Managing the Psychology of Change

Embedding Equity and Inclusion into a CQI System

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Introductions

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Shout out to the rest of our team!

- Ricky Ferrari Traner, Prevention and Early Intervention Section Manager

- Terri Enters, Home Visiting State Coordinator

- Diane Knutson, Home Visiting Data Coordinator

- Courtney Windorski, Family Support Program Coordinator

Overview of Today's Discussion

- Introductions
- Background
- Embedding Equity and Inclusion into the CQI System
- Managing the Psychology of Change
- Breakout Session Activity
- CQI Project Results
- Lessons Learned
- Q & A

Goals and Objectives

o **Goal one:** to provide attendees with specific strategies and resources to embed equity and inclusion into their CQI system.
  - Objective: Attendees will learn specific strategies to embed equity and inclusion into their CQI system
  - Objective: Attendees will access publicly available resources to embed equity and inclusion into their CQI system

o **Goal two:** to discuss strategies to manage the psychology of change when met with hesitation on embedding equity and inclusion.
  - Objective: Attendees will engage with their peers to discuss effective strategies for managing the psychology of change when a CQI system moves toward embedding equity and inclusion

Getting to know you

- We would like to ask some questions to get to know our audience.

- There are green, yellow, and red pieces of construction paper on your tables.

Getting to know you

- **Professional role**
  - Green: Provide direct services
  - Yellow: Supervise folks that provide direct services
  - Red: Administrator level
- **How familiar are you with maternal, infant, early childhood home visiting programs? (Ex: Healthy Families America)**
  - Green: Very familiar
  - Yellow: Somewhat familiar
  - Red: Not familiar at all

Getting to know you

- **How familiar are you with the Model for Improvement?**
  - Green: Very familiar
  - Yellow: Somewhat familiar
  - Red: Not familiar at all
- **How far along is your program with embedding equity and inclusion into your CQI work?**
  - Green: We have fully embedded equity and inclusion
  - Yellow: We have started this work
  - Red: We have not started this work

Background

What is Family Foundations Home Visiting (FFHV)?

- Voluntary services

- Two-generational approach

- Serve parents and their children during pregnancy and early childhood years

- Home visits
  - In person (at family's home, park, etc.)
  - Virtual (phone call and/or video conference)

FFHV Funded Evidence-Based Home Visiting Models

- Early Head Start (EHS)

- Healthy Families America (HFA)

