



Performance and Quality Improvement Plan

2014



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I. Introduction

An organization-wide Performance and Quality Improvement (PQI) program advances efficient, effective service delivery and achieves strategic and program goals. The Early Learning Coalition of Broward County, Inc., its Board of Directors, CEO, leaders and staff place top priority in a PQI plan that will allow us to become a model of excellence by providing the highest level of education for all children, from birth to nine-years-old. A well-defined, successfully implemented, and continuously evaluated PQI plan enables the ELC to develop a path that is clear, flexible and responsive, and stable. The ELC is committed to maintaining high standards of value and to hold all parts of the organization accountable, including its stakeholders.

As of March 2014, the ELC has touched the lives of over 53,000 Broward County children and families. Since funding does not cover all of the identified unmet needs, we are constantly looking for innovative, additional funding sources while striving to use all of its resources in the most effective and efficient manner possible.

The ELC's role is to develop and administer a comprehensive school readiness program that prepares children to succeed in school and in life, as described in the Local School Readiness Coalition Plan approved by the Board of Directors and the Florida Office of Early Learning. This is an ongoing process that involves building on existing services, working in cooperation with other programs for young children, coordinating and integrating program funding and services to achieve efficiency, accountability and full effectiveness.

The ELC's commitment to quality is a direct extension of its core values expressed through the following summary statements:

Striving for Excellence: To understand the needs of those we serve and exceed their expectations. Continually pursue the ultimate in quality of service and professionalism. Establish and uphold superior standards. Be knowledgeable, organized, and efficient.

Maintaining Integrity (Being above Reproach): To conduct business in an honest, transparent, and trustworthy manner with employees, customers, vendors and all others. Demonstrate dependability, responsibility, and adherence to commitments. Develop a culture within the ELC that ensures maximum integrity.

Encouraging Open Communication: To ensure mutual understanding with others to build healthy working relationships. Seek and maintain clear expectations and provide timely feedback. Listen actively and acknowledge feelings. Remain accessible and approachable. Understand the concerns expressed by others and engage in process resolution.

Respecting Other People: To show consideration for everyone in all interactions by responding in a professional and courteous manner and recognize that each individual has significant value.

Fostering Teamwork (Work as a Team): To cooperate and support a collaborative environment by being flexible and adaptable. Act in the best interest of the Coalition and co-workers. Build pride through the important work and outcomes generated by the ELC. Help each other be successful. Accept responsibility for mistakes and consider them to be part of the learning process. Move forward in a positive way.

Leading by Example: To focus on execution of key goals and objectives to ensure success. Take and encourage initiative and anticipate challenges and opportunities within the ELC and within the community we serve. Develop, equip, and support team members. Encourage and recognize high performance. Be optimistic, enthusiastic, and creative.

Valuing Work-life Balance: Work-life balance for all employees is a priority because it not only improves productivity, but also creativity. Employees are not a commodity; they are a diverse group of people who require respect and flexibility (when possible) to perform to their fullest potential.

ELC staff is expected to demonstrate the ELC's core values as they seek to fulfill the organization's mission. The PQI plan for the ELC demands evaluation of every program and service against unbiased standards to measure organizational and programmatic innovation, methodology, execution and effectiveness. The PQI Plan is designed to be reviewed ongoing and updated as necessary, but no less than annually.

Organization's Philosophy of Performance and Quality Improvement

[PQI 1](#), [PQI 1.01](#), [PQI 1.02](#), [PQI 2](#), [PQI 2.01](#) and [PQI 3.01](#)

With a dedicated workforce of less than 20 full-time staff members, the ELC promotes a culture of excellence and continuous improvement through its use of an organization-wide quality and improvement process that includes staff members and stakeholders, who are a vital and necessary part of the management strategy. The ELC has restructured several of its programs. In some cases, like Screening Coordination, the work was brought in-house to improve accountability, efficiency and communication. Performance and Quality Improvement examines different programs within the ELC to highlight success and positive outcomes and areas in need of improvement.

The ELC's commitment to performance and quality improvement is operationalized through the following activities that incorporate all of the ELC's programs, work groups, and departments:

Planning for Performance and Quality Improvement

The PQI process includes a unified and systematic approach to planning that emphasizes the involvement of stakeholders at all levels. The ELC:

- Engages in long-term planning through a formal strategic planning process at least every five (5) years

- Conducts periodic program/service evaluations, including contract life-cycle performance and risk assessments
- Utilizes short-term planning to operationalize defined strategies
- Incorporates PQI and external review data, including environmental scans and community assessments, in the planning and evaluation process

Long-term Planning

At least every five (5) years, the ELC conducts an organization-wide, long-term strategic planning process that incorporates input from defined stakeholders (See Pg. 9). Through this process the ELC:

