Session 5: Sharing Implementation Plans
2014 Continuous Quality Improvement in Quality Rating and Improvement Systems (QRIS) Learning Table

August 6, 2014
Welcome

AZ, CA, IL, IA, MI, MS, NH, NJ, OK

Who’s here from your team?
Welcome and Purpose
Concepts in CQI
State Presentations – AZ, CA, IA
CQI at ALL Levels
State Presentations – IL, MI, MS
Opportunities and Challenges
State Presentations – NH, NJ, OK
Final Reflections
Poll

What was the most interesting new concept relating to CQI?

– CQI
– Parallel process
– Systems thinking
– Competencies
– Communications and feedback loops
BEGINNING TO COLLABORATE

Arizona Department of Education

Arizona QIRS (Quality First)

Arizona QIRS Coaching Grantee

Arizona Child Care Association

Arizona TA Supervisor

Arizona Child Care Health Consultation
COLLABORATION THROUGH CQI LEARNING TABLE

OPEN COMMUNICATION

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Arizona TA Supervisor

COMMON GOALS

SHARED IDEAS

GREATER UNDERSTANDING
COLLABORATION TOWARD FUTURE GOALS

CONTINUOUS QUALITY IMPROVEMENT

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California’s RTT-ELC Continuous Quality Improvement (CQI) Logic Model

California’s Quality Continuum Framework

**Common Elements:**
- Child Development and School Readiness:
  - Early Learning and Development Standards
  - Comprehensive Assessment System
  - Health Promotion Practices
- Teachers and Teaching:
  - Early Childhood Educator Qualifications
  - Effective Teacher-Child Interactions
- Program and Environment:
  - Licensing and Regulatory Requirements
  - Program Administration and Leadership
  - Family Engagement
  - Effective Data Practices

**Specified Improvement Tools and Resources**

**LOCAL**
- Regional Leadership Consortia Enhancements and Additions Responding to Local Conditions and Resources

**Support and Technical Assistance**
- CDE Technical Assistance Resources

= **Improved Quality Programs for Children**
Approximately 74% of the grant funds are spent at the local level to support a network of 17 Regional Learning Consortia (Consortia) in 16 counties.

Each Consortium is led by an early education organization that is already developing a QRIS/QIS and contributing resources to the efforts.

Nearly 1.9 million children under five in California are eligible for services in the 16 counties.
# California’s CQI Pathways I

## CORE I: CHILD DEVELOPMENT & SCHOOL READINESS

### School Readiness

| Goal (Pathway) | All children receive individualized instruction and support for optimal learning and development informed by child observation and assessment data. |
| Related Element(s) | CORE I.1 Child Observation and Assessment |

### Required Common Tool(s) & Resources

- CA Learning Foundations and Curriculum Frameworks (Infant/Toddler and Preschool)
- Preschool English Learner Guide
- Desired Results Developmental Profile Assessment (DRDP) for Infants/Toddlers or Preschool age children – DRDP-IT (2010), DRDP-PS National Data Quality Campaign’s Framework

### Social-Emotional Development

| Goal (Pathway) | Children receive support to develop healthy social and emotional concepts, skills, and strategies. |
| Related Element(s) | CORE I.2 Developmental and Health Screenings |

### Required Common Tool(s) & Resources

- CA CSEFEL Teaching Pyramid Overview and Tiers 1-4 (Modules 1-3)
- Social-emotional Foundations and Frameworks (Infant/Toddler and Preschool Volume #1)

### Health, Nutrition, and Physical Activity

| Goal (Pathway) | Children receive support for optimal physical development, including health, nutrition, and physical activity. |
| Related Element(s) | CORE I.1 Child Observation and Assessment and Core 1.2 Developmental and Health Screenings |

### Required Common Tool(s) & Resources

- CA Preschool Foundations and Frameworks Volume 2 – Health
- Infant/Toddler Program Guidelines
- Infant/Toddler Learning and Development Foundations and Frameworks-Perceptual/Motor
- USDA Child and Adult Care Food Program Guidelines
California's CQI Pathways II

- ECE Competencies
  
  [Link](http://www.cde.ca.gov/sp/cd/re/documents/ececompetencies2011.pdf)

- Self-Assessment Tool Kit: CompSAT
  - Tools and videos to promote self-reflection on competencies and support professional growth planning
  
  [Link](http://www.ececompsat.org/updated)

