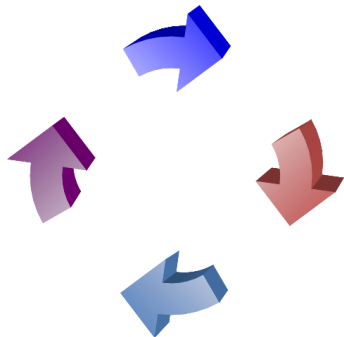# QRIS, Licensing and Accreditation:
The Keys to Creating a Continuous Quality Improvement Culture in your ECE Program

Debi Mathias

dmathias@buildinitiative.org

QRIS
National Learning Network

Build
INITIATIVE
**Strong Foundations For
Our Youngest Children**

Agenda

- *Welcome*
- *CQI Definition*
- *CQI Process and Philosophy*
- *Challenges in the Work*
- *Role of the Program Leader in CQI*
- *Ready for Change*

Welcome

Debi Mathias
Director
QRIS National Learning Network

POLL

Who is Here Today?

Historical Context

- What's in a name?
- From work support to school readiness
- NAEYC as the north star
- Indicators from Federal Government
- Brain Research
- Movement to standards based
- ECE Systems Building-QRIS
- Accountability, ROI and Results
- Using Research to inform practice

Principal Elements of Quality

- Highly skilled providers
- Age-appropriate curricula and stimulating materials in a safe physical setting
- A language-rich environment
- Warm, responsive interactions
- High and consistent levels of child participation
- Small class sizes and high adult-to-child ratios

-Center on the Developing Child   Harvard University

Culture of Continuous Quality Improvement

"One major purpose of a QRIS is to recognize quality **and** promote a culture of continuous improvement among providers.

The rating is not a destination; it is a set of benchmarks along a pathway of ongoing improvement."

Anne Mitchell,

Considerations for an Efficient, Inclusive and Implementable Quality Rating and Improvement System April, 2012

Poll
CQI Definition

What should be included in a definition of CQI?

What Is Continuous Quality Improvement (CQI)?

The process of:

- Identifying strengths and weaknesses
- Establishing a plan
- Testing and implementing
- Evaluating the results

CQI Philosophy

- Grounded in the overall mission and vision of the program
- Dependent on the active involvement of stakeholders
- Programs can be improved
- Provide the best possible services and outcomes
- Plan based on objective data
- CQI is an ongoing process
- CQI at all levels of an organization

How to live CQI

- Use the continuous quality improvement model to make small incremental changes
- Most effective when it becomes a natural part of the way everyday work is done

KAIZEN
(CONTINUOUS IMPROVEMENT)
IS OUR WAY OF LIFE

" Change that lasts is slow and gradual."

Kaizen

There are so many standards, regulations and guidelines….

- Working within different systems
- Highest standard
- Crosswalk

Ideas to Manage

- Organization
- Divide and conquer
- Living high quality
- Resources
- Other ideas

Change is a Process

Moving from compliance to CQI involves exploring and shifting:

- Attitudes and philosophies
- Identifying current practices – what works & what doesn't
- Clarifying Visions & Goals
- Specifying Criteria for Success
- Developing & Implementing Plans – based on objective data
- Continuously Dealing With Challenges
- Modifying Plans & Continous Reflection

