't worry, it happens to everyone. We'll get you back into Quick Base right away.

Email or user name

[Reset my Password](#)

[Back to Sign In](#)



[Check your email](#)

We've sent an email to the address you use with Quick Base.

The link on the email is active for 90 minutes. Click the link, and follow the prompts to reset your password.

[Back to Sign In](#)

6.4 Inactivity/Denied Users List

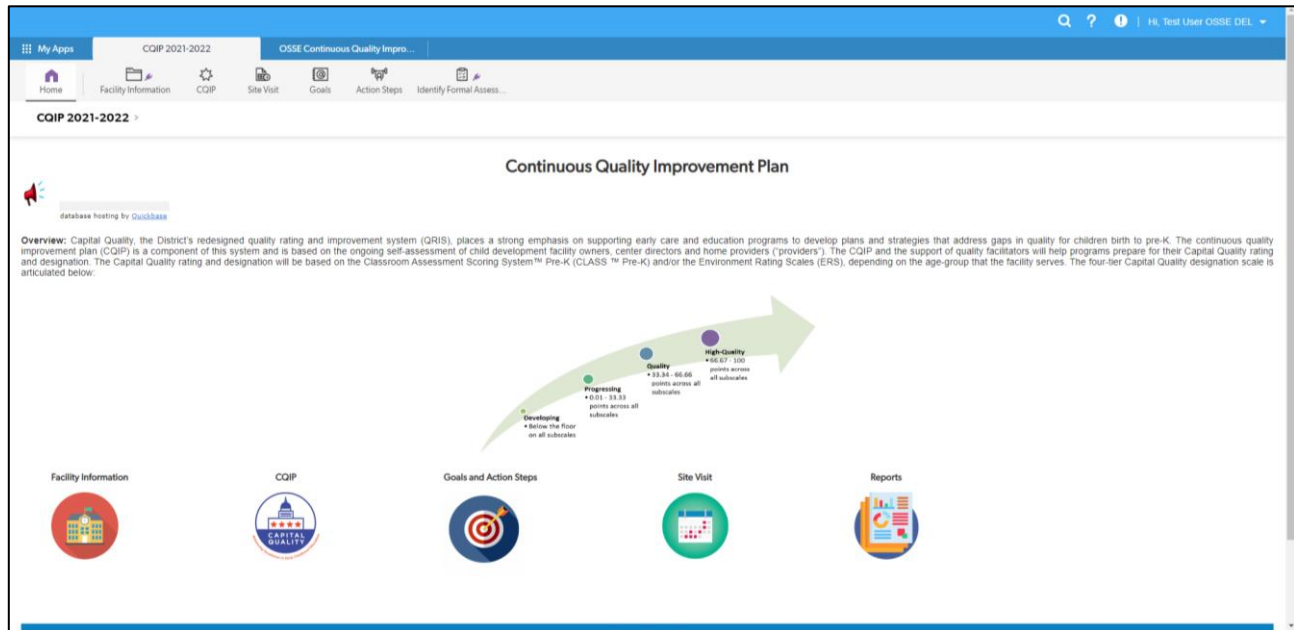
If you cannot log in to your Quickbase account and cannot reset your password by selecting ***I forgot my password*** on the log in page, your account may have been placed on the denied users list. Quickbase may automatically place your account on the denied users list if your Quickbase account is inactive for three months, meaning you did not log in to your Quickbase account for three months.

Contact your QF so they may submit the issue to an OSSE system administrator. There is no standard timeline for removing an account from the denied users list once the issue is submitted, so please regularly log in to your Quickbase account.

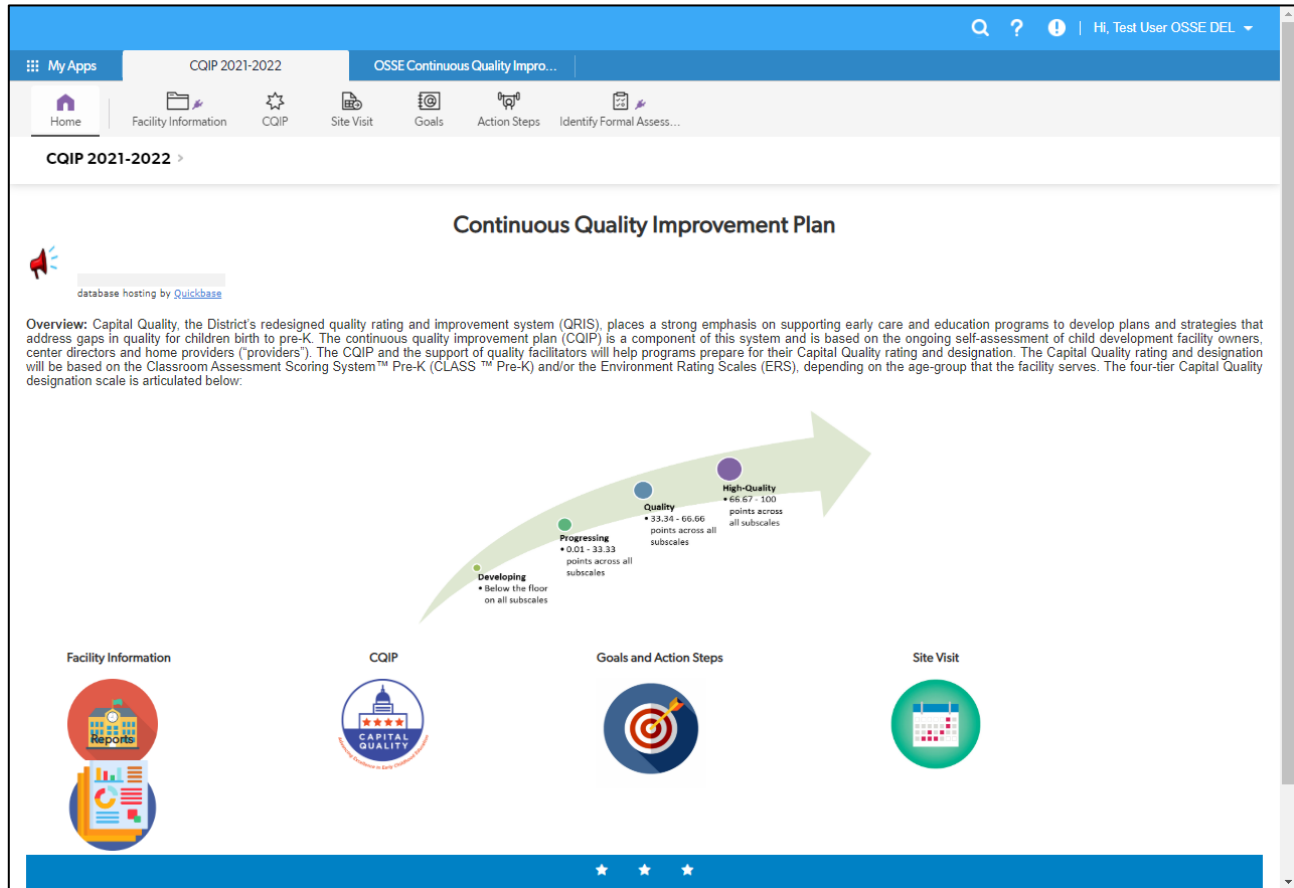
7. Home Page

The home page is the first page you see when you access the CQIP Quickbase app. The home page contains background information, including an overview of Capital Quality and the CQIP.

From the home page, you can access the facility information, CQIP, goals and action steps and site visit sections of the CQIP Quickbase app.

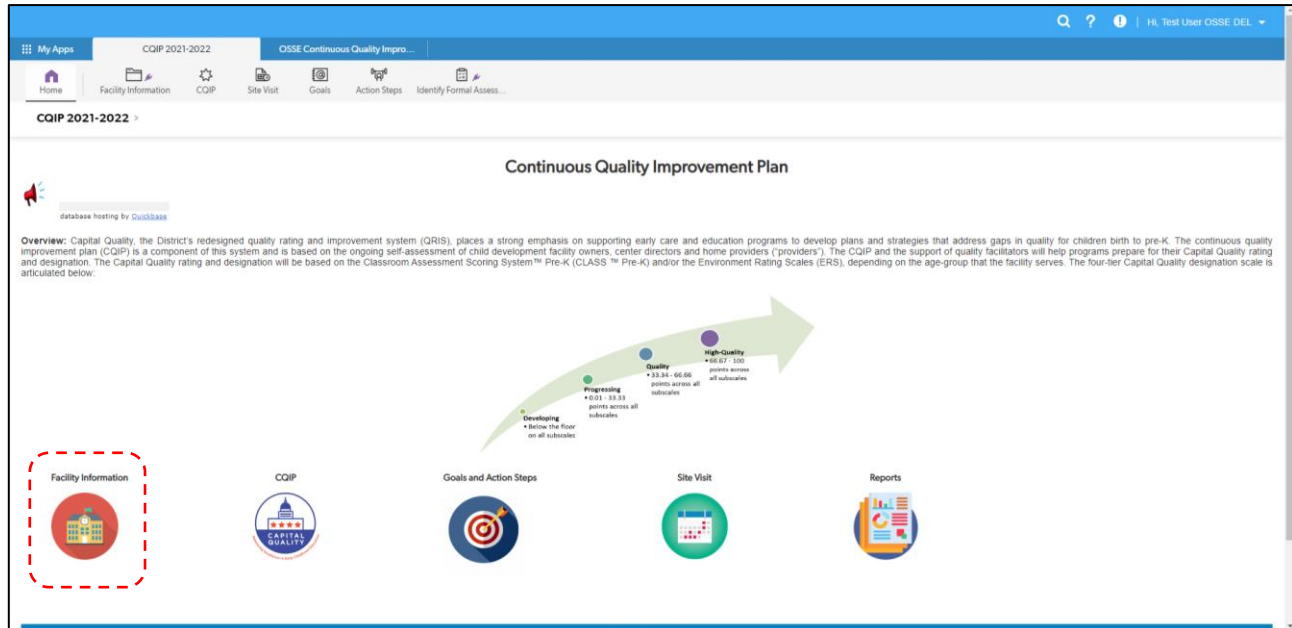


If you are viewing the CQIP Quickbase app on a small screen, such as a tablet, you may see the icons on the home page wrap to a second row. You can still click the icons to access the facility information, CQIP, goals and action steps and site visit sections of the CQIP Quickbase app.



8. Facility Information

On the home page, click **Facility Information** to go to the facility information section.





After clicking **Facility Information**, you will see a list of programs to which you have access.

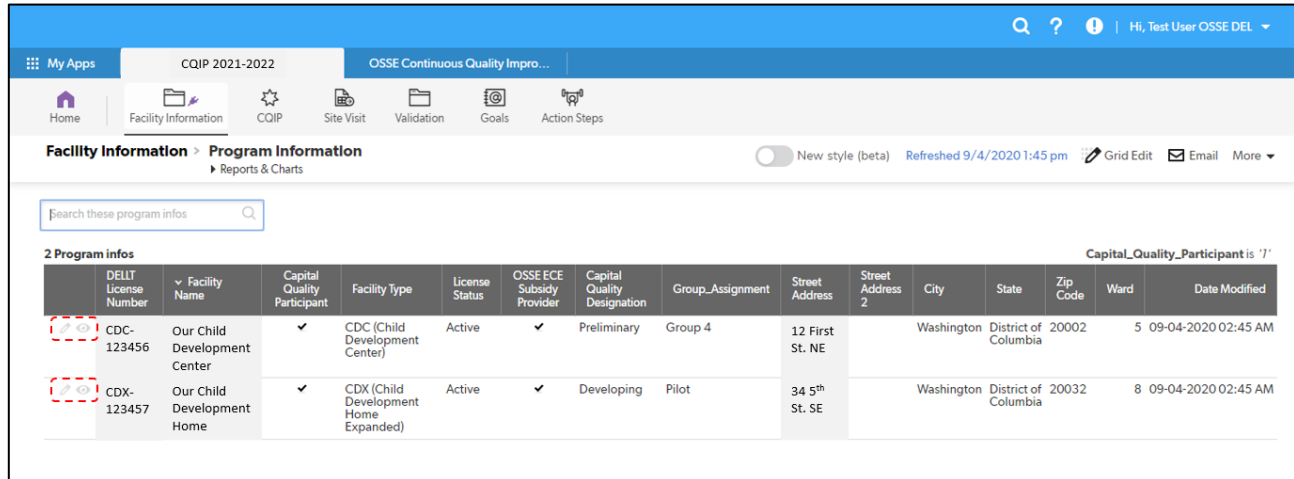
Facility Information > Program Information