### CORE II: Teachers and Teaching

#### Effective Teacher-Child Interactions

<table>
<thead>
<tr>
<th>Goal (Pathway)</th>
<th>Teachers are prepared to implement effective interactions in the classroom.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Related Element(s)</td>
<td>CORE II.4 Effective Teacher-Child Interactions</td>
</tr>
</tbody>
</table>
| Required Common Tool(s) & Resources | - Classroom Assessment and Scoring System (CLASS) for relevant age grouping  
                                          - Program Assessment Rating Scale (PARS), as applicable and available |

#### Professional Development

<table>
<thead>
<tr>
<th>Goal (Pathway)</th>
<th>Teachers are life-long learners.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Related Element(s)</td>
<td>Core II.3 Minimum Qualifications and Core II.4 Effective Teacher-Child Interactions</td>
</tr>
</tbody>
</table>
| Required Common Tool(s) & Resources | - Common Core 8  
                                          - Early Childhood Educator (ECE) Competencies  
                                          - ECE Competencies Self-Assessment Tool  
                                          - Professional Growth Plan |
# CQI Pathways III

## CORE III: PROGRAM AND ENVIRONMENT

### Environment

<table>
<thead>
<tr>
<th>Goal (Pathway):</th>
<th>The program indoor and outdoor environments support children’s learning and development.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Related Element(s):</td>
<td>CORE III.6 Program Environment Rating Scale(s) (ERS)</td>
</tr>
</tbody>
</table>
| Required Common Tool(s) & Resources: | - Environment Rating Scales:  
  - Infant-Toddler Environment Rating Scale (ITERS),  
  - Early Childhood Environment Rating Scale (ECERS),  
  - Family Child Care Environment Rating Scale (FCCERS) |

### Program Administration

<table>
<thead>
<tr>
<th>Goal (Pathway):</th>
<th>The program effectively supports children, teachers, and families.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Related Element(s):</td>
<td>All</td>
</tr>
</tbody>
</table>
| Required Common Tool(s) & Resources: | - Business Administration Scale (Family Child Care) – (BAS)  
  - Program Administration Scale (Centers) – (PAS)  
  OR  
  - National Association for the Education of Young Children (NAEYC) Accreditation self-study  
  OR  
  - Self-Assessment using the Office of Head Start (OHS) Monitoring Protocols and continuous improvement through a Program Improvement Plan (PIP) |

### Family Engagement

<table>
<thead>
<tr>
<th>Goal (Pathway):</th>
<th>Families receive family-centered, intentional supports framed by the Strengthening Families™ Protective Factors to promote family resilience and optimal development of their children.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Related Element(s):</td>
<td>All (III.6 ERS rates some indicators of Family Engagement)</td>
</tr>
<tr>
<td>Required RTT Tool(s):</td>
<td>Strengthening Families™ Protective Factors</td>
</tr>
</tbody>
</table>
Cruising along...

*Avenues to Success*

- REL Midwest Survey Development, Administration and Analysis
- Strong Oversight Team, made up of key stakeholders, with renewed focus on the “I” in QRS
- Intentional focus on best way to include accreditation, HSPS, IQPPS, etc. into the QRS
- Targeted conversations regarding infusing a culture of intentional quality improvement throughout the system
- Focused ‘re-calibration’ of QRS

*Bumps in the Road*

- Limited funding available to support overall effort
- QRS not widely understood and fully appreciated by parents – they do not widely seek QRS rated providers
- Constrained data input system, resulting in difficulty accessing system wide information for analyzing and reporting
- Getting the entire early childhood system to champion this effort as the STATE’s measure of quality among early childhood providers
Thank-you and best wishes along all of your journeys, from the Iowa QRS Team!!!
Poll

What was the most challenging level to tackle CQI?