Continuous Quality Improvement Process

Vision

Plan

Do

Act

Study
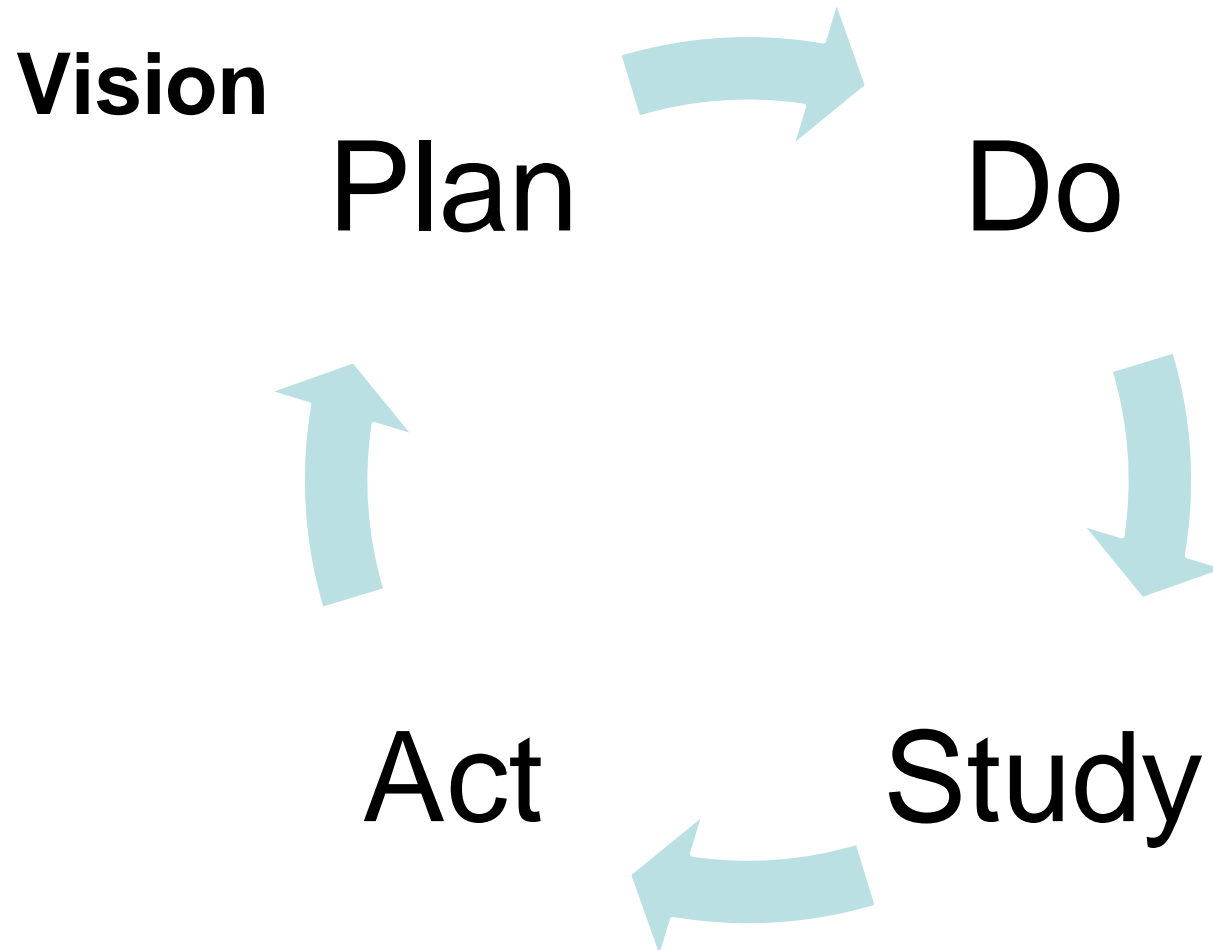
Develop a Shared Vision

- Define what you truly want to achieve - develop a shared picture of the future
- What are the expectations of outcomes for children and learning?
- For professional practice and staff development?
- How are we strategically using our program resources?
- How do we support a continuous learning ethic?
- How do we support quality and develop effective leadership at all levels?

Essential Elements of a CQI Plan

- Identify and engage the team
- Identify the sources of evidence
- Write clearly defined and measurable goal statements
- Outline a series of action steps
- Identify who is responsible for the activity and follow up (execute)
- Time period for goal completion
- Resources and supports needed

Plan

Define, analyze and evaluate the current process and results using a variety of sources of evidence

Ask:

- What is working well?
- What are the challenges?
- What are the data and sources of evidence telling us?
- What is the research telling us?
- What do we want to change?
- What is the current process for improving our results?
- How will we know if our plan is successful?