- Reviews mission, vision, values, and mandates
- Assesses the organization's strengths, weaknesses, threats and capacity in view of current community and environmental realities, based on community needs demographics of the service population
- Devises goals and objectives to address findings from these assessments
- Develops strategies for meeting goals
- Monitors and evaluates progress through periodic (at least annual) updates

Short-term Planning

Short-term planning is staff driven to operationalize the goals and objectives of the organization's long-term strategic plan. Each assigned department leader within the organization must develop a short-term annual department work plan (ADWP) that:

- Supports the organization's long term plan goals;
- Includes both qualitative and quantitative benchmarks to assess progress toward achievement of management, operations, and service delivery goals;
- Is used to monitor progress and determine the need for program adjustments and / or corrective actions when performance targets are not being achieved;
- Is employed as a management tool for the development and assignment of specific activities, tasks, timelines, and personnel necessary to achieve the identified goals and objectives;
- Identifies opportunities for staff development and performance and quality improvement;
- Permits a flexible response to changing needs and conditions, including timely response to feedback from PQI activities.

The Purpose of Performance and Quality Improvement

An organization-wide Performance and Quality Improvement (PQI) program does the following:

- Sets forth the purpose and scope of PQI activities.
- Assigns responsibility for implementation and coordination of PQI activities, continuous improvement and technical assistance.
- Provides for quarterly and semi-annual case file reviews and the service delivery process in accordance with:
 - The Florida Office of Early Learning's (FOEL) School Readiness Standard Eligibility Review Guide
 - The FOEL's Voluntary Prekindergarten Standard Eligibility Review Guide

- Outlines and defines the methods and timeframes for reporting quarterly desk reviews and ongoing monitoring findings
- Establishes periodic review of organizational and management processes including the effectiveness of policies and procedures, typically quarterly
- Reviews progress for all services provided by the ELC as well as its contracted providers
- Supports progress toward achieving short-term and long-range goals related to contract performance measures, internal targets, and child outcomes

PQI Structure

[PQI 1.02\(b\)](#), [PQI 2.02](#), and [PQI 2.04](#)

The Board of Directors and senior management, set the quality expectations of excellence and develop a five year Strategic Plan. The strategic plan outlines the ELC's goals and objectives for contracted performance measures, and prescribes the ELC's team improvement efforts. The Performance and Quality Improvement Team reviews ELC policies, procedures and progress toward meeting ELC performance objectives.

The CEO and leadership staff promote a culture within the ELC that values quality, facilitates excellence and continual improvement by:

- Setting expectations for use of outcomes and monitoring results to change policy and practice
- Encouraging service delivery processes that have been shown to lead to good child outcomes
- Recognizing staff contributions to performance and quality improvement (ie. annual performance reviews, public acknowledgement, etc.)

The ELC uses and reallocates staff, consultants and volunteers to lead and facilitate the collection and analysis of data. The CEO supports chiefs, directors and staff to be involved in performance and quality improvement through the Performance and Quality Improvement Team. Participating in the ELC workgroups are members across the organization including – Administration, Human Resources, Finance, Community Relations and Resource Development, Programs and Client Services.

The ELC's Performance and Quality Improvement process surrounds and supports the children who are at the core of and purpose for the PQI process. The process includes our local community, board of directors, senior management, teams and work groups, sub-recipients are included in our continuous quality improvement cycle, which holds everything in place, while supporting the ELC's mission and vision.

The ELC Board of Directors structure consists of the following committees:

- Executive Committee
- Finance Committee
- Governance Committee
- Audit CommitteeAd-Hoc Accreditation Steering Committee (appointed by chair)
- Other Ad-Hoc Committee (as appointed by chair)

ELC teams include:

- Performance and Quality Improvement Team
- Quality Assurance and Performance Improvement Team
- Management and Operations Performance Team
- Risk Management Prevention Team
- Satisfaction of Staff Team

The Performance and Quality Improvement Team (PQI) is comprised of staff members representing all departments of the ELC: Senior Management, Finance, and Human Resources. This team meets monthly ensure that all areas of the organization are included in performance improvement activities.

The PQI team has members who strive to ensure information is shared. The work of this team is designed to be part of the review of the strategic plan, organizational and staff training, as well as reporting quality assurance findings to the staff and Board of Directors.

The Continuous Quality Improvement structure enables all areas within the ELC to participate and be integrated into performance and quality improvement. A review of the Continuous Quality Improvement (CQI) process has been incorporated into the ELC's new hire orientation overview. Each chief/director/manager on the team includes CQI in relevant short and long term goals and work plans and all include CQI as a standing item on meeting agendas. All quality assurance and data reports are presented through the Performance and Quality Improvement Team. Through this team, any projects for performance improvement are determined and surveys are coordinated.

The Director of Performance and Quality Improvements is charged with the task of ensuring ongoing implementation and coordination of quality and performance improvement activities.