- Nurse Family Partnership (NFP)
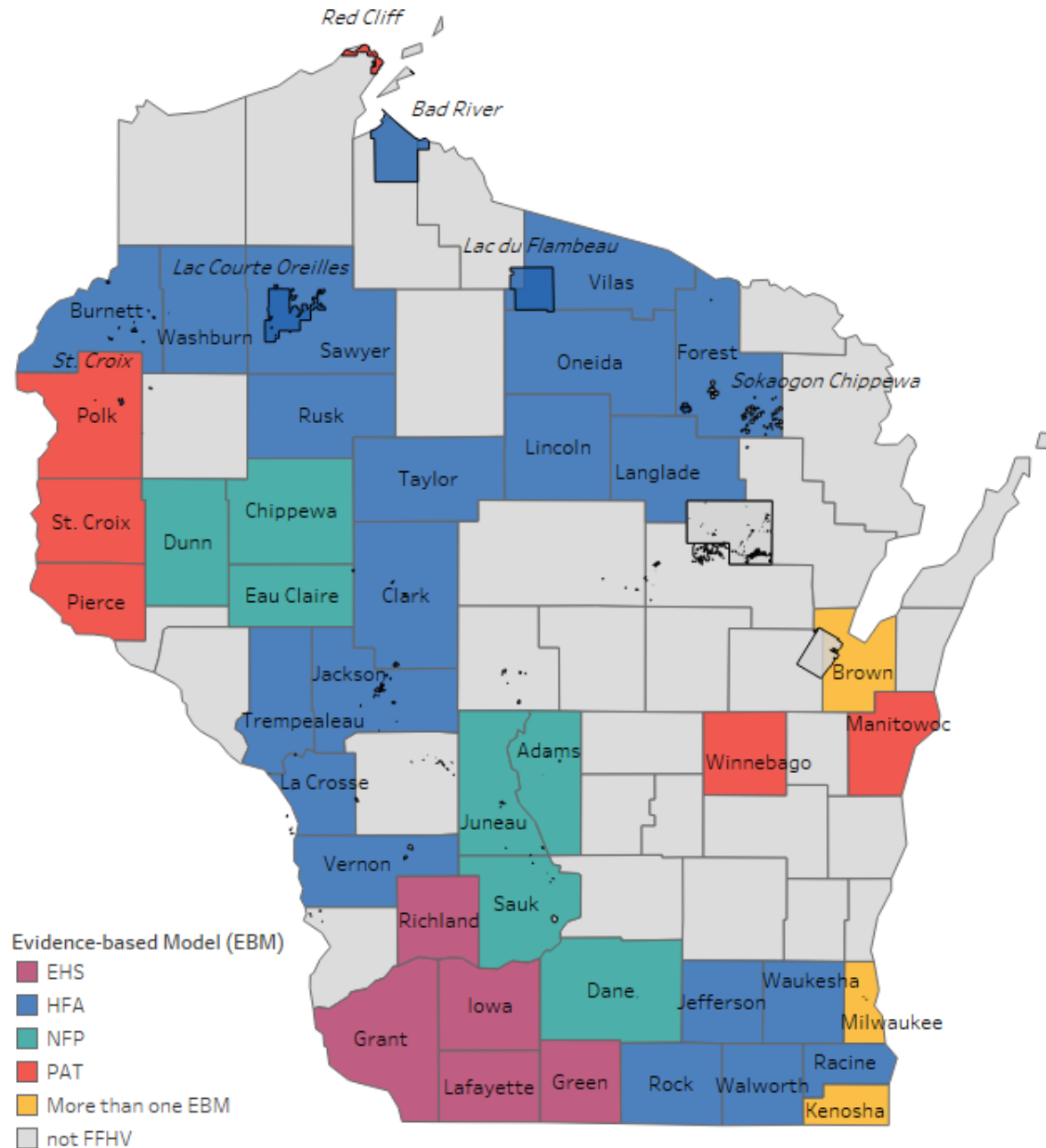
- Parents as Teachers (PAT)

What is involved in a home visit?

- Prenatal care access
- Screenings and assessments of family health and well-being
- Health education
- Parent-child relationships
- Child development/age-appropriate expectations
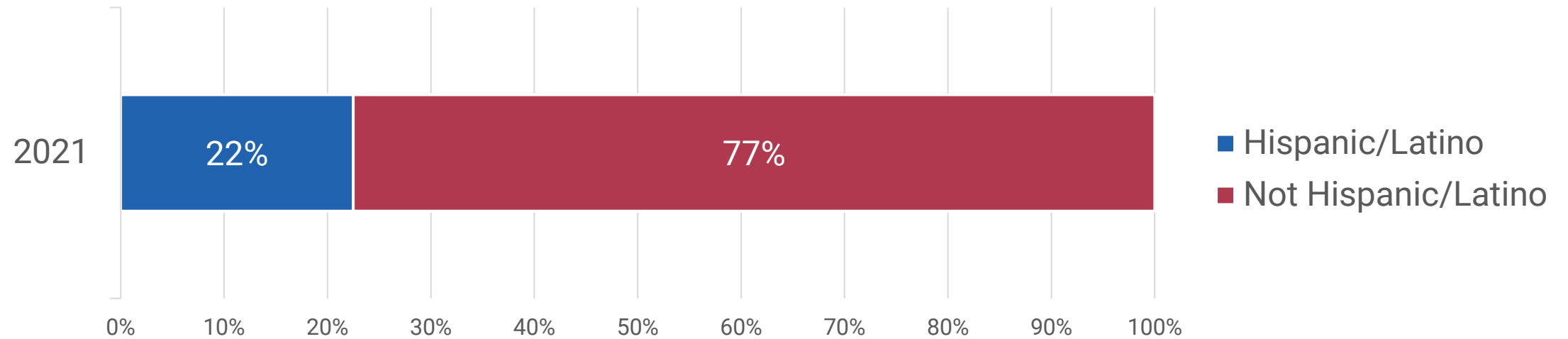- Connections to community resources

