

FOCUS Shared Quality Improvement Framework

A roadmap for creating an aligned and responsive quality system that promotes high quality while meeting the needs of children, families, early learning programs, communities and the system in general

Table of Contents

New Mexico FOCUS Shared Quality Improvement Framework Logic Model Overview	2
Context of New Mexico’s Early Learning System.....	3
The New Mexico Early Learning System	4
Theory of Change	5
Essential Elements of Quality.....	6
Continuous Quality Improvement	7
Readiness & Self-Assessment	8
Training & Ongoing Support	9
Cross-Sector Leadership Team.....	10
Long-Term Outcomes	12

New Mexico FOCUS Shared Quality Improvement Framework Logic Model Overview

Context of New Mexico’s Early Learning System:								
Theory of Change:								
Key Components	Resources	Activities	Outputs	Short-Term Outcomes	Mid-Term Outcomes	Long-Term Outcomes		
						Long-Term Outcomes for Children and Families	Long-Term Outcomes for Early Childhood Programs and Professionals	Long-Term Outcomes for New Mexico’s Early Learning System
Essential Elements of Quality	→							
Continuous Quality Improvement	→							
Readiness & Self-Assessment	→							
Training & Ongoing Support	→							
Cross-Sector Leadership Team	→							

Context of New Mexico's Early Learning System

New Mexico's early learning system brings together individual programs serving young children and their families into a coordinated and aligned system. This system supports high-quality, comprehensive, community programs that work together with a common focus. New Mexico's early learning system ensures that each child has access to appropriate services and supports that acknowledge his/her uniqueness to succeed in school and in life. The system provides a strong foundation for children prenatally through kindergarten entry that is guided by a shared quality improvement framework for home visiting, early intervention, special education, Title I programs, child care, early Head Start, Head Start and PreK.

The New Mexico Early Learning System

The New Mexico Early Learning System					
Ages					
PRENATAL	BIRTH TO ONE	ONE	TWO	THREE	FOUR TO KINDERGARTEN ENTRY
Home Visiting					
	IDEA Part C Early Intervention—NM FIT PROGRAM			IDEA Part B EC Special Education	
	Title I				
	Child Care				
Early Head Start				Head Start	
				NM Early PreK	NM PreK

Theory of Change

The goal of New Mexico's early learning system is to provide all children with access to high-quality Early Learning programs and is guided by the FOCUS shared quality improvement framework. The shared quality improvement framework articulates expectations for early childhood programs and professionals working across sectors to promote:

- 1) the full participation of each child (i.e., family engagement, inclusive practices, culture and language, social relationships);
- 2) research-based practices that promote children's growth, development, and learning; and
- 3) intentional leadership practices.

Early childhood programs and professionals will be supported in a variety of ways (i.e., professional development, coaching, training, higher education) to implement research-based practices that reflect these expectations and will enhance their skills and knowledge through a continuous quality improvement (CQI) process. Changes in practice among early childhood programs and professionals will promote children's development and enable each child, with the support of their family, to have an equal opportunity for success in school.

Essential Elements of Quality

	Resources	Activities	Outputs	Short - Term Outcomes	Mid-Term Outcomes
<p>Essential Elements of Quality:</p> <ol style="list-style-type: none"> 1. Family Practices & Engagement 2. Inclusive Practices 3. Culture & Language 4. Promoting Positive Social Relationships 5. Professional Qualifications 6. Intentional Teaching & Early Intervention Practices 7. Intentional Leadership: CQI 	<ol style="list-style-type: none"> 1. Essential Elements 2. Cross-sector FOCUS Framework document and definitions of the Essential Elements 3. Sector specific resources for supporting Early Learning programs and professionals in implementing FOCUS (self-assessments, templates, handbooks, standards) 	<ol style="list-style-type: none"> 1. Cross Sector team collaborates to define each of the Essential Elements 2. Sectors develop criteria and verification procedures that include the FOCUS Essential Elements 3. Sectors share FOCUS criteria with the Cross-Sector Leadership Team 4. Sectors share FOCUS criteria with their key stakeholders for buy in and feedback 5. Sectors engage Early Learning programs and professionals in a FOCUS pilot 6. Sectors evaluate the pilot, gather feedback to inform potential revisions and efforts for scale up. 7. Sectors share updates on implementation and findings in cross-sector leadership meetings for shared learning across sectors. 	<p># of sectors that develop FOCUS criteria</p> <p># of Early Learning programs and professionals that engage in the pilot</p> <p># of Early Learning programs and professionals that participate in the pilot study evaluation</p>	<ol style="list-style-type: none"> 1. Sector criteria developed and piloted, verification processes piloted. 2. Refinements made, if needed, based on evaluation of the pilot 3. Sectors are able to broaden implementation with a larger group of Early Learning programs/ professionals 	<ol style="list-style-type: none"> 1. Early Learning professionals demonstrate improved skill sets through targeted training, coaching, mentoring and technical assistance on Essential Elements and use of tools 2. Ongoing support provided for implementation; 3. Information gathered through ongoing data collection and feedback informs broader implementation efforts within and across sectors

