

## E4: New Quality Improvement Strategies: A Paradigm Shift for ECE

Thursday, February 8, 2018

1:30 p.m. – 2:45 p.m. | Roanoke

### 1. Descriptive Information

<b>E4: New Quality Improvement Strategies: A Paradigm Shift for ECE</b>  The goal of this session is to promote learning and dialogue about new strategies and a paradigm shift for ECE quality improvement being implemented at the state and local levels. The presenters will share descriptions of projects that use innovative methods from other disciplines, such as learning collaboratives, social innovation, improvement cycles and job-embedded professional learning to address the challenges of improving practices in ECE settings. The presenters will offer a framework for comparing new methods (which focus on systems, organizational capacity and leadership) to more traditional approaches that focus on individual practices. Presenters will address the degree to which new quality improvement strategies are feasible and effective to implement at scale in state and local systems.	<b>Facilitator</b> <b>Kathryn Tout</b> , Child Trends  <b>Panelists</b> <b>Anne Douglass</b> , University of Massachusetts – Boston   <i>The Breakthrough Series Collaborative</i>  <b>Kim Boller</b> , Mathematica Policy Research   <i>Early Literacy and Social-Emotional Engagement Project</i>  <b>Scribe</b> <b>Alexis Monahan</b> , ICF
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### 2. Documents Available on Website

[New Quality Improvement Strategies: A Paradigm Shift for ECE](#)

### 3. Brief Summary of Presentations

- **Summary of Presentation #1:**

*Trauma Informed Early Care and Education:*

Study was conducted in Boston, MA

Purpose – to study the Breakthrough Series Collaborative (BSC) methodology to promote adoption of trauma-informed practices in ECE context.

To learn to improve on 2 levels:

- Intra-organizational
- Inter-organizational

BSC approach works to:

- Understand the need to intervene at multiple levels.
- Engages organization across all levels – not just the top or just the frontline.

5 parts of the BCS:

- The Model for Improvement
- Multi-Level Initiative Teams
- Expert Facility and Councilors
- Shared Learning Environment
- Change Framework

Research has been focusing on relational organizational change:

- In order to drive systems change there needs to be interventions at multi-levels:
  - \*At structures and policies in organization
  - \*Relational intervention/interactions
  - \*Work process interventions

- **Summary of Presentation #2:**

*Early Literacy and Social-Emotional Engagement Project (The Early Learning Lab)*

-Focus is on School Readiness

- What is the Lab able to do and what is it that Districts want the Lab to do?
- Would we get better results if we co-designed and let improvements be locally guided?

-Theory of Change

- Design and Innovate - *local level*
- Package, Embed, and Spread - *local and state level*
- Inform Systems, Policy and Social Innovation - *local, state, national*

-What we do:

- Co-create – work with the organizations and individuals to find out what they need and develop an action plan from there.
- Learn in rapid-cycles – fail fast and fail forward
- Develop Capacity – build up from what we have learned
- Build on What We Know – keep learning and improving from the past

-All of this leads to new and improved tools and strategies.

#### **4. Brief Summary of Discussion**

**What is the specific focus of the research?**

Anne:

- Recruited six centers in Boston to participate in the study.
- 5 Dimensions: Promoting resilience; Healing from trauma
  - Partnerships with families
  - Racial justice
  - Center structures and process
  - Responding to and supporting families exposed to trauma
  - Relationships, curriculum, and classrooms – built on the pyramid model

Kim:

- Very small, multi-year approach...started with just 7 teachers.
- Their “thorny problem” they wanted to work on was behavioral management. The pre-school children couldn’t settle down and the teachers couldn’t get to instruction, so great amount of school time was wasted.
- The theory was that the teachers just didn’t have the correct Early Care and Education training to control their class.
- Started training both coaches and instructors at the child care centers.

- These improvements were locally lead...they told them what problems they have and what assistance they need.
- \*Oakland chose social-emotional problems, and Fresno chose literacy issues.

### **Audience Questions:**

#### **For social-emotional issue interventions where the goal is to improve language skills, what did the intervention look like?**

- Getting the teachers to be more actively engaged with the children and the reading materials.
- \*So train on spending increased time and techniques to engaging young children. Focus on managing the behavior and the language issues simultaneously (they are intertwined).

#### **What exactly is the outside evaluator evaluating?**

- They ask the teachers about what it is like to work with the Early Learning Lab?
- The look at the Desired Results Developmental Profile (DRDP) data on the children over time and hoping to see improvement.
- They use the Teapot Measure to provide feedback to the coaches and the teachers

#### **How do we move from micro-analysis to making macro programs and solutions?**

- Kim's study focuses on 1 topic for multiple years. So how do you know when you are done and ready to move on? Are you training for competency or to see the improvement in kids or what is the goal? These are all important questions which still need answers.

### **Mechanisms Driving Changes:**

#### **How is your project different from what others are currently doing?**

##### Anne:

- Structural changes
  - \*Regular meetings of people within the protocol (hardest part of the group work is getting everyone in the same room on a regular basis....but if director wasn't 100% committed then nothing happened)
  - \*Performance evaluation includes TIC practices
- Relational changes
  - \*Teacher voice and empowerment
  - \*Psychological safety
- Work process
  - \*PDSA's
  - \*Metrics

##### Kim:

- Putting together driver/change packages - what are we measuring and how are we getting there?
- Local co-engagement in designing change models
- Quick Checks that let teachers and coaches and directors and evaluators to see quick and easy data and get feedback on effectiveness of programs (e.g. attendance)

## 5. Summary of Key issues raised

### Key Point:

How do we adapt techniques to fit the needs for everyone?

The essence of these quality improvement approaches is they embrace adaptation and testing of evidence-based practices. They acknowledge the context. If something isn't working, try something new and see if it works better. One size does **not** fit all.

### Key Testing and Learning Success Elements:

- Condition setting is critical, including charter creation
- Multi-directional participations is important (cross-sector, vertical teaming, etc.)
- Empowerment of teacher and the partner voice is central to co-creations and the improvement process
- Driver diagram and rapid cycle feedback tools are catalysts for change in practice.