

C3: “Readiness to Change” within Quality Improvement Initiatives

Wednesday, February 7, 2018

4:00 p.m. – 5:15 p.m. | Washington III

1. Descriptive Information

C3: “Readiness to Change” within Quality Improvement Initiatives

The study of “readiness to change” has a long history in business and medicine, but is less developed within the early childhood field. While the study of early childhood professionals’ individual readiness is more common, the study of how groups of individuals or organizations become ready for change is gaining interest from early childhood researchers and policymakers, especially as readiness relates to successful quality improvement (QI) efforts. This session presents research on measuring readiness to change at the individual, group, and organizational levels within QI initiatives. The first paper shares case studies of providers’ readiness among those engaged in QRIS; the second shares readiness data on preschool teachers participating in professional learning communities; and the third shares how four new OPRE projects intend to measure readiness in their studies of QI.

Facilitator

Rena Hallam, University of Delaware and Child Trends and
Tamara Halle, Child Trends

Panelists

Meghan Broadstone, Education Development Center, Inc. | *Ready to Join? Why Child Care Providers Choose to Participate (or Not) in Quality Improvement Initiatives*

Shannon Wanless, University of Pittsburgh | *The Role of Psychological Safety in Creating a Culture of Readiness*

Michelle Maier, MDRC; **Tamara Halle**, Child Trends; **Emily Moiduddin** and **Sally Atkins-Burnett**, Mathematica Policy Research | *Who’s Ready? (And How Do We Know?): Measuring Readiness in 4 OPRE-Funded Quality Improvement Initiatives*

Scribe

Alexis Monahan, ICF

1. Documents Available on Website:

- ["Readiness to Change" Within Quality Improvement Initiatives](#)
- [Measuring Potential Barriers and Facilitators](#)

2. Brief Summary of Presentations:

- **Session Summary:**

What is the definition of “readiness”?

-There are 3 subcategories of “readiness”:

Individual Readiness – an individual’s openness to change

Workgroup Readiness – a shared cognition within the group

Organizational Readiness – the overall culture or climate of the organization and whether it supports change

- **Summary of Presentation #1:**

Why would Child Care providers choose to participate (or not participate) in Quality Improvement Initiatives?

-Meghan Broadstone conducted 15 center-based and family care provider interviews across two states (Maryland and Vermont). The data were combined for this presentation.

Obstacles to Participation in Quality Improvement Initiatives:

-Hoops and Paperwork

*One respondent was overwhelmed by the paperwork and amount of work and so she ignored the application until a person literally showed up at her office and offered to do her application for her at which point she signed up for QRIS.

*Other respondent was fine with doing all the forms, but did specifically note the states flexibility and collaboration is important because not all criteria are met exactly as written and communication with states is vital.

-Time

*People have lives, have families, and they don't have the time to join another thing...not interested even if they know it will help down the road.

*We need to make it "easy" for applicants to engage.

-Geography

*Can be as much of a problem for providers as for children. People want to connect with others, but geography and isolation can get in the way.

*1-on-1 mentoring could help solve the connection problem as well as mobile/online assistance.

-Education/Training Requirement

*Problem with ruling people out due to "lack of qualifications" such as a Bachelor's degree, even though they have decades of experience and maybe even the course work, just not the degree. This is a true frustration and something that does needs to be addressed.

*People have other life-goals that may not be Early Childhood forever, so their degree isn't in that area. However, they may have something to contribute now.

• **Summary of Presentation #2:**

Measure of Readiness to Change

-The definition of "readiness" is not very clear or well defined, but it is vitally important that we do define it so that we don't waste time and money forcing improvements that nobody wants or is ready to accept.

* 70% of pre-school teachers are NOT ready to change their practice. So why are we trying so hard?

-People need to feel "safe" to change. Readiness may work in tandem with teacher well-being and have quality implications.

Research Questions:

How do we define and assess readiness?

-“It takes a village” model of school, community, directors aspects of readiness to change. Readiness is not an isolated rating.

