Quality Improvement Strategies and Innovations: What Do We Know from Research and Where are the Gaps?

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Agenda

I. Context
II. Conceptual Framework for Quality Improvement
III. State of the Evidence
IV. Small Groups: Making Quality Improvement Decisions
V. What research do STAMs need?
Shared Goal: Different Approaches

• Generate knowledge and invest in interventions to improve the quality of ECE settings

• How we make decisions:
  • Researchers
  • Policy-makers
  • Practitioners
Investing in Quality Improvement

Tensions

• Innovation vs. evidence-based interventions
• Latest fad vs. experienced interventions
• Create new structures vs. build on existing structures
• Deep vs. broad reach
• Immediate vs. planned interventions
Today’s Goals

• A broad framework for thinking about QI strategies
• What research shows and where the gaps are
• How states make decisions about investments
• Questions states have about QI strategies
• Build bridges between research, policy, and practice
Conceptual Framework

Ecological Framework: Different Levels of ECE

“Actors”

- Interventions aimed at different levels to improve ECE and child outcomes
- Anticipated behavior change and pathways to ECE quality improvement
Global Quality

Teaching Practice and Teacher’s Knowledge

Child Outcomes

Family Interventions
- Classroom grants
- Improved administrative practices
- Low child-adult ratios and group size
- Shared services
- Support to achieve licensing
- Support to achieve accreditation
- Tiered reimbursement
- Zero-interest loans

Setting Interventions

Workforce Interventions
- Coaching/consultation
- Community of practice
- Compensation
- Credentials
- Curriculum implementation
- Family child care home visiting
- Family child care networks
- Mental health consultation
- Mentoring
- Peer assistance and coaching
- Provision of information
- Scholarships and formal education
- Training

System Interventions
- Credentialing and registries
- Data systems and use of data
- Higher education content
- Streamlined financing
- Strengthened licensing
- Unified governance

Key
- Strong evidence
- Moderate evidence
- Little evidence
State of the Evidence

• Focus on literature reviews and meta-analyses
• Identify most rigorous research on each intervention
• Three considerations
  1. Amount of research
  2. Rigor of research
  3. Findings of research
• Factors
  • Interventions
  • Behavior change
  • State of the evidence
  • Key features
  • Research needed
• CAVEATS
Workforce Interventions: Evidence of Quality Improvement

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<th>Type</th>
<th>Rigor</th>
<th>Findings</th>
<th>Comments</th>
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<td>Theory-based, manualized</td>
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<td>Compensation</td>
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## Setting Interventions: Evidence of Quality Improvement

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### Family Interventions: Evidence of quality improvement

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System Interventions: Evidence of Quality Improvement

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Small Groups

• The role of research in the policymaking process
• Two discussions
  • Policy-oriented questions
  • Research-oriented questions
• 30 minutes
  • 20 min group discussion
  • 10 min report back
Research Priorities

• What are your most pressing research questions related to QI interventions?
• What else do you need from researchers to help you with your work?
Thank you!

Questions about this session can be directed to:

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