Develop a Culture of Continuous Learning in Your Organization

October 20, 2015
Live-tweeting the webinar?

#PerformWell
Panelists:

**Moderator:**

- **Debra Pacchiano, PhD**
  Director, Research to Practice
  Ounce of Prevention Fund

- **Jose Villarreal**
  Executive Director
  AVANCE Houston

- **Teresa Derrick-Mills, PhD**
  Senior Research Associate
  The Urban Institute

**Panelists:**

- **Ingvild Bjornvold**
  Director of Strategic Initiatives
  Social Solutions
WHAT ARE WE TALKING ABOUT?
Compliance-only vs. Learning

Compliance
We followed all the rules.

Performance
Look at what we accomplished!

Source1
A Culture of Continuous Learning

• **Teachable moments**: When we think about opportunities for children to learn, we see every moment as holding the potential for learning. We can use their daily activities and routines to help them understand new things about the world around them and to change their behaviors.

• Continuous Quality Improvement applies the same logic to organizational learning. If you are observing and recording, you will find **learnable moments** every day that you can take action on to improve your organizations.
Continuous Quality Improvement Conceptual Framework

Environment
- Government mandates and guidance
- Accreditation, licensing, and professional development systems
- Nongovernmental funders such as foundations
- Time

Organizational Characteristics
- History of improvement efforts
- Size
- Structure
- Program characteristics

Commitment of Resources
- Commit leadership time
- Commit staff time
- Finance and sustain technology

Analytic Capacity
- Assess data Capital
- Assess Technological capital
- Assess human capital

Professional Development
- Understand data systems
- Develop analytic capacity
- Integrate knowledge and beliefs

Leadership
- Be transformational
- Lead change
- Communicate clearly
- Motivate innovation and creativity
- Distribute responsibilities

Culture of Collaborative Inquiry
- Create safe space
- Share learning
- Engage partners

Continuous Cycle
- Gather data
- Analyze data
- Review and synthesize
- Prioritize and plan
- Implement plan
- Monitor performance
- Evaluate outcomes
- Develop and revisit goals

Source 2
Interlocking Cyclical Review Process
REAL CHALLENGES AND SOLUTIONS
Strategic Plan 2013-2018
Parents are Engaged, Children are School Ready.
Families are Self-Sufficient
Our Mission

Unlocking America’s potential by strengthening families in at-risk communities through effective parent education and support programs.
In the 2-Generation culture, the Holistic Model preserves organizational values
Integration of Continuous Quality Improvement (CQI) into Strategic Plan

1. **Strategic priorities**
   - BOARD

2. **Set Goals**
   - BOARD/EX. DIR.

3. **Review & Improve**
   - STRATEGIC PLANNING COMMITTEE

4. **Implement**
   - STAFF

5. **CQI Review**
   - STAFF
COMPONENTS OF CONTINUOUS QUALITY IMPROVEMENT (CQI)

A. SUMMITS
- Family Development Workers
- Educators
- Parents
- Program Administrators
- Community Partners

B. ANNUAL PERFORMANCE DATA
- Children and Teacher Assessment Data
- Economic Impact
- Programs - Pre and Post Tests,
  - (How often do they read to their child?)

C. LONGITUDINAL STUDIES
- Houston and Pasadena ISD
- Baylor and U. Texas, Medical Schools
- Healthy Marriage, Fatherhood Random Control Trials (RCT)
CHALLENGES

• Culture Change – Data Collection to Data Informed
• Inclusion - Buy in
• Time Required
• Safe Space (Teachers, Food Service, Teacher Aides)
• Show User Response and Actions
• Board –Recommended Changes to Strategic Plan
EXAMPLES OF ANNUAL PERFORMANCE DATA USED FOR CQI

Early Head Start - Spring 2014/2015
Performance & Growth

Results reviewed by committee and discussed with teacher
EXAMPLES OF ANNUAL PERFORMANCE DATA USED FOR CQI

Action - Will conduct additional training

<table>
<thead>
<tr>
<th>Language</th>
<th>Cognitive</th>
<th>Literacy</th>
</tr>
</thead>
<tbody>
<tr>
<td>106%</td>
<td>92%</td>
<td>248%</td>
</tr>
<tr>
<td>67%</td>
<td>52%</td>
<td>152%</td>
</tr>
<tr>
<td>45%</td>
<td>107%</td>
<td>94%</td>
</tr>
<tr>
<td>46%</td>
<td>132%</td>
<td></td>
</tr>
</tbody>
</table>

