

Continuous Quality Improvement Concept

Introduction

Continuous Quality Improvement (CQI) provides the framework and is the focus of Oregon's Quality Rating and Improvement System (Spark). All programs in Oregon, whether family or center based, licensed or unlicensed will be able to participate in Spark and engage in CQI. Making CQI available to all programs will help to improve outcomes for all children, especially those furthest from opportunity who may be served by programs that are not currently eligible to participate in Spark. CQI provides programs with a variety of self-directed learning opportunities and resources which they can access individually or with support from Quality Improvement Specialists (QIS), as they work to make improvements to their program quality.

The CQI process

Three components make up the CQI process; reflection, resources and readiness. The CQI process will guide and support programs during all 5 tiers of Spark beginning with participation. The CQI process will be in place for each of the Spark standards and available for aspects of program quality that are not incorporated into the standards or used for rating. The topics included in CQI will be based in best practices and are provided to support to program quality and improvement.

1. Reflection
 - Reflections will encourage programs to compare their current practices against research-based, best practices in the field and set goals to begin to improve their quality.
2. Resources
 - Resources will be provided to help programs improve their practices.
3. Readiness
 - The readiness check will give more specific detail about what is required to meet the standard. It will list the indicators for the standard that to help a program determine if they are ready to submit evidence.

Continued Participation

Programs in Spark will demonstrate ongoing participation and engagement in CQI by either submitting for a star rating or completing an annual report. Annual reports will be customized based upon participation tier (Spark Participating program, C2Q, 3-, 4- or 5-Star).

CQI Plan Features

- It will be simple, easy to follow and not require extensive writing
- Users will be able to move back and forth between sections at their own pace.
- It will be flexible and allow users to choose the level of engagement or skip to uploading evidence
- Resources will be immediately available which will speed the process
- It will be dynamic and allow for changes and additions to be made to resources
- Admins can access information to help refer users to resources
- Admins can use it to monitor program progress and pull data
- It will encourage and recognize quality improvements, not just rating

¹ Paper versions will be available.

Goals

The CQI process will address the following goals.

| Goal | Equity Considerations and Rationale |
|---|---|
| <p>Insuring that children furthest from opportunity will be served and programs serving these children will receive priority when allocating resources for support.</p> | <p>Allowing all programs, regardless of licensing status, to participate in Spark, engage in CQI and be able to achieve a C2Q designation will encourage more programs to participate and improve quality. Including unlicensed programs particularly helps children furthest from opportunity because most are in unlicensed or exempt care.</p> |
| <p>Be efficient, effective and build upon existing systems.</p> | <p>Programs will be encouraged to connect to resources and supports already provided throughout the state that they may not be aware of. Having the CQI on-line will enable it to be dynamic and responsive to programs and the changing needs of the field and will be cost effective.</p> |
| <p>Encourage professionalism of the Early Learning field.</p> | <p>Trusting programs to “own” the process of improvement communicates that we recognize them as capable professionals. Providing high quality resources as a component of CQI will encourage the adoption of best practices.</p> |
| <p>Clearly convey the importance and “why” of best practices.</p> | <p>Utilizing resources that clearly convey the importance of specific practices and/or standards will help programs authentically implement quality improvements. Research has demonstrated that programs which utilize reflective practice and embrace CQI ultimately have the greatest impact on child outcomes.</p> |
| <p>Support programs who submit for a 3-star but do not yet achieve a rating.</p> | <p>Programs will be coached if the evidence submitted is insufficient to achieve a star rating. They will be contacted and given the opportunity to provide additional evidence and/or directed to resources that will help them meet the standard instead of re-designating them C2Q. This supportive approach will be less frustrating to them.</p> |

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A complete list of standards and what is required to meet them will be on the main dashboard.

