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

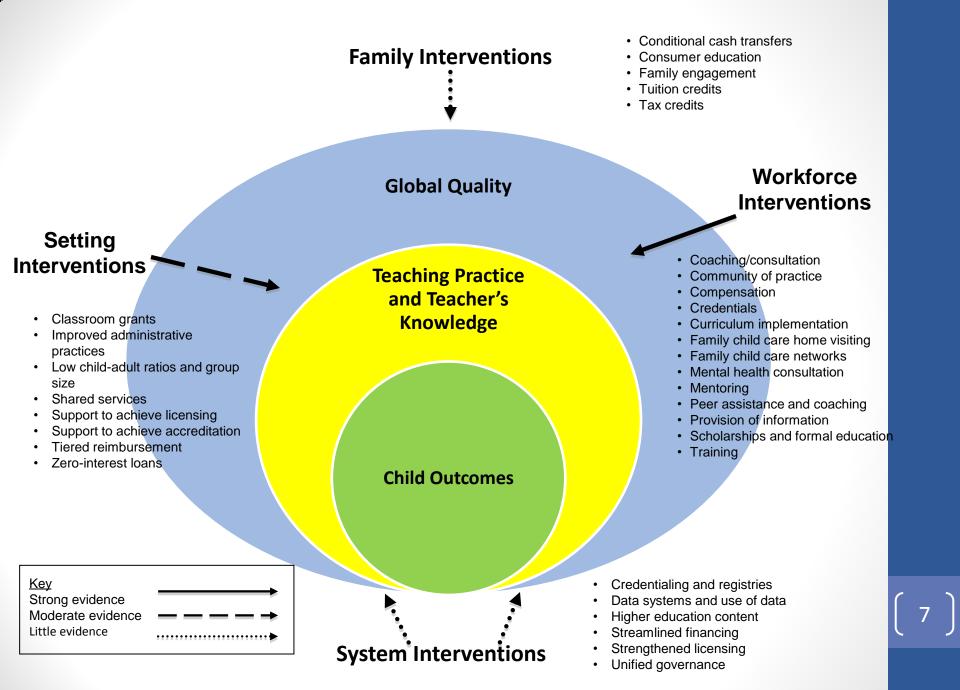
Today's Goals

- 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



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

Туре	Rigor	Findings	Comments	
Coaching/Consultation	Y	+	Theory-based, manualized	
Compensation	Ν	Mixed	Linked to formal education	
Communities of Practice				
Credentials	Ν		Linked to formal education	
Curriculum Implementation	Y	+	Fidelity, coaching, resources	
FCC Home Visiting	Y	+	Defined model	
FCC Support Networks	Ν	+	Education of specialist	
Mental Health Consultation	Y	Mixed	Dosage	
Mentoring	Y	+	Combined with formal education	
Peer Coaching	Ν	+	Focused	
Provision of Information				
Scholarships and Formal Ed.	Ν	+	Cohort, convenience, support	
Training	Y	Mixed	Intensity match content, manualized	

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Setting Interventions: Evidence of Quality Improvement

Туре	Rigor	Findings
Classroom grants	Ν	+
Improved administrative policies		
Lower ratios and group size	Ν	+
Shared services		
Support to achieve accreditation	Ν	+
Support to achieve licensing		
Tiered reimbursement		
Zero-interest loans		

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Family Interventions: Evidence of quality improvement

Туре	Rigor	Findings
Conditional cash transfers		
Family engagement		
Provision of information	N	+
Tax credits		
Tuition reimbursement		

System Interventions: Evidence of Quality Improvement

Туре	Rigor	Findings
Credentialing/ registries		
Data systems and use of data		
Higher education content		
Streamlined financing		
Strengthening licensing	Ν	+
Unified governance		

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!

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