

1. Descriptive Information

<p>Flipping the Change Agent: How Do We Engage Providers in Quality Improvement?</p> <p>This session examines engagement of early care and education (ECE) caregivers and support staff in quality improvement (QI) as a key factor in developing effective QI approaches in ECE. We will examine elements of successful approaches to engaging sectors of the ECE workforce in innovative quality initiatives, consider implementation ramifications across contexts, and discuss integration of innovative QI strategies that increase engagement of caregivers and support staff across ECE systems.</p> <p>Key elements from three projects that represent innovative approaches to QI will be briefly presented to help identify core constructs and elements that are needed to engage ECE providers at multiple levels in continuous QI and professional growth. Presenters will provide context and a framework from lessons learned across the three projects: two approaches to the Breakthrough Series Collaborative model: OPRE-funded Culture of Continuous Learning project, Erikson Institute’s Family Child Care Quality Improvement Learning Collaborative; and the Teacher Behavior Goal Setting System. Together, these three projects will be used to propose broad features of QI approaches necessary for engaging ECE providers in the QI process as agents of change rather than recipients of mandated quality requirements.</p> <p>Features to consider include:</p> <ul style="list-style-type: none">• Distinction between quality assurance and QI• Organizational and individual mechanisms and characteristics that drive QI efforts• The role of peer support and vicarious learning in leveraging caregiver expertise• Feasibility of QI approaches with different populations of ECE providers• Distinction between data for QI vs. data for compliance	<p>Facilitator</p> <ul style="list-style-type: none">• Kathryn Tout, Child Trends <p>Presenters</p> <ul style="list-style-type: none">• Juliet Bromer, Erikson Institute• Tamara Halle, Child Trends• Anne Douglass, UMass Boston• April Crawford, Children’s Learning Institute <p>Scribe</p> <ul style="list-style-type: none">• Katie Caldwell, ICF
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2. Documents Available on Website

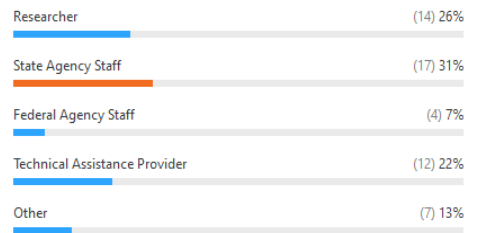
- Bromer_ Lessons Learned from Erikson Institute's Family Child Care Quality Improvement Learning Collaborative Pilot
- Crawford_Teacher Behavior Goal-Setting System
- Tout_The Culture of Continuous Learning Project: Theory of Change

3. Brief Summary of Presentations

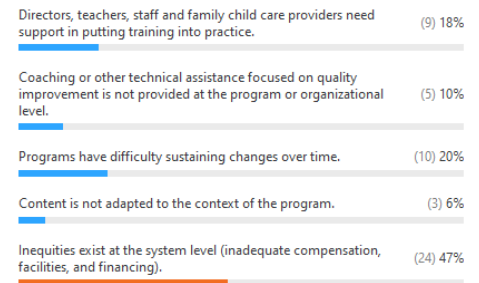
- **Summary of Presentation #1:** Introduction, Kathryn Tout
 - Poll to see who is on the call, see graphic at the right
 - Poll to see what participants found to be the biggest challenge to quality improvement to address, see the graphic at the right