– Program
– Implementing Partner/Contractor
– State/System
Focus: Implementing Partner Level
• Efforts have included some consideration at state level

Major Accomplishment: Statewide CQI Symposium
• 100+ program leaders and technical assistance providers
• Child care, Preschool for All and Head Start represented
• Goals to develop common language and shared understanding of CQI
• Initial investigation/sharing of tools and strategies to support CQI
Sustainability and Next Steps:
• Continue CQI conversation via expansion of regional CQI communities of practice
• Host a 3rd statewide symposium

Ongoing Resources:
• Change the Terms for Teacher Learning – Michael Fullan
• Job-Embedded Professional Development – Issue Brief
Michigan
Incorporating CQI into Programs that Support Providers

CQI in QRIS Learning Table State Team:
Mississippi
Major Accomplishment—Reaching our Long Term Goal

Many programs designed to support providers were consolidated into a single system of service delivery.
Sustaining Momentum

- Revision
- CQI Framework
- Relaunch of Revised QRIS
CQI Lesson Learned

- Relationship Building
- Educating Providers about CQI
- Working from the Same Book
- Administrative Feedback Processes
What do you think are the most salient opportunities and challenges for sustaining the work you did as part of the learning table?

Please raise your hand -or- type in the chat box!
ALWAYS GROWING IN NEW HAMPSHIRE
Promoting a culture of CQI

Final Discussion for
CQI Learning Table
August 6, 2014
Some Things We’ve Learned/Accomplished

• We want to shift our TA focus from crisis-focused to change-focused.

• We need to develop a more coordinated/collaborative system.

• Utilize regional “Director’s Collaboratives” to develop leadership and readiness for change. Program leaders support one another in CQI.

• Support the newly formed cross-sector “Community of Practice” for TA professionals.
Sustaining our Work

• Embed CQI into all aspects of QRIS.
• Develop leaders in the field.
• Utilize the Community of Practice for collaboration.
• Develop a CQI report that programs complete: action plan based on QRIS program evaluation and the program-identified goals. Promote program-ownership of CQI.
• Help EC professionals create PD plans based on competencies (or other assessments).
• Review QRIS standards for feasibility, validity, achievement.
• Identify data elements for documenting TA to expand the use of current NH PD Registry.
Challenges We Welcome!

Creating a more coordinated infrastructure for CQI
Some items we need to develop:
• Qualifications for CQI professionals
• Standards for CQI professionals
• Evaluation process (for CQI professionals and for the TA itself)
• Evaluation tools
• Support for TA/CQI professionals - Community of Practice
• Training
• Policies, Agreements, Disclosure statement
• Expanded data collection
• Stronger data system

Promoting the culture of CQI
• Creating buy-in: change comes from within the person or organization
• Developing leaders (teachers, directors, TA specialists)
• Addressing readiness for change with those who resist CQI
• Helping those at all level of the system understand and embrace that change is a constant
• Creating a buzz about CQI - communication and feedback
NEW JERSEY’S CQI PLAN

In Process
New Jersey’s Learning Table Focus

- NJ is taking a state perspective on CQI.
- This perspective will be shared, initially, amongst the following state departments and divisions:
  - DOE/Division of Early Childhood Education
  - DCF/Family and Community Partnership
  - DHS/Division of Family Development
  - Department of Health
  - Head Start Collaboration Office
Working Towards a Culture of CQI

- NJ Team will be creating guiding principles to support the divisions, listed on the previous slide, to begin to adopt a culture of CQI across and within the division(s).

- Some divisions, as a result of funding sources, are working within a CQI framework for a particular program.
Major Accomplishments

- The team identified a focus to start the CQI work (state).
- The team developed a definition for CQI.
- The team has determined two CQI sub-foci:
  - Sustainability
  - Engaging Partners
Moving the Work Forward

- Looking at connecting with existing work such as the SAC or linking with other CQI ad hoc groups on the state-level.
What We Learned

- Diverse groups coming together around one focus is powerful.
- Working to breakdown silos is hard but worth the effort.
- Thinking of strategies to sustain our work, from the start, is vital to maintaining quality.
NJ’s CQI Definition

CQI is an approach to quality using a statewide data driven process to engage all stakeholders at all levels to ensure programs are systemically and intentionally improving services and increasing positive outcomes for the children and families they serve.
Oklahoma

• Program Level—Change “Program Evaluation” to “Continuous Quality Improvement,” adapt “goal” resources to include “why” to put the focus on the importance/impact of the change for children and families serviced
• System Level—Added CQI goals from the Learning Table to Child Care Services Strategic plan
• System Level—Partners working together to formulate a “community of practice” in which we all work together to continually improve the quality of care in our state
Final Reflections

Participants & Planning Team

Thank you!
Thank You

Landing Pad:

Follow-up Contacts:
Debi Mathias, dmathias@buildinitiative.org
Lindsey Allard Agnamba, allard@schoolreadinessconsulting.com