Guilford County Continuous Quality Improvement Conference

November 7, 2019
Welcome
Charrise Hart
CEO, Ready Ready
Why Early Childhood Matters

80% of brain development happens by age 3

Those with enriched experiences from birth to age 5 are significantly more likely to:

• Enter kindergarten on track
• Read on grade level by 3rd grade
• Graduate from high school
• Have skills needed by employers
• Contribute more in tax dollars

And they are less likely to:

• Be incarcerated
• Depend on public assistance programs
Current reality: Significant disparities

<table>
<thead>
<tr>
<th>Year</th>
<th>All Students</th>
<th>White</th>
<th>Black</th>
<th>Hispanic</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016-2017</td>
<td>46%</td>
<td>62%</td>
<td>42%</td>
<td>28%</td>
</tr>
<tr>
<td>2017-2018</td>
<td>45%</td>
<td>62%</td>
<td>40%</td>
<td>29%</td>
</tr>
<tr>
<td>2018-2019</td>
<td>40%</td>
<td>52%</td>
<td>37%</td>
<td>24%</td>
</tr>
</tbody>
</table>

TREND: Kindergarten readiness continues to decrease overall but disproportionately affects children of color in Guilford County.

Source: Beginning of Year Text Reading and Comprehension, Guilford County Schools
## Disparities start at the beginning

<table>
<thead>
<tr>
<th>Year</th>
<th>Total</th>
<th>Non-Hispanic African American</th>
<th>Hispanic</th>
<th>Non-Hispanic White</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017</td>
<td>Deaths</td>
<td>61</td>
<td>34</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>Rate</td>
<td>9.8</td>
<td>13.3</td>
<td>11</td>
</tr>
<tr>
<td>2018</td>
<td>Deaths</td>
<td>52</td>
<td>39</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Rate</td>
<td>8.5</td>
<td>15.4</td>
<td>3.8</td>
</tr>
</tbody>
</table>

**TREND**: Reduced overall infant mortality rate in 2018, but increased rate for non-Hispanic African American women

*Source: North Carolina Center for Statistics*
- Continuously **improve outcomes** for children and families.
- Continuously **reduce disparities** in outcomes based on factors such as race, class, gender, and geography.
# Guilford County’s System-Building Priorities

<table>
<thead>
<tr>
<th>Develop Navigation System to Connect Families with Effective Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expand Proven Programs</td>
</tr>
<tr>
<td><strong>Drive Continuous Improvement Across the System</strong></td>
</tr>
<tr>
<td>Build Supporting Technologies to Improve Program Coordination</td>
</tr>
<tr>
<td>Conduct Rigorous Evaluation for Learning &amp; Impact</td>
</tr>
<tr>
<td>Leverage &amp; Expand Early Literacy Resources</td>
</tr>
<tr>
<td>Make High-Quality Early Care/Education Accessible &amp; Affordable to All</td>
</tr>
<tr>
<td>Improve Pre-K to K Transition for Children &amp; Families</td>
</tr>
<tr>
<td>Build Responsiveness to Family Voice into the System</td>
</tr>
<tr>
<td>Build Public Will for Early Childhood Priorities</td>
</tr>
</tbody>
</table>
Guilford County’s System-Building Priorities

- Develop Navigation System to Connect Families with Effective Services
- Expand Proven Programs
- Drive Continuous Improvement Across the System
- Build Supporting Technologies to Improve Program Coordination
- Conduct Rigorous Evaluation for Learning & Impact

Get Ready Guilford Initiative priorities
Assess for Need & Connect to High-Quality Services

- Group prenatal care & childcare
- Breastfeeding support
- No needs identified
- Housing, food & childcare subsidy
- Speech therapy