The **Quality Assurance and Programmatic Performance Team** works together to:

- Coordinate the quarterly case file reviews
- Contract desk reviews
- Utilize structure and results from outside audits/reviews of the ELC
- Analyze data
- Complete written reports

The staff members involved are qualified by experience and education to collect and analyze data, engage staff from all areas of the ELC, and communicate results and recommendations for each key audience including management, the PQI Team, and the contracted service providers. Each member receives specialized ongoing training related to quality improvement, best practices, and others.

The **Management and Operations Performance Team** reviews policies and procedures throughout the ELC for compliance. Because of the ELC's size, selected

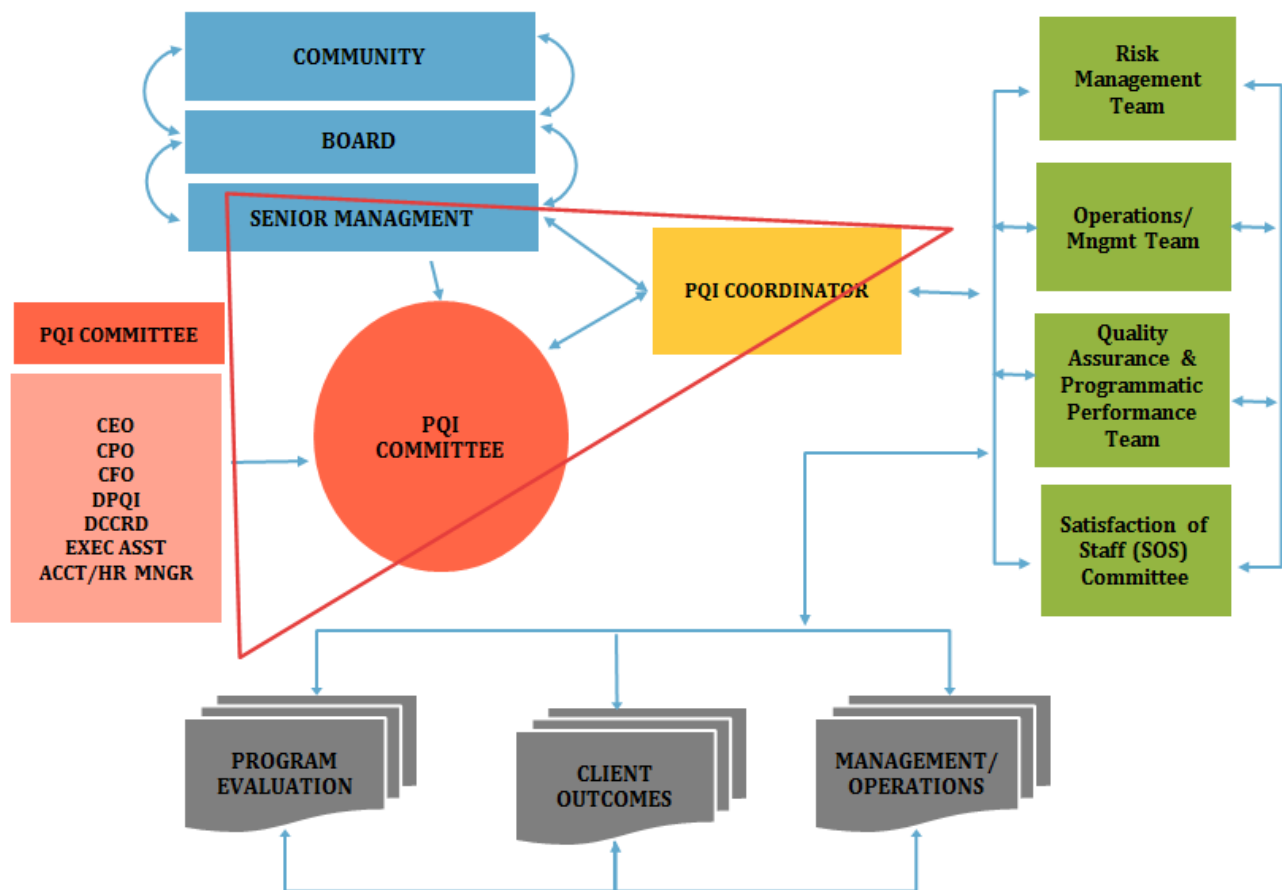
members are comprised of representatives from PQI. The reviews are planned to begin quarterly with reports completed each year in August.

The **Risk Management Prevention Team** reviews the items related to risk such as incidents, accidents, grievances, exit interviews and other issues that may constitute risks to the agency. The team operates under the authority of the CEO with advisement from the ELC General Counsel and includes the senior management staff. Information from this team is shared with other workgroups including the Quality Assurance and Programmatic Performance Team.

The **Satisfaction of Staff (SOS) Team** reviews staff satisfaction and related matters attributable to employee well-being.