2-3 Years old
Preschool 3
Pre K 4
Evaluation of the AVANCE PCEP (by IDRA)

- 93% Of children school-ready when entering school
- 90% Stayed in school compared to Texas 67% Latinos
- 67% High school retention in Texas
- 127% Increase in employment
- 40% Parents advanced their education
LONGITUDINAL KINDERGARTEN SCORES

Mean NCE Score Stanford Reading 2013-2014

AVANCE
HISD

Mean NCE Score Stanford Reading 2013-2014

48.7
50.2
The percentage of AVANCE (70.7%) students who met the 2014 STAAR Level II: Satisfactory (Phase-in 1) standard on the reading test was higher than the district percentage (67.0%).

The percentage of AVANCE (72.5%) students who met the 2014 STAAR Level II: Satisfactory (Phase-in 1) standard on 2013-2014 STAAR mathematics test was higher than the district percentage (66.0%).

HISD Response:
The Early Childhood Department will examine through professional collaboration with each Head Start agency the factors that influence their success.
Average Monthly Income at Enrollment: $883.63
Average Monthly Income-Current: $1,160.37
A. CONTENT AREA STAFF SUMMIT

- Ensure consistent recording and management of data
- Recommend software designed to capture multiple programs

B. ADMINISTRATORS’ SUMMIT

- Recommend creation of a dedicated research unit
- Increase workforce program offerings

C. TEACHERS’ SUMMIT

- Share data with teachers
- Recommend improvements on materials and physical activity
- Curriculum staff will work to improve reading scores.
Re-Affirm the value of parent engagement, increase funding for Parent Child Education Program

Expand the program to serve 240 families, 165 graduates and serve 12 sites.

Define a measure for parent engagement that correlates to a child’s academic success.

Create message on impact of parent engagement on education and the economy

Present data to elected officials--federal, state and local
<table>
<thead>
<tr>
<th>Strategies/Action Steps</th>
<th>Activities/Performance Target FY 2015</th>
<th>Dept.</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.P1.S1.A. Align short-term ECE outcomes with ISD standards for Kindergarten</td>
<td>1. Identify the instrument that HISD is using (school readiness screening)</td>
<td>HS/AM</td>
<td>1. Complete</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.P1.S1.B Set/Meet AVANCE Kindergarten readiness standards that exceed current ISD standards</td>
<td>1. Confirmed that we are meeting standards</td>
<td>HS/AM</td>
<td>1.Complete</td>
</tr>
<tr>
<td></td>
<td>2. Continue to measure outcomes</td>
<td></td>
<td>2.Complete</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Education Staff</td>
<td></td>
</tr>
<tr>
<td>3.P1.S1.C: Educate parents on kindergarten policies, curriculum and expectations</td>
<td>1. Continue to provide two opportunities for activities to parents per year</td>
<td>HS/AM</td>
<td>1.Complete</td>
</tr>
<tr>
<td></td>
<td>2. Incorporate peer support (school choice &amp; expectations)</td>
<td></td>
<td>2.Complete</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3.Complete</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Education Staff</td>
<td></td>
</tr>
<tr>
<td>4. P1:S1:D: Create opportunities for families to interact with schools before kindergarten registration</td>
<td>1. Implement bridge and camp program</td>
<td>HS/FD/AM</td>
<td>1. Complete</td>
</tr>
</tbody>
</table>
STRENGTHENING PARENTS AND HELPING CHILDREN TO DEVELOP MENTALLY, SOCALLY, EMOTIONALLY, PHYSICALLY....

THANK YOU!

WWW.AVANCEHOUSTON.ORG
Continuous Quality Improvement Conceptual Framework

Environment
- Government mandates and guidance
- Accreditation, licensing, and professional development systems
- Nongovernmental funders such as foundations
- Time

Organizational Characteristics
- History of improvement efforts
- Size
- Structure
- Program characteristics

Continuous Cycle
- Gather data
- Analyze data
- Prioritize and plan
- Implement plan
- Monitor performance
- Evaluate outcomes
- Develop and revisit goals

Culture of Collaborative Inquiry
- Create safe space
- Share learning • Engage partners

Commitment of Resources
- Commit leadership time
- Commit staff time
- Finance and sustain technology

Analytic Capacity
- Assess data capital
- Assess technological capital
- Assess human capital

Professional Development
- Understand data systems
- Develop analytic capacity
- Integrate knowledge and beliefs

Leadership
- Be transformational
- Lead change
- Communicate clearly
- Motivate innovation and creativity
- Distribute responsibilities

Source 2
HELPING A NETWORK LEARN
Mission
Gives children in poverty the best chance for success in school and in life by researching and developing, providing, and advocating for the highest quality early education from birth.

