Quality Indicators

Another Piece to the Differential Monitoring System and Introducing Integrated Program Monitoring: The Next Generation of Program Monitoring Systems

Overview

Create a shared understanding and vision on how statistical methodologies can and have been applied to accreditation, QRIS, and professional development quality initiatives creating new systems to measure both quality and licensing compliance simultaneously.

Session Objectives

- ✔ Provide a brief background on Differential Monitoring
- ✔ Define Quality Indicators
- ✔ Summarize the Research
- ✔ Describe how quality indicators support licensing
- ✔ Provide space and time for Q&A

Background [Transition Slide]

Differential Monitoring: A regulatory method for determining the frequency or depth of monitoring based on an assessment of a facility's history of compliance with rules;

Full and Abbreviated Compliance Reviews: Conducting an inspection by monitoring all rules (full review) or a selected set of rules (abbreviated review);

Risk Assessment: An approach that focuses on identifying and monitoring those rules that place children at greater risk of mortality or morbidity if violations or citations occur; and

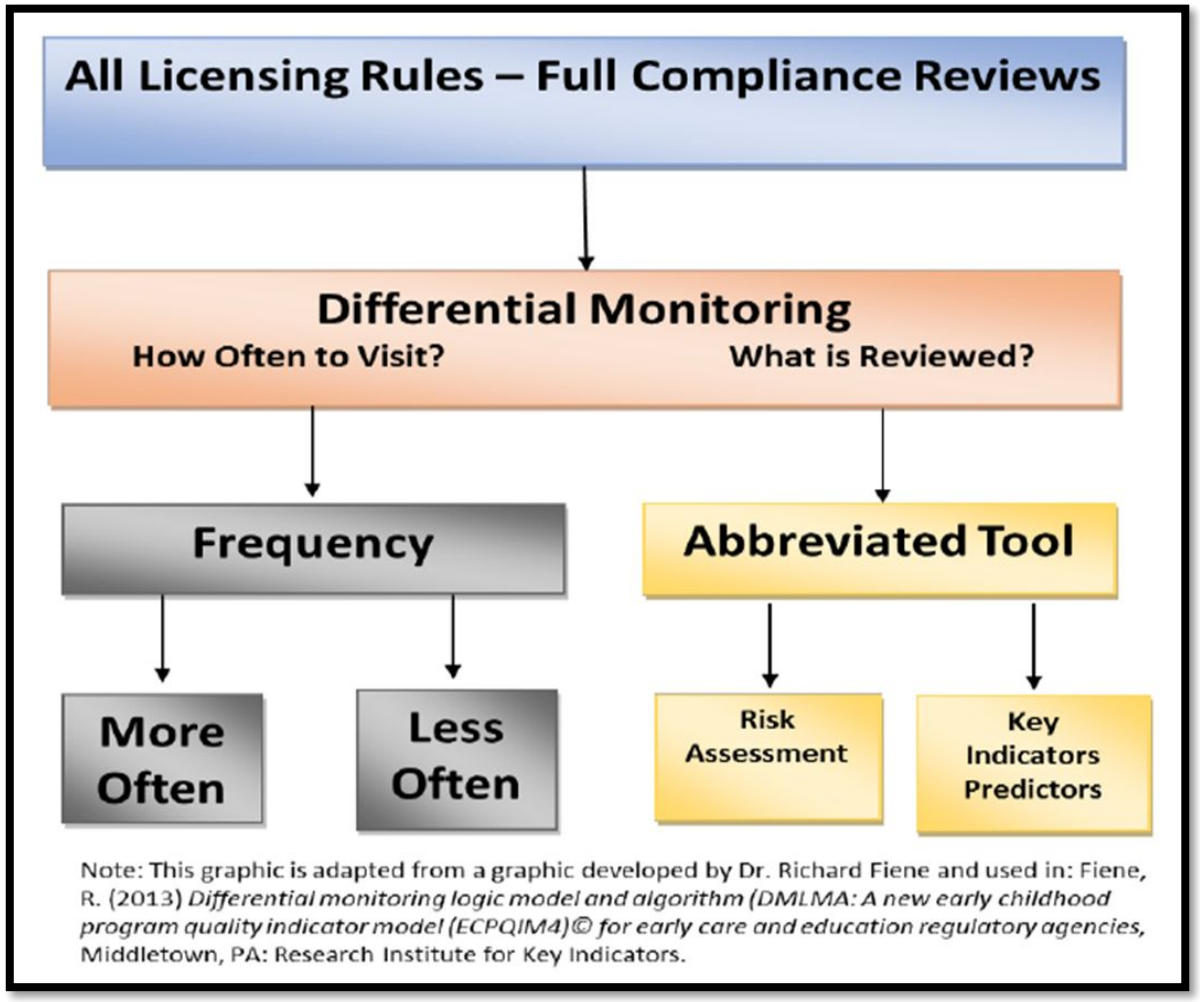
Key Indicators: An approach that focuses on identifying and monitoring those rules that statistically predict compliance with all the rules.