- **Summary of Presentation #2:** Culture of Continuous Learning Project, Tamara Halle & Anne Douglass
 - Supported by OPRE, funding comes from CCDBG set aside funds and Office of Head Start
 - Challenges
 - ECE directors, teachers, and staff need support in bridging knowledge and practice
 - Coaching or TA around QI is often not provided at program level
 - Difficult to sustain changes over time
 - Content is not adapted to the context of the program
 - Breakthrough series collaborative: 5 core strategies to help take ideas into practice (from the project’s theory of change)
 - Shared learning environment
 - Cross-role teams
 - Models for improvement
 - Expert faculty
 - Change framework based on the Pyramid Model (acts as a guiding document)
 - The Learning Collaborative Process
 - Learning sessions followed by action periods during which calls, affinity groups and other work is done
 - A BSC cycle of learning sessions and action periods can last 12-18 months
 - Not “training as usual”, the project engages providers actively in change
 - Mobilizes leadership at all levels
 - Honors importance of cross-team collaboration
 - Uses data to drive improvements
 - Continuous focus
 - Study findings
 - Mobilizing leadership at all levels
 - Activating an inquiry mindset among staff and providers
 - Leadership support among administration for an inquiry mindset
 - Using data to support and guide improvements
 - Staff used PDSA cycles and gathered monthly metrics to measure improvements over time
 - Use of data increased staff’s efficacy
 - Spread of quality improvement practices
 - Other center staff who weren’t part of the core BSC teams reported using PDSA cycles

1. What is your primary role in ECE?



1. What quality improvement challenge is the most difficult to address?



- **Summary of Presentation #3:** The Family Child Care Quality Improvement Learning Cooperative, Juliet Bromer
 - Why run a learning collaborative for family child care?
 - Critical sector of early childhood field
 - Standard approaches to QI (QRIS) have not achieved expected results and are often burdensome for family child care providers
 - Adaptation of the Breakthrough Series Collaborative
 - Brought together 8 family child care networks across 7 states
 - Each team: 2 agency staff, 1 family child care provider
 - Global aim: improve the quality of toddler care in mixed age groups in family child care homes
 - What did the project set out to accomplish?
 - Wanted to increase quality through agency support
 - Primary drivers
 - Providers receive helpful support from agency
 - Provider engage in observation
 - Meaningful staff TA or facilitation of peer support
 - Change concepts tested
 - Technical assistance
 - Used home visit for observation and planning
 - Connect content of training series to visits
 - Increase contact via check in calls
 - Peer to peer support
 - Agency hosts communities of practice via Facebook
 - Agency facilitates Facebook groups
 - How did the project engage and connect provider leadership
 - Quality improvement vs. quality assurance (compliance oriented approach)
 - Elevate provider voice, more equitable model
 - Theme across the project: “all teach, all learn,” this mantra was used to create a community of learners across the project
 - Most work was done virtually (this was pre-Covid)
 - Provider leadership- shifted the top down culture in some agencies
 - Providers served as ambassadors to other providers to engage them in the project
 - Using data to motivate and inform change
 - Discussed on monthly coaching calls
 - Systems change can engage providers
 - Massachusetts group- tested how to flip home visits to hold quality discussions instead of the majority of the visit being used for administrative paperwork
 - Much higher participation by providers; by the end of the year, the agency had providers calling asking for a home visit whereas previously it was tough to get provider participation
 - Racial and linguistic equity and provider leadership
 - Address issues of equity early on and be sure to bring appropriate community representatives to the table
 - Translate materials
 - Ongoing reflection on cultural and racial representation, biases, and awareness at all levels of the project
- **Summary of Presentation #4:** Teacher Behavior Goal-Setting System, April Crawford
 - CLI (Children’s Learning Institute) Engage- quality improvement tool in Texas funded by the Texas Workforce Commission and Texas Education Agency
 - Current project is the Teacher Behavior Goal-Setting (TBGS) system Professional development model
 - Structure, content, process all inform the professional development approach