Assessments:
- Pregnancy
- Birth
- Age 1
- Age 2
- Age 3

Ongoing Support Between Assessments
CQI Working Group & Subcommittees

Tara Sandercock, Community Foundation of Greater Greensboro
Sandra Boren, Cone Health Foundation
Mindy Oakley, Edward M. Armfield, Sr. Foundation
Tom Campbell, Family Service of the Piedmont
Tina Markanda, Foundation for a Healthy High Point
Rashad Rodas, Guilford Child Development
Michael Halford, Guilford County Government

Steve Hayes, Guilford Nonprofit Consortium
Patti Learman, Parents as Teachers Guilford
Robin Lindsey & Susan Brady, Partnership for Children of Guilford County
Susan Schwartz, The Cemala Foundation
Aden Hailemariam, United Way of Greater Greensboro
Barbara Frye, United Way of Greater High Point & High Point Opportunity Center
Todd Dalrymple
Program Officer, The Duke Endowment
Andrew Wolk
CEO, Root Cause
Michelle Chapin
Project Manager, Ready Ready
Agenda

• Welcome
• Overview of CQI
• CQI Case Studies in Guilford County
• Break
• Shifting from a Compliance to Learning Culture
• Lunch & Keynote Speaker
• Break
• CQI Community Technical Assistance
• Sustaining a Culture of CQI in Guilford County
• Closing & Next Steps
CQI in Guilford County
Mary Herbenick, Ready Ready
Table Exercise

- Think about a time you’ve accessed or tried to access services for yourself or a family member

- Write down a few words about your experience. What made it positive? Challenging?

- Turn to an elbow partner at your table and share a few of your observations
Family Perspective: Some Themes

- **Access**: Can I get what I need for my child/myself? Are there too many barriers in my way (transportation, timing, language, waiting lists, etc.)?

- **Connections**: Can I get connected to a really good program to meet my child’s specific needs? Or will I get a runaround?

- **Responsiveness**: Am I heard? Are my goals front and center? Are changes made based on my input?

- **Relationships**: Am I treated well? Do I want to come back?

- **Results**: Can I sustain participation? Will I see results from my efforts?
Program Perspectives: Some Themes

- **Access**: Can I find the right program for the family I’m working with? Is there something better that I might not know about?

- **Connections**: Programs are often full, so what happens when I refer a family to a program that is over capacity? And can I trust the quality of the program I’m sending families to?

- **Responsiveness**: How can we shift and change to meet a family’s specific need when we’re already stretched?

- **Results**: Can families stay with the program long enough to get the results they want?
Goal: Population-Level Change

- Continuously **improve outcomes** for children and families.
- Continuously **reduce disparities** in outcomes based on factors such as race, class, gender, and geography.
CQI Work in Guilford County focusing on Programs Serving Families
Colette Stanzler, Root Cause
What is Continuous Quality Improvement?

"HOW ARE WE DOING?" & "HOW CAN WE DO IT BETTER?"

- **WHAT:** A process of **collecting, analyzing & using data**
- **WHY:** To provide **higher quality services** & improve **outcomes**
- **WHO:** Programs in Guilford County **serving families in early childhood**
CQI Process with Programs Working with Families to Improve Life Outcomes

1. Lay the Groundwork
2. Assess Strengths/Challenges
3. Determine Priorities
4. PDSA (Repeat)
5. Strengthen Capacity
Guilford County CQI Goals Through 2020

