



Supporting Child Development Learning Collaborative

ORIENTATION PACKET

Florida Maternal, Infant and Early Childhood Home Visiting Initiative
Florida Association of Healthy Start Coalitions
1311 N. Paul Russel Rd, A204
Tallahassee, Florida 32301

TEAM PREPARATION CHECKLIST

This resource contains information to help local teams prepare for the Supporting Child Development (SCD) Learning Collaborative (LC) and the first Learning Session (LS) on February 23 & 24, 2017. To fully prepare, teams must complete the following:

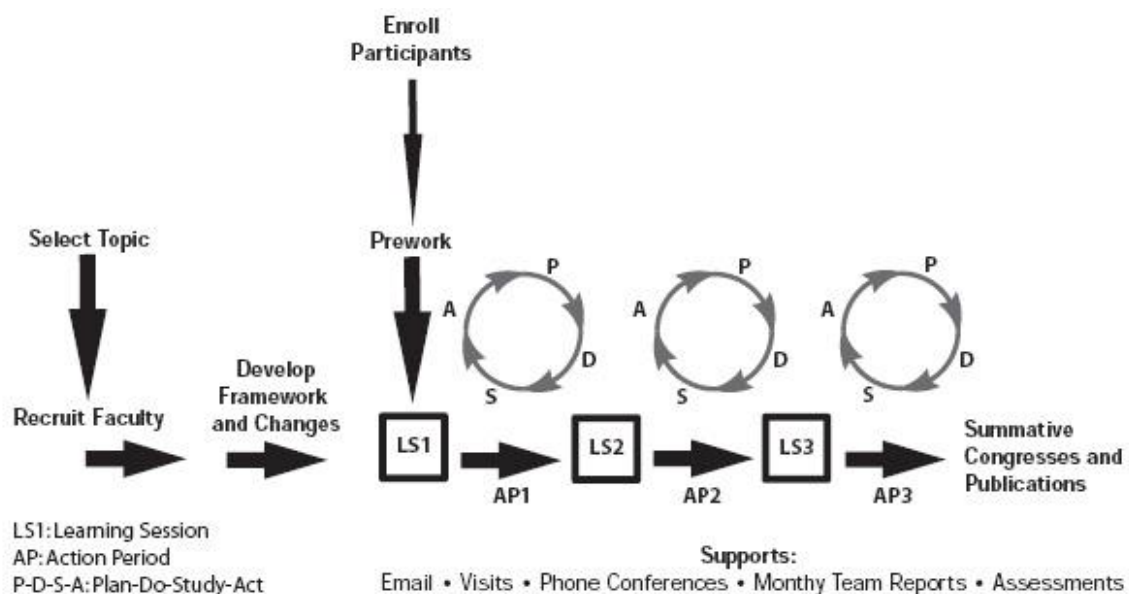
Pre-work Tasks	Due	Completed
All staff are encouraged to participate in the SCD Learning Collaborative Orientation Web Conference (travel team members must participate) Date: <u>Friday, January 20, 2017</u> Time: approximately <u>2:15-3:00 pm</u> (following the end of the previous topic) Register at: https://www.ounce.org/miechv/	1/20	
Identify the Continuous Quality Improvement (CQI) team for the Learning Collaborative, including the home team and travel team.	1/23	
Register all travel team members for Learning Session 1 in the MIECHV Learning Management System https://www.ounce.org/miechv/ .	1/23	
Book hotel rooms for Learning Session 1. https://www.starwoodmeeting.com/Book/OunceofPreventionFund	1/23	
Review the Florida MIECHV Supporting Child Development Charter with the entire MIECHV team and any other staff participating in the LC.	2/22	
Develop an MOU with your local Early Steps Program (if you do not already have one in place) by February 22 (or as soon as possible).	2/22	
Each CQI team member must join the FL MIECHV Groupsite (if they have not already done so) at: https://flmiechv.groupsite.com/main/summary .	2/22	
Create your storyboard including the information below and bring it to the LC. We will provide backboards unless you tell us you are bringing your own.	2/22	
A. Identify the Team		
B. Local Implementing Agency (LIA) Information		
C. Baseline Data		
D. Strengths of Your Current Processes		
E. Based on the data and meeting with your home team, what areas need work?		
F. Identify a Draft Aim		
Pay registration fee for Learning Session 1 (\$50 per team). Instructions will be provided during the webinar.	2/22	

