EARLY CHILDHOOD PROGRAM QUALITY IMPROVEMENT/INDICATOR MODEL (ECPQI2M4©) & DIFFERENTIAL MONITORING LOGIC MODEL AND ALGORITHM (DMLMA©) Update (Fiene, 12/12/15)

Legend:
NRC = National Resource Center for Health and Safety in Child Care
AAP = American Academy of Pediatrics
APHA = American Public Health Association
OHS = Office of Head Start
ACF = Administration for Children and Families
OCC = Office of Child Care
ASPE = Assistant Secretary’s Office for Planning and Evaluation
13I = Thirteen Indicators of Quality Child Care, ASPE
HSKI-C = Head Start Key Indicators
Stepping Stones = Stepping Stones to Caring for Our Children, NRC, AAP, APHA
PD = Professional Development, Training, Technical Assistance, Mentoring
PQ = Quality Rating and Improvement Systems (QRIS), Quality Improvements
TCO/TRC = Theory of Regulatory Compliance/Outcomes

Comprehensive Reviews

Absolute Paradigm

CFOC – Caring for Our Children
NRC, AAP, APHA, NARA (PC)
TCO/TRC=PCxPQ Morgan Model
NQA

Head Start Performance Standards
OHS, NHS
QRIS, INQUIRE (PD) (PQ)

Relative Paradigm

Risk Assessment:
Stepping Stones
NRC, AAP, APHA (RA)

Key Indicators:
HSKI-C & 13I of Quality
OHS, ASPE (KI)

Differential Monitoring

Caring for Our Children Basics: CFOCB (PC)
ACF, OCC
Mentoring (PD)
Family Engagement (PQ)
National Differential Monitoring Conceptual Framework (Fiene, 2016)

Dashboard of Risk/Key Indicators
Process, Output, Outcome, Critical Success Indicators

ACF, OCC, OHS
CFOCB, HSPS, PIR, National Data Base CCDF Plans

50 States Rules and Regulations and QRIS Standards

HHS Regional Offices and Training and TA Centers

Child Care Local Programs
Child Care – Early Head Start

Local Head Start Programs

Parents and Children
National Differential Monitoring Conceptual Framework Brief Explanation:

The key elements for this conceptual framework is the emphasis on data utilization via key indicators and risk assessment which results in targeted/differential monitoring of programs via a state, regional, and national data base. Data would be collected at the local level in programs (child care (centers, homes, group homes); Head Start programs; child care/early Head Start programs, etc...) and would be monitored at the state and regional levels. The data via monitoring reports, CCDF plans, etc., would move from the state and regional levels to the national level at ACF to form a national data base. From the national data base, a series of key indicator, risk assessment, process, output, outcome and critical success indicators would be culled (dashboard) from the full comprehensive data base to determine the levels of future reviews and monitoring of states and programs.

These indicators would be fed back to the regional offices and states with states being able to do the same with their respective licensing systems in reviews of local programs. The data from the comprehensive data base would also be fed back to the states, regional offices and the training & technical assistance offices to focus specific training and technical assistance based upon the results of the monitoring reviews. Within this conceptual framework, it is proposed to use a professional development passport within state professional development systems/registries which has badges attached for ongoing training & technical assistance for individual ECE staff. This professional development passport could provide the basis of a document (it would contain all the training received by the individual via a stamp/badge articulation documentation process) that would be transferable from state to state similar to how a regular passport is used as identification in moving from country to country. This could potentially become a national credentialing/licensing system for ECE staff.

This conceptual framework would take into account the collecting and analyzing of data and its subsequent utilization for training & technical assistance. All the components/key elements for such a system have been set up by ACF, now what we need to do is put all the pieces together into a unified monitoring system.
Assessment of the Individual’s Knowledge and Behavior – assessing strengths and areas for improvement.

Online Pinging tied to strengths and areas for improvement. → Badges for proficiency = Professional Development Passport.

Increased Knowledge – focusing on assessment results and areas for improvement.

Change in Behaviors as the Outcome for the Individual – Improved Quality of Care