Do

Implement the Plan Ask:

- Are the timelines working?
- Is our follow up and implementation disciplined?
- How do we embed practices and follow up throughout the year?
- Are we executing the plan?

Study

Evaluate, track and reflect on how the process for improvement is working and the results of the implementation efforts.

Ask:

- How is the process working?

- Was our plan successful?

- What still needs improvement?

- Are there mid course adjustments needed?

Act

- Incorporate changes into the CQI process
- Revise policies to support the changes
- Develop strategies to embed the improvements into operations
- Celebrate successes and
- Begin again......

POLL
Identifying Challenges

- What are challenges of creating a CQI culture at the program level?

"The organizations that will truly excel in the future will be the organizations that discover how to tap people's commitment and capacity to learn at all levels in an organization."

Peter Senge

Experts: Director and Teaching Staff

- About their programs
- About the children and families in their classrooms
- About what they do everyday
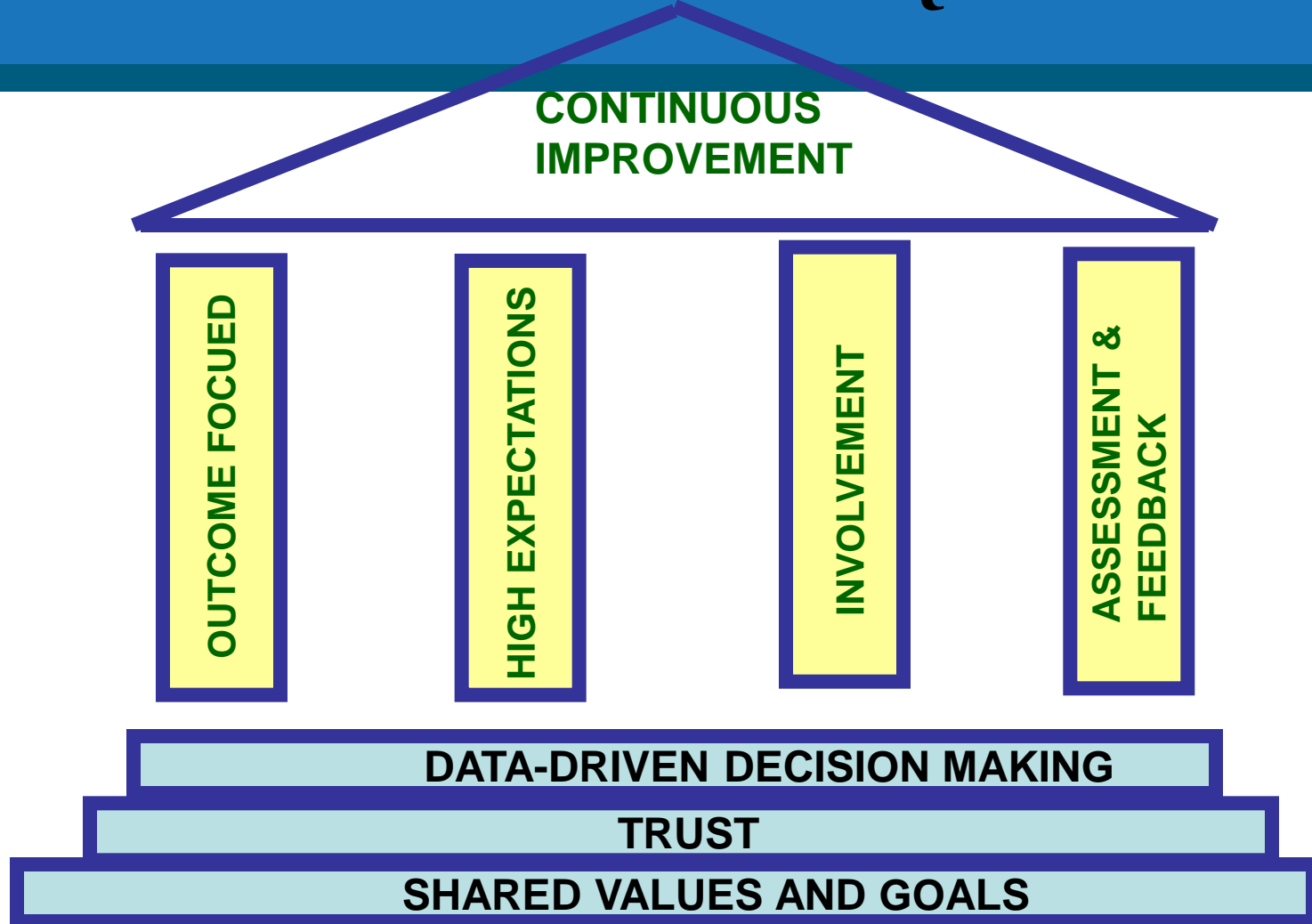- About their work environment

