Monitoring and Data as a Pathway to Continuous Quality Improvement

Presented by: Desiree Del-Zio, M.A.NPLM  CNP Quality Assurance Manager - MAAC
Continuous Quality Improvement

HSPS 1302.102 (c) – Using data for continuous improvement –
A program must implement a process for using data to identify program strengths and needs, develop and implement plans that address program needs, and continually evaluate compliance with program performance standards and progress towards achieving program goals as described in paragraph (a) of this section.
This process must:

Ensure data is aggregated, analyzed, and compared in such a way to assist agencies in identifying risks and informing strategies for continuous improvement in all program service areas…

(Paragraph (a) – A program, in collaboration with the governing body and policy council, must establish goals and measurable objectives that include: strategic long terms goals… goals for the provision of educational, health, nutritional, and family and community engagement program services… School readiness goals that are aligned with the Head Start Early Learning Outcomes Framework, and… Effective health and safety practices.

Defining Continuous Quality Improvement
The systematic approach to utilizing the environment and organizational characteristics to: develop a continuous cycle of collaborative inquiry through commitment of resources, and building upon agency wide capacity to transform into, and sustain a culture of learning that focuses and results in improved programmatic outcomes.
The Transition from Compliance to a Culture of Learning

Compliance

- Collect and Report Data for the PIR
- Track and record timeliness of screenings and referrals
- Perform all program elements within the specified periods, collects and maintains a record of the data
- Reports data when required

Transitioning (adopting a Culture of Collaborative Inquiry)

- Does all of the above and:
  - Staff look at data monthly
  - If participants do not receive services as prescribed staff are informed immediately
  - Barriers to services are identified and removed
  - Content area experts and staff work together to review and respond to data regularly

Culture of Learning and Quality Improvement

- Does all of the above and:
  - Looks at data by types of children rather than by child
  - Upon seeing signs of disproportionality, investigation of causes are investigated, analyzed, and acted upon
  - Staff disaggregate data (break into categories)
  - Organize teams to interpret the data

*Definitions taken from the 2015 OPRE Report – A Resource Guide for Head Start Programs: Moving Beyond a Culture of Compliance to a Culture of Continuous Improvement*
Analyzing Data Through Continuous Cycle of Collaborative Inquiry, Quality Improvement and Programmatic Learning

- Develop & Revisit Goals and Objectives
- Gather Data
- Analyze Data
- Review and synthesize
- Evaluate Outcomes
- Monitor Performance
- Implement Plan
- Prioritize and Plan

Chart adopted from the OPRE Resource Guide for Head Start Programs – January 2015
Utilizing ChildPlus to Inform Quality Improvement Process

1. Set up the monitoring tool in CP with cited regulations

2. Add monitoring tool to the Internal Monitoring Suite

3. Schedule the Monitoring Event

4. Enter all data into CP in real time (must have access to technology)
Utilizing ChildPlus to Inform the CQI Process

5. Assign responsible staff/CAP due dates, if there were findings

6. Generate Monitors follow up and close the loop

7. Run the CP 8005 and 8025 – Compliance Statistics Report to ascertain immediate and long term programmatic needs

8. Address needs through collaborative inquiry
Set up Checklist In ChildPlus

1. Select Setup Tab
2. Select Module Setup

Select a Module
Set up Checklist In ChildPlus

3. Click on Module Set Up and Select Internal Monitoring Checklist
Set up Checklist In ChildPlus

4. Select Add New Monitoring Checklist
Set up Checklist In ChildPlus

5. Select Start with a blank Checklist

5a. Click OK
Set up Checklist In ChildPlus

6. Name Checklist

7. Track Regulation

8. Select Response Type

9. Enter Questions
Set up Checklist In ChildPlus

10. Assign Staff Access

- Full Access – including set up
- Full Access to the Checklist in IMS
- Access to input and change monitoring data
- Access to CAP only

11. Save Checklist (Not Visible Here)
Schedule Monitoring Event

1. Select Management Tab

2. Select Internal Monitoring Module
Schedule Monitoring Event

3. Select Add Monitoring Record
Schedule Monitoring Event

4. Select Monitoring Checklist Created in the Setup Module
Record Monitoring Results

1. Select Site to be Monitored
Record Monitoring Results

2. Select Responsible Staff Member and Due Date

3. Enter Relevant Information – Child’s Name, DOB, etc.
Record Monitoring Data

4. Save Changes
Record Monitoring Data

5. Select Monitoring Results Tab

6. Select Enter Results
Record Monitoring Data

7. Enter Results
8. Enter Monitoring Notes and Details
9. Save Changes

Attachments can be added into this tab as evidence of areas of strength or areas of focus
Reviewing Data For Compliance

Internal Monitoring Reports

1. Select Reports Tab

2. Select Internal Monitoring Report Type
Reviewing Data For Compliance
Internal Monitoring Reports

Internal Monitoring Reports:

1. 8001 – Monitoring Activity
   a. Captures:
      i. Monitoring status (completed, pending, or past due)
      ii. When monitoring is due, scheduled, and when/if the data was captured
      iii. Name of assigned monitor
      iv. Percentage of compliance
      v. CAP status (N/A, due, past due, etc)
      vi. Corrective action – total items
      vii. Corrective action – total unaddressed
Reviewing Data For Compliance
Internal Monitoring Reports

