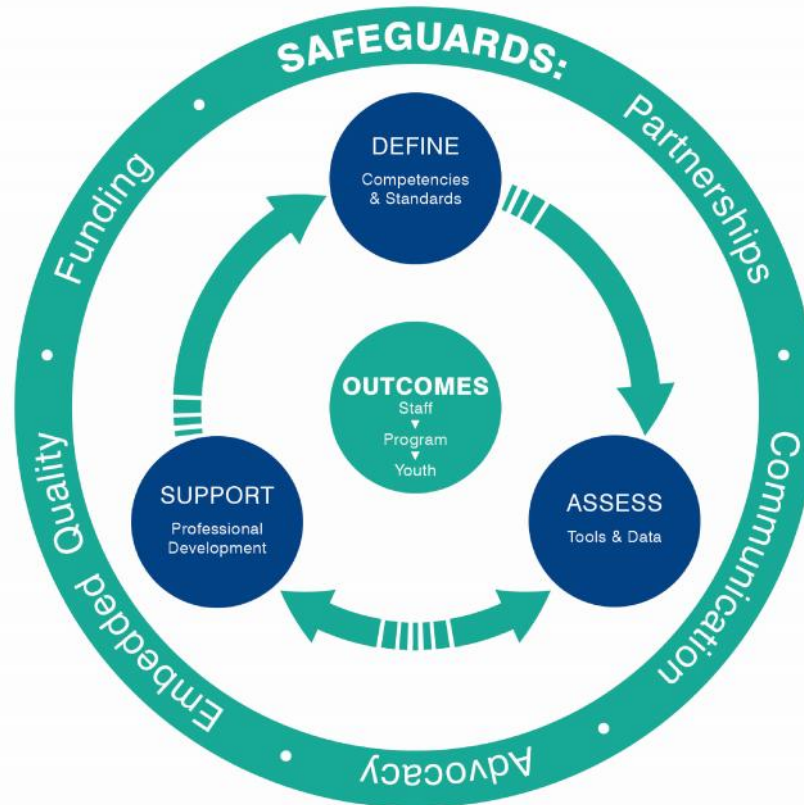


A Self-Assessment Guide for Sustaining a Continuous Quality Improvement System



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How to use this self-assessment guide:

This self-assessment guide will walk you through the four main features of a Continuous Quality Improvement System (CQIS): **defining, assessing, supporting,** and **safeguarding** quality. It includes key components for successfully implementing and sustaining a CQIS, identifies important safeguards for sustaining your system, poses important questions you should be asking of your system, and guides you in setting goals and developing an action plan for improving and sustaining your system.

Section I – Review and Assess

- Review each key component and whether your system has safeguards to ensure its sustainability.
- Consider the “think about” questions.
- If your system is not currently addressing a particular component or would like to improve in this area, identify any opportunities/challenges your system faces in reaching this goal.

Section II – Take Action

- Select a goal/improvement priority on which you would like to focus.
- List the specific actions or steps that will lead you to accomplish your goal.
- Identify the person(s)/organization(s) who will be assigned to each step.
- List the resources – both tangible and intangible – that you will need to accomplish each step.
- Determine the timing (start/completion dates) for completing each step.
- Describe the measurable impact you expect to see if you are successful in meeting this goal.

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SECTION I – REVIEW AND ASSESS

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DEFINE

What safeguards are in place to ensure sustainability?						
Key Components	Secure Funding	Diverse Funding	Collaborative Relationships with State/Local Partners	Communication Plans	Advocacy Plans	Embedded quality
Program Standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Core Competencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

THINK ABOUT – Program Standards:

Have you gone through a development and vetting process with stakeholders?

Are standards used by programs?

Have providers “bought in”?

Are other aspects of your system aligned with your standards?

Are other aspects of your system aligned with state systems (e.g. QRIS?)

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DEFINE (cont'd)

THINK ABOUT – Core Competencies:

Have you developed, adopted, or adapted a set of core competencies?

Are they aligned with other frameworks (e.g. state, early childhood)?

Are they being used at the individual, program, or state level?

Opportunities:

Challenges:

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ASSESS

What safeguards are in place to ensure sustainability?						
Key Components	Secure Funding	Diverse Funding	Collaborative Relationships with State/Local Partners	Communication Plans	Advocacy Plans	Embedded quality
Assessment tools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Data sharing agreements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Data management system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Improvement plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provider engagement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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ASSESS (cont'd)

THINK ABOUT – Assessment Tools:

What questions do you want to answer?

What actions will be the result?

Does it make sense for programs to use common measures and outcomes?

THINK ABOUT – Data sharing agreements:

Do you have data sharing agreements with school districts?

Do you have data sharing agreements with other partners?

THINK ABOUT – Sustainable data management system:

What data are you collecting and analyzing?

How do you analyze the data?

Who analyzes the data?

How are results shared, and with whom?

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ASSESS (cont'd)

THINK ABOUT – Improvement plans:

What action do you take as a result of data analysis?

Do you have a process in place to intentionally make meaning of your data?

THINK ABOUT – Provider engagement:

Do providers recognize the importance of data collection and analysis?

How do you ensure programs use the tool (e.g. requirement of funding, incentives)?

Opportunities:

Challenges:

**A Self-Assessment Guide for
Sustaining a Continuous Quality Improvement System
SUPPORT**

What safeguards are in place to ensure sustainability?						
Key Components	Secure Funding	Diverse Funding	Collaborative Relationships with State/Local Partners	Communication Plans	Advocacy Plans	Embedded quality
Training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Coaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Career ladder/lattice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Training registry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Commensurate compensation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Academic pathways	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Credentials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provider networks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

A Self-Assessment Guide for Sustaining a Continuous Quality Improvement System

SUPPORT (cont'd)

THINK ABOUT – Training:

Is training aligned with quality standards, core competencies, or other definitions of quality?

How do you determine what types of training to offer?

THINK ABOUT – Coaching:

Do you have methods to assess, train, and support coaches?

Do you have methods to match coaches to programs?

Do you use internal or external coaches?

Do you have a plan to build internal capacity for coaching?

THINK ABOUT – Other professional development system supports (career ladder/lattice, training registry, compensation, academic pathways, credential, etc.):

Do you/can you partner with early childhood or state efforts to create/support any of these initiatives?

A Self-Assessment Guide for Sustaining a Continuous Quality Improvement System

SUPPORT (cont'd)

THINK ABOUT – Provider networks:

How do providers in your system connect?

Are opportunities required or voluntary?

Opportunities:

Challenges:

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SECTION II – TAKE ACTION

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ACTION PLAN TEMPLATE

GOAL	
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What action steps will you take to reach this goal?	Person(s)/organization(s) responsible?	What resources will be needed to take this step?	Timetable
1.			
2.			
3.			
4.			

We will be successful in reaching this goal if...	
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