- The content of the TBGS focuses on the following competencies:
 - Best practices that cross domains (classroom management, social and emotional development, English language learners, centers, student progress monitoring, assessment and lesson planning, effective use of technology)
 - Language and literacy (oral language, read alouds, phonological awareness, letter knowledge, print concepts, writing)
 - STEM (science, math)
- Process: a continuous improvement cycle is used throughout the process and teachers have access to coaches and professional learning communities
- Process Step 1: analyze
 - Child assessment data
 - Organizational priorities
 - Personal priorities and interests
- Process Step 2: planning phase
 - Help teachers visualize where they want to be in their practice
 - Identify professional development content that supports understanding in a learning area
 - Set goals by identifying instructional strategies to improve teaching
 - Plan how teachers will practice by integrating classroom activities that are well-aligned to goals
- Step 3: short term goal report and action plan
 - Select goals aligned with child PM and teacher observation results (e.g., CLASS)
 - Use priority levels to guide goal selection
 - Identify PD resources (e.g., lessons, strategy videos)
- Step 4: Practice
 - Continuous Improvement means incremental progress
 - Tools and resources are linked to the goal behaviors for teachers to easily access
- Step 5: “cycle within the cycle” reflection process
 - Help teachers to check their own cognitive biases (think about alternative ways to think about a situation)
 - Video is often used to review their own interactions with children in classroom
- Online tools teachers can work through with coaches
 - Teachers observe their own goals and growth
- Texas School Ready project
 - Implemented 2003 to the present
 - Serve preschool teachers (public school pre-K, Head Start and child care) and is structured as a coach-facilitated program with 3 years of support
 - Content is predetermined but teachers choose what professional development areas and goals to focus on
 - Every year program gets feedback from teachers and coaches
 - Over the years there has been a dramatic shift in letting the teachers drive their priorities and the feedback has been great since implementing that shift.
 - Tested model through face to face coaching as well as a remote coaching model
 - Structure: 50 hours of professional development, 12 coaching sessions, 174 child care teachers and 952 children involved in the randomized control trial
 - Outcomes: both groups were significantly stronger in their skills after intervention than the control group
 - May be a little harder to engage teachers in a remote model but there was still a lot of progress

- Continuous improvement study (2018-present)
 - The goal: TSR-TBGS model replication with varied implementation supports
 - Randomly assigned teachers to PD structure (either remote coaching support, virtual professional learning community or self-study)
 - Structure: 10 improvement cycles
 - No predetermined schedule of topics
 - Lots of teacher autonomy
 - Online training to understand continuous improvement
 - Showed steps in the CIT cycle
 - Session topics
 - Implementation challenges
 - Learner characteristics (self-awareness and receptivity to change)
 - Contextual factors (mission and priorities, school climate)
 - Technology (data system, video-related, internet)
 - Content relevance and alignment (standards, special programs/products, evidence-based practices)

4. Brief Summary of Discussion

- Q: State level implementation of a project like this do panelists have a piece of advice for those who are thinking about shifting the way of working on QI?
A: Juliet- bring providers to the table at the beginning of the process
A: Tamara- make sure the change framework that is developed for the BSC is well aligned with the specific elements of the state quality improvement initiative
A: Ann- it is possible to embed this in a state system; it is a way to rethink how to deliver QI supports
- Q: Did you find staff turnover to be a problem?
A: Yes, this was a challenge. Turnover was cited as a reason programs were unable to enroll in the BSC. It also affected the programs that ultimately did participate. In a different research design, it would be helpful to examine whether turnover is reduced in programs that participate in the BSC because of its focus on improving organizational culture.
- Q: Is Implementation team synonymous with BCS?
A: The BSC is the name of the QI methodology. There is a small team in each of the participating child care programs that participates in the BSC.

5. Questions from Attendees That Were Unanswered During the Virtual Event

- Q: Would love to hear whether different models can be implemented using remote approaches, given the current situation.
- A: Juliet Bromer - Most of the Family Child Care Quality Improvement Learning Collaborative was conducted virtually. We had many successes holding learning sessions and coaching calls via zoom.

6. Summary of Key Issues Raised

- Continuous, active engagement of providers and teachers in a continuous improvement process yields positive outcomes towards organization quality improvement.
- A suggestion for additional research: examine whether turnover is reduced in programs that participate in the Breakthrough Series Collaborative because of its focus on improving organizational culture.
- When aiming to enhance quality improvement, empowering providers within their community to become leaders and agents of positive change is effective in spreading the message to other community providers as seen in the Family Child Care Quality Improvement Learning Cooperative.