- Strengthen the **individual capacity and coordination of select early childhood programs** to use data to improve the quality of services families receive.
- **Build a culture of CQI** across the Guilford County early childhood program community
- **Educate key stakeholders** (ie. community, funders and policy makers) on importance of CQI
- Provide knowledge, tools, and training to **Ready for School, Ready for Life** to lead CQI in future
<table>
<thead>
<tr>
<th>PROGRAM</th>
<th>AGENCY / ORGANIZATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adopt-a-Mom</td>
<td>Coalition on Infant Mortality</td>
</tr>
<tr>
<td>Adolescent Parenting Program</td>
<td>YWCA - High Point</td>
</tr>
<tr>
<td>Bringing Out the Best</td>
<td>UNCG</td>
</tr>
<tr>
<td>Care Management for At-Risk Children</td>
<td>Guilford County DHHS</td>
</tr>
<tr>
<td>Care Management for High-Risk Pregnancies (CMHRP)</td>
<td>Guilford County DHHS</td>
</tr>
<tr>
<td>Family Connects</td>
<td>Guilford County DHHS</td>
</tr>
<tr>
<td>Head Start/Early Head Start</td>
<td>Guilford Child Development</td>
</tr>
<tr>
<td>Healthy Start</td>
<td>Family Service of the Piedmont</td>
</tr>
<tr>
<td>NC Infant-Toddler Program (CDSA)</td>
<td>NC DHHS</td>
</tr>
<tr>
<td>Parents as Teachers</td>
<td>Parents as Teachers Guilford County</td>
</tr>
<tr>
<td>Teen Parent Mentor Program</td>
<td>YWCA - Greensboro</td>
</tr>
<tr>
<td>WIC</td>
<td>Guilford County DHHS</td>
</tr>
<tr>
<td>Wise Guys</td>
<td>Children’s Home Home Society</td>
</tr>
</tbody>
</table>
CQI Framework

PROCESS, OUTPUTS, & OUTCOMES INDICATORS

PROGRAM QUALITY

PERFORMANCE MEASUREMENT CAPACITY

PROCESS / OUTPUT INDICATORS
OUTCOMES INDICATORS
ACCESSIBILITY
USE OF EVIDENCE
REFERRALS & PARTNERSHIPS
TRAUMA-INFORMED PRACTICE
FAMILY ENGAGEMENT

CULTURE
FRAMEWORK
SYSTEMS
From Assessment → Plan

ASSESSMENT
- Services & Outcomes
- Quality
- Performance Measurement

COACH & PROGRAM REVIEW
- Results used to gather additional information from programs
- A validated score is established at sub-module level

CONTINUOUS IMPROVEMENT PLAN (CIP)
- Coaches & programs select areas to focus based on validated scores
- Program changes tracked against the validated score
Plan Do Study Act (PDSA) Cycle within the CQI Process

- Propose “experiment” & hypothesis
- Identify roles & resources
- Define time frame & measures of success

- Adopt successful practices
- Make adjustments
- Determine what more needs to be done and/or learned

- Prepare to implement plan
- Implement the plan
- Collect documentation & data

- Track, analyze, share results
- Identify adjustments
- Identify & celebrate learnings & successes
Strengthen Program Capacity & Coordination

With a Cross Section of Early Childhood Programs Serving Families in Guilford County

CQI Coaching & Practice

Improvements in Program Quality

Improvements in Performance Measurement

Improved Family Experience

Contribute to Improved Kindergarten Readiness Outcomes
CQI Cohort Accomplishments After Two Cycles

Cycle 1, 2 Priorities Selected Across Program Quality Areas*

<table>
<thead>
<tr>
<th>Program Quality Area*</th>
<th># Priorities Selected</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accessibility</td>
<td>8</td>
</tr>
<tr>
<td>Family Engagement</td>
<td>3</td>
</tr>
<tr>
<td>Referrals</td>
<td>5</td>
</tr>
<tr>
<td>TIA</td>
<td>5</td>
</tr>
<tr>
<td>Use of Evidence</td>
<td>2</td>
</tr>
<tr>
<td>*Performance Measurement</td>
<td>9</td>
</tr>
</tbody>
</table>
Program accomplishments to date

During two PDSA cycles, the 13 programs have worked on 37 different quality area priorities resulting in quantifiable, tangible improvements to program quality:

- Providing program staff trauma-informed training, as well as capturing pre/post data to gauge effectiveness of the training
- Gauging the effectiveness of program referrals through client & provider follow-up
- Collecting and understanding data on family participation in order to design program services that are more accessible to families
- "Baseline" inventory/mapping of performance measurement tools & processes currently available to programs
Case Studies of CQI in Guilford County
## Breakout Sessions