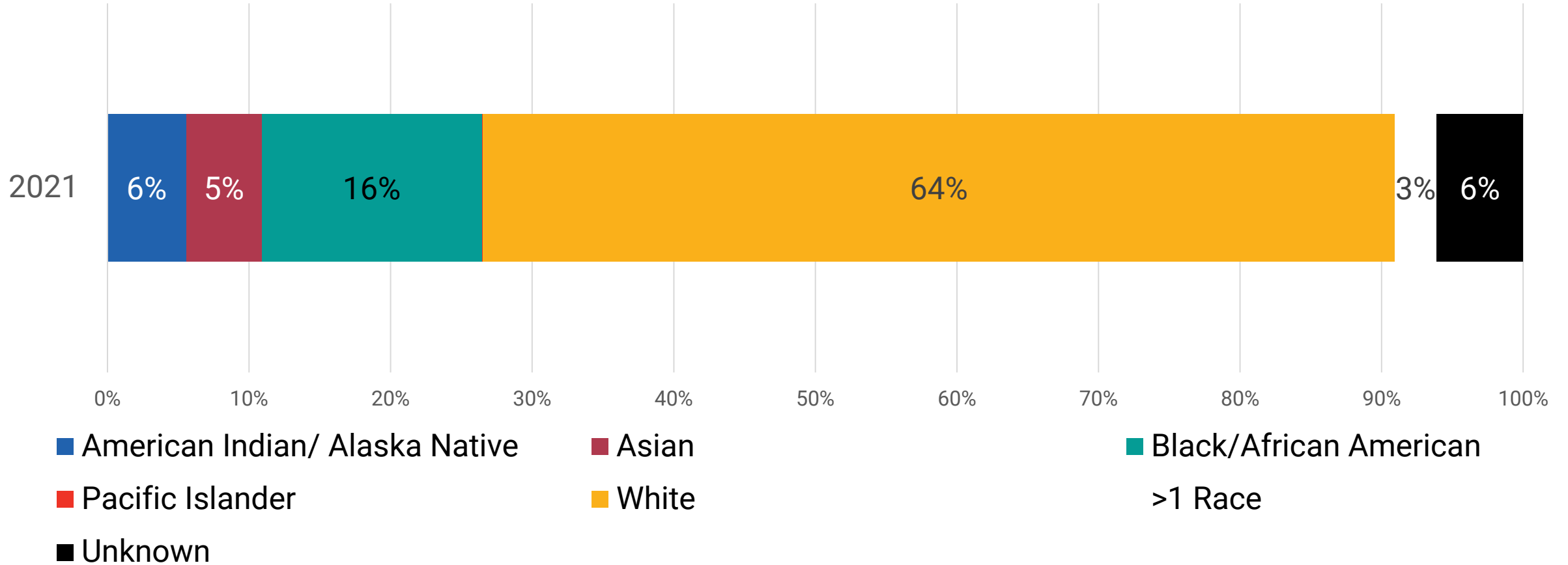# Counties and Tribes funded by Family Foundations Home Visiting (FFHV)

- FFHV funds 35 local home visiting programs

- These programs serve families in 40 out of 72 counties and six out of 11 federally recognized tribes.