Continuous Quality Improvement

	Resources	Activities	Outputs	Short - Term Outcomes	Mid-Term Outcomes
Continuous Quality Improvement (CQI)	1. Sectors' FOCUS criteria include a CQI process 2. Shared Plan, Do, Study, Act framework	1. Sectors share plans for incorporating CQI in FOCUS 2. Sectors explore opportunities to use common CQI tracking 3. Sectors share plans for CQI process criteria with their key stakeholders for buy in and feedback 4. Sectors engage Early Learning programs and professionals in CQI participation 5. Sectors share updates on implementation and findings in cross-sector leadership meetings for shared learning across sectors	Creation of a common CQI Reporting Format # Early Learning programs and professionals that engage in the CQI process # of Early Learning programs and professionals that participate in evaluation and provide feedback on the CQI process	1. Leaders participate in trainings and Leadership Academies around CQI; build community readiness 2. Programs/providers have CQI infrastructure in place (methods/capacity to gather, compile, analyze and use data from FOCUS tools), and are implementing/regularly revisiting an improvement plan	1. Early Learning Programs' Leaders are able to determine and sustain Continuous Quality Improvement process based on self-assessment and goal setting.

Readiness & Self-Assessment

	Resources	Activities	Outputs	Short - Term Outcomes	Mid-Term Outcomes
Readiness & Self-Assessment	1. Existing readiness and self-assessment tools already in use or developed by sectors	1. Develop and share Readiness for FOCUS questionnaires and tools across sectors 2. Develop and share FOCUS self-assessment tools across sectors 3. Evaluate the effectiveness of the readiness and self-assessment tools in determining fit between an Early Learning programs/professionals' readiness and the FOCUS process	# of readiness tools developed across sectors # of readiness tools completed by Early Learning programs/professionals # of self-assessment tools developed across sectors # of self-assessment tools completed by providers	1. Readiness and self-assessment tools piloted 2. Data and feedback gathered to better understand effectiveness of their use	1. Early Learning professionals and parents are able to determine and sustain Continuous Quality Improvement and goal setting process based on data obtained by the self-assessment activities.

Note: Home Visiting and State-Funded Preschool Programs (PreK, Title I, Preschool Special Education) are required to participate in FOCUS regardless of their readiness level but will use tool as part of their Continuous Quality Improvement Plan

Training & Ongoing Support

	Resources	Activities	Outputs	Short - Term Outcomes	Mid-Term Outcomes
Training, Consultation and Ongoing Support	1. Consultation models used within sectors 2. Trainings used within sectors	1. Develop/adapt consultation model, with an aim to identify opportunities for sharing resources across sectors, use multi-disciplinary decision-making and responsiveness approaches 2. Develop/adapt FOCUS orientation training, with an aim to identify opportunities for sharing resources across sectors, while meeting the needs of programs 3. Develop resources and supports to engage providers in the CQI process (i.e., how to collect and analyze data)		1. Development of trainings for Early Learning programs/providers that may be sector specific or may be created through the collaboration across sectors. Content aimed to facilitate Early Learning program/professionals participation in FOCUS and the CQI process 2. Content and delivery of trainings may be revised based on feedback from the evaluation	1. Further efforts to coordinate and align content and delivery of trainings across sectors, with a broadening focus on supporting quality practices within and across sectors. 2. Training and consultation approach, materials and structure re-examined in order to support scale up, responsiveness and programs' needs