<table>
<thead>
<tr>
<th>CQI FOCUS</th>
<th>PROGRAM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accessibility</td>
<td>Care Management for High Risk Pregnancies <em>(formerly known as Pregnancy Care Management)</em>&lt;br&gt;WIC</td>
</tr>
<tr>
<td>Performance Measurement</td>
<td>Early Head Start</td>
</tr>
<tr>
<td></td>
<td>Teen Parent Mentor Program</td>
</tr>
<tr>
<td>Referrals &amp; Partnerships</td>
<td>Adopt-A-Mom</td>
</tr>
<tr>
<td></td>
<td>Care Management for At-Risk Children <em>(formerly known as Care Coordination for Children)</em></td>
</tr>
<tr>
<td>Trauma-Informed Approach</td>
<td>Bringing Out the Best</td>
</tr>
<tr>
<td></td>
<td>NC Infant-Toddler Program <em>(CDSA)</em></td>
</tr>
<tr>
<td>Use of Evidence</td>
<td>Wise Guys</td>
</tr>
</tbody>
</table>
Break
15 minutes
Guilford County Continuous Quality Improvement Conference

November 7, 2019
Shifting to a Culture of Inquiry and Learning
Mindy Oakley
The Edward M. Armfield Foundation

Michael Halford
Guilford County
For Discussion at your table:

- How do programs/grantees share lessons learned with funders/resource providers as they implement change?
- How can programs feel more supported, encouraged in their CQI work?
- Are there barriers to programs not doing CQI or continuous improvement, including requirements from funders/resource providers?
Keynote Speaker
Stephanie Doyle
Center for the Study of Social Policy
CQI: A Powerful Tool for Accelerating Impact

Stephanie Doyle, MS
Senior Associate
Introduction
Introduction
“This is the **data** I had in my head and can now see on paper”
Meaningful, Feasible and Actionable
“I have a **PDSA** mindset now”
Then, we continued to test, spread and sustain…

**STARTED SMALL**
Beginning with **one** infant who was consistently stressed at drop off, identify **one** person for drop off in the morning to develop consistency in routine and relationship.

**SAW IMPROVEMENT**
it then was tested during nap. Noticed improvement!

**ADJUSTED AND BROADENED TEST**
Tested having consistent environment by dropping infants and toddler off directly to their rooms rather an central location. Noticed improvement!

**MADE PERMANENT!**
Communicated change to staff & parents. Schedules were shifted for appropriate coverage. Following the success of these tests, the lessons are being applied to new children and when transitioning infants to the toddler classroom.
Shared Leadership
“I've become a stronger teacher... It's let me spread my wings”
~ Teacher

“What did I learn about myself? That I was stronger than I imagined. And it was from being respected, being seen as a leader, for having my voice heard.”
~ Parent

From Leading for Change in Early Care and Education: Cultivating Leadership from Within by Dr. Anne Douglass
Organizational Culture
“I don’t want to say it was chaotic before [CQI]… but it was”

“Being part of this [CQI Network] keeps me from burning out”

From Fostering Social and Emotional Health through Pediatric Primary Care: Common Threads to Transform Everyday Practice and Systems
Accelerating Change
Coming back to the Breakthrough Series Collaborative

Test Strategies and Share Learning!

Creating the structure and conditions for shared learning and action

Application / Team Selection

Learning Session 1

Action Period 1

Learning Session 2

Action Period 2

Regular Webinars

Learning Session 3

Action Period 3

Learning Session 4

Collaboration with Other Teams

Self-Assessments and Priority Setting

Monthly Data Collection and Use
Keynote Speaker

Q&A
Break

15 minutes
CQI Community Technical Assistance
Consuela Greene, Root Cause
Session Overview

- Provide an overview of the CQI Technical Assistance (TA) design
- Engage with CQI resources and participate in an interactive TA exercise looking at Trauma Informed Practices
- Share feedback on TA design
What we’ve heard... CQI TA Interest and Challenges*