-Individual readiness – an individual's readiness to change can be affected by measures such as psychological safety (negatively related), depression, stress, emotion regulation (positively related), and star rating (not related).

Why is this important?

-We need to be sure that people want the change we are giving them. If they are resistant (70% stat above) then we are wasting time and money. We need to than tailor our goals and programs to what people are ready for so we can affect change.

- **Summary of Presentation #3:**

Who is Ready and How Do We Know?

4 OPRE funded projects:

1) VIQI

- Measure meant to describe both center and individual readiness.
- 3 group, randomized sample design
- Examine the Early Care and Education interventions based on readiness or capacity level of the center.

2) Culture of Continuous Learning Project (CCL)

- Implement a Breakthrough Series Collaborative (BSC) in 4 Head Start and 4 Child Care settings in Boston
- Set up to conduct a feasibility study
- Interested in organizational and individual readiness.
- The goal of the Breakthrough Series Collaborative (BSC) is to change the culture of an organization to be more open to change

Organizational Measures for Site Selection:

- Surveys
- Interviews with the Director
- Interviews with the Implementation Team

Individual Measures:

- Experiences and Beliefs about change and about Early Care and Education
- Burnout
- Psychological Safety, etc.

3) Coaching Practices in Early Care and Education Settings (SCOPE)

- Want to define the core features of coaching in order to impact teachers'/providers' knowledge and practice.
- Measure with surveys (coach, center director, teacher/family child care provider) as well as case study interviews

4) We Grow Together – Q-CCIIT Professional Development System – studying infants and toddlers

- Measuring the potential barriers and facilitators.
- Only surveying the caregiver and the PD Provider.
- Surveying on –
 - Beliefs about infant-toddler care giving (very strongly held beliefs)
 - Stages of change scale
 - Beliefs about professional development
 - Mental health (stress, anxiety, depressions)
 - Sense of self-efficacy

3. Brief Summary of Discussion

For Individual Readiness to Change:

- We need to account for equity in race and cultural beliefs (individual and organizational issue)

-We don't want to "judge" who is or is not ready to change and thus discriminate or not try. We need to shift our teaching to be where people **are**, not necessarily where we want them to be.

-Want to know if self-efficacy plays a big role in people moving forward.

-This is a multi-factor evaluation and multiple measures will affect readiness. But we also need to ask their motivation for wanting to change because that is also an important factor in readiness.

-How do you capture how "ready" someone is before they receive training on what readiness means? Problem of people not knowing themselves before training, but after they have been trained they rate themselves as lower because now they know what you are measuring.

*Researchers are hoping that studying multiple factors should mitigate that a bit.

-Do we know if these measures are ready to use in the field?

*Still studying and trying to figure out the reliability of these measures.

-We need to define "readiness to change...**readiness for what?**" because that does change people's readiness.

*Projects looking at/surveying specific issues with their measures (e.g. social and emotional learning in early child care)

-People's intrinsic beliefs can conflict with new learning so maybe this should be a measure that we look at as well in our studies.

For groups and organizations:

-We need to account for equity in race and cultural beliefs (individual and organizational issue)

-Maybe we need to build from the top down and make sure that the organization is ready to change (do they have internet, do they have employee stability, finances, etc.), and then work down to an individual level. There has to be an order.

-Motivation and incentives for the change being asked can overcome a lot of barriers in time and location, etc. What is the organization getting for their change?

-How will the studies pull apart/separate the organizational vs. individual readiness as they are so intertwined?

*They are hoping the sheer mass of data (psychological survey, climate survey) will help us to separate the two.

4. Summary of Key issues raised:

-Big focus on Equity in evaluation process of "readiness". Making sure not to rule anyone out too quickly or on one factor.

-Focus on measuring what the organizations and individuals want to change to create more engagement and follow-through.

-Focus our resources on psychological well-being of the change agents first, and then our ultimate goal to improve quality of care can be met more effectively.