Search these program infos

2 Program infos

DELIT License Number	Facility Name	Capital Quality Participant	Facility Type	License Status	OSSE ECE Subsidy Provider	Capital Quality Designation	Group Assignment	Street Address	Street Address 2	City	State	Zip Code	Ward	Date Modified
CDC-123456	Our Child Development Center	✓	CDC (Child Development Center)	Active	✓	Preliminary	Group 4	12 First St. NE		Washington	District of Columbia	20002	5	09-04-2020 02:45 AM
CDX-123457	Our Child Development Home	✓	CDX (Child Development Home Expanded)	Active	✓	Developing	Pilot	34 5 th St. SE		Washington	District of Columbia	20032	8	09-04-2020 02:45 AM

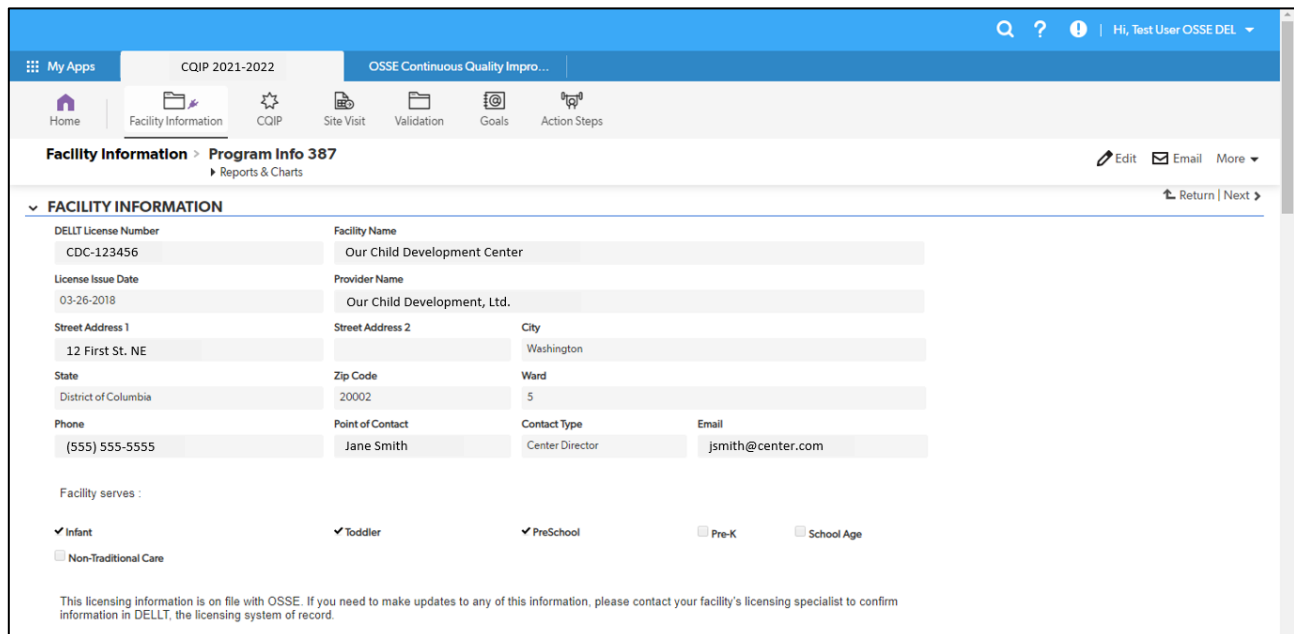
To access the facility information section for one facility, click the eye icon  beside the facility's name to view the facility information or click the pencil icon  beside the facility's name to edit the facility information.



DELT License Number	Facility Name	Capital Quality Participant	Facility Type	License Status	OSSE ECE Subsidy Provider	Capital Quality Designation	Group Assignment	Street Address	Street Address 2	City	State	Zip Code	Ward	Date Modified
CDC-123456	Our Child Development Center	✓	CDC (Child Development Center)	Active	✓	Preliminary	Group 4	12 First St. NE		Washington	District of Columbia	20002	5	09-04-2020 02:45 AM
CDX-123457	Our Child Development Home	✓	CDX (Child Development Home Expanded)	Active	✓	Developing	Pilot	34 5th St. SE		Washington	District of Columbia	20032	8	09-04-2020 02:45 AM

8.1 Facility Information

Facility information, which is licensing information on file with OSSE, is the first subsection on the facility information page. This information cannot be edited in the CQIP Quickbase app.



Facility Information

DELT License Number: CDC-123456

Facility Name: Our Child Development Center

License Issue Date: 03-26-2018

Provider Name: Our Child Development, Ltd.

Street Address 1: 12 First St. NE

Street Address 2:

City: Washington

State: District of Columbia

Zip Code: 20002

Ward: 5

Phone: (555) 555-5555

Point of Contact: Jane Smith

Contact Type: Center Director

Email: jsmith@center.com

Facility serves :

☒ Infant ☒ Toddler ☒ PreSchool ☐ Pre-K ☐ School Age

☐ Non-Traditional Care

This licensing information is on file with OSSE. If you need to make updates to any of this information, please contact your facility's licensing specialist to confirm information in DELLT, the licensing system of record.

If you need to make updates to any of this information, please contact your facility's licensing specialist to confirm information in the Division of Early Learning Licensing Tool (DELLT), the licensing system of record.

8.2 Capital Quality Information

Capital Quality information is the second subsection on the facility information page. This information cannot be edited in the CQIP Quickbase app.

The screenshot shows the 'Facility Information' page for 'Program Info 387'. The 'CAPITAL QUALITY INFORMATION' section is expanded, showing two subsections: 'Capital Quality Framework' and 'Capital Quality Designation'. The 'Capital Quality Framework' subsection shows '1 Birth-to-Five'. The 'Capital Quality Designation' subsection shows '2 Progressing'. Below these, there is a table with five columns: 'MCCDC Designation', 'MCCDC CQ Designation Effective Date', 'Subsidy Reimbursement Designation', 'Capital Quality Group', and 'Observation-based Designation'. The table contains the following data:

MCCDC Designation	MCCDC CQ Designation Effective Date	Subsidy Reimbursement Designation	Capital Quality Group	Observation-based Designation
3 Progressing	4 10-01-2019	5 Quality	6 Group Four	7 Progressing

The following Capital Quality information² is displayed:

1. Capital Quality framework: This is the facility's Capital Quality framework (i.e., infant and toddler only, preschool age/pre-K only, birth-to-five, child development home/expanded home) based on the child age groups the facility is licensed to serve.
2. Capital Quality designation: This is the facility's observation-based designation. (Please see the observation-based designation definition below.)
3. My Child Care DC (MCCDC) designation: This is the facility's designation posted on the MCCDC website.
4. MCCDC designation effective date: This is the effective date of the MCCDC designation.
 - a. If the facility was rated in fall 2019 using two years of valid observation data, the effective date of the MCCDC designation is Oct. 1, 2019.
 - b. If the facility was rated in fall 2021 using one year of valid observation data, the effective date of the MCCDC designation is Oct. 1, 2021.
 - c. If the facility is designated Preliminary, the effective date of the MCCDC designation is Oct. 1, 2021.
5. Subsidy reimbursement designation: This is the facility's designation for tiered subsidy reimbursement based on the hold harmless policy.
6. Capital Quality group: This is the facility's Capital Quality group (i.e., Pilot, Group Two, Group Three, Group Four or Group Five).
7. Observation-based designation: This is the facility's most recent designation based on one or two years of valid observation data. If your facility does not have any valid observation data with which to calculate a rating and designation, your facility's observation-based designation is Preliminary.

If you have questions about this information, please contact the Capital Quality team at OSSE via email at CapitalQuality@dc.gov.

² For more information on Capital Quality; including the hold harmless policy, Capital Quality rating calculation and definitions of Capital Quality designations, please refer to the [Capital Quality technical guide](#).

8.3 Program Participation

Program participation is the third subsection on the facility information page. This information cannot be edited in the CQIP Quickbase app.

This subsection displays whether your facility participates in subsidized child care services (i.e., has entered into and maintained an Agreement for Subsidized Child Care Services with OSSE), Level 2 subsidy provider, Pre-K Enhancement and Expansion Program (PKEEP), Quality Improvement Network (QIN), Shared Services Business Alliance, Healthy Tots and/or Bainum Family Foundation initiatives.

PROGRAM PARTICIPATION							
Full Report	Grid Edit	Email	More ▼ 1 CDF				
Subsidized Child Care Services	Level 2 provider	Pre-K Enhancement and Expansion	Quality Improvement Network	Shared Services Business Alliance	Healthy Tots	Bainum Initiatives	
✓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

If you have questions about this information, please contact the Capital Quality team at OSSE via email at CapitalQuality@dc.gov.

8.4 Program Support Personnel

Program support personnel is the fourth subsection on the facility information page. This subsection displays the support personnel for programs in which your facility participates.

PROGRAM SUPPORT PERSONNEL				
Program Type	Contact Type	Point of Contact	Email Address	Phone Number
Licensing	Licensing Specialist	Ruth Doe	Ruth.Doe@dc.gov	
Capital Quality	Quality Facilitator	Lucy File	lfile@erhurleyassoc.com	
Subsidized Child Care Services	Education Services Monitor	Frank Smith	Frank.Smith@dc.gov	(123) 456-7890

Add additional program support personnel at the bottom

Support personnel for licensing, Capital Quality and subsidized child care services are automatically displayed. To add additional program support personnel, click **Edit** on the navigation bar at the top of the facility information page and type information at the bottom row of the program support personnel table.

Facility Information > Program Info 387		Edit Email More ▼	
Reports & Charts			

8.5 Classroom Information

Classroom information is the fifth subsection on the facility information page. Each year, you will add classroom enrollment information for your facility.

To add classroom enrollment information, click **Edit** on the navigation bar at the top of the facility information page.

Facility Information > Program Info 387
Reports & Charts

CLASSROOM INFORMATION

Classroom Name	Number of Enrolled Children	Age Ranges of Enrolled Children (If the classroom is mixed age, select all that apply.)	Youngest Enrolled Child's Month of Birth	Youngest Enrolled Child's Year of Birth	Oldest Enrolled Child's Month of Birth	Oldest Enrolled Child's Year of Birth
No classrooms found						

Click one row in the classroom information table and type the name of your first classroom.

Facility Information > Edit Program Info 387
Reports & Charts

CLASSROOM INFORMATION

New Classroom More

Classroom Name	Number of Enrolled Children	Age Ranges of Enrolled Children (If the classroom is mixed age, select all that apply.)	Youngest Enrolled Child's Month of Birth	Youngest Enrolled Child's Year of Birth	Oldest Enrolled Child's Month of Birth	Oldest Enrolled Child's Year of Birth

0 Classrooms

Type the number of children enrolled in the classroom and select the age range(s) of the children enrolled in the classroom. If the classroom is mixed age, select all age ranges that apply.

Facility Information > Edit Program Info 387
Reports & Charts

CLASSROOM INFORMATION

New Classroom More

Classroom Name	Number of Enrolled Children	Age Ranges of Enrolled Children (If the classroom is mixed age, select all that apply.)	Youngest Enrolled Child's Month of Birth	Youngest Enrolled Child's Year of Birth	Oldest Enrolled Child's Month of Birth	Oldest Enrolled Child's Year of Birth
Classroom 1	8	0-24 months				

0 Classrooms

Observation Reports

Environment Rating Scales (ERS) Report

Select the classroom's youngest enrolled child's month and year of birth and the classroom's oldest enrolled child's month and year of birth.

Facility Information > Edit Program Info 387
Reports & Charts

Save & close Cancel

CLASSROOM INFORMATION

New Classroom More

0 Classrooms

Classroom Name	Number of Enrolled Children	Age Ranges of Enrolled Children (if the classroom is mixed age, select all that apply.)	Youngest Enrolled Child's Month of Birth	Youngest Enrolled Child's Year of Birth	Oldest Enrolled Child's Month of Birth	Oldest Enrolled Child's Year of Birth
Classroom 1	8	0-24 months	January	2020	July	2019

OBSERVATION REPORTS

Environment Rating Scales (ERS) Reports

Repeat the process for each classroom in your facility and click **Save & close** to save the information.