*Results from Survey of Guilford County Early Childhood Programs
CQI Technical Assistance Goals
To build a culture of CQI in which early childhood programs understand what CQI is, how to implement it, and its importance to ultimately improving children and family lives and reducing disparities at the population level.

i.e. CQI culture is a means toward the ultimate end of improved lives for children and families.

culture

**noun**

cul·ture

1a: the customary beliefs, social forms, and material traits of a racial, religious, or social group

also : the characteristic features of everyday existence (such as diversions or a way of life) shared by people in a place or time

b: the set of shared attitudes, values, goals, and practices that characterizes an institution or organization

c: the set of values, conventions, or social practices associated with a particular field, activity, or societal characteristic
CQI Technical Assistance Target Audience

CQI TA is intended to be open to all early childhood programs and leaders in Guilford County. To make best use of resources while maximizing its purpose, CQI TA will target participation by programs in the following categories:

- Programs with a central role and/or significant reach from preconception to age 8
- Programs currently serving children and families prenatal to 36 months
- Programs targeting underserved or marginalized populations (e.g. immigrant or refugee families, rural families, families challenged with economic security, etc.)
CQI Technical Assistance Modalities

Continuous Quality Improvement
Resource Library for social service providers

&

Learning Series
CQI Technical Assistance

CONTINUOUS QUALITY IMPROVEMENT

RESOURCE LIBRARY for social service providers
CQI Resource Library: Purpose

The Continuous Quality Improvement (CQI) Resource Library is a new and growing collection of content for social service providers and their partners who are interested in improving outcomes for individuals and families.

Created by Root Cause and Ready for School, Ready for Life, the CQI Library is grounded in the work of a group of social service providers that are practicing CQI as part of a broader effort to build a connected, innovative system of care for children and families in Guilford County.
CQI Resource Library: Core Components

The core components of this approach to continuous quality improvement are relevant across all life stages and topical areas (e.g., health and well-being, education and youth development, economic security). Content includes:

- A **CQI Framework for Social Service Providers** and related **Methods** describe the processes through which social service providers can practice CQI.


- **Case Studies** demonstrate how organizations in Guilford County are practicing CQI and improving across domains of program quality and performance measurement capacity.

- **CQI References** include a selection of quality sources that inform this work.

New content will be added to the CQI Resource Library, including a series of webinars and additional research briefs and case studies.
Continuous Quality Improvement Resource Library

We share this Continuous Quality Improvement (CQI) Resource Library – a collection of methods, research briefs, case studies, a reference library – to help social service organizations and their partners better serve children and families.

This library was created as part of a community-wide effort in Guilford County, NC, led by Ready for School, Ready for Life, to enable more children to enter school ready to learn. Together, we are working with a cohort of social service providers to strengthen their capacity to practice CQI and to deliver improved family experiences that contribute to improved healthy early childhood health and Kindergarten readiness.
CQI Technical Assistance

Learning Series
Interactive, experiential In-Person Group Workshops and Webinars centered on the CQI framework topics—program outcomes and indicators, program quality, and performance measurement capacity

- Establish a learning series calendar of workshops and webinars (4-6 sessions in 2020)
- Build an understanding of CQI importance across the early childhood programs
- Increase awareness and base-level CQI knowledge and best practices
- Explore practical application of best practices building on practitioner experience (i.e. Local TA providers and direct service providers)
<table>
<thead>
<tr>
<th>Modality</th>
<th>Purpose</th>
</tr>
</thead>
</table>
| Webinar (live and/or pre-recorded)   | • Provide topic overview and promising practices  
• Flexible way to engage in learning and easy to share with a broader audience  
• *Total time allocation* - 60-90 mins |
| Combined Learning approach - webinar and in-person peer learning | • Prerequisite webinar pre-made (topic content and overview of best practices) 60-90 mins  
• In person practitioner lunch and learn (peer learning) - local direct service providers share learnings from CQI and practical application of best practices, and participants identify strategies they can apply in their programs. 90 mins  
• *Total time allocation* - up to 3 hours |
| In-person workshop                   | • Topic overview and promising practices  
• Practical application (peer sharing)  
• Action planning (strategies to apply new learning)  
• *Total time allocation* - average 3 hours |
Learning Series: Alignment with CQI Framework