GENERAL INFORMATION

The Breakthrough Series (BTS) collaborative model provides the overarching framework for this Learning Collaborative. The Institute for Healthcare Improvement developed the Breakthrough Series to help organizations make "breakthrough" improvements in quality. The driving vision behind the Breakthrough Series is this: sound science exists on the basis of which the costs and outcomes of current practices can be greatly improved, but much of this science lies unused in daily work. There is a gap between what we know and what we do. The Breakthrough Series is designed to help organizations close that gap by creating a structure in which organizations can easily learn from each other and from recognized experts in topic areas where they want to make improvements.

A Breakthrough Series Collaborative is a short-term (6- to 15-month) learning system that brings together a large number of teams to seek improvement in a focused topic area. Each team sends a travel team to attend Learning Sessions (three face-to-face meetings over the course of the Collaborative), with additional members working on improvements in the local organization.

Figure 1. Breakthrough Series Model



Learning Sessions

Learning Sessions are the major integrative events of the LC. Through plenary sessions, small group discussions, and team meetings attendees have the opportunity to:

- Learn from faculty and colleagues
- Receive coaching from faculty members
- Gather new knowledge on the subject matter and process improvement and
- Share experiences and build collaboration on improvement plans

Schedule for Learning Sessions

Learning Session #1	Learning Session #2	Learning Session #3
February 23-24, 2017	June 2017 (tentative)	November 2017 (tentative)
Jacksonville, FL	TBD	TBD

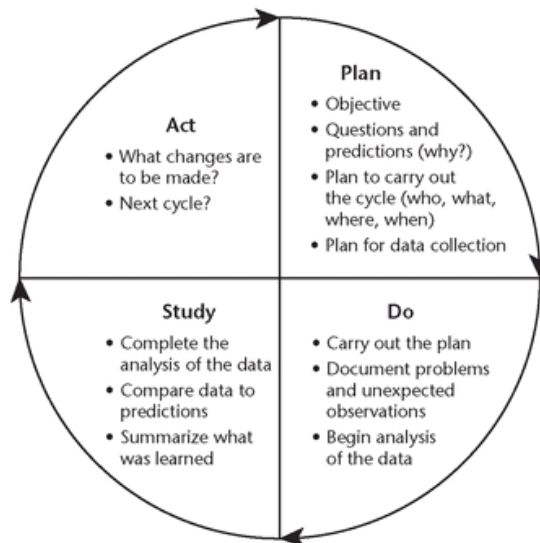
Between Learning Sessions: Action Periods

The time between Learning Sessions is called an Action Period (AP). During Action Periods, teams conduct multiple tests of change using the Model for Improvement. This model consists of two parts: addressing the following three fundamental questions and then engaging in tests of change.

1. What are we trying to accomplish?
2. How will we know if a change is an improvement?
3. What changes can we make that will result in improvement?

The PDSA cycle (Figure 2) is a method for rapidly testing a change by developing a plan to test (Plan), carrying out the test (Do), observing and learning from the results (Study) and determining what modifications should be made to the test (Act). Each team will test several different changes and each change will be tested through several PDSA cycles during each AP.

Figure 2. Plan, Do, Study, Act Cycle



There will be monthly webinars during which faculty and teams will exchange information and progress. All LIAs must be present for every web conference and all CQI team members are encouraged to participate as part of the “all teach, all learn” method.

Each LIA must post PDSA testing updates and monthly data collection for the previous month on Groupsite by the 10th of each month. The measures and a template will be provided during LS1.

One of the greatest benefits of an LC is the opportunity for teams to share their experiences and resources with each other for enhanced learning and to avoid duplication of effort. All staff are encouraged to review PDSA tests that other LIAs are conducting to learn about what is and is not working during their tests of change.