The organization of the PQI process has been structured and diagrammed according to the chart below:

PQI Organization Flow Chart



Source: Council On Accreditation

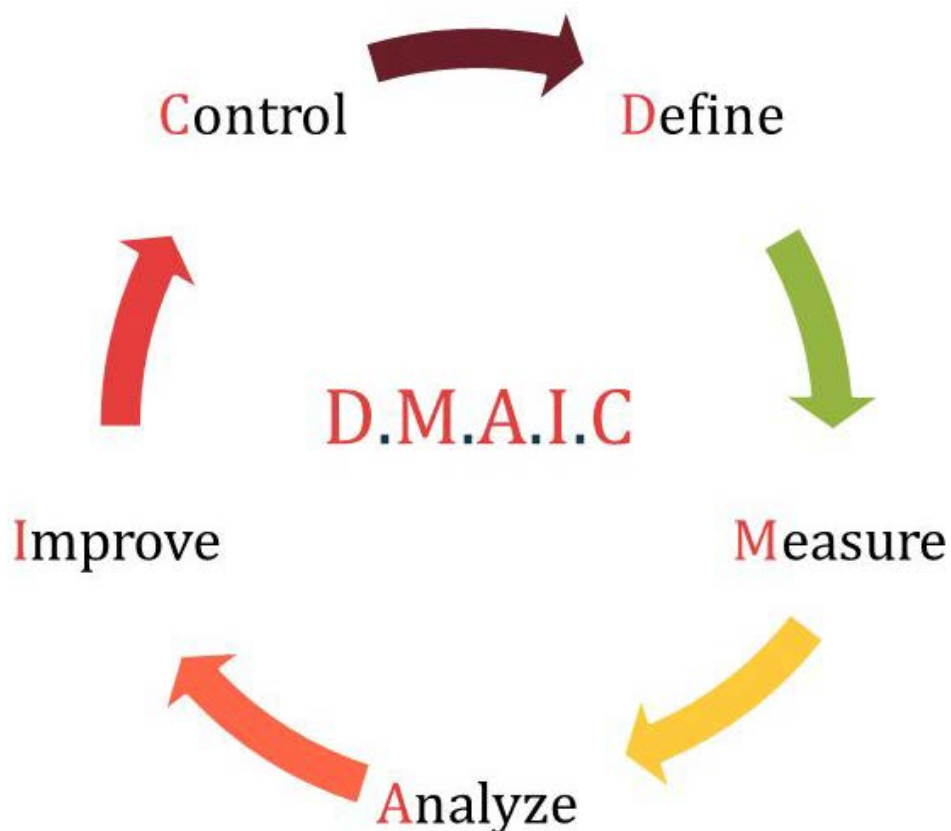
Steps in the Improvement Process

The **DMAIC Model** below shows the steps in the improvement process:

DMAIC

- **Define:** Select an appropriate project, define the project in terms of service demands, and create a plan to correct it
- **Measure:** Gain information about process performance and collect data.
- **Analyze:** Analyze the causes of any problems and the suspected root causes
- **Improve:** Identify ways of reducing defects and variation and pilot selected actions while evaluating measurable improvements.
- **Control:** Develop a control plan and implement it. Then determine if the change was an improvement. Determine if improvements can be transferred elsewhere, and identify lessons learned.

DMAIC Cycle



Source: Council On Accreditation

Quarterly Case File Reviews

The case record, whether electronic or hard copy, is the “story” of the contracted service provider’s interaction with each family. The case record needs to clearly communicate and easily accessible how the counselor determined family eligibility and ensure compliance with Florida Administrative Codes, statutes, and federal requirements. According to the Council on Accreditation (COA), “well-maintained records can help shield the organization from allegations of misconduct and negligence, while poorly-maintained records and improper documentation are known as a liability.” (COA, RPM 7, interpretation)

Case files are reviewed randomly using a uniform tool mandated by the Florida’s Office of Early Learning to validate information submitted as proof of a child’s family eligibility and payment verification; verify the presence or absence of required documents and signatures and any other information that would indicate appropriate and effective service(s), and which should reasonably be contained in a client’s case file. The review is designed to provide insight into the overall accuracy of eligibility; to confront issues that need to be addressed and identify trends to inform and improve service delivery.

Case file reviews are conducted quarterly and results of the client file reviews are prepared by the Director of Performance and Quality Improvements and submitted to the PQI Team for review and recommendations for improvement.

Reviews with the Office of Early Learning

The results of the monitoring and performance evaluations conducted by the Florida Office of Early Learning (FOEL) include, at a minimum, onsite monitoring of the ELC’s finances, governance, management, operations and programs. Section 1002.82(2)(p), Florida Statutes (F.S.), requires the FOEL monitor and evaluate the ELC’s performance in administering the School Readiness Program, ensuring proper payments for School Readiness Program services, implementing the ELC’s School Readiness Program plan and administering the Voluntary Prekindergarten Education Program. The Early Learning Grant Agreement requires that the ELC prepare and implement an annual monitoring plan that documents the monitoring procedures planned for all contracts, grants, agreements and programs in accordance with federal and state laws, rules and regulations, and OEL guidance. The plan includes programmatic and fiscal monitoring of all sub-recipients. Sub-recipient eligibility monitoring shall address, at a minimum, the requirements identified within the School Readiness Standard Eligibility Review Program Guide and the Voluntary Prekindergarten Standard Eligibility Review Program Guide, including use of all required elements and sample sizes.