Directors as Change Agent and CQI Process Facilitator

What are the skills and abilities the Director needs to develop a culture of CQI within a program?
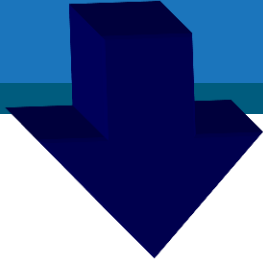
THE COMPONENTS OF EXEMPLARY ORGANIZATIONS
BUILDING A CENTER OF QUALITY

CONTINUOUS IMPROVEMENT

OUTCOME FOCUED

HIGH EXPECTATIONS

INVOLVEMENT

ASSESSMENT & FEEDBACK

DATA-DRIVEN DECISION MAKING

TRUST

SHARED VALUES AND GOALS

Adapted from the Center for Instructional Effectiveness/Datatel

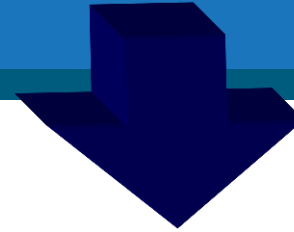McCormick Center for Early Childhood Leadership | National Louis University

TWO SIDES OF ORGANIZATIONAL CHANGE

The hard side of change

... is about measurement, timelines, procedures, and securing resources

The soft side of change

... is about vision, attitude, buy-in, commitment, creativity, and overcoming resistance

MANAGEMENT

LEADERSHIP

Preparing to Lead Change

How would a leader go about developing these abilities?

Continuous Improvement = CHANGE

DIRECTOR AS AGENT OF CHANGE

The 5 Stages of Change Model

Process though distinct, predictable steps

Readiness to change is contextual

Readiness to change can vary in different parts of life

Realizing the stage of change you're in may help you succeed AND can help you motivate and facilitate others through change

What Are the Stages of Change?

- Stage 1: Precontemplation

- Stage 2: Contemplation

- Stage 3: Preparation

- Stage 4: Action

- Stage 5: Maintenance

Weber, M. R. (2010). Stage of Change Scale for Early Education and Care 2.0: Professional manual. Rochester, NY: The Children's Institute

The Stages of Change PRECONTEMPLATION

1. At this stage there is no intention to change behavior in the foreseeable future..

The Stages of Change CONTEMPLATION

2. In this stage people are aware that a problem exists and are seriously thinking about overcoming it but have not yet made a commitment to action.

The Stages of Change PREPARATION

3. This stage combines intention and behavioral criteria. People at this stage are intending to take action in next month and have successfully take action in the past year.

The Stages of Change ACTION

5. In this stage people modify their behavior, experiences, or environment in order to overcome their problems.

The Stages of Change MAINTENANCE

5. In this stage people work to prevent relapse and consolidate the gains attained during action.

The Stages of Change
RELAPSE

6. Relapse is the resumption of old behaviors.

What is CQI?