Your facility's licensed capacity and this information will be used to determine eligibility for Environment Rating Scales (ERS) and/or Classroom Assessment Scoring System (CLASS) observations.

8.6 Observation Reports

Observation reports are the sixth subsection on the facility information page. Each year, you can choose to upload your observation reports for recordkeeping purposes.

To upload an observation report, click **Edit** on the navigation bar at the top of the facility information page.

Facility Information > Program Info 387
Reports & Charts

Edit Email More

OBSERVATION REPORTS

Environment Rating Scales (ERS) Reports

Fiscal Year Upload

No ERS REPORTS found

Classroom Assessment Scoring System (CLASS) Reports

Fiscal Year Upload

No CLASS REPORTS found

Click **Add ERS** to add an ERS report or click **Add CLASS** to add a CLASS report. In the next screen shots, we will add an ERS report.

The screenshot shows the 'Edit Program Info 387' page with the 'OBSERVATION REPORTS' section expanded. Under 'Environment Rating Scales (ERS) Reports', the 'Add ERS' button is highlighted with a red dashed box. Below it are 'Fiscal Year' and 'Upload' buttons, followed by the text 'No ERS REPORTS found'. Under 'Classroom Assessment Scoring System (CLASS) Reports', there is an 'Add CLASS' button, 'Fiscal Year' and 'Upload' buttons, and the text 'No CLASS REPORTS found'. The top right has 'Save & close' and 'Cancel' buttons.

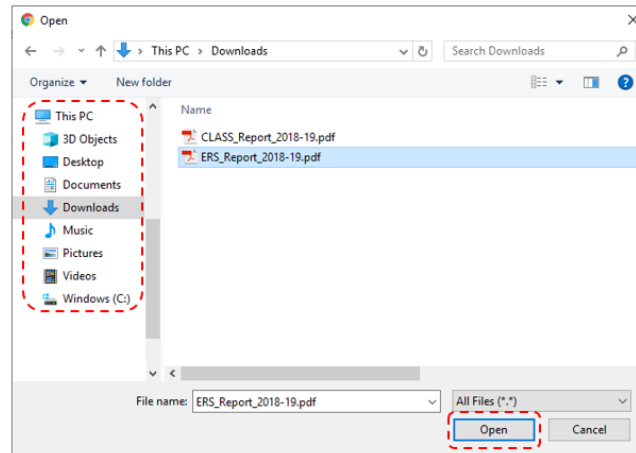
After you click **Add ERS**, you will see a page with a selection for the fiscal year of the report and a place to upload the report. Select the fiscal year of the report.

The screenshot shows the 'Add ERS REPORT' page. The 'Fiscal Year' dropdown menu is open, displaying a list of fiscal years from 2016-2017 to 2024-2025. The year 2018-2019 is highlighted in blue. Below the dropdown is an 'Upload' button and a 'Save & close' button. The top right has 'Save & close' and 'Cancel' buttons.

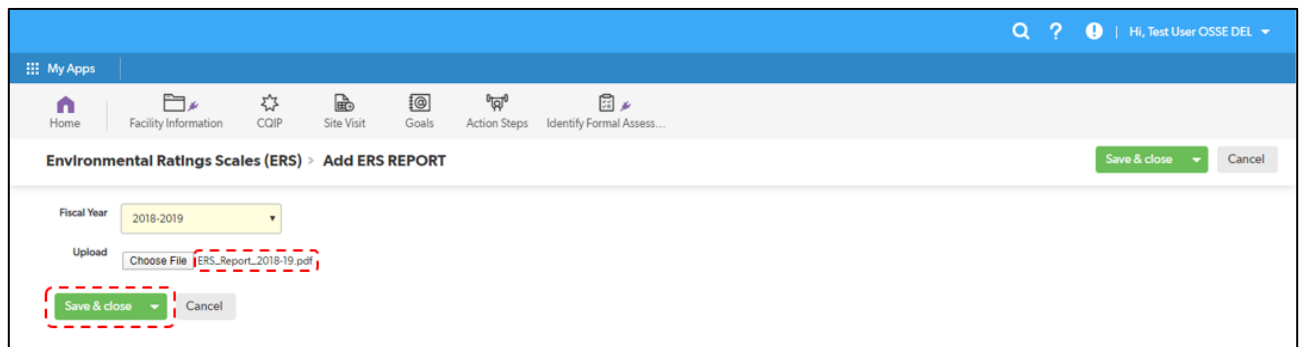
Click **Choose File** to upload the report.

The screenshot shows the 'Add ERS REPORT' page. The 'Fiscal Year' dropdown menu is set to 2018-2019. The 'Choose File' button is highlighted with a red dashed box. Below it is the text 'No file chosen'. The top right has 'Save & close' and 'Cancel' buttons.

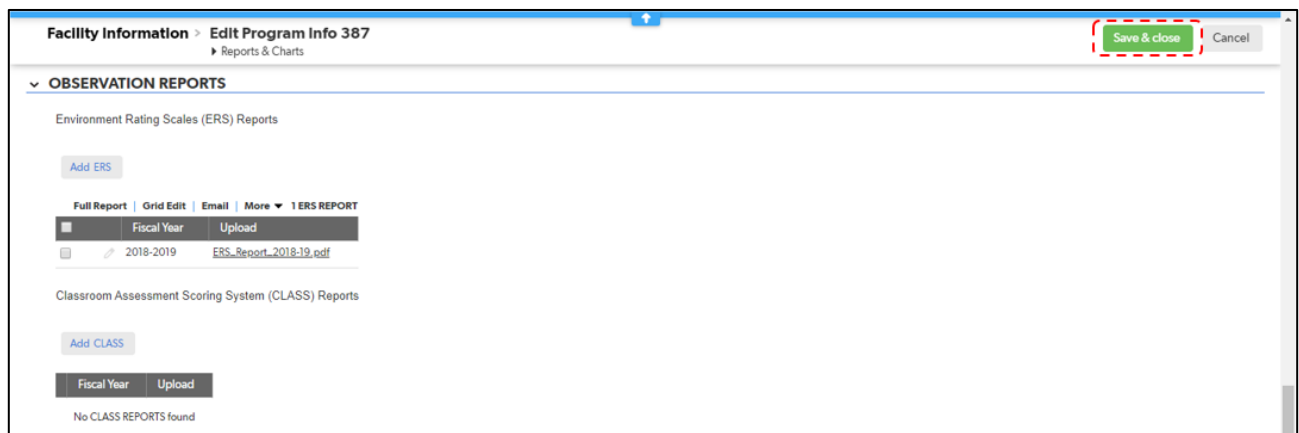
After clicking **Choose File**, you will see a pop-up box to select the file from its location on your computer. Use the menu on the left to navigate the folders and files on your computer. Click the file you want to upload and then click **Open**.



After you click **Open**, you will see the name of the file you selected beside the upload field. Click **Save & close** to finish uploading the report.



After clicking **Save & close**, you will see the uploaded report added to the ERS Reports subsection. Repeat the process for any other ERS or CLASS reports you would like to upload. Click **Save & close** to save all uploaded observation reports.



8.7 Site Visits

Site visits are the seventh subsection on the facility information page. Once your QF adds one or more site visit records, you will see the records listed here.

Facility Information > Edit Program Info 387



Reports & Charts

Save & close

Cancel

▼ SITE VISITS

Facility_Name	Site Visit Date	Type of Visit	Site Visit Start Time	Site Visit End Time	Hours of Visit	Visit Cancelled?	Site visit cancelled for	Area of Focus	Site Visit Notes: Quality Facilitator	Describe any efforts with QIN Coach	Describe any efforts with Shared Services specialist.	Site Visit Notes: On-site Administrator
No visits found												

To add your own notes to each site visit record, you can click the eye icon  beside the record to view the site visit record or click the pencil icon  beside the record to edit the site visit record.

8.8 Goals and Action Steps

Goals and action steps are the eighth subsection on the facility information page. Once you add one or more goals and action steps, you will see them listed here.

To add a goal, click **Edit**.

Facility Information > Program Info 387

Reports & Charts

Edit

Email

More

SITE VISITS

Facility_Name	Site Visit Date	Type of Visit	Site Visit Start Time	Site Visit End Time	Hours of Visit	Visit Cancelled?	Site visit cancelled for	Area of Focus	Site Visit Notes: Quality Facilitator	Describe any efforts with QIN Coach	Describe any efforts with Shared Services specialist.	Site Visit Notes: On-site Administrator
No visits found												

GOALS & ACTION STEPS

Goals

Facility Name	DELT License Number	Goal Title	Goal Description	SMART Assessment Checklist	CQIP Alignment	Resources Needed
No goals found						

Action Steps

Facility Name	DELT License Number	Action Step Title	Action Step Description	Completion Status	Date Created	Goal Title	Goal Description	Notes from OSA	Notes from Quality Facilitator
No actions found									

After clicking **Edit**, click the **Add Goal** button.

Facility Information > Edit Program Info 387
 Reports & Charts

SITE VISITS

Facility_Name	Site Visit Date	Type of Visit	Site Visit Start Time	Site Visit End Time	Hours of Visit	Visit Cancelled?	Site visit cancelled for	Area of Focus	Site Visit Notes: Quality Facilitator	Describe any efforts with QIN Coach	Describe any efforts with Shared Services specialist.	Site Visit Notes: On-site Administrator
No visits found												

GOALS & ACTION STEPS

Add Goal

Goals

Facility Name	DELT License Number	Goal Title	Goal Description	SMART Assessment Checklist	CQIP Alignment	Resources Needed
No goals found						

Action Steps

Facility Name	DELT License Number	Action Step Title	Action Step Description	Completion Status	Date Created	Goal Title	Goal Description	Notes from OSA	Notes from Quality Facilitator
No actions found									

After clicking **Add Goal**, you will see a page where you can add information on your goal. Complete the information on this page by typing or selecting from the drop-down menus.

Goals > Add Goal
 Reports & Charts

GOALS

- Goal Title
- Goal Description
- SMART Assessment Checklist
- CQIP Alignment
- Resources Needed(Select all that apply.)
- Notes from Quality Facilitator
- Notes from OSA

Scroll down the page to continue filling in the information and click one row in the action steps table to add an action step. Add as many action steps as you plan to take to accomplish this goal.

Goals > Add Goal

Reports & Charts

3. SMART Assessment Checklist

4. CQIP Alignment

5. Resources Needed (Select all that apply)

6. Notes from Quality Facilitator

7. Notes from OSA

Actions

New Action More 0 Actions



Action Step Title	Action Step Description	Completion Status	Date Created

Save & close Cancel

Click **Save & close** when you have completed the information.

You can continue to add information (i.e., notes) to each goal you created throughout the program year.

8.9 CQIP

CQIP is the eighth subsection on the facility information page. Click the eye icon  beside the CQIP record to view the CQIP or click the pencil icon  beside the record to edit the CQIP.

