Colorado –
Creating a Continuous Quality Improvement (CQI) Culture within Programs
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Agenda

• Welcome
• CQI Definition
• CQI Philosophy and Process
• Challenges in the Work
• Role of the Program Leader in CQI
• Ready for Change
• Role of Technical Assistance
“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.”

CQI: A Learning Program Culture

Resources and Support: Needs based PDII’s, Best Practices Documents, Online Module Conversion, competencies, accountability systems, CQI Standard
What are the elements you feel would be important to include in a definition of CQI?
National Scan of CQI
What Is Continuous Quality Improvement (CQI)?

The process of:

• Identifying, describing and analyzing strengths and weaknesses

• Establishing a plan with benchmarks, timelines, assigned tasks and responsibilities to improve

• Testing and implementing solutions

• Evaluating the results and revising the plan
CQI Philosophy

- Grounded in the overall mission, vision and values of the program
- Dependent on the active involvement of staff, families, children and other partners (stakeholders) at all levels
- Programs can be improved
- Goal to provide the best possible services and outcomes for our “clients,” the children and families we serve
- Plan and decisions 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

"Change that lasts is slow and gradual."  
- Kaizen
Continuous Quality Improvement
Process

Vision

Plan -> Do

Act <- Study
Theory of Change

What is the vision for our program? What levers are used to progress to that vision?

• Use of Logic Models to demonstrate inputs and outcomes.
• What does the ‘end’ look like?
• What are best and promising practices?
Develop a Shared Vision

• Define what you truly want to achieve – include staff, Board, families and children in developing 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 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? Can it be improved?
• What are the problems and challenges?
• What are the data and other sources of evidence telling us could be improved?
• What does the research say about new innovations that might be important to consider?
• 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?
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, improvements and adjustments into the CQI process for the next round
- Write/revise policies and procedures that support the changes
- Develop strategies to embed the improvements into operations
- Celebrate successes
- Begin again...
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 FOCUSED
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

MANAGEMENT

The soft side of change

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

LEADERSHIP

Preparing to Lead Change

How would a leader go about developing these abilities?
Stages of Change

- Stage 1: Precontemplation
- Stage 2: Contemplation
- Stage 3: Preparation
- Stage 4: Action
- Stage 5: Maintenance

Program Level

Virtual CQI Guide

http://www.pakeys.org/presentations/CQIVirtualGuide/player.html

(a seven and a half minute online session describing the CQI process)
Directors’ Community of Practice:
• Habits of Mind for Directors: An Essential Leadership Tool for Continuous Quality Improvement

After-School Quality: The Process of Program Improvement
• 5 step approach
• Implement team approach to CQI
• Program manual and TA support
What are the Resources for Programs in CO?

• Develop an inventory of state and national resources
• Helping Directors focus on resources that support their goals
• Professional Learning
• Communities of Practice
TA Role in Supporting Programs

• Developing necessary skills and knowledge in content and process over time
• Know when to get help and use your supports
• Knowing the resources and supports available to assist programs
• Empowering program to own the change
• Others?
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
The responsibility of every employee at every level of the organization
CQI is:

- Balance between individual effort and team effort
CQI is:

- Employees, 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...
Questions, Reflections, Comments
Resources – General

- **Switch: How to Change Things When Change Is Hard** by Chip Heath, Dan Heath (2010)
- **Conversations for Change: 12 Ways to Say it Right When It Matters Most** by Shawn Kent Hayashi (2010)
- **Leading Change** by John Kotter (2012)

*Anything by Margaret is interesting and worthwhile.*
Resources – General

- **Scaling Up Excellence**
  - Robert Sutton and Huggy Rao

- **Drive**
  - Daniel H. Pink

- **The Progress Principle**
  - Teresa Amabile & Steven Kramer

- **Dan Pink Podcasts**
  - iTunes or danpink.com
Resources – Early Learning Specific

- Reflecting in Communities of Practice: A Workbook for Early Childhood Educators by Deb Curtis, Debbie Lebo, Wendy C.M. Cividanes
- The Visionary Director, 2nd Edition: A Handbook for Dreaming, Organizing, and Improvising in Your Center by Deb Curtis, Margie Carter
- Monday Memo: Creating Change in Early Childhood Education, One Message at a Time by DJ Schneider Jensen
For More Information

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