The ELC with sub-recipients that perform eligibility and payment validation reviews are responsible for ongoing sub-recipient monitoring and shall use the criteria included in the guides identified above. In order to maintain accountability, while increasing efficiency and reducing duplication in monitoring, FOEL reviews the monitoring results of an ELC with sub-recipient(s). The case file review includes validation of identified

findings, suggested corrective action and subsequent corrective action follow-up for the sample of cases ELC monitored.

Stakeholders

[PQI 2.03](#), [PQI 3.02](#), and [PQI 5.03](#)

The ELC has a number of stakeholders, who are invested in the success of children by interest and/or profession. Listed below are many of the organizations and individuals from whom the ELC seeks input, review and accountability.

The ELC's twenty-five member board requires diverse professions govern all of the ELC's policies. State legislation requires appointment of individuals representing the following community organizations: Department of Children & Families, Broward County Schools, Regional Work Force Development, Florida College System, appointee from the Broward County Commission, Head Start, private child care providers, faith-based child care providers, program providing services under federal Disabilities Education Act, Children Services Council, Broward County Child Care Licensing and Enforcement, Central agency administrator, and two school readiness parents. In addition, a third of the members are from the business community in businesses with no financial tie to early education.

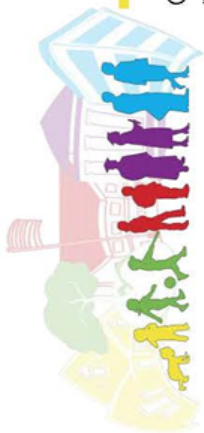
Other local community stakeholders include: Parents, Child Care providers, Healthy Start, Healthy Mothers/Healthy Babies, the Regional Health Planning Council, State Legislators, Special Needs Advisory Council (Baby SNAC), Funders' Forum, the Coordinating Council of Broward, After-School providers, local municipalities, United Way of Broward, 2-1-1- Broward, ECE System Partners, Broward Association for the Education of Young Children, ChildNet, and CareerSource.

Statewide and National Stakeholders include: Florida's Office of Early Learning, Alliance of Early Learning Coalitions, the Children's Forum, the Ounce of Prevention, Florida After-school Network, Florida Association of Child Care Management, and Florida Diagnostic Learning Resource System.

Stakeholder participation in the development of performance improvement goals, client outcomes, and indicators is encouraged in a variety of ways. The ELC hosts meetings with community partners, contracted service providers, and childcare facilities, to review progress and address concerns.