Facility Information > Program Info 387

Reports & Charts

Edit Email More

SITE VISITS

Facility Name	Site Visit Date	Type of Visit	Site Visit Start Time	Site Visit End Time	Hours of Visit	Visit Cancelled?	Site visit cancelled for	Area of Focus	Site Visit Notes: Quality Facilitator	Describe any efforts with QIN Coach	Describe any efforts with Shared Services specialist	Site Visit Notes: On-site Administrator
No visits found												

GOALS & ACTION STEPS

Goals

Facility Name	DELT License Number	Goal Title	Goal Description	SMART Assessment Checklist	CQIP Alignment	Resources Needed
No goals found						

Action Steps

Facility Name	DELT License Number	Action Step Title	Action Step Description	Completion Status	Date Created	Goal Title	Goal Description	Notes from OSA	Notes from Quality Facilitator
No actions found									

CQIP

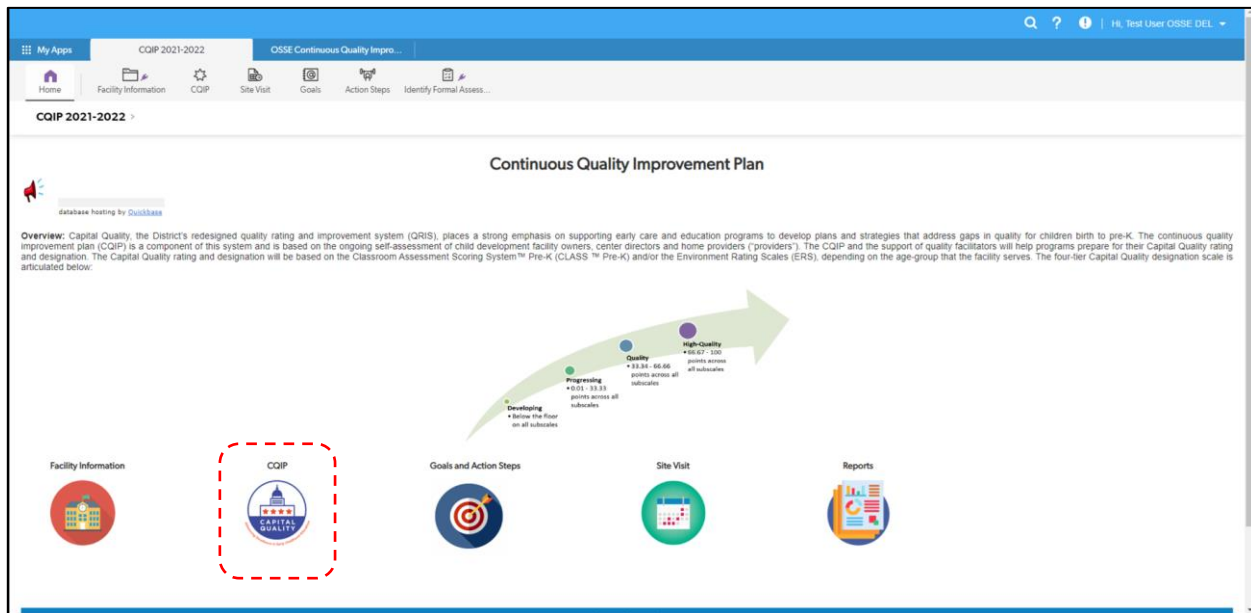
Full Report Grid Edit Email More 1 CQIP

Quality Facilitator	Facility Name	DELT License Number	Overall Completion	Overall Completion (Complete)
	Our Child Development Center	CDC-123456	<div></div>	1.96%

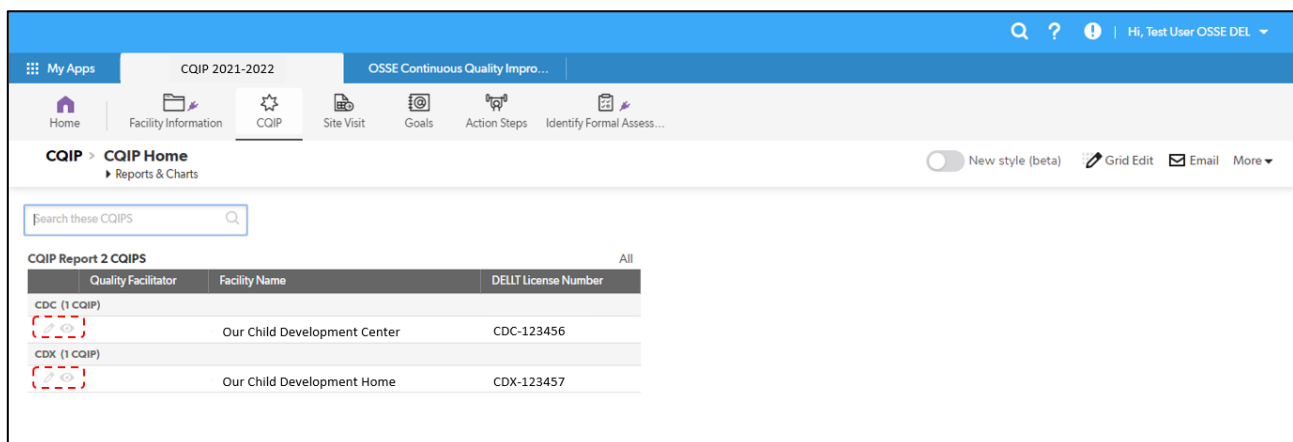
Refer to *Section 9. CQIP* for steps to complete the CQIP. *Section 9. CQIP* also describes how to access the CQIP from the CQIP Quickbase app home page.



9. CQIP

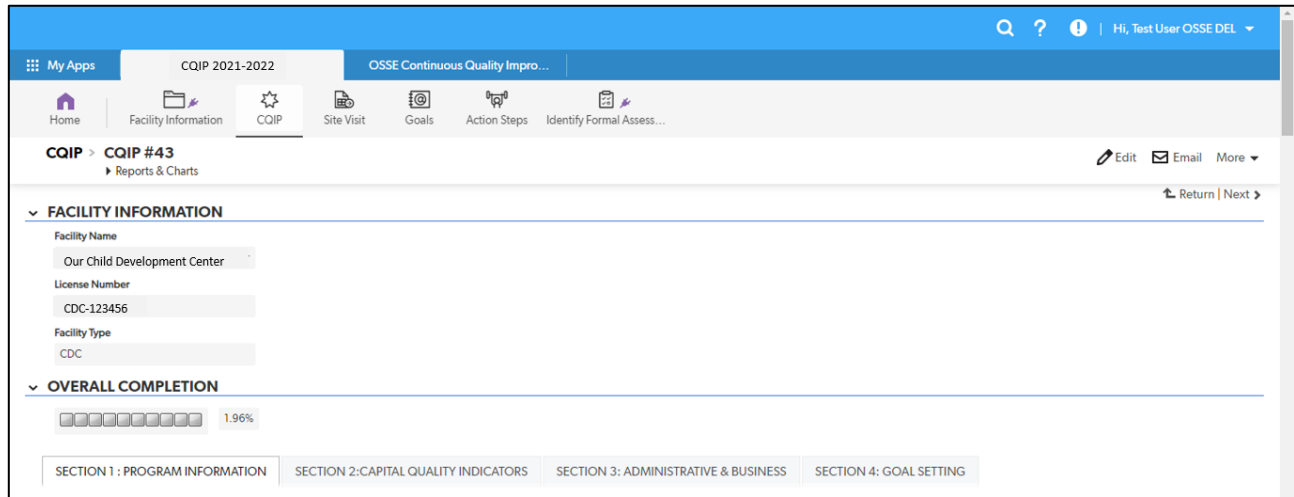
On the home page, click **CQIP** to go to the CQIP section.



After clicking **CQIP**, you will see a list of programs to which you have access.



To access the CQIP section for one facility, click the eye icon  beside the facility's name to view the CQIP or click the pencil icon  beside the facility's name to edit the CQIP.



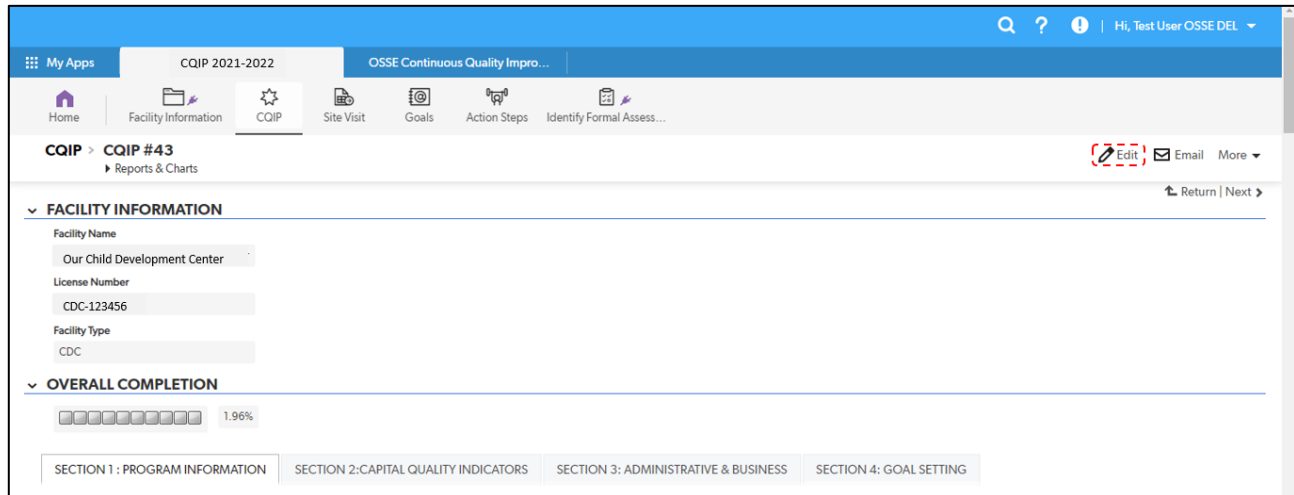
The screenshot shows the 'CQIP #43' page in the 'OSSE Continuous Quality Improvement' app. The page is divided into several sections:

- Header:** Includes 'My Apps', 'CQIP 2021-2022', and 'OSSE Continuous Quality Impro...'. The user is logged in as 'Hi, Test User OSSE DEL'.
- Navigation Bar:** Contains icons for Home, Facility Information, CQIP, Site Visit, Goals, Action Steps, and Identify Formal Assess...
- Facility Information:**
 - Facility Name: Our Child Development Center
 - License Number: CDC-123456
 - Facility Type: CDC
- Overall Completion:**
 - Progress bar: 1.96%
 - Sections: SECTION 1: PROGRAM INFORMATION, SECTION 2: CAPITAL QUALITY INDICATORS, SECTION 3: ADMINISTRATIVE & BUSINESS, SECTION 4: GOAL SETTING

The CQIP includes four sections:

1. Program information;
2. Capital Quality indicators;
3. Administrative and business practices; and
4. Goal setting.

You can navigate between these four sections using the labeled tabs on the CQIP page. Click **Edit** to begin completing the CQIP.



This screenshot is identical to the one above, but with the 'Edit' button (pencil icon) in the top right corner highlighted with a red dashed box, indicating where to click to begin editing the CQIP.

After clicking **Edit**, you will see the following background information and instructions for completing the CQIP.

The CQIP components: Aimed to support the professional development of early care and education professionals and to develop plans with identified strategies for improving the quality of early care and education programs, the CQIP includes indicators that capture the extent to which:

1. Curriculum and instruction are aligned to DC Early Learning Standards;
2. Formal and informal assessments are aligned to curriculum;
3. Formal and informal assessments are implemented;
4. Data are used to inform instructional and professional practices;
 - Classroom Assessment Scoring System Pre-K (CLASS Pre-K) and/or Infant/Toddler Environment Rating Scale (ITERS) and/or Family Child Care Environment Rating Scale (FCCERS) results are used to inform instructional and professional practices.
5. Culturally and linguistically responsive practices are implemented;
6. Inclusion practices are implemented;
7. Developmental screenings are implemented;
8. Early care and education professionals meaningfully engage in professional development;
9. Family engagement promotes positive and goal-oriented relationships; and
10. Mission statements are reflective of both the program and the families served.

Directions: The CQIP template is designed to provide useful, formative information for the program, coaches and OSSE about the level of quality of programming at each site. It is intended that this tool be used to foster reflection about instructional practices, environment, staff quality and many other important aspects of quality early care and education programs. Programs should consider practices and evidence provided from their QF coaching, individual professional development plans, observations of teaching/planning team time, family input and feedback as well as monitoring of the developmental progress of individual children or classrooms. The CQIP should be completed by Nov. 30 of each program year. It is acceptable to start and stop the survey and come back to the CQIP to complete responses or upload evidence.

Who should complete the CQIP: The CQIP should be completed by the staff member most knowledgeable about the quality of programming at the program site. This may include the center director or education coordinator in center-based programs or the provider in home-based programs.

How to complete the CQIP: The CQIP is organized in four sections:

- **Section 1:** The first section contains information on the program's background, demographics and staffing.
- **Section 2:** The second section contains the 10 quality indicators of Capital Quality. Programs are asked a series of questions for each indicator. Please select all responses that apply to your program. Programs always have the option to select "Other" and write in a brief response. Some items request a brief open-ended response. Please enter one or two sentences in the text box

for these items. Some items include a short menu of responses from which providers can choose. Please select all that apply and write in any additional responses in the text box.

- **Section 3:** The third section contains additional information on administrative and business practices.
- **Section 4:** The final section provides programs the opportunity to reflect on all input in the CQIP, available data and self-ratings to develop short-term and long-term goals.

9.1 Program Information

After clicking **Edit**, scroll down the page to begin completing the program information section of the CQIP.