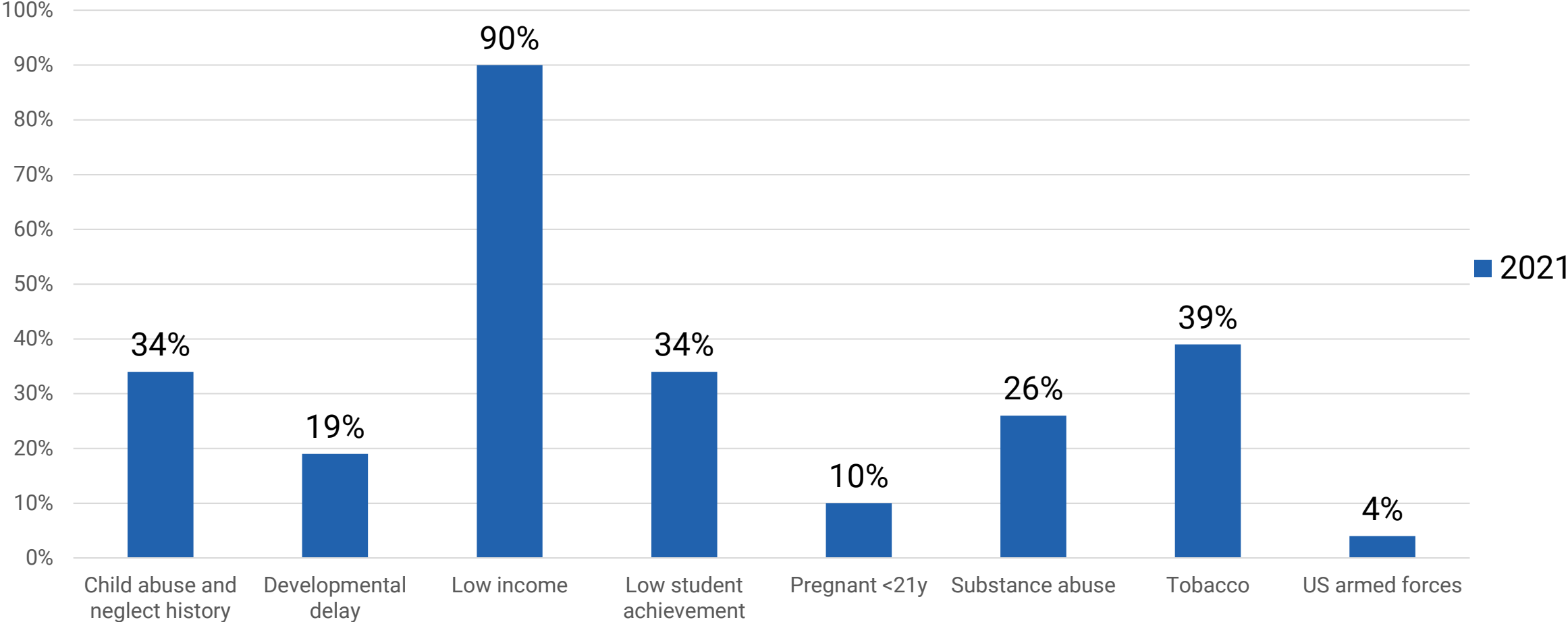- Counties in yellow have programs that use more than one evidence-based model

FFHV Demographics

What does CQI look like in FFHV?

- Federal requirement

- Local home visiting programs propose CQI topics
  - Vote to select which topics will become group projects
    - The project we will talk about today focused on Early Language and Literacy

- Group projects facilitated by FFHV State Team, local home visiting programs run PDSA cycles and collect data

- CQI Methodology: Model for Improvement, PDSAs, run charts

Embedding Equity and Inclusion into the FFHV CQI structure in 2021

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2021 CQI topic

- Early Language and Literacy
- Federal performance measure focused on how many days families read, sing, or tell stories to their children each week
- This topic got the most votes from home visiting programs

Federal Funder Equity and Inclusion Expectation

- Every year, FFHV submits a plan for CQI activities to the federal funder

- In 2021, FFHV was asked to include the following information in relation to the Early Language and Literacy CQI topic:

  - What plans do you have in place to utilize a **health equity framework**?

  - Describe strategies you will use to **engage community stakeholders** in dialogue about your CQI topic, including identifying change ideas to address existing disparities.

Health Equity Framework

- FFHV decided to embed health equity into the Early Childhood Language and Literacy CQI project through:
  - SMARTIE Aims
  - Inclusive and equitable project definitions

SMART Aim → SMARTIE Aim

FFHV developed a SMARTIE Aim for this project:

- **S**pecific

- **M**easurable

- **A**chievable

- **R**elevant

- **T**ime Bound

- **I**nclusive

- **E**quitable

- Inclusive: it brings traditionally marginalized people-particularly those most impacted-into processes, activities, and decision/policy-making in a way that shares power

- Equitable: it includes an element of fairness or justice that seeks to address system injustice, inequity, or oppression

Source: https://www.managementcenter.org/resources/smartie-goals-worksheet/

SMARTIE Aim Statements

- Between July 1 and December 31, 2021, **we will partner with families** to increase the average number of days per week that a family member reads, sings, or tells stories to their child from 5.88 to 6 days, **with a focus on encouraging the use of diverse and inclusive literacy resources.**
  - **14** participating programs chose this aim statement to guide their work