Topic

As part of the BTS model, leaders work to identify the following:

- A particular issue that is ripe for improvement, characterized by existing knowledge that is evidence informed but not widely put into practice
- Examples of better results demonstrated in real-life situations
- Potential for such results, if expanded, to have a profound effect for the families served

Faculty and Staff

Experts have been selected for this Learning Collaborative – these include subject-matter experts and representatives from the three program models. They will help create the content for the collaborative and provide teaching and coaching on the subject matter. Additionally, an improvement advisor, seasoned in the BTS model, teaches and coaches teams on improvement methods and how to apply them in local settings.

Enrollment of Teams

As part of the Learning Collaborative (LC), each participating local implementing agency (LIA) is expected to assemble a team that will work to advance the shared aims of the LC at the local level and share their learning with peers to spread improvement across the LC through an “all teach, all learn” approach. Your local LC team should consist of “travel” team members and a wider “home” team that includes the travel team and other staff and stakeholders in the community. Your travel team should consist of at least four individuals in the roles listed below. The travel team is responsible for sharing all information from the Learning Session (LS) with the home team.

Manager/Senior Leader: This administrator or leader from the home visiting agency is responsible for providing leadership, support and advocacy on behalf of the team. They actively guide the work of the team and are available for troubleshooting barriers.

Front-line Supervisor*: The person responsible for providing direct supervision to MIECHV-funded home visiting staff.

Home Visitor(s)*: One or more MIECHV-funded staff that are actively working with families.

Data Specialist (if applicable): The person responsible for data entry/analysis.

Quality Improvement (QI) Staff (if applicable): The person responsible for leading QI work.

Representative from your local Early Steps program

Current or Former Participant (if possible)

**Someone in this role is required to attend.*

LEARNING SESSION 1 LOGISTICS

Location: Aloft Jacksonville Tapestry Park
4812 Deer Lake Drive West
Jacksonville, FL 32246
Phone: 904-998-4448

Registration, Breakfast and

Storyboard Set-up: Thursday, February 23, 2017, from 8:30 AM to 9:00 AM

Day One Session: Thursday, February 23, 2017, from 9:00 AM to 4:30 PM

Networking Breakfast: Friday, February 24, 2017, from 8:30 AM to 9:00 AM

Day Two Session: Friday, February 24, 2017. from 9:00 AM to 3:00 PM

Lodging: Reservations can be made for the Aloft by going to:
<https://www.starwoodmeeting.com/Book/OunceofPreventionFund>

This will allow you to secure the group rate of \$113 per night plus taxes, if applicable. Please reserve your room by **January 23, 2017**.

Meals: Participants will be provided breakfast and an afternoon snack during the event. Lunch will be on your own with multiple options nearby.

PRE-WORK STORYBOARD

Each LIA is asked to prepare a storyboard to share during the LS. The storyboard should include the following:

- A. Introduction to the Team
- B. Local Implementing Agency Information
- C. Baseline Data
- D. Strengths of Your Current Processes
- E. Areas the Team Decided Needed Work
- F. A Draft Aim Statement

Additional information on each section is detailed below and sample storyboard slides can be found on the Florida MIECHV Groupsite <https://flmiechv.groupsite.com/main/summary>. A tri-fold display board and push pins will be provided onsite – please bring your completed slides and any decorations you wish to use for your display with you. Each LIA will also prepare a storyboard for future learning sessions to show the progress made.

Identify the Team

As part of a Learning Collaborative, each participating site is expected to assemble a team that will work to advance shared aims of the LC at the local level and share their learning with peers through an “all teach, all learn” approach. On your storyboard, identify all of the members of your CQI team and their roles. Feel free to be creative, including hobbies, interests, etc. and include pictures.

Agency Information

Help others learn more about your agency by including the following:

- What home visiting model(s) do you use?
- What population/area do you serve?
- What are the strengths of your program?
- How many staff do you have and what are their roles?