CQIP > CQIP #43
 ▶ Reports & Charts

SECTION 1: PROGRAM INFORMATION | SECTION 2: CAPITAL QUALITY INDICATORS | SECTION 3: ADMINISTRATIVE & BUSINESS | SECTION 4: GOAL SETTING

1.30%

▼ **BACKGROUND INFORMATION**

Number of classrooms

Social-emotional or behavioral program(s) used
 [Social-emotional learning (SEL) is the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships and make responsible decisions.]

Other academic or non-academic program(s) used

▼ **DEMOGRAPHIC INFORMATION**

Number of children served for each age group

Source(s) of Evidence
 NOTE : CLASSROOM ENROLLMENT ROSTERS

Number of children receiving child care subsidy/voucher

Primary language(s) spoken by participating families

Number of children with special needs/ accommodations identified by screening tool

What demographic information does your family intake form request?

Complete the text fields by typing a response or select responses from the drop-down menu. Refer to *Section 9.2 Capital Quality Indicators* for more information on the types of fields in the CQIP.

CQIP > Edit CQIP #43
 ▶ Reports & Charts

Save & close Cancel

SECTION 1: PROGRAM INFORMATION SECTION 2: CAPITAL QUALITY INDICATORS SECTION 3: ADMINISTRATIVE & BUSINESS SECTION 4: GOAL SETTING

1.30%

▼ **BACKGROUND INFORMATION**

Number of classrooms

Social-emotional or behavioral program(s) used
 [Social-emotional learning (SEL) is the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships and make responsible decisions.]

Select up to 20 choices

Other academic or non-academic program(s) used

Select up to 20 choices

▼ **DEMOGRAPHIC INFORMATION**

Number of children served for each age group

Select up to 20 choices

Source(s) of Evidence
 NOTE : CLASSROOM ENROLLMENT ROSTERS
 No file chosen

Number of children receiving child care subsidy/voucher

Primary language(s) spoken by participating families

Select up to 20 choices

Click **Save & close** to save your progress.

9.2 Capital Quality Indicators

Click **Edit** and select the **Capital Quality Indicators** tab to begin completing the Capital Quality indicators section of the CQIP.

CQIP > CQIP #43
Reports & Charts

SECTION 1: PROGRAM INFORMATION SECTION 2: CAPITAL QUALITY INDICATORS SECTION 3: ADMINISTRATIVE & BUSINESS SECTION 4: GOAL SETTING

6.54%

INDICATOR 1: CURRICULUM ALIGNED

Indicator 1: Curriculum Aligned

Standardized curriculum [A standardized curriculum should be a developmentally appropriate, research-based instructional program with training and materials to support implementation.] is a written plan that includes the goals for children's development and learning, the experiences through which children will achieve these goals, identification of what staff and parents do to help children achieve these goals, and the types of materials needed to support the implementation of the curriculum. If what is taught by instructors (the curriculum) and learned by students is not aligned to what is expected (DC Early Learning Standards - DC ELS), then children might not meet the program exit expectations for their age level. Alignment includes training on the curriculum, standards and assessment tool for all program staff.

CURRICULUM SELECTION

1. What curricula do you currently use? (Check all that apply.)

Source(s) of Evidence
NOTE: CURRICULUM SCOPE AND SEQUENCE

2. How much time do teachers spend teaching the standardized curriculum each day?

You can collapse and expand the indicators by clicking the arrow next to the indicator title.

SECTION 1: PROGRAM INFORMATION SECTION 2: CAPITAL QUALITY INDICATORS SECTION 3: ADMINISTRATIVE & BUSINESS SECTION 4: GOAL SETTING

6.54%

INDICATOR 1: CURRICULUM ALIGNED

INDICATOR 2: ASSESSMENTS ALIGNED

INDICATOR 3: ASSESSMENTS IMPLEMENTED

INDICATOR 4: DATA USED TO INFORM PRACTICE

INDICATOR 5: RESPONSIVE PRACTICES

INDICATOR 6: INCLUSION PRACTICES

INDICATOR 7: DEVELOPMENTAL SCREENINGS

INDICATOR 8: ENGAGEMENT IN PD

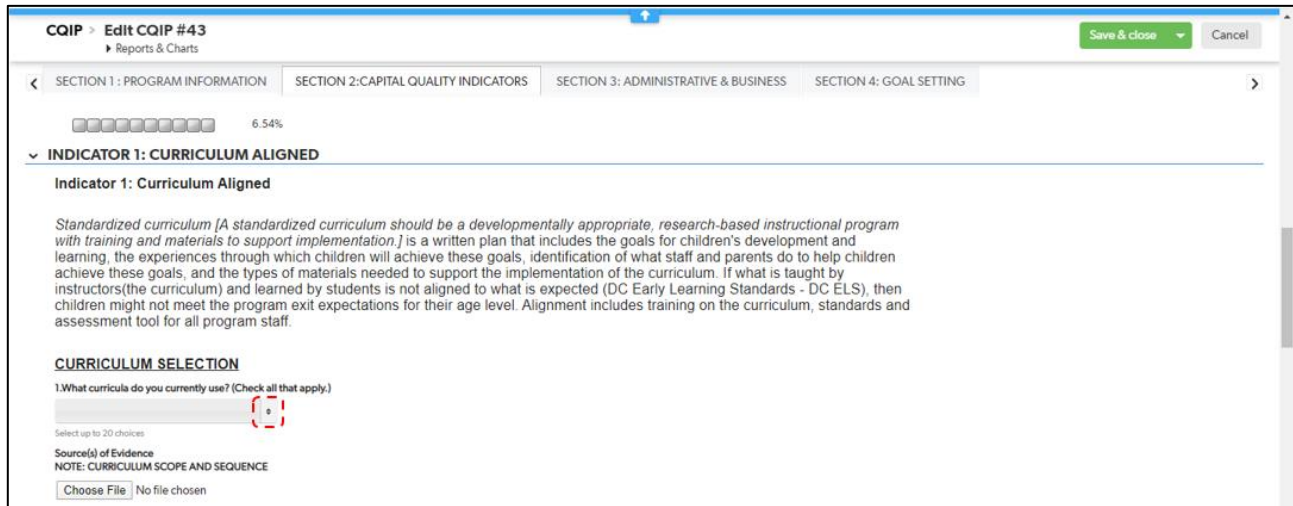
INDICATOR 9: FAMILY, COMMUNITY ENGAGEMENT

INDICATOR 10: MISSION STATEMENTS

Complete the text fields by typing a response or select responses from the drop-down menu. The following subsections and screen shots show the types of fields and how to complete them.

9.2.1 Multi-select/Select all that apply.

To complete a multi-select question/field, click the arrow icon.



CQIP > Edit CQIP #43
Reports & Charts

SECTION 1: PROGRAM INFORMATION | SECTION 2: CAPITAL QUALITY INDICATORS | SECTION 3: ADMINISTRATIVE & BUSINESS | SECTION 4: GOAL SETTING

6.54%

INDICATOR 1: CURRICULUM ALIGNED

Indicator 1: Curriculum Aligned

Standardized curriculum [A standardized curriculum should be a developmentally appropriate, research-based instructional program with training and materials to support implementation.] is a written plan that includes the goals for children's development and learning, the experiences through which children will achieve these goals, identification of what staff and parents do to help children achieve these goals, and the types of materials needed to support the implementation of the curriculum. If what is taught by instructors(the curriculum) and learned by students is not aligned to what is expected (DC Early Learning Standards - DC ELS), then children might not meet the program exit expectations for their age level. Alignment includes training on the curriculum, standards and assessment tool for all program staff.

CURRICULUM SELECTION

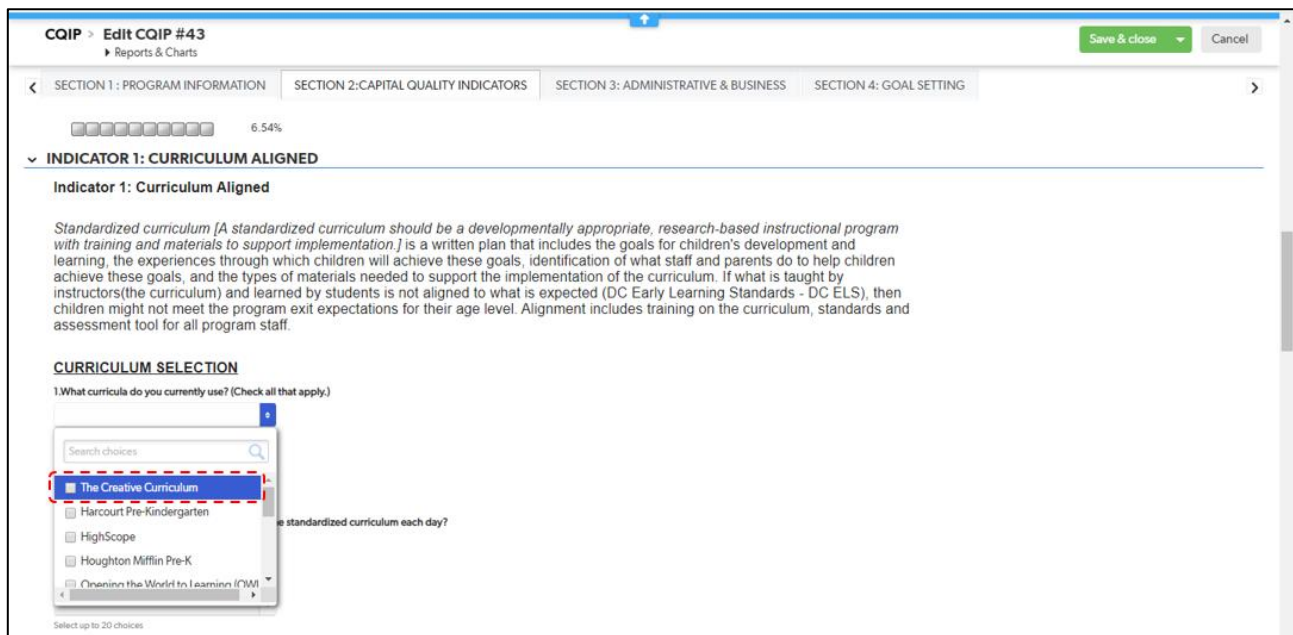
1.What curricula do you currently use? (Check all that apply.)

Select up to 20 choices

Source(s) of Evidence
NOTE: CURRICULUM SCOPE AND SEQUENCE

Choose File No file chosen

Click each selection that applies to your facility.



CQIP > Edit CQIP #43
Reports & Charts

SECTION 1: PROGRAM INFORMATION | SECTION 2: CAPITAL QUALITY INDICATORS | SECTION 3: ADMINISTRATIVE & BUSINESS | SECTION 4: GOAL SETTING

6.54%

INDICATOR 1: CURRICULUM ALIGNED

Indicator 1: Curriculum Aligned

Standardized curriculum [A standardized curriculum should be a developmentally appropriate, research-based instructional program with training and materials to support implementation.] is a written plan that includes the goals for children's development and learning, the experiences through which children will achieve these goals, identification of what staff and parents do to help children achieve these goals, and the types of materials needed to support the implementation of the curriculum. If what is taught by instructors(the curriculum) and learned by students is not aligned to what is expected (DC Early Learning Standards - DC ELS), then children might not meet the program exit expectations for their age level. Alignment includes training on the curriculum, standards and assessment tool for all program staff.

CURRICULUM SELECTION

1.What curricula do you currently use? (Check all that apply.)

Select up to 20 choices

Search choices

☒ The Creative Curriculum

☐ Harcourt Pre-Kindergarten

☐ HighScope

☐ Houghton Mifflin Pre-K

☐ Learning the World to Learning (LWL)

Select up to 20 choices

Clicking one or more selection populates the check box next to the selection.

CQIP > Edit CQIP #43
 Reports & Charts

SECTION 1: PROGRAM INFORMATION | SECTION 2: CAPITAL QUALITY INDICATORS | SECTION 3: ADMINISTRATIVE & BUSINESS | SECTION 4: GOAL SETTING

??? ???