Vision
High-quality early learning opportunities from birth that prepare children for success in school and in life are an integral part of our nation’s education system.

It's amazing what they absorb before they're five.
Transforming Early Education

Broad Reaching, High-Impact Solutions

- Build capacity of early learning professionals and organizations
- Empower parents as teacher, advocate and nurturer
- Lead program, funding, policy and systems transformation

Professionals  Parents  Networks
Educare Learning Network

Overview

A national network of partners demonstrating excellence in early childhood education

- 21 schools in 13 states + DC
- 3,000 vulnerable children and families each year
- 168 leaders, 945 teachers and 100 family engagement staff
- 21 local research partners
- 14 state advocacy partners
- 15+ private sector partnerships
Educare Model Framework

EDUCARE CORE FEATURES

- STRONG LEADERSHIP
  - Data Utilization
  - Embedded Professional Development
  - Intensive Family Engagement
  - High-Quality Teaching Practices

COMMUNITY LINKAGES

- Increased student achievement and kindergarten readiness
- Strong parent-child relationships, school-family partnerships and parent support for learning
- Parent and family outcomes
TRANSFORMING PROFESSIONAL DEVELOPMENT

Our Challenge

To support multiple educator groups with transforming their mindset, methods, and practices of professional development

FROM

Externally-driven and delivered professional development

TO

Internally-driven, program-and job-embedded, collaborative continuous professional learning and improvement
TRANSFORMING PROFESSIONAL DEVELOPMENT
Instructional Leaders

CURRENT PD MINDSET, METHODS, AND PRACTICES
- Sending teachers to training
- Teachers “knowing better” should result in their “doing better”
- Monitoring the implementation of procedures ensures compliance in practice

TRANSFORMATION TO A LEARNING ORGANIZATION
- Organizational climate and conditions “reach into” professionals’ daily work to support effective practice
- Routine collaboration with peers to plan, enact and observe, and reflect together improves individual practice
- Monitoring of “procedures” are opportunities for discussion and examination, reflection, and improvement of practice

©2012 Ounce of Prevention Fund. All Rights Reserved.
TRANSFORMING PROFESSIONAL DEVELOPMENT

Teachers

CURRENT PD MINDSET, METHODS AND PRACTICE

- Passive recipients of training on goals and expectations established by others
- Compliance orientation in practice—implementation to maintain the status quo
- Social teaming and fragmented job responsibilities

TRANSFORMATION TO LEARNING IS THE WORK

- Ownership of professional learning and co-construction of goals for growth and practice improvement
- Reflective, evidence-based, critical-thinking orientation in practice
- Collective responsibility and professional collaboration for continuous improvement

©2012 Ounce of Prevention Fund. All Rights Reserved.
Ingredients of Effective Job-Embedded Professional Learning

1. Led, facilitated, and sustained by site-based administrators and supervisors
2. Routine - weekly, monthly, quarterly, annually - continuous
3. Within a community of practice and collaborative
4. Relationship- and strength-based
5. Inquiry-based: co-de- and re-construct understanding
6. Structured:
   - Clear goals for professional learning/improvement
   - Real and relevant examples
   - Practice frameworks
   - Data on children’s learning and teaching
   - Protocols and norms
7. Coherently Iterative
Levels and Purposes for Data-Informed Decision Making and Practice

**LEVELS**

**PURPOSE:** Practice or Intervention

- Individualized (e.g., child, family member, staff)
  - Strategies and Supports for an Individual Child or Family

- Targeted (e.g., classroom, sub-groups of children, families, or staff needing specific supports or services)
  - Strategies and Supports for Sub-groups of Children or Families

- Universal (e.g., school-wide, agency-wide, organization-wide)
  - Strategies and Supports for All Children or Families