- Between July 1 and December 31, 2021, **we will partner with families** to increase the average number of days per week that a family member reads, sings, or tells stories to their child from 5.88 to 6 days.
  - **10** participating programs chose this aim statement to guide their work

Project Definitions

- **Reading:** For the purposes of this project, reading with children is defined broadly. Families can read anything and everything with their child. Some examples of reading material include but are not limited to: books, magazines, newspapers, letters, recipes, menus, and digital content. Examples of digital content include emails, text messages, written content online, and written content in digital games.

- **Singing:** For the purposes of this project, singing is defined as any singing of any kind of song. Singing with children is not just limited to kids songs or educational songs.

- **Storytelling:** For the purposes of this project, storytelling is defined as any storytelling. This could include, but is not limited to, sharing what happened while on an errand, planning for events in the future, or sharing stories about important events in the past.

Project Definitions

- **Partnering with Families:** For the purposes of this project, partnering with families is defined as elevating family voice in CQI activities. This could look like (but is not limited to) families providing input on PDSA cycles, brainstorming ideas to test, or being an active member of the CQI team.

- **Diverse and Inclusive Literacy Resources:** For the purposes of this CQI project, the definition includes literacy resources that are racially, ethnically, linguistically, and culturally diverse. Programs may also wish to use resources that highlight stories of families from a variety of other backgrounds and/or identities. The resources might represent the families you are working with or can provide developmentally appropriate exposure to people of different racial, ethnic, linguistic, and cultural backgrounds and/or identities.

Approaches: Engage Community Stakeholders and Families

- Engaging stakeholders with health equity expertise at the state level

- HV CoIIN Parent Leadership Toolkit to engage families

Engaging stakeholders with health equity expertise

- Three faculty members with health equity expertise and lived experiences

- Role:
  - Identify change ideas that center equity to be included in the project change package
  - Present resources for local programs to test out on monthly project calls
  - Provide support in identifying ways to manage the psychology of change

Parent Leadership Toolkit

- Created by HV CoIIN 2.0
- Guided by a 5 Stage Continuum of Parent Leadership
- https://hv-coiin.edc.org/content/parent-leadership-toolkit-resources
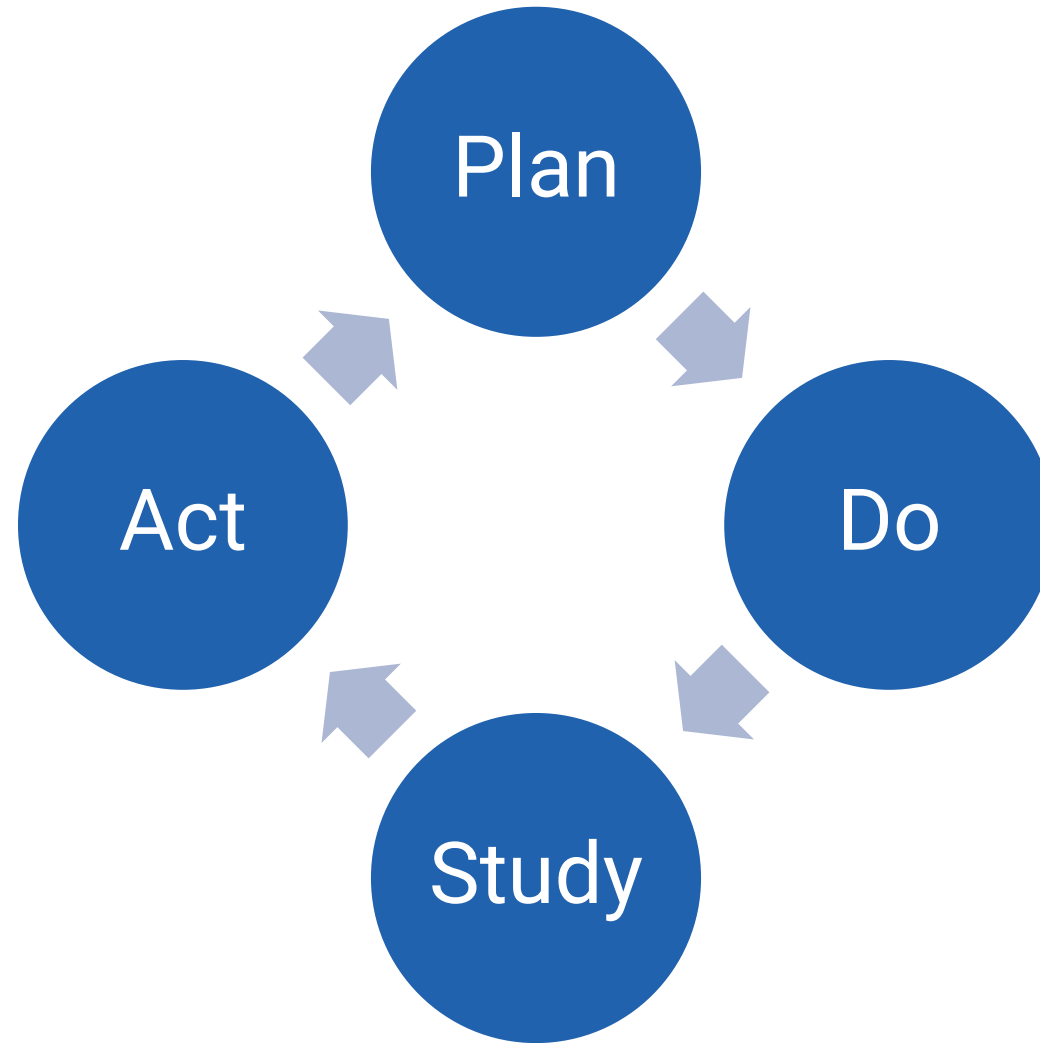