▼ **INDICATOR 1: CURRICULUM ALIGNED**

Indicator 1: Curriculum Aligned

Standardized curriculum [A standardized curriculum should be a developmentally appropriate, research-based instructional program with training and materials to support implementation.] is a written plan that includes the goals for children's development and learning, the experiences through which children will achieve these goals, identification of what staff and parents do to help children achieve these goals, and the types of materials needed to support the implementation of the curriculum. If what is taught by instructors (the curriculum) and learned by students is not aligned to what is expected (DC Early Learning Standards - DC ELS), then children might not meet the program exit expectations for their age level. Alignment includes training on the curriculum, standards and assessment tool for all program staff.

CURRICULUM SELECTION

1. What curricula do you currently use? (Check all that apply.)

The Creative Curriculum
 Houghton Mifflin Pre-K

Search choices

☒ The Creative Curriculum
☐ Harcourt Pre-Kindergarten
☐ HighScope
☒ Houghton Mifflin Pre-K
☐ Openness to the World to Learn (OWL)

standardized curriculum each day?

Select up to 20 choices

Note: The percent completion of your CQIP will fluctuate as you edit and complete fields; while you are completing fields, it may appear as ??? Once you click **Save & close**, the percent completion will automatically update to reflect the fields you completed.

CQIP > Edit CQIP #43
 Reports & Charts

SECTION 1: PROGRAM INFORMATION | SECTION 2: CAPITAL QUALITY INDICATORS | SECTION 3: ADMINISTRATIVE & BUSINESS | SECTION 4: GOAL SETTING

??? ???

▼ **INDICATOR 1: CURRICULUM ALIGNED**

Indicator 1: Curriculum Aligned

Standardized curriculum [A standardized curriculum should be a developmentally appropriate, research-based instructional program with training and materials to support implementation.] is a written plan that includes the goals for children's development and learning, the experiences through which children will achieve these goals, identification of what staff and parents do to help children achieve these goals, and the types of materials needed to support the implementation of the curriculum. If what is taught by instructors (the curriculum) and learned by students is not aligned to what is expected (DC Early Learning Standards - DC ELS), then children might not meet the program exit expectations for their age level. Alignment includes training on the curriculum, standards and assessment tool for all program staff.

CURRICULUM SELECTION

1. What curricula do you currently use? (Check all that apply.)

The Creative Curriculum
 Houghton Mifflin Pre-K

Select up to 20 choices

Source(s) of Evidence
 NOTE: CURRICULUM SCOPE AND SEQUENCE

Choose File No file chosen

All of the selections you clicked will be visible after you complete the question/field.

9.2.2 Drop-down Selection

To complete a drop-down selection question/field, click the arrow icon.

CQIP > Edit CQIP #43
Reports & Charts

SECTION 1: PROGRAM INFORMATION | SECTION 2: CAPITAL QUALITY INDICATORS | SECTION 3: ADMINISTRATIVE & BUSINESS | SECTION 4: GOAL SETTING

??? ???

▼ **INDICATOR 1: CURRICULUM ALIGNED**

Indicator 1: Curriculum Aligned

Standardized curriculum [A standardized curriculum should be a developmentally appropriate, research-based instructional program with training and materials to support implementation.] is a written plan that includes the goals for children's development and learning, the experiences through which children will achieve these goals, identification of what staff and parents do to help children achieve these goals, and the types of materials needed to support the implementation of the curriculum. If what is taught by instructors (the curriculum) and learned by students is not aligned to what is expected (DC Early Learning Standards - DC ELS), then children might not meet the program exit expectations for their age level. Alignment includes training on the curriculum, standards and assessment tool for all program staff.

CURRICULUM SELECTION

1. What curricula do you currently use? (Check all that apply.)

☐ The Creative Curriculum ☐

☐ Houghton Mifflin Pre-K ☐

Select up to 20 choices

Source(s) of Evidence
NOTE: CURRICULUM SCOPE AND SEQUENCE

Curriculum_S...Sequence.pdf

2. How much time do teachers spend teaching the standardized curriculum each day?

Source(s) of Evidence

Select up to 20 choices

Click the one selection that best applies to your facility.

CQIP > Edit CQIP #43
Reports & Charts

SECTION 1: PROGRAM INFORMATION | SECTION 2: CAPITAL QUALITY INDICATORS | SECTION 3: ADMINISTRATIVE & BUSINESS | SECTION 4: GOAL SETTING

??? ???

▼ **INDICATOR 1: CURRICULUM ALIGNED**

Indicator 1: Curriculum Aligned

Standardized curriculum [A standardized curriculum should be a developmentally appropriate, research-based instructional program with training and materials to support implementation.] is a written plan that includes the goals for children's development and learning, the experiences through which children will achieve these goals, identification of what staff and parents do to help children achieve these goals, and the types of materials needed to support the implementation of the curriculum. If what is taught by instructors (the curriculum) and learned by students is not aligned to what is expected (DC Early Learning Standards - DC ELS), then children might not meet the program exit expectations for their age level. Alignment includes training on the curriculum, standards and assessment tool for all program staff.

CURRICULUM SELECTION

1. What curricula do you currently use? (Check all that apply.)

☐ The Creative Curriculum ☐

☐ Houghton Mifflin Pre-K ☐

Select up to 20 choices

Source(s) of Evidence
NOTE: CURRICULUM SCOPE AND SEQUENCE

Curriculum_S...Sequence.pdf

2. How much time do teachers spend teaching the standardized curriculum each day?

The one selection you clicked will be visible after you complete the question/field.

CQIP > Edit CQIP #43
 Reports & Charts

INDICATOR 1: CURRICULUM ALIGNED

Indicator 1: Curriculum Aligned

Standardized curriculum [A standardized curriculum should be a developmentally appropriate, research-based instructional program with training and materials to support implementation.] is a written plan that includes the goals for children's development and learning, the experiences through which children will achieve these goals, identification of what staff and parents do to help children achieve these goals, and the types of materials needed to support the implementation of the curriculum. If what is taught by instructors(the curriculum) and learned by students is not aligned to what is expected (DC Early Learning Standards - DC ELS), then children might not meet the program exit expectations for their age level. Alignment includes training on the curriculum, standards and assessment tool for all program staff.

CURRICULUM SELECTION

1.What curricula do you currently use? (Check all that apply.)

☐ The Creative Curriculum ☐ Houghton Mifflin Pre-K

Select up to 20 choices

Source(s) of Evidence
 NOTE: CURRICULUM SCOPE AND SEQUENCE

Curriculum_S...Sequence.pdf

2.How much time do teachers spend teaching the standardized curriculum each day?

9.2.3 Upload/Choose File

There are two types of questions/fields that require document upload:

- Source(s) of evidence; and
- Source(s) of evidence with select all that apply.

Source(s) of Evidence

For this question/field type, you can upload one or more files. To complete a source(s) of evidence question/field, click **Choose File**.

CQIP > Edit CQIP #43
 Reports & Charts

SECTION 1: PROGRAM INFORMATION SECTION 2: CAPITAL QUALITY INDICATORS SECTION 3: ADMINISTRATIVE & BUSINESS SECTION 4: GOAL SETTING

???

INDICATOR 1: CURRICULUM ALIGNED

Indicator 1: Curriculum Aligned

Standardized curriculum [A standardized curriculum should be a developmentally appropriate, research-based instructional program with training and materials to support implementation.] is a written plan that includes the goals for children's development and learning, the experiences through which children will achieve these goals, identification of what staff and parents do to help children achieve these goals, and the types of materials needed to support the implementation of the curriculum. If what is taught by instructors(the curriculum) and learned by students is not aligned to what is expected (DC Early Learning Standards - DC ELS), then children might not meet the program exit expectations for their age level. Alignment includes training on the curriculum, standards and assessment tool for all program staff.

CURRICULUM SELECTION

1.What curricula do you currently use? (Check all that apply.)

☐ The Creative Curriculum ☐ Houghton Mifflin Pre-K

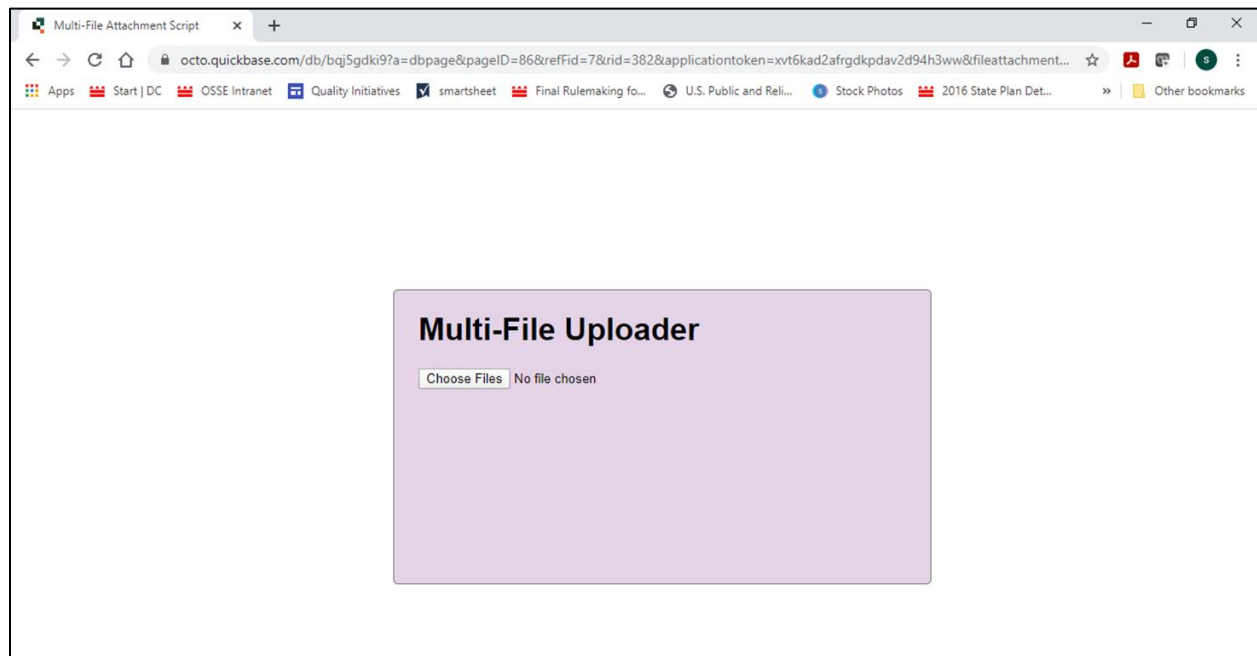
Select up to 20 choices

Source(s) of Evidence
 NOTE: CURRICULUM SCOPE AND SEQUENCE

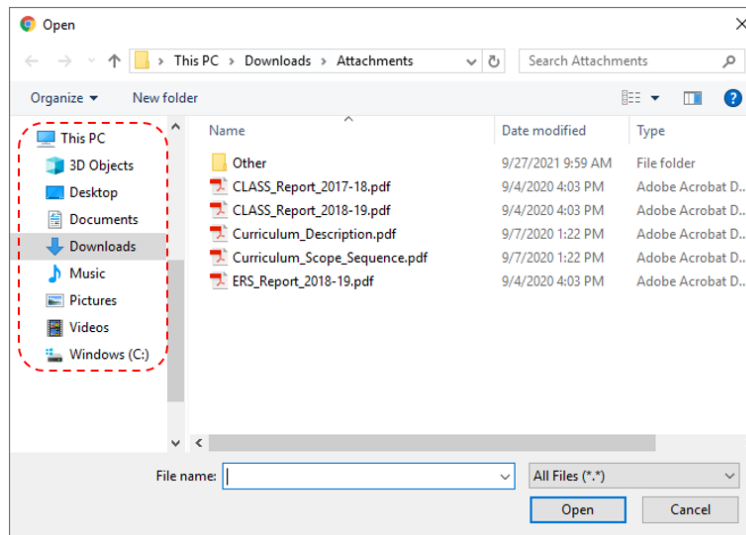
No file chosen

2.How much time do teachers spend teaching the standardized curriculum each day?