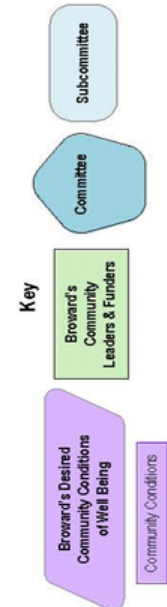
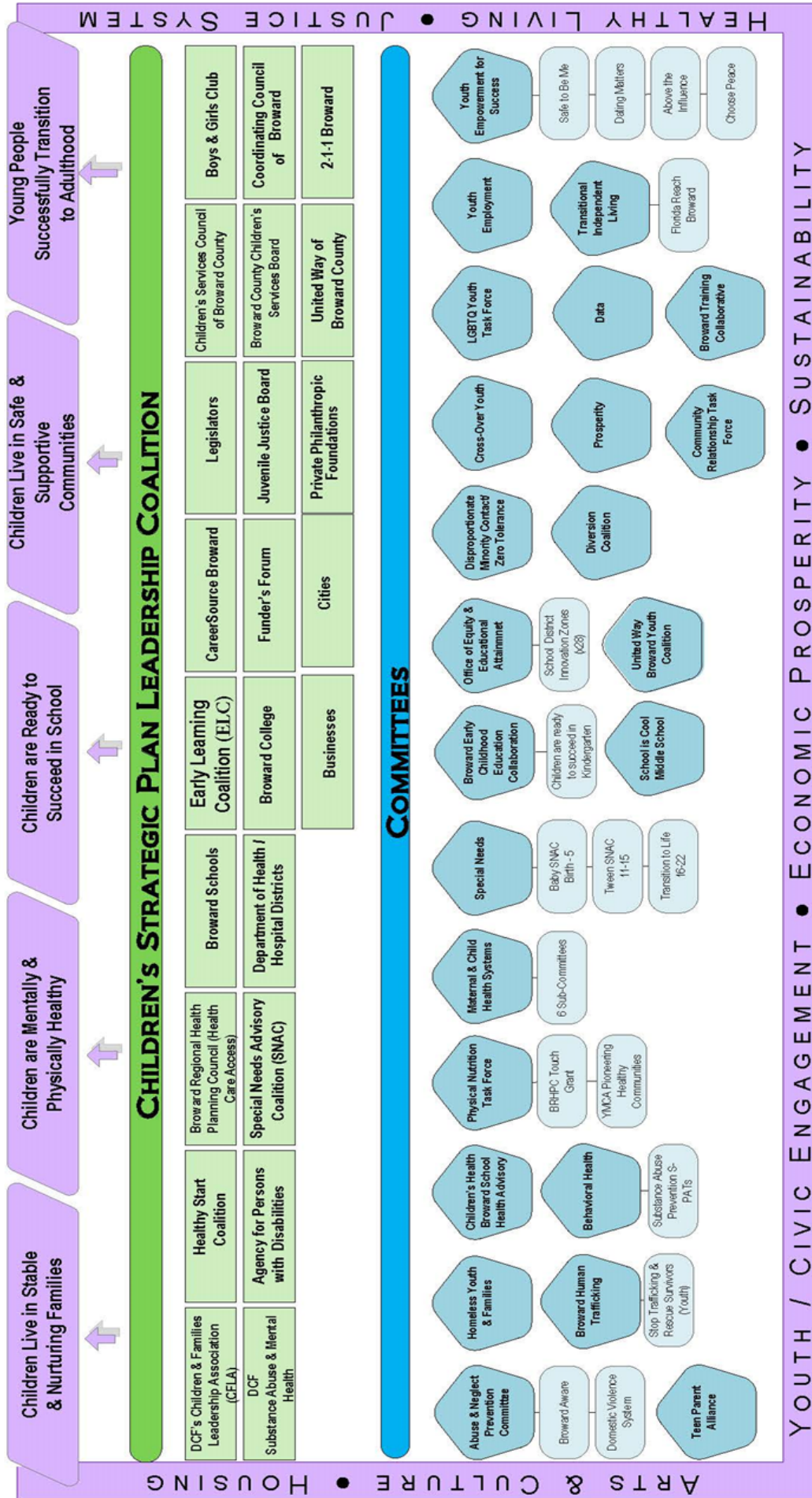
In addition, satisfaction surveys have been developed for at least annual administration to expand the information received from stakeholders and receive feedback on strengths and areas for improvement for the ELC. This process results in strengthened client outcomes. Focus groups may be scheduled to further engage stakeholder groups.

The illustration on the next page, originally drafted by one of the community and funding partners, Children's Service Council of Broward County, shows how the organization involves and uses different stakeholders in PQI:



BROWARD CHILDREN'S STRATEGIC PLAN

Connecting our community & meeting our needs by bringing together government, non-profits, the private sector & community members to improve the lives of Broward's Children and Families. Partners collectively work in **COMMITTEES** on a common agenda, to share data & strategies, maximize resources & hold each other accountable. Reports & recommendations are taken up to the **LEADERSHIP COALITION**, Broward's policy advisory entities, to make meaningful improvements towards achieving shared **RESULTS**. The Plan works within **COMMUNITY CONDITIONS** to achieve these 5 desired **RESULTS**.



For more information contact: Sue Gallagher
(954) 377-1000 or sgallagher@cscbroward.org
www.Results4BrowardChildren.org

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II. Measures and Outcomes

The ELC has developed a strategic plan that includes both long range and short term goals and objectives based on contracted performance and internal measures as well as stakeholder involvement.

Long-term Strategic Goals and Objectives

[PQI 1.01](#) and [GOV 6.03](#)

The following areas were identified from local and state initiatives, stakeholder input, and contracted performance measures. As a result from meeting its goals and objectives, the ELC strives to be the leader in the state providing access to quality early care and childhood education resources and services.

Goal: 100% of Broward School Readiness children, VPK children, including children with special needs, will be ready to succeed in kindergarten by June 30, 2018.

Objectives:

- Screen and evaluate all children entering the early education network to identify needs and assure appropriate placement.
- Child Care providers will administer the *Assessment Screening Questionnaire* (ASQ) to children within 45 days of enrollment by the childcare provider and each year thereafter on the birthdate or screen anniversary date.
- ELC will monitor and review ASQ reports online to ensure that children with potential developmental delays are referred to community resources.
- Develop supports for children, who have special needs, including difficult behaviors.
- Implement research and evidence-based pre- and post-assessments, to develop the best individualized learning plan for each child enrolled in School Readiness or Voluntary Pre-kindergarten programs in the three cluster areas of Broward County (North, Central and South).
- Early learning classrooms will demonstrate improved teacher/child interactions over the next five (5) years. The ELC's work will target the outcome levels indicated below in Section C. These outcomes and the proposed rate of change will be established following data and information collected from each of the clusters.