The

Differential Monitoring

Increase monitoring frequency for programs with low levels of compliance;

- Identify providers in need of technical assistance;
- Recognize programs with strong compliance records with abbreviated inspections; and
- Use staff resources efficiently.



Note: This graphic is adapted from a graphic developed by Dr. Richard Fiene and used in: Fiene, R. (2013) *Differential monitoring logic model and algorithm (DMLMA: A new early childhood program quality indicator model (ECPQIM4)© for early care and education regulatory agencies,* Middletown, PA: Research Institute for Key Indicators.

Key Indicators - What you have written in notes captures the essence of KIM. I am wondering if we want to say something about the use of the methodology for key performance indicators, key quality indicators and key risk indicators??

Key indicators are statistical predictors of overall compliance—rules that, if a facility follows them, strongly suggest they will follow other rules as well

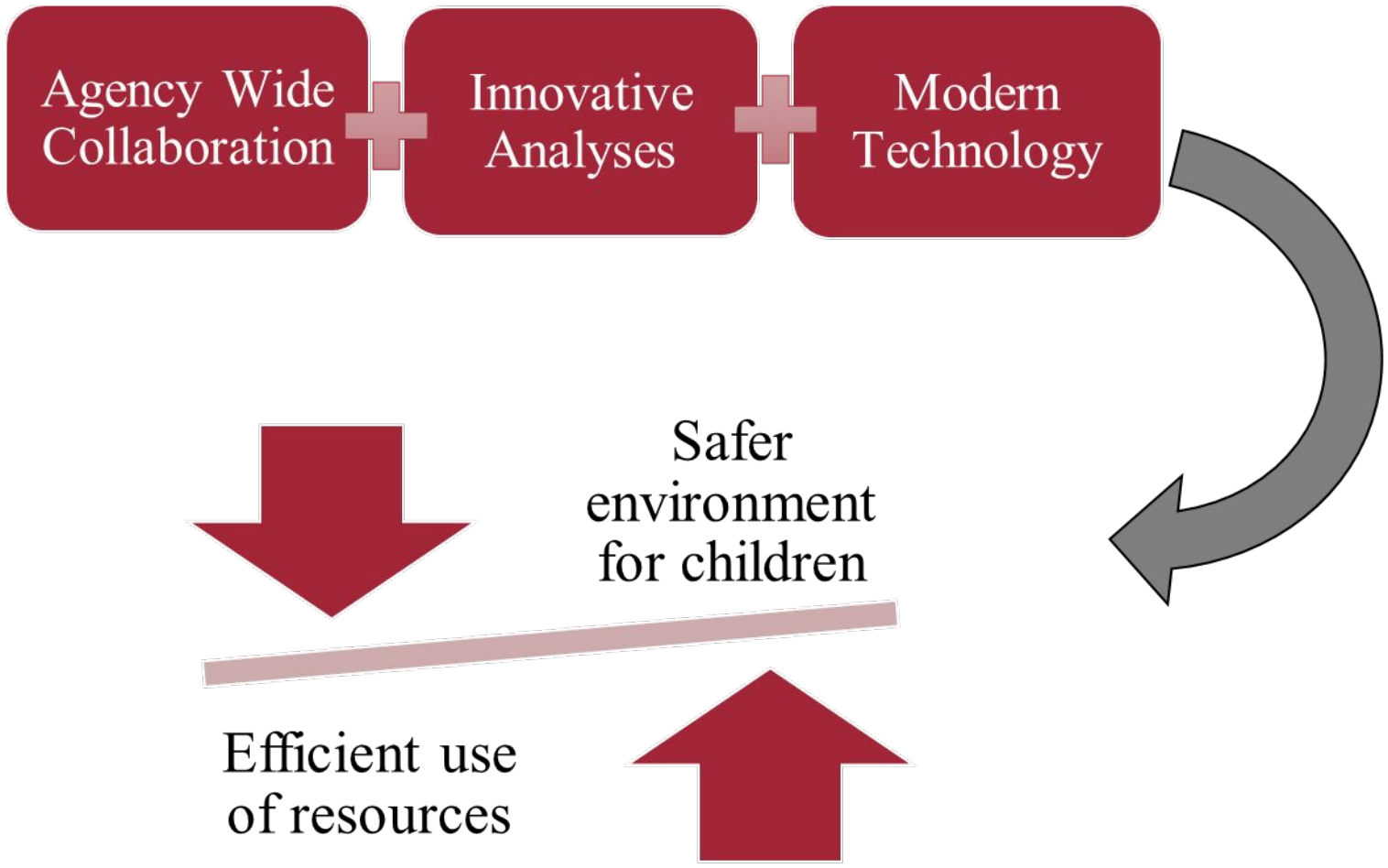
A Key indicators system is an approach that focuses on identifying and monitoring those rules that statistically predict compliance with all the rules. It is then not necessary to monitor to all the rules unless a Key Indicator is found out of compliance. But before key indicators can even be considered, the rules should be weighted which is described in the next slide →