Baseline Data

For 10/1/15 and 9/30/16:

- Screening data for on the ASQs and ASQ:SE
- Referral data for children with scores below the cutoff for ASQs
- Referral data for children with scores above the cutoff for ASQ:SE

If available, include data for 10/1/16 – 12/31/16 on:

- % or a description of how well team is doing with asking about developmental concerns on every home visit
- % of ASQ screens completed
- % of screens with a score below the cut-off that were referred to Early Steps within 7 days
- % of children with developmental concerns on the ASQ received in-home developmental support

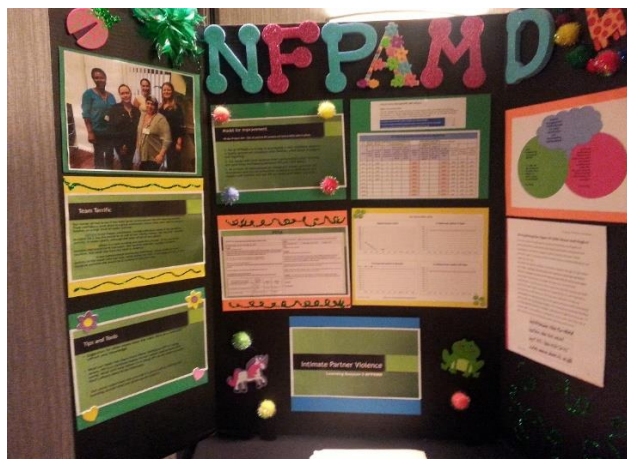
Identify the Aim

As part of the pre-work, please review your data and develop an aim statement that defines what your LIA hopes to accomplish within the next 90 days. This statement may change as your team progresses through the Collaborative.

An aim is an explicit statement summarizing what your organization hopes to achieve during the LC. An aim statement should be stated in words that are meaningful to your team/organization and include the following:

- Timeframe
- The system to be improved
- The setting or sub-population of participants
- Specific, numerical goals

Teams make better progress when they have clear, specific aims. Setting numerical targets clarifies the aim, helps to create tension for change and directs measurement.



GLOSSARY

Action Period

The period of time between Learning Sessions when teams work on improvement at their site. Teams are supported by the Learning Collaborative staff and faculty, and they are connected to other Learning Collaborative team members.

Aim Statement

A written and measurable description of your organization's desired improvement. It targets a specific population and describes the amount of time needed to achieve the aim. The purpose of an aim statement is to provide your team with clear, well defined goals.

Baseline Data

Initial collection of data which serves as a basis for comparison with the subsequently acquired data.

Change Package

The list of essential process changes that will help lead to breakthrough improvement, usually created by the Learning Collaborative faculty based on literature and their experiences.

Charter

A document to describe and launch the collaborative, establishing a common vision for the work.

Continuous Quality Improvement (CQI)

A systematic approach to specifying the processes and outcomes of a program or set of practices through regular data collection and the application of changes that may lead to improvements in performance.

Driver Diagram

A tool that helps you to translate a high level improvement goal into a logical set of smaller goals and projects.

Early Steps

Early Steps, within Children's Medical Services, serves families with infants and toddlers, birth to 36 months of age, who have developmental delays or an established condition likely to result in a developmental delay. It is a requirement of the Individuals with Disabilities Education Act, Part C.

Home Team

Members of the CQI team that do not attend the Learning Session, but are responsible for learning the information and engaging in planning and executing CQI activities.

Learning Collaborative

A time-limited effort of multiple organizations that come together with faculty to learn about and to create improved processes in a specific topic area. The expectation is that the teams share expertise and data with each other, thus “All teach, all learn.”

Learning Session

A two-day meeting during which participating teams meet with faculty and collaborate to learn key changes in the topic area including how to implement changes, an approach for accelerating improvement and a method for overcoming obstacles to change. Teams leave these meetings with new knowledge, skills and materials that prepare them to make immediate changes.

Measurement System

The key indicators that teams will use to measure improvement in their own organization, along with suggested methods for defining variables and collecting data.

Model for Improvement

An approach to process improvement, developed by *Associates in Process Improvement*, which helps teams accelerate the adoption of proven and effective changes using the Plan-Do-Study-Act cycle.

Plan-Do-Study-Act (PDSA) cycle

A method for rapidly testing a change by developing a plan to test (Plan), carrying out the test (Do), observing and learning from the results (Study) and determining what modifications should be made to the test (Act). Each team will test several different changes and each change will be tested through several PDSA cycles during each action period.

Spread

The intentional and methodical expansion of the number and type of people, teams or organizations using the improvements.

Travel Team

Unless the CQI team very small, the travel team is a subset of the CQI team of 3-5 individuals in different roles that are responsible for sharing all information from the Learning Sessions with the home team.