Management/Operational Performance

[PQI 2.02\(c\)](#), [PQI 3.03](#), [PQI 4](#), and [PQI 4.02\(e\)](#)

Recognizing that strong management practices lead to improved service delivery and ultimately to better child outcomes, the ELC has adopted the following measures as indicators of effective operational practices:

Goals:**1. Strengthen ELC ability to develop, monitor, and improve its network of early education programs.**

- 90% of staff will report being more informed about ELC services/functions
- 100% of pertinent HR resources/function will be accessible to all staff
- 100% of staff will have individual professional development plans established and will report higher level of job satisfaction.

2. Attain Operational Efficiency for the Early Learning Coalition of Broward

- 100% of office procedures will be written and placed in an operations procedures manual.
- ELC operations will be improved by the use of at least three or more new hardware and software components.

3. Build Brand Awareness to promote ELC as a major catalyst of Early Learning

- 80% of targets will report improved awareness of ELC's mission and vision.

Program Results/Service Delivery Quality

[PQI 2.02\(c\)](#), [PQI 3.03](#), [PQI 4](#), [PQI 4.01](#), [Service Narratives](#)

Program Results and Service Delivery Quality is measured to ensure that children birth to five have access to a quality, healthy and safe environment while in all early care and education settings.

Goal: Ensure that all early education programs provide research-based developmental learning experiences for children.

- Improved “teacher/child” interactions as measured by the Classroom Assessment Scoring System (CLASS), child outcomes as measured by research and evidence based assessment tool, and adherence to “Caring for Our Children Standards” thus improving the standards of quality by CLASS and Teaching Strategies Gold (TSG), and “Caring for Our Children Standards”

1. Work to Strengthen Broward County Child Care licensing ordinances with like minded organizations to align closely with (National Health and Safety Performance Standards Guidelines for Early Care & Education Programs) “Caring for Our Children Standards (CFOC3)”

Strive to enhance minimum standards in the Broward County Child Care Licensing Ordinance, consistent with “Caring for Our Children: National Health and Safety

- Performance Standards” for nutrition, physical activity and screen time.

2. Develop fiscally sound business models and practices for early learning centers, and work to ensure that resources are available to afford the highest levels of quality

- 75% of providers will report an increase in profit as measured by participation in a Shared Services Portal and working with business improvement projects.

3. Change the current county-wide “waiting-list” to place children on waiting-lists by zip codes instead.

- Create a county wide wait-list that will locate children on the wait-list by zip code and establish funding for School Readiness funding to be based on historic funding, and enroll from the wait-list based on where openings occur.

4. Encourage the development of “intergenerational centers” throughout Broward County

- Help develop three thriving “intergenerational centers” in Broward County.

Client and Program Outcomes

[PQI 3.03](#), [PQI 4](#), [PQI 4.02\(d\)](#), [Service Narratives](#)

Client and Program Outcomes are measured through “the Road To Child Outcomes” (RTCO) as part of a systematic integration of quality within the Early Care and Education Community, building on national best practices and adapting evidenced based exemplary practices focused on the Child, Family, Teacher and Learning Environment to realize maximum child outcomes.

Engage the Broward County community to align and coordinate an early education system that supports the highest level of development and educational services for all children from their pre-natal beginnings to nine-years-old.

- All children entering School Readiness or Voluntary Pre-kindergarten programs will be assigned their unique student identifier. The student identifier will be the same identifier used when the child enters the school system of Broward County.
- 100% of children enrolled in School Readiness and/or Voluntary Pre-Kindergarten entering kindergarten assessed as “ready” or “demonstrating” readiness will continue to develop appropriately.
- 85% of children enrolled in School Readiness and/or Voluntary Pre-Kindergarten entering kindergarten will have a “deliberate” transfer of children from their early education program to kindergarten.

- Follow, assess and evaluate the development of at least 85% of children who were enrolled in prenatal services (i.e. Healthy Start, Healthy Families, etc.) School Readiness and/or Voluntary Pre-Kindergarten through the third grade.
 - By June 2018, 85% of children assessed and evaluated will demonstrate readiness to read.
 - By June 2019, 90% of children assessed and evaluated will demonstrate readiness to read.
 - By June 2020, 95% of children assessed and evaluated will demonstrate readiness to read.

III. PQI Operational Procedures

The Performance and Quality Improvement process includes file reviews, analyzing data reports, producing quarterly performance reports, and coordinating system partner meetings to identify strengths and areas for improvement. Communication is enhanced through the team structure.