Weighted Risk Systems

The specific objectives of a licensing weighting system are to:

- Standardize decision-making about the type of enforcement action to be issued
- Consider the relative importance of each individual rule
- Ensure that rules are enforced consistently
- Improve consumers protection through more equitable and efficient application and enforcement

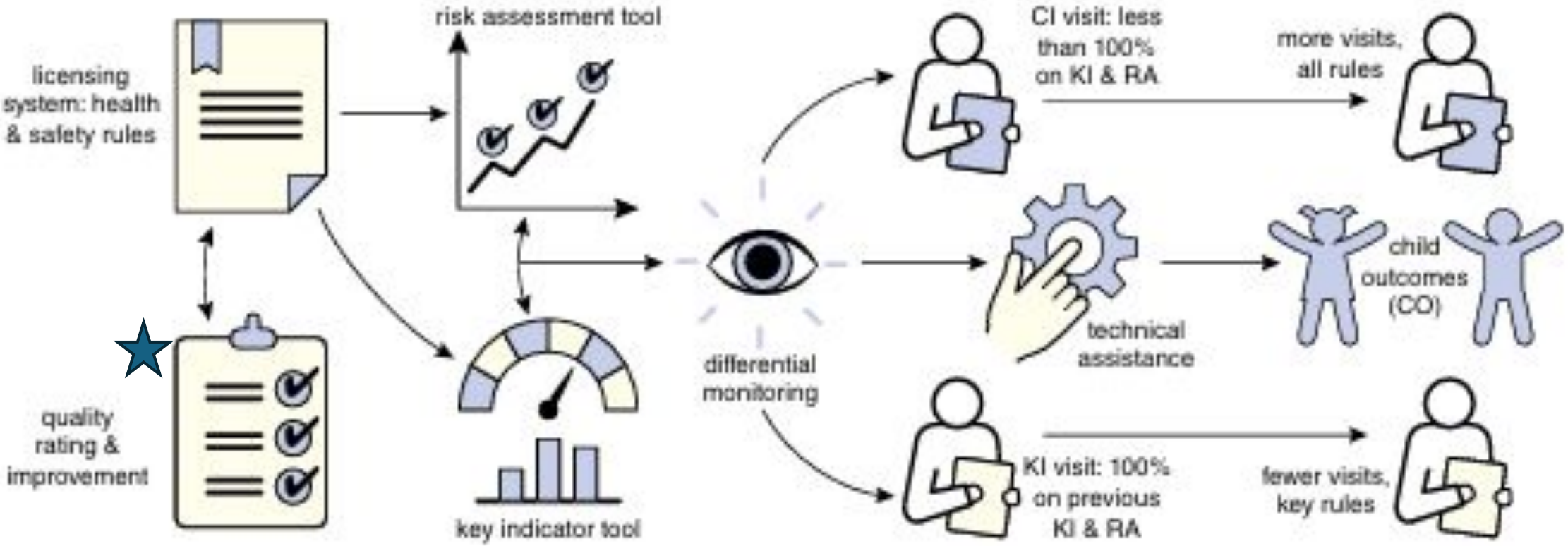
Targeted Licensing Tools



Quality Indicators [Transition Slide] I will provide the narrative but if you can do the graphics like you have done with the other slides that would be great. You are so much better than I in visualizing these things. Thanks.

Graphic that shows the continuum from key compliance indicators to key quality indicators sort of like a visual spectrum using a prism where KIM is the prism and the light frequencies are the key compliance indicators, key performance indicators, key quality indicators, key risk indicators.

Another Piece in Differential Monitoring:



Quality Indicators: What are they?

Quality indicators are measures that provide information regarding programming within the differential monitoring approach that statistically predicts program quality.

The all-or-nothing approach to regulatory compliance and licensing fails as a standard because it generates skewed data, raises the risks of false negatives and false positives, and springs from a false assumption that program quality increases in step with 100 percent compliance.

Indeed, its shortcomings helped drive the creation of a separate industry of voluntary accreditation programs such as the National Association for the Education of Young Children, state-run quality rating and improvement systems, and third-party tools and assessments. It’s time we folded quality assessments into regulatory compliance. I have already explained how the theory of regulatory compliance improves program quality and safety by focusing on substantial, not full, compliance and by using differential monitoring to ensure programs follow the most protective and impactful rules. But to further cast off the limitations and lopsidedness of a uniform monitoring and full compliance mindset, and to make room for data capable of tracking quality, we must also replace rigid either/or logic with a more nuanced ordinal measurement: a scaling technique.