Internal Monitoring Reports:

1. 8005 – Monitoring Compliance Statistics
   a. Captures:
      i. Name of Monitoring Checklist
      ii. Indicator
      iii. Times Monitored
      iv. Times Non-compliant
      v. % of Non compliance
      vi. Text of the indicator question/prompt can be added
Reviewing Data For Compliance
Internal Monitoring Reports

Internal Monitoring Reports:

1. 8020 – Monitoring Worksheet
   a. Captures:
      i. Monitoring checklist – blank
      ii. This report can be printed and taken to center if technology is unavailable
Reviewing Data For Compliance
Internal Monitoring Reports

Internal Monitoring Reports:

1. 8025 – Monitoring Results Detail
   a. Captures:
      i. Name of checklist
      ii. Name of center monitored
      iii. Name of monitor
      iv. Monitoring notes (child’s name and DOB)
      v. Monitoring status (coming due, past due, completed, etc)
      vi. Indicator questions, results, notes, and regulation
      vii. CAP status, CAP notes, and follow up notes
Reviewing Data For Compliance
Internal Monitoring Reports

Internal Monitoring Reports:

1. 8030 – Monitoring Follow Up
   a. Captures:
      i. Name of checklist
      ii. Due Date
      iii. Date Completed
      iv. Findings
      v. Location
      vi. Monitor’s follow up notes
Reviewing Data For Compliance
Internal Monitoring Reports

Internal Monitoring Reports:

1. 8032 – Monitoring Attachment Listing
   a. Captures:
      i. Name of checklist
      ii. Name of Center Monitored
      iii. Date Completed
      iv. Service Area
      v. Attachment Type
      vi. Description
      vii. Date Added
      viii. Added by
      ix. File name
      x. Size of file
Reviewing Data For Continuous Quality Improvement

Internal Monitoring Reports:

1. 8005 – Monitoring Compliance Statistics
   a. Identify and discuss areas of strength and areas of focus
      i. Location of findings
      ii. Indicators with highest rates of compliance and noncompliance
      iii. Center or family demographic
      iv. Staff or student attendance
      v. Program needs
      vi. Family needs
      vii. Program option
Reviewing Data For Continuous Quality Improvement

Internal Monitoring Reports:

1. 8025 – Monitoring Results Detail
   a. Identify and discuss areas of strength and areas of focus
   b. Review notes and disaggregate data based on:
      i. Location of findings
      ii. Indicators with highest rates of compliance and noncompliance
      iii. Center or family demographic
      iv. Staff or student attendance
      v. Program needs
      vi. Family needs
      vii. Program option
# Data Based Decision Making for Quality Improvement

## Data Demonstration

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<table>
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<tbody>
<tr>
<td>1.</td>
<td>Multiple centers have children enrolled with a home language not previously seen at our centers</td>
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<tr>
<td>2.</td>
<td>Teachers that do not post updated lesson plans have been teaching at centers for a period of 5 years or more</td>
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<tr>
<td>3.</td>
<td>Teachers not suggesting alternate locations for home visits when family is homeless have no previous Head Start Experience</td>
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<tr>
<td>4.</td>
<td>Teachers not completing home visits have students with higher rates of absenteeism</td>
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## Program Response:

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<tbody>
<tr>
<td>1.</td>
<td>Conduct a local area assessment and determine the increased demographic of families speaking Vietnamese</td>
</tr>
<tr>
<td></td>
<td>1a. Recruit Vietnamese speaking staff/teachers</td>
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<tr>
<td>2.</td>
<td>Identify methods for creating renewed enthusiasm in the teaching experience</td>
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<td>2a. Encourage peer to peer learning experiences – create mentoring program</td>
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<td>3.</td>
<td>Analyze and improve onboarding processes for new staff. Ensure an understanding of both the letter and the spirit of Head Start Regulations</td>
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<td>3a. Create attendance based family partnership agreements</td>
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<td>3b. Develop community relationships with organizations that serve homeless community members. Create relationships between enrolled families and these organizations as quickly as possible after entry into the program</td>
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Quality Assurance Compliance Cluster

In review of the changes to the Head Start Performance Standards and the focus on Continuous Quality Improvement in program operations and ongoing monitoring, the need for programs throughout the state of California to come together to share monitoring efforts, data collection and analysis, and learning outcomes became evident.

The Quality Assurance Compliance Cluster (QACC) was born of this obvious opportunity to build relationships, increase capacity, and continuously improve service delivery. The QACC meets quarterly to: share ongoing monitoring efforts-to-outcomes, identify ‘learnable’ and ‘teachable’ moments resulting from those efforts, and to use compliance/quality assurance data to inform the continuous improvement of program operations and services.

Participants are provided the forum to learn from one another, share tools and systems, network individually or in a group, and create a space for analyzing and using data to elevate compliance and quality benchmarks from one program year to the next.

Working as a collective team, Head Start providers are encouraged to use compliance and quality assurance as a platform for advancing data analysis beyond the baseline of compliance and into a culture of learning that is relevant, valid, reliable and continuous.
Next Meeting of the QACC

2/8/2017 – Hosted by Child Care Resource Center (CCRC) – San Fernando Valley, CA

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Questions