- **Program Outcomes & Indicators**
  - Program Quality
  - Performance Measurement Capacity

- **Outcomes**
- **Indicators**
- **Accessibility**
- **Use of Evidence**
- **Referrals**
- **Trauma-Informed Practice**
- **Family Engagement**
- **Culture**
- **Framework**
- **Systems**
CQI Activity

Let's try it out!
CQI Quality Area: Trauma-Informed Practices

| Step 1 (5 mins) | **Individually**, take **5 minutes** to review the short self-assessment of trauma informed practices.  
  - **Direct service provider**—check off the practices that reflect your current practices.  
  - **All**—put a star (*) next to trauma-informed practices you want to learn more about or that you believe will further your work to improve outcomes for children and families in Guilford County. |
| Step 2 (10 mins) | **At your table**, take **10 mins** to share your insights and share what practices you believe will be useful to learn more about. **Pick a recorder to write down the practices you discussed on a notecard(s) at your table.**  
  **Discuss:**  
  – What stood out to you as you responded to the questions?  
    - Areas of strength, areas of challenges, any questions that came up for you?  
  – Share the practices that could be useful to learn more about in order to strengthen programming and improve outcomes for children and families in Guilford County. |
| Step 3 | **Share out**, Let’s create a “master list” of trauma-informed practices that would be useful to learn more about to strengthen program outcomes.  
  These could be practices that could be useful for the CQI technical assistance. |
Next Steps
CQI Technical Assistance: Next Steps

● Please complete the CQI TA survey to share feedback on topic interests, learning series design options, etc.
● 2020 Learning Series- The first webinar will be in early February- the date and topic will be finalized based on community feedback. Please join us!
● Definitely check out the CQI Resource Library, Stay connected!
● What will be your next step?

-Rev. Dr. Martin Luther King Jr.
Sustaining a Culture of CQI in Guilford County
Building a Community-Wide CQI Culture

A single program practicing CQI

A cohort of programs practicing CQI as part of a Community of Practice

A community of early childhood service providers beginning to practice CQI individually and within peer groups
**Culture of CQI**

To build a *culture of CQI* in which early childhood programs understand what CQI is, how to implement it, and its importance to ultimately improving children and family lives and reducing disparities at the population level.

*i.e. CQI culture is a means toward the ultimate end of improved lives for children and families.*

---

**culture**

**noun**

*a*: the customary beliefs, social forms, and material traits of a racial, religious, or social group

*also*: the characteristic features of everyday existence (such as diversions or a way of life) shared by people in a place or time

*b*: the set of shared attitudes, values, goals, and practices that characterizes an institution or organization

*c*: the set of values, conventions, or social practices associated with a particular field, activity, or societal characteristic
This Session has Three Parts

• What are our current CQI assets?

• Breakout into Four Groups

• Report Outs: Prioritization for the CQI Working Group
What are our Current Assets we can leverage to Sustain a Culture of CQI?

1. CQI Framework and Assessment Tool
2. ?
3. ?
4. ?
5. ?

What else?
Breakouts - Answer these Questions

- Brainstorm
  - How might we sustain a culture of CQI with the current assets?
  - What are some challenges to sustaining a culture of CQI?
- What are the 2 most compelling ideas to get started to sustain culture of CQI?
- What is the one big challenge to sustain a culture?
Prioritization for the CQI Working Group

▪ What are the 2 most compelling ideas to get started to sustain culture of CQI?

▪ What is the one big challenge to sustain a culture?
Closing & Next Steps