Where We Find quality Indicators

Licensing this is where we talk about the infusion of quality into rules, similar to what has been done with CFOC: Caring for Our Children. This doesn’t happen a great deal and has led to the “ceiling effect” and the theory of regulatory compliance.

Quality Scales

Child Welfare

- Child and Adolescent Needs and Strengths (CANS)
- Group Care Quality Standards Assessment (GCQSA)

Adult Care

- Center for Medicare & Medicaid Services (CSM) home health quality measures
- Five-Star Quality Rating System

Child Care

- Environmental Rating Scale (ERS)
- Classroom Assessment and Scoring System (CLASS)

Accreditation

Child Welfare

- Council on Accreditation (COA)
- Commission on Accreditations of Rehabilitation Facilities (CARF)

Adult Care

- Assisted Living Community (ALC)
- Community Health Accreditation Partner (CHAP)

Child Care

- National Association for the Education of Young Children (NAEYC)
- National Association for Family Child Care (NAFCC)

Professional Development

Child Welfare

- Residential Child and Youth Care Professional (RCYCP)
- Certified Children, Youth, and Family Social Worker (C-CYFSW)

Adult Care

- American Caregiver Association (ACA

Child Care

- Child Development Associate (CDA)
- Certified Childcare Professional (CCP)

Quality Indicators [Transition Slide] So, let’s get practical, what would a quality indicators tool look like? Well, we do have an example that we pilot tested and it is now in full implementation in the Province of Saskatchewan. The next several slides will introduce this new tool and a potential new integrated program monitoring system

Introducing Quality Indicators

NARA, in consultation with Dr. Fiene, developed the child care and early education (CCEE) quality tool utilizing the key indicator methodology and represents an alternative to the better-known program quality tools of ERS and CLASS.

- The new tool is based on the key indicator methodology and was derived from existing empirical data collected over the past two decades through NARA's work with state and provincial CCEE agencies and Dr Fiene’s research at the Penn State Edna Bennett Pierce Prevention Research Center where he maintains an international data base on the key indicator methodology.