Fortune, B., Moore, E., Raska, M., Zeribi, K., Mackrain, M. & Fountain, M. (2018). Toolkit to Build Parent Leadership in Continuous Quality Improvement. Waltham, MA: Education Development Center, Inc.

The Plan-Do-Study-Act Cycle

PDSA-level measures

Rapid Cycle #:	
PDSA Cycle Start Date:	PDSA Cycle End Date:

What is the idea/change to be tested?

Questions we want to answer with this PDSA cycle:
If we…

Will it result in…

Prediction:

P	**PLAN:** *What are the tasks needed to set up this test of change? Who is responsible? How will it get done? By when? What is the plan for collection of data (who, what, where, when, and how)?*
D	**DO:** *Provide a simple summary of what actually happened with the test. What steps **did** you implement? Document any observations and problems from the PLAN.*
S	**STUDY:** *What were the results? How do they compare with your prediction? What surprised you?*
A	**ACT:** *What is your next step? Adapt? Abandon? Adopt? Why? What changes are to be made to the process (decisions made/action to take)?*

Please fill out the check boxes below for each PDSA cycle your team completes:

Did a family provide input during one or more steps of this PDSA cycle? ☐ Yes ☐ No

Did this PDSA cycle including testing a diverse and inclusive literacy resource? ☐ Yes ☐ No

Managing the Psychology of Change

What happened when FFHV shared all these new ideas?

Strategies for managing the psychology of change

- Normalize all reactions
- Listen to all concerns

Strategies to build buy in for change

Make some components optional

- **Two options for SMARTIE Aims**
  - Between July 1 and December 31, 2021, **we will partner with families** to increase the average number of days per week that a family member reads, sings, or tells stories to their child from 5.88 to 6 days, **with a focus on encouraging the use of diverse and inclusive literacy resources.**

  - Between July 1 and December 31, 2021, **we will partner with families** to increase the average number of days per week that a family member reads, sings, or tells stories to their child from 5.88 to 6 days.

Feature early adopters on monthly calls

- Every month, all programs participating in the CQI project attended a call to share ideas

- Teams that were testing out using diverse and inclusive literacy resources shared with teams who were not sure how to do that

Start small and build momentum

- Use HV CoIIN Parent Leadership toolkit to break down family voice efforts into small steps
  - Ex: Teams took a self assessment to gauge readiness for partnering with families in CQI

Source: Fortune, B., Moore, E., Raska, M., Zeribi, K., Mackrain, M. & Fountain, M. (2018). Toolkit to Build Parent Leadership in Continuous Quality Improvement. Waltham, MA: Education Development Center, Inc.