CQI is:

- A shift from a focus on the end product to process.
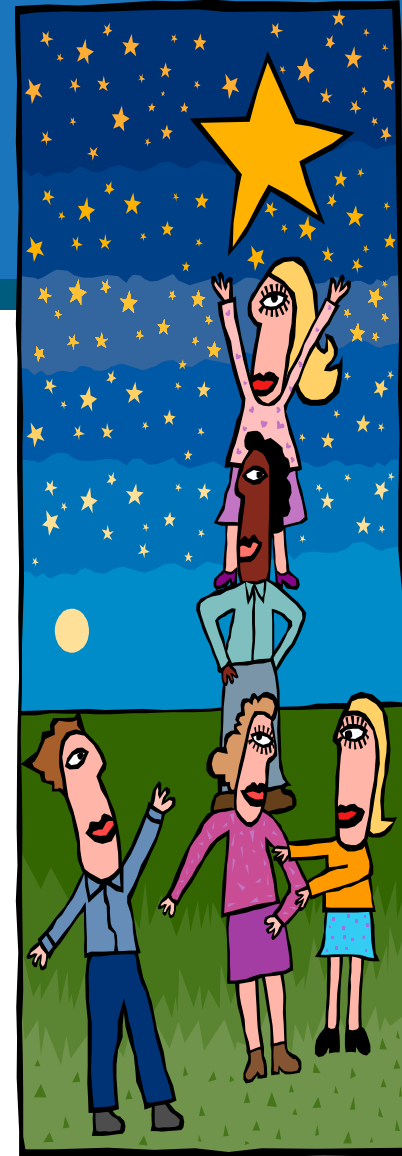- A shift from externally driven (compliance) to internally motivated

CQI is:

- Seeing the "customer" as a specific person with a specific need

CQI is:

- The responsibility of every employee at every level of the organization

CQI is:

- Balance between individual effort and team effort.

CQI is:

- Teachers, Board, Families and Children involved in decisions.

CQI is:

- Not a destination but a journey.

CQI is:

- To get better and better at getting better and better...

Resources – General and Applicable

- Switch: How to Change Things When Change Is Hard by Chip Heath, Dan Heath (2010)
- The Fifth Discipline: The Art and Practice of the Learning Organization by Peter Senge (1990)
- Shawn Kent Hayashi- Conversations for Change: 12 Ways to Say it Right When It Matters Most (2010)
- John Kotter Leading Change (2012)
- Margaret J. Wheatley **LEADERSHIP AND THE NEW SCIENCE: DISCOVERING ORDER IN A CHAOTIC WORLD** THIRD EDITION 2006 (Anything by Margaret is interesting and worthwhile)

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Resources- Early Learning Specific

- Reflecting in Communities of Practice: A Workbook for Early Childhood Educators by Deb Curtis (Author), Debbie Lebo (Author), Wendy C.M. Cividanes (Author)

- Appreciative Coaching: A Positive Process for Change by Sara Orem, Jacqueline Binkert and Ann Clancy (2007)

- The Visionary Director, 2nd Edition: A Handbook for Dreaming, Organizing, and Improvising in Your Center by Deb Curtis & Margie Carter

- Blueprint for Action: Achieving Center-Based Change Through Staff Development, 2nd Edition Paula Jorde Bloom (2005)

- Monday Memo: Creating Change in Early Childhood Education, One Message at a Time by DJ Schneider Jensen

- CQI Virtual Guide - http://www.pakeys.org/presentations/CQIVirtualGuide/player.html

- Inspiring Peak Performance: Competence, Commitment, and Collaboration Paperback – January 1, 2013 by Paula Jorde Bloom (Author), Ann Hentschel (Author), Jill Bella (Author)

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Thank You

Debi Mathias
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