- The quality indicators use the key indicator methodology and therefore have predictive value when it comes to determining overall quality while using a shortened version of a more comprehensive quality inspection instrument designed to measure regulatory compliance with a smaller number of requirements, while predicting high regulatory compliance with all the requirements.

The Research

The Early Learning field has been dominated by two QRIS tools for the past three decades – ERSs and CLASS. They have been very successful because they are firmly based on expert opinion and empirical research. While licensing is typically a component of quality consideration, the QRIS systems have largely missed the prospects of a more inclusive approach.

Meanwhile, there has been work at the licensing level in which specific methodologies were developed to identify those indicators that predict overall regulatory compliance with the full set of rules for specific ECE programs. The outcomes have been equally successful in providing the field with a tool/scale that listed the key predictor rules. This is what we described in the background section of this presentation.

The same methodologies were expanded and applied to accreditation, QRIS directly and professional development quality initiatives. More recently, we thought – why would these be two different processes? How can we combine the work into a new type of tool that is easy to use by licensing agencies to not only reduce the burden of licensing but make a more LEAN approach for providers. After all, the methodology is nearly the same and would use both empirical evidence AND expert opinion.

Early Childhood Education Quality Indicator Scale (ECEQIS)

Overview: The Early Years Branch collaborated with the National Association of Regulatory Administration (NARA) in the United States to create and introduce differential monitoring, a system for monitoring and licensing child care facilities. The implementation of this new system, which includes the abbreviated checklist with key indicators and weighted risk indicators, commenced in the spring of 2021

b. The Ministry of Education then collaborated with Dr. Richard Fiene and NARA to develop the SK Quality Tool. Dr. Fiene worked alongside the Ministry of Education to customize these indicators to suit the Saskatchewan context based upon the ECEQIS that he developed several years earlier.

The research plan included the development of a data collection tool followed by data collection and analysis. This tool is designed to evaluate the quality of child care centres in Saskatchewan with 10 essential quality indicators. The 10 quality key indicators were selected from previous studies conducted by Dr. Fiene over the past 40 years.

i. To ensure consistent results across all age groups, centre quality was evaluated using both the SK Quality Tool and the well-known Early Childhood Environment Rating Scale-3 (ECERS-3) tool and Infant/Toddler Environment Rating Scale (ITERS).

ii. A sample of 90 child care programs who volunteer to be part of this study were selected with 1/3 identified as high quality, 1/3 identified as medium quality, 1/3 identified as low quality. Each program had both the SECQIT and the ECERS/ITERS administered to them utilizing two independent observers in Spring of 2023.

Analysis: This consisted of validation (ensuring the indicators identified were in fact indicators of quality). More established tools, such as the ERS scales which were mentioned in the previous slide were used to validate the new tool.

Findings: Using lessons learned from the pilot study, this ground-breaking research highlights the connection between licensing and quality within the differential monitoring framework.

Bringing QI to Your Program [Transition Slide]

Reaching out to NARA to get more information and how to make this happen. Contact Dr Sonya Stevens.

CCEE Heart Monitoring

Need a screen shot of the App’s opening page.

Benefits

i. Enhance the differential monitoring approach
ii. Measures indicators from all major initiatives in the related field.
iii. Provides an effective and efficient means for assessing the overall quality of programs in a respective jurisdiction.
iv. Specialized by selecting specific program quality indicators.
v. Improved child outcomes, including enhanced social-emotional development and academic achievement.
vi. Increased placement stability and permanency for children and adults.
vii. Greater foster parent retention and support.
viii. More effective use of resources and funding.

Final Thoughts [Transition Slide]

Increasing Collaboration

Are you thinking of collaboration between licensing and other program quality systems?

Efficiency

This approach has particular efficiencies built into it because it is based upon the Key Indicator Methodology. All the indicators in the Child Care and Early Education Heart Monitor are drawn from existing systems based upon this methodology.

Financial Responsibility

Not sure where to go with this??

In Summary:

Compliance Indicators
Quality Indicators
Performance Indicators
Risk Indicators

Risk Assessment

Instrument based Uniform Monitoring
Differential Monitoring
Integrated Monitoring