Cross-Sector Leadership Team

	Resources	Activities	Outputs	Short - Term Outcomes	Mid-Term Outcomes
Cross-Sector Leadership Team	<p>Communications</p> <p>2. Existing FOCUS branding materials and documentation</p> <p>Evaluation</p> <p>1. Child Trends 2. Existing methods of data analysis and processes to gather feedback</p>	<p>Communications</p> <p>1. Develop messaging of CS FOCUS for the larger Early Learning Community 2. Develop shared messaging/content for sector website(s); talking points; PPTs; 3. Develop messaging around goals and vision of Cross-Sector FOCUS for 1) providers; 2) families 4. Shared branding of FOCUS across sectors 5. Shared marketing materials</p> <p>Evaluation</p> <p>1. Develop plans to evaluate FOCUS processes in each sector 2. Gather feedback from participants in each sector on their experiences with the criteria, supports, and the CQI process 3. Use evaluation results to inform scale up efforts within and across sectors</p>	<p>Evaluation</p> <p># of surveys administered # of site visits conducted # of interviews conducted</p>	<p>1. Increased awareness of a coordinated and aligned Early Learning Quality System</p> <p>2. Inform families and communities about the benefits of a high quality Early Learning Program</p> <p>1. Make necessary changes and adaptation based on data gathered through the evaluation and ongoing stakeholder input and feedback</p>	<p>1. Develop and sustain collaborative partnerships across agencies and sectors at a state and local level</p> <p>2. Implement responsive practices to meet the needs of communities in a coordinated effort</p> <p>1. Create an aligned and responsive quality system that promotes high quality while meeting the needs of children, families, early learning programs, communities and the system in general.</p>

	<p>Sustainability Planning</p> <p>State-level CQI Process Quarterly cross-sector leadership meetings.</p>	<p>State Level CQI Process</p> <ol style="list-style-type: none"> 1. Use FOCUS logic model to develop plans and action steps 2. Evaluate progress 		<p>Sustainability</p> <ol style="list-style-type: none"> 1. Ensuring cross-sector efforts continue beyond RTT – review and if necessary revise criteria, processes, definitions and tools to meet the changing needs of the Early Learning System 	<ol style="list-style-type: none"> 1. Maintain an aligned and responsive quality system that promotes high quality while meeting the needs of children, families, early learning programs, communities and the system in general

Long-Term Outcomes

Long-Term Outcomes for Children and Families	
Outcomes for Children	Each child will have the skills, knowledge, and dispositions to reach their full potential in school and in life.
Outcomes for Families	Each family is honored, valued, and supported as active participants in developing and implementing goals for their family and their child(ren). Each family is well-informed and empowered as active participants in this process.
Long-Term Outcomes for Early Childhood Professionals and Programs	
Outcomes for Professionals	Each early childhood professional is supported in developing and demonstrating the knowledge and skills they need to successfully implement high-quality practices that support child and family outcomes. As a result, professionals experience increased job satisfaction, which in turn, reduces staff turnover.
Outcomes for Programs	Each early child program is able to support and sustain high-quality practices because it: (1) supports a stable and qualified workforce; (2) use data to engage in a Continuous Quality Improvement process; (3) have the infrastructure and capacity to implement high-quality practices; and (4) leverages the collaborative partnerships they have built across agencies and sectors at a local level. As a result, programs are able to be responsive to the needs of their community, their staff, and the families and children they serve.
Long-Term Outcomes for New Mexico’s Early Learning System	
Outcomes for the New Mexico Early Learning System	New Mexico’s Early Learning System is able to support and sustain high-quality practices because it: (1) supports a stable and qualified workforce; (2) uses data to engage in a Continuous Quality Improvement process; (3) has the infrastructure and capacity to implement high-quality practices; and (4) leverages the collaborative partnerships is has built across agencies and sectors at the state level. As a result, the New Mexico Early Learning System is able to be responsive to the needs of communities, early childhood programs and professionals, and the families and children they serve.