**PURPOSE:** Professional Development

- Universal (for All Staff)
  - Strategies and Supports for All Staff

- Targeted (for Sub-groups of Staff)
  - Strategies and Supports for Sub-groups of Staff

- Individualized (for an Individual Staff)
  - Strategies and Supports for an Individual Staff
## Multiple Sources of Data for Different Purposes and Levels

### Data Levels

<table>
<thead>
<tr>
<th>Data Levels</th>
<th>Child</th>
<th>Family</th>
<th>Program</th>
<th>Community</th>
</tr>
</thead>
</table>
| **Individualized** | • Developmental, Sensory & Social-Emotional Screening Tools  
• Curriculum Aligned, Developmental Assessment  
• Parent Interview/goals  
• IFSP/IEP (related direct assessment data)  
• Health Records  
• Attendance Records | • Family Partnership Agreement Records  
• Data from Home Visits/Parent-Teacher Conferences  
• Data gathered in Management Information System (e.g., Child Plus/COPA) | • Staff Performance Appraisals | | |
| **Targeted** | • Curriculum Aligned, Developmental Assessment  
• Health Records  
• Attendance Records | • Family Partnership Agreement Records  
• Data from Home Visits/Parent-Teacher Conferences  
• Data gathered in Management Information System (e.g., Child Plus/COPA) | • CLASS | | |
| **Universal** | • Curriculum Aligned, Developmental Assessment  
• Health Records  
• Attendance Records | • Family Partnership Agreement Records  
• Data from Home Visits/Parent-Teacher Conferences  
• Data gathered in Management Information System (e.g., Child Plus/COPA) | • Program Information Report (PIR)  
• CLASS  
• OHS Monitoring Protocol  
• Program Self Assessment  
• PFCE Self-Assessment  
• GABI  
• Management Information Systems (e.g., Child Plus/COPA) | • Community Assessment (CA)  
• Community Partnerships | |
The Focused Teaching Cycle Protocol for Ambitious Interactions and Instruction

Out-of-the Action Lesson Planning

- Use of Early Learning Standards, curriculum and content goals, and parent aspirations
- Use of assessment and practice data and parent input to inform decisions
- Design of high-impact interactions, instruction, and home-school extensions
- Plan for team teaching and the documentation of children’s experience and learning

Intentional Planning:
- using standards, data, practice frameworks, inquiry, and collaboration with colleagues and families

In-the-Action Teaching

- Observe
- Reflect
- Respond

Deliberate Practice:
- socially supportive, organized, and instructionally meaningful teacher-child interactions

© 2012 Ounce of Prevention Fund. All Rights Reserved.
“Leaders must protect teachers’ time so they can reflect on the work and learn from other teams of teachers. Leaders must exhibit trust in the teachers’ ability to develop competencies to do the work. Leaders must support teachers with being intentional about producing and improving positive outcomes for children and families.”
Continuous Quality Improvement Conceptual Framework

**Environment**
- Government mandates and guidance
- Accreditation, licensing, and professional development systems
- Nongovernmental funders such as foundations
- Time

**Organizational Characteristics**
- History of improvement efforts
- Size
- Structure
- Program characteristics

**Continuous Cycle**
- Develop and revisit goals
- Gather data
- Analyze data
- Prioritize and plan
- Review and synthesize
- Implement plan
- Monitor performance
- Evaluate outcomes
- Feedback

**Culture of Collaborative Inquiry**
- Create safe space
- Share learning
- Engage partners

**Commitment of Resources**
- Commit leadership time
- Commit staff time
- Finance and sustain technology

**Analytic Capacity**
- Assess data capital
- Assess technological capital
- Assess human capital

**Professional Development**
- Understand data systems
- Develop analytic capacity
- Integrate knowledge and beliefs

**Leadership**
- Be transformational
- Lead change
- Communicate clearly
- Motivate innovation and creativity
- Distribute responsibilities

Source 2
References/Resources


NEXT WEBINAR

Turning the Tables
From Chasing Grants to Having Your Pick

Will Franklin, Jesse Holmes & Amanda Stoermer
St. Louis Integrated Health Network

December 15, 3:00-4:30pm ET

Register at www.performwell.org
Q&A

Debra Pacchiano, PhD
Director, Research to Practice
Ounce of Prevention Fund

Jose Villarreal
Executive Director
AVANCE Houston

Teresa Derrick-Mills, PhD
Senior Research Associate
The Urban Institute