Data Collection and Aggregation

[PQI 4](#), [PQI 4.02](#), [PQI 4.03](#), and [Service Narratives Part 2](#)

The ELC reviews data from a wide range of sources to identify strengths, opportunities for improvement, patterns and trends. A few examples of these sources include:

- Results of Quarterly case file reviews
- Risk management data (quarterly review of incidents, accidents, and grievances)
- Client and stakeholder satisfaction surveys
- Internal staff surveys
- Client outcome data
- Teaching Strategies GOLD Assessment and CLASS Assessment Results
- Performance measures
- Internal measures
- External monitoring reports
 - FOEL, CSC, DOE Contract Oversight
 - Federal and State requirements
 - Third party evaluations
- Management and Operational Performance

Data Review and Analysis

[PQI 2.02\(d\)](#), [PQI 5.01](#), [PQI 5.02](#), and [PQI 5.03](#)

The purpose of data collection and aggregation is not simply to measure performance, but to improve practice and programs, ultimately leading to better client outcomes. This can only occur if data and other information collected is reviewed and analyzed on a regular basis. The purpose of the analysis is to determine the need for change and to begin to identify options for improvement.

Directors/Managers at all levels are expected to use information gathered through the review and analysis process to strengthen their departments and programs. Results of the activities listed above, including the associated recommendations, are to be shared with related staff most directly involved with the service in question, for the purpose of engaging them in identifying and implementing performance and quality improvement activities and processes.

To help ensure the various activities and reports outlined above are systematically addressed through the formal PQI process, the following materials are to be posted on the designated shared server drive, with a notice to all PQI team members:

- Annual Department Work Plans
- Department (ADWP) Quarterly Progress Reports

The agenda for each monthly, quarterly PQI Team meeting and workgroups should include, but not be limited to, the following:

- Follow-up on recommendations from previous PQI team meetings;
- Discussion of any recommendations based on workgroup reports;
- Problem Resolution requests (PQI Short Form, PCAP)
- Special Reports (Task Force, Client Satisfaction, Employee Satisfaction, etc.)
- Other Concerns from PQI Team Members

Communicating Results

[PQI 2.02\(f\)](#) and [PQI 5.04](#)

Extensive data/information collection, review, analysis, and proposed responses are meaningless if that information and the desired outcomes are not communicated to those stakeholders who can and must engage in the required action, and/or who will be impacted by the proposed changes. It is the ELC's desire to provide clear, timely, and accurate information to personnel, the governing body, and other stakeholders that will increase their capacity to participate in, conduct, and sustain performance and quality improvement activities.

The leadership of the organization including the Board of Directors, Senior Management and PQI team members communicates achievements relative to the scorecard to the staff and stakeholders quarterly. The results of the quarterly case file review reports are currently reviewed for strengths and opportunities for improvement by the Quality Assurance and Programmatic Performance Team and recommendations made to the PQI Team for further consideration of continuous quality improvement.

Annual data from contract performance monitoring of our Service Providers is communicated to staff through the PQI Team, Team Meetings, and 'All Staff' meetings. The ELC makes this information available to stakeholders from the website, and through aggregated data presented in the ELC's annual report.

Using Data for Implementing Improvement

[PQI 2.02\(c\)](#), [PQI 5.01](#), and [PQI 5.02](#)

As defined in the above sections, the PQI process is data driven, with the results of measurements used to determine:

- Whether or not defined performance expectations were met or exceeded;
- The extent to which expected outcomes were achieved;
- Areas of needed improvement;
- Improvement activity priorities;
- The success of modifications made in response to PQI Activities.

All Senior Management staff is expected to create a culture of quality that is supportive of staff, while using data constructively to promote a high-learning and high-performing environment. This environment should:

- Build on strengths;
- Be committed to the identification and implementation of best practices;
- Focus on eliminating/reducing identified problems;
- Utilize available problem-solving methodology to determine possible causes when data reveals areas of concern;
- Be solution-focused;
- Implement and monitor the effectiveness of corrective action plans when needed. As a result of findings and CQI recommendations

Assessment of the Effectiveness of the PQI Process

[PQI 2.02\(e\)](#) and [PQI 2.04](#)

We recognize that good intentions and laudable goals are not in themselves sufficient to guarantee good results. This is true not only of the programs/services/operations monitored through the PQI process, but of the PQI process itself.

At least once per year, the PQI Team will ask itself:

- Are we exercising due diligence?
- Is the PQI process and CQI structure useful?
- Did the process perform its desired function? The overall effectiveness of the PQI process will be reflected through the multi-tiered reporting process, as defined management/operations measures, program results and service delivery quality standards, and client and program outcomes are achieved.

The achievement of the goals for ELC demands a sustained commitment to the mission and vision of the agency reinforced by leadership along with knowable staff, Board of Directors and stakeholders. The ultimate test of effectiveness will be the successful achievement of the organizational metrics defined on the ELC's logic model, indicating that through the combined efforts of all of our stakeholders, maintaining high standard of values and ELC accountability, Broward's children receive the best early education experiences to maximize their development and life readiness.