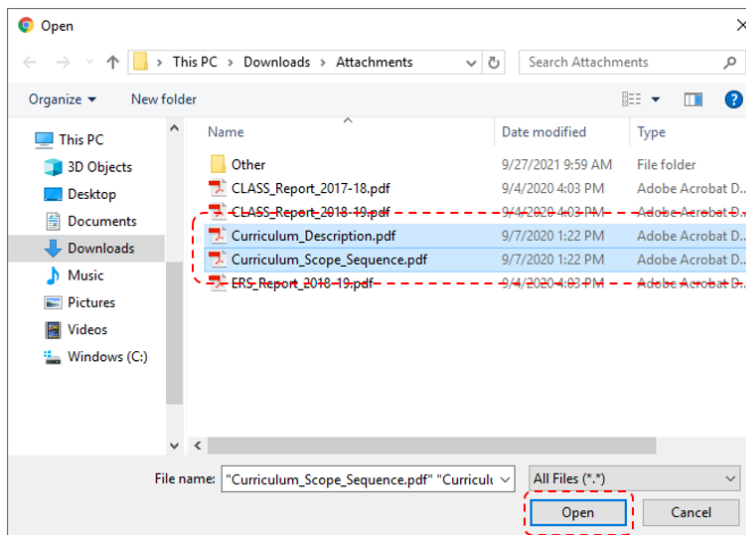
The system will redirect you to a page with **Multi-File Uploader**. Click **Choose Files** to choose one or more files to upload.



After clicking **Choose Files**, you will see a pop-up box to select the file from its location on your computer. Use the menu on the left to navigate the folders and files on your computer.



Click one or more files you want to upload and then click **Open**.



After you click **Open**, you will see the name(s) of the file(s) you selected beside the upload field. Click **Save & close** to finish uploading the file(s).

CQIP 2021-2022 - Edit CQIP #385

octo.quickbase.com/db/bqj5gdk9?a=er&rid=385&rl=jf

Apps Start | DC OSSE Intranet Quality Initiatives smartsheet Final Rulemaking fo... U.S. Public and Reli... Stock Photos 2016 State Plan Det... Other bookmarks

CQIP > Edit CQIP #385

Reports & Charts

SECTION 1: PROGRAM INFORMATION SECTION 2: CAPITAL QUALITY INDICATORS SECTION 3: ADMINISTRATIVE & BUSINESS SECTION 4: GOAL SETTING

0.93%

INDICATOR 1: CURRICULUM ALIGNED

Indicator 1: Curriculum Aligned

Standardized curriculum [A standardized curriculum should be a developmentally appropriate, research-based instructional program with training and materials to support implementation.] is a written plan that includes the goals for children's development and learning, the experiences through which children will achieve these goals, identification of what staff and parents do to help children achieve these goals, and the types of materials needed to support the implementation of the curriculum. If what is taught by instructors(the curriculum) and learned by students is not aligned to what is expected (DC Early Learning Standards - DC ELS), then children might not meet the program exit expectations for their age level. Alignment includes training on the curriculum, standards and assessment tool for all program staff.

CURRICULUM SELECTION

1.What curricula do you currently use? (Check all that apply.)

The Creative Curriculum

Houghton Mifflin Pre-K

Select up to 20 choices

Note: Curriculum Scope and Sequence

Upload File

Full Report | Grid Edit | Email | More 2 documents

Upload Curriculum Scope and Sequence

Curriculum_Description.pdf

Curriculum_Scope_Sequence.pdf

2.How much time do teachers spend teaching the standardized curriculum each day?

Note: Sample Lesson Plan and Curriculum Scope and Sequence

After clicking **Save & close**, you will see the file(s) uploaded to the question/field.

Source(s) of Evidence with Select all that apply.

To complete a source(s) of evidence with select all that apply question/field, click the arrow icon.

CQIP > Edit CQIP #43
 Reports & Charts

INDICATOR 1: CURRICULUM ALIGNED

Indicator 1: Curriculum Aligned

Standardized curriculum [A standardized curriculum should be a developmentally appropriate, research-based instructional program with training and materials to support implementation.] is a written plan that includes the goals for children's development and learning, the experiences through which children will achieve these goals, identification of what staff and parents do to help children achieve these goals, and the types of materials needed to support the implementation of the curriculum. If what is taught by instructors(the curriculum) and learned by students is not aligned to what is expected (DC Early Learning Standards - DC ELS), then children might not meet the program exit expectations for their age level. Alignment includes training on the curriculum, standards and assessment tool for all program staff.

CURRICULUM SELECTION

1.What curricula do you currently use? (Check all that apply.)

The Creative Curriculum
 Houghton Mifflin Pre-K

Select up to 20 choices

Source(s) of Evidence
 NOTE: CURRICULUM SCOPE AND SEQUENCE

Choose File Curriculum_S...Sequence.pdf

2.How much time do teachers spend teaching the standardized curriculum each day?

2-3 hours

Source(s) of Evidence

Sample lesson plan

Search choices

☒ Sample lesson plan

☐ Curriculum scope and sequence

Professional development on the curriculum the program uses, including implementation and modifications by an approved, qualified curriculum trainer?

Click each source of evidence that applies to your facility and that you will upload to complete the question/field.

CQIP > Edit CQIP #43
 Reports & Charts

CURRICULUM SELECTION

1.What curricula do you currently use? (Check all that apply.)

The Creative Curriculum
 Houghton Mifflin Pre-K

Select up to 20 choices

Source(s) of Evidence
 NOTE: CURRICULUM SCOPE AND SEQUENCE

Choose File Curriculum_S...Sequence.pdf

2.How much time do teachers spend teaching the standardized curriculum each day?

2-3 hours

Source(s) of Evidence

Sample lesson plan

Curriculum scope and sequence

Select up to 20 choices

☒ Sample lesson plan

☐ Curriculum scope & sequence

Choose File No file chosen

CURRICULUM TRAINING

3. How often does the center director receive professional development on the curriculum the program uses, including implementation and modifications by an approved, qualified curriculum trainer?

All of the selections you clicked will be visible after you complete the question/field and **Choose File** upload fields will appear for each selection you clicked.

Follow the previous instructions to upload the source(s) of evidence you selected.

9.2.4 Open-ended Text Response

To complete an open-ended text response question/field, click inside the text box and type your response.

The screenshot shows the 'Edit CQIP #43' interface. At the top, there's a breadcrumb 'CQIP > Edit CQIP #43' and a 'Reports & Charts' link. On the right, there are 'Save & close' and 'Cancel' buttons. The main content area contains two questions: '6. How are program staff prepared to use the curriculum and to use it appropriately over time?' with a large yellow text box, and '7. How does your program support program staff with implementing curriculum including using supplemental resources and support?' with a smaller text box.

Click **Save & close** to save your progress.

9.3 Administrative and Business Practices

Click **Edit** and select the administrative and business practices tab to begin completing the administrative and business practices section of the CQIP.

The screenshot shows the 'CQIP > CQIP #43' interface. At the top, there's a breadcrumb 'CQIP > CQIP #43' and a 'Reports & Charts' link. On the right, there are 'Edit', 'Email', and 'More' buttons. Below the breadcrumb, there are four tabs: 'SECTION 1: PROGRAM INFORMATION', 'SECTION 2: CAPITAL QUALITY INDICATORS', 'SECTION 3: ADMINISTRATIVE & BUSINESS' (which is highlighted with a red dashed box), and 'SECTION 4: GOAL SETTING'. Below the tabs, there's a progress bar showing '0%'. The main content area is titled 'SECTION 3: ADMIN AND BUSINESS PRACTICE'. It includes a sub-header 'Section 3: Administrative and Business Practices' and a paragraph: 'For each item, rate the extent to which your program has high-quality administrative and business practices and select 1-3 activities to serve as goals for each.' Below this, there's a paragraph: 'Administrative and business practices are key to supporting high-quality programs for children and families. Providers who utilize effective administrative and business practices are more likely to have a high-quality program and positive interactions with children and families.' Underneath, there's a section titled 'SITE HEALTH AND SAFETY REVIEW' with a list item '1. Site health and safety review - including illness-contagious disease tracking tool and injury tracking'. Below this list item, there are three text input fields labeled 'Source(s) of Evidence', 'Goal', and another unlabeled field.

Complete the text fields by typing a response or select responses from the drop-down menu. Refer to *Section 9.2 Capital Quality Indicators* for more information on the types of fields in the CQIP.

CQIP > Edit CQIP #43
 ▶ Reports & Charts

SECTION 1: PROGRAM INFORMATION SECTION 2: CAPITAL QUALITY INDICATORS SECTION 3: ADMINISTRATIVE & BUSINESS SECTION 4: GOAL SETTING

0%

▼ SECTION 3: ADMIN AND BUSINESS PRACTICE

Section 3: Administrative and Business Practices

For each item, rate the extent to which your program has high-quality administrative and business practices and select 1-3 activities to serve as goals for each.

Administrative and business practices are key to supporting high-quality programs for children and families. Providers who utilize effective administrative and business practices are more likely to have a high-quality program and positive interactions with children and families.

SITE HEALTH AND SAFETY REVIEW

1. Site health and safety review - including illness-contagious disease tracking tool and injury tracking

Source(s) of Evidence

Select up to 20 choices

Goal

Save & close Cancel

Click **Save & close** to save your progress.

9.4 Goal Setting

Click **Edit** and select the goal setting tab to begin completing the goal setting section of the CQIP.

CQIP > CQIP #43
 ▶ Reports & Charts

SECTION 1: PROGRAM INFORMATION SECTION 2: CAPITAL QUALITY INDICATORS SECTION 3: ADMINISTRATIVE & BUSINESS SECTION 4: GOAL SETTING

0.00%

▼ SECTION 4: GOAL SETTING

Goal Setting

Based on your completion of the CQI, and in conversation with your Quality Facilitator (QF), please identify which indicators will be a priority for your program this year. Please also set between three and five (short-term and long-term) goals for your program to target in quality improvement efforts this year.

SHORT-TERM GOALS

Indicators that will be focused on for quality improvement this year	Goal	Action Steps
No goals found		

LONG-TERM GOALS

Indicators that will be focused on for quality improvement this year	Goals	Action Steps
No goals found		

Edit Email More ▼

Click **Add Goals** to add your short-term and long-term goals toward which you plan to work in the upcoming program year.

The screenshot shows the 'Edit CQIP #43' interface with a navigation bar at the top containing 'SECTION 1: PROGRAM INFORMATION', 'SECTION 2: CAPITAL QUALITY INDICATORS', 'SECTION 3: ADMINISTRATIVE & BUSINESS', and 'SECTION 4: GOAL SETTING'. Below the navigation bar, there is a progress indicator showing '0.00%'. The main content area is titled 'SECTION 4: GOAL SETTING' and 'Goal Setting'. It includes a paragraph: 'Based on your completion of the CQI, and in conversation with your Quality Facilitator (QF), please identify which indicators will be a priority for your program this year. Please also set between three and five (short-term and long-term) goals for your program to target in quality improvement efforts this year.' Below this text is a red dashed box highlighting the 'Add Goals' button. Underneath, there are two sections: 'SHORT-TERM GOALS' and 'LONG-TERM GOALS'. Each section has a table with columns for 'Indicators that will be focused on for quality improvement this year', 'Goal', and 'Action Steps'. Both sections currently show 'No goals found'.

Select the indicators on which your goals focus from the drop-down menu and type descriptions of the goals and action steps.