[Return to Main DASHBOARD](#)

(Example for a Family –Based program for 1 Standard)

| Standard: Educator Qualifications Educators are presently qualified to serve in their positions through education, training, and experience. | | |
|---|--|--|
| Reflection on Quality Practices | Resources | Readiness |
| <p>EXAMPLES</p> <ul style="list-style-type: none"> • Are you intentionally planning your professional development? • Do you have a Professional Development Plan? Do you have a goal step? Would you like outside support to help with your plan? • Are you and/or your staff taking enough Set 2 trainings to advance on the registry? • Are you and/or your staff up to date on the Oregon Registry? (Submitted all trainings, applied for step level.) • Have you and/or your staff received training in ethics and professional responsibility?* • Does your program follow a clearly defined plan to maintain child and family confidentiality?*** <p>Will you be setting any goals for this standard?</p> <p><input type="checkbox"/> Yes, goals will be set in this standard</p> <p><input type="checkbox"/> No, this standard is already met</p> <p><i>“Checking “Yes” will take you to the CQI plan to allow you to specify which goal/s you would like to work on. You may go back and edit this at any time. It’s recommended that you review the resources section for help in meeting this goal before moving on to the readiness check</i></p> <p><i>“If no, you may review the resources if you like or you may skip to the readiness check and proceed to uploading evidence.”</i></p> | <p>EXAMPLES</p> <ul style="list-style-type: none"> • Link to Professional Development Plan https://www.pdx.edu/occd/professional-development-planning • Link to ORO training calendar http://campus.educadium.com/OCCD/ • Click here for the Educator Personnel Qualifications Worksheet (Link) (Link to video on how to complete the worksheet) • Contact information for CCR&R support. Click here for a list of all the local CCR&Rs (Link) or call the Central Coordination of CCR&R toll free #: (800) 342-5712 to get the number to your local area Child Care Resource and Referral. • OregonQRISResources.org has many free professional development opportunities and options. Click here to explore: http://www.oregonqrisresources.org/Early_Educator_Central.aspx. • For more information on the Professional Enhancement Code of Ethical Conduct through ORO, click here. (Link)* • For a sample policy on maintaining Child and family confidentiality, click here. (Link)** | <p>EXAMPLES</p> <p>Make sure that:</p> <ul style="list-style-type: none"> • Staff meet the requirements for the Educator Qualifications standard (by completing the Educator Personnel Qualifications Worksheet) (Link) • The Professional Development Plan is completed • The current PQ Report reflects the correct information for your program <p><i>“Check the box below when you are ready to submit evidence for this standard. You can return to the reflection or resources section at any time if needed.”</i></p> <div style="text-align: center; border: 1px solid black; padding: 10px; width: fit-content; margin: 0 auto;"> <p>UPLOAD</p> </div> |

← Users can move back and forth between sections as needed →

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¹Paper versions will be available.

| CQI Plan: Educator Qualifications | | | | | | |
|---|-------------------------------------|---|-------------------------------------|-------------------------------------|---|----------|
| Quality Practices | | | Progress | | Notes | Date Met |
| Check the items in the list below that you know you would like to improve, might want to improve or would like more information on. | | | In progress | Complete | | |
| This is a goal | Not a goal (already meet) | | | | | |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | Good planning practices are in place for on-going professional development? | <input type="checkbox"/> | <input checked="" type="checkbox"/> | | 6/7/18 |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | Professional Development Plan is complete and there is a goal set for the step I would like to achieve. | <input type="checkbox"/> | <input checked="" type="checkbox"/> | | 6/7/18 |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | I would like to get outside support in making my professional Development Plan. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | I have contacted my QIS for help and set an appointment. | |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | I am able to access enough Set 2 trainings to meet my professional development needs. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | I have contacted my CCRR about finding more training opportunities | |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | The Oregon Registry is up to date and all trainings have been submitted and step level applied for. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | I plan to apply for a Step next month after I finish classes at LBCC. | |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | I/program staff have received training in ethics and professional responsibility?* | <input type="checkbox"/> | <input checked="" type="checkbox"/> | | 6/7/17 |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | Our program follows a clearly defined plan to maintain child and family confidentiality** | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | Researched and added policy to parent handbook. | 8/5/18 |
| | | | | | [When all goals are marked "MET", user will be directed to complete the readiness check and upload evidence.] | |

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