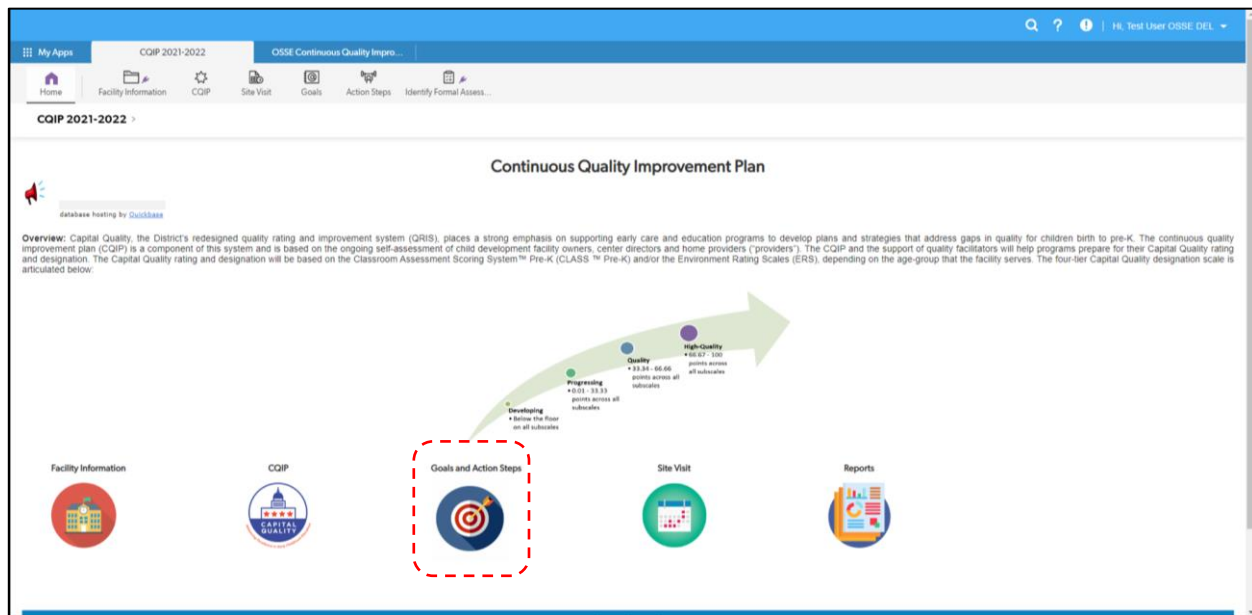
The screenshot shows the 'Add Goal' form. At the top, there is a navigation bar with 'Goal > Add Goal' and a 'Save & close' button highlighted with a red dashed box. The form is divided into two sections: 'SHORT-TERM GOALS' and 'LONG-TERM GOALS'. The 'SHORT-TERM GOALS' section contains a question: '1. Which indicators will you focus on for quality improvement this year?'. Below this is a dropdown menu with a list of indicators, including 'Curriculum and instruction are aligned to DC Early Learning Standards', 'Formal and informal assessments are aligned to curriculum', 'Formal and informal assessments are implemented', 'Data are used to inform instructional and professional practices', 'CLASS™ Pre-K and/or ITERS-R and/or FCCERS-R results are used to inform instructional and professional practices', 'Culturally and linguistically responsive practices are implemented', 'Inclusion practices are implemented', 'Developmental screenings are implemented', 'Early care and education professionals meaningfully engage in professional development', 'Family engagement promotes positive and goal-oriented relationships', and 'Mission statements are reflective of both the program and the families served'. The 'LONG-TERM GOALS' section contains a question: '2. Which indicators will you focus on for quality improvement this year? Please select between one and three indicators that will be a priority this year.' Below this is a dropdown menu. Further down, there are text input fields for 'Goal' and 'Action Steps'.

Click **Save & close** to save your progress.

After the CQIP completion period, your QF will review these preliminary short-term and long-term goals with you and with your QF's help you will add detail to your goals and action steps. Refer to *Section 10. Goals and Action Steps* for steps to add detail to your goals and action steps.

10. Goals and Action Steps

On the home page, click **Goals and Action Steps** to go to the goals and action steps section.



After clicking **Goals and Action Steps**, you will see a list of goals and action steps for your facility. If you have not yet created any goals or action steps, you will see an empty table.



Goal > Goals and Actions Import/Export Print this page

Goals

Facility Name	DELT License Number	Goal Title	Goal Description	SMART Assessment Checklist	CQIP Alignment	Resources Needed
No goals found						

Action Steps

Facility Name	DELT License Number	Action Step Title	Action Step Description	Completion Status	Date Created	Goal Title	Goal Description	Notes from OSA	Notes from Quality Facilitator
No actions found									

To access a goal or action step, click the eye icon  beside the goal or action step to view the goal or action step or click the pencil icon  beside the goal or action step to edit the goal or action step.

11. Site Visit

On the home page, click **Site Visit** to go to the site visit section.

Continuous Quality Improvement Plan

database hosting by [Quickbase](#)

Overview: Capital Quality, the District's redesigned quality rating and improvement system (QRIS), places a strong emphasis on supporting early care and education programs to develop plans and strategies that address gaps in quality for children birth to pre-K. The continuous quality improvement plan (CQIP) is a component of this system and is based on the ongoing self-assessment of child development facility owners, center directors and home providers ("providers"). The CQIP and the support of quality facilitators will help programs prepare for their Capital Quality rating and designation. The Capital Quality rating and designation will be based on the Classroom Assessment Scoring System™ Pre-K (CLASS™ Pre-K) and/or the Environment Rating Scales (ERS), depending on the age-group that the facility serves. The four-tier Capital Quality designation scale is articulated below:

Developing
• Below the floor on all subareas

Progressing
• 0-01 - 33.33 points across all subareas



Quality
• 33.34 - 66.66 points across all subareas

High-Quality
• 66.67 - 100 points across all subareas

Facility Information **CQIP** **Goals and Action Steps** **Site Visit** **Reports**

After clicking **Site Visit**, you will see a list of site visits for your facility. If your QF has not yet added any site visit records, you will see an empty table.

Facility_Name	Site Visit Date	Type of Visit	Site Visit Start Time	Site Visit End Time	Hours of Visit	Visit Cancelled?	Site visit cancelled for	Area of Focus	Site Visit Notes: Quality Facilitator	Describe any efforts with QIN Coach	Describe any efforts with Shared Services specialist	Site Visit Notes: On-site Administrator
No visits found												

To access a site visit record, click the eye icon  beside the record to view the site visit or click the pencil icon  beside the record to edit the site visit.

12. Frequently Asked Questions (FAQ)

12.1 Why do I have 60 days to complete the CQIP fields/questionnaire?

The CQIP fields/questionnaire have been updated to include more drop-down and multi-select fields and fewer open-ended response fields to reduce the time needed to complete the CQIP as a self-assessment of your facility. Completing the CQIP fields/questionnaire within the same 60-day period each year will help you monitor your facility's growth in the continuous improvement cycle and it will help you develop goals and action steps for the upcoming program year.

12.2 What should I be uploading to the CQIP?

When noted in the CQIP, upload supporting evidence for your responses. You may also upload observation score reports to the facility information section of the CQIP for your reference.

12.3 What is a good example of supporting evidence?

Supporting evidence for quality indicators may include sections of staff and parent handbooks, lesson plans, program intake applications and program evaluation results. Screen shots of documents, websites, meeting agendas and curricula used may also be uploaded. Please check with your assigned QF for other possible sources of evidence related to each quality indicator.

12.4 Can I upload multiple documents to the same field?

Yes! Use the newly implemented multi-file uploader as described earlier in the user guide in *Section 9.2.3 Upload/Choose File*.

12.5 What if I uploaded an incorrect document in any of my CQIP field/question?

Do not panic. This happens sometimes. You may contact your QF to inform them of the incorrect upload so they can reach out to administrators at OSSE or you may contact us via email at CapitalQuality@dc.gov.

12.6 Why are some comments added to the CQIP timestamped?

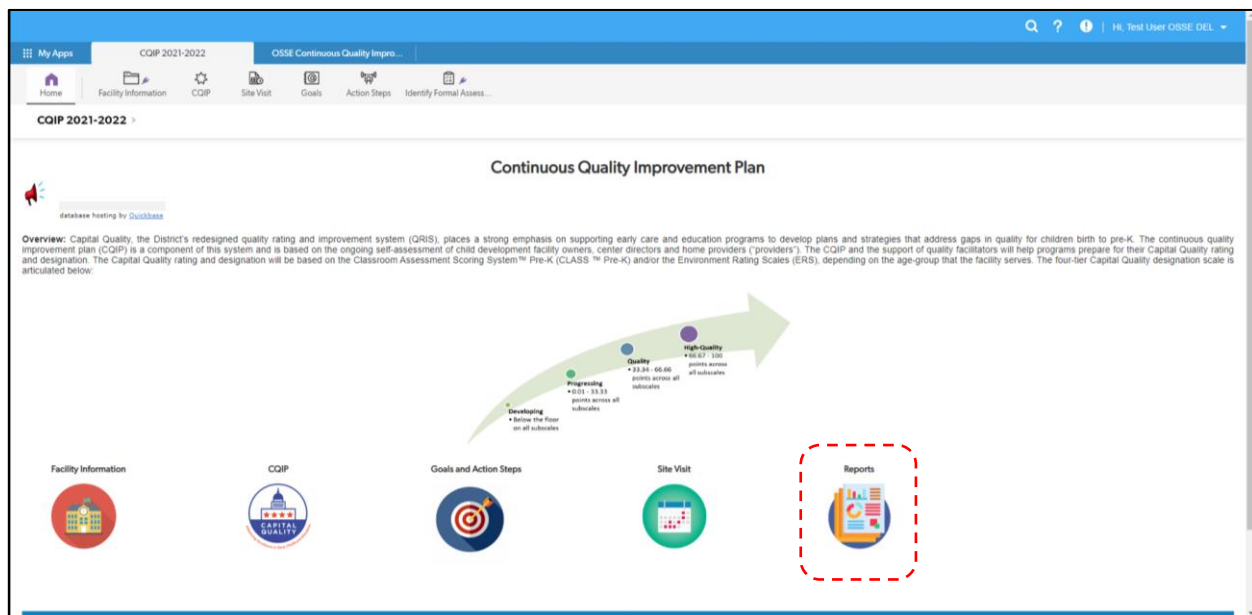
Some comments added to the CQIP (e.g., site visit notes) are timestamped so that you can monitor your facility's progress within the year and reference exactly when the information was added. It also helps you identify who added the comments if multiple team members are responsible for contributing site visit notes or goals and action steps.

13. Tips for a Successful CQIP

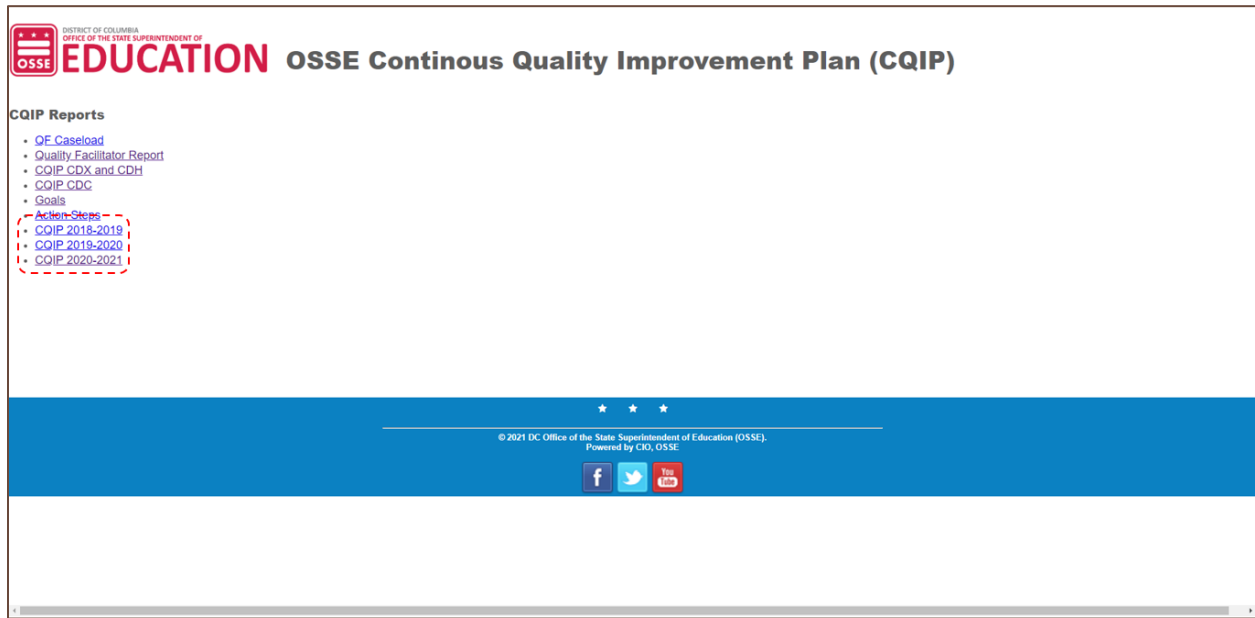
- Refer to the table on page 4 of this user guide for CQIP completion deadlines.
- Think about your facility's current structure and practices when completing the CQIP. This will help you complete the CQIP fields/questionnaire and identify goals for the year.
- Your QF is here to support you! Reach out with any questions you have.

14. Reporting

Archived CQIP reports from previous years can be viewed by accessing the reports section. To access the archived CQIP reports, click **Reports** on the home page.



After clicking **Reports**, you will see a page with all program years to which you have access. Click one program year to go to that program year's archived CQIP.



15. Validation

Refer to the [Capital Quality validation guide](#) for information on the Capital Quality validation process. Validation takes place in the fall of each program year.