Breakout Session Activity

Breakout Session Activity

- Turn and Talk

- At your tables, you'll see fictional scenarios where CQI teams express hesitation to embed equity and inclusion in their work

- Review the scenario with your table and identify key steps to address the hesitation and support CQI team engagement

Turn and Talk

- We would love to hear your ideas for managing the psychology of change!
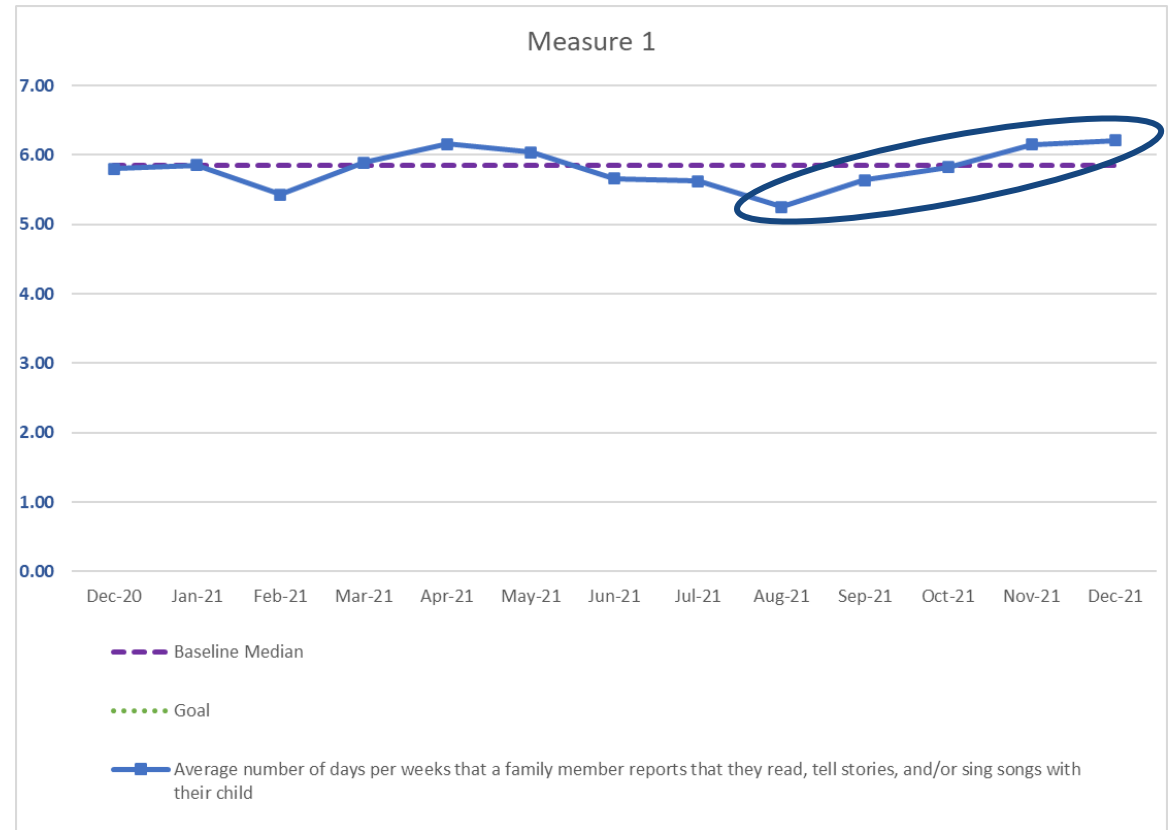
- What key steps did you identify?

Average # days per week that a family reports they read, told stories, or sang songs with their child

- Baseline Median (purple): 5.88 days per week

- Median during the project period: 5.73 days per week

- However, appears that we have evidence of a trend! Woohoo!

PDSA-level measures

- **134** PDSA cycles
included family voice since
the start of the early language
and literacy project

Please fill out the check boxes below for each PDSA cycle your team completes:

Did a family provide input during one or more steps of this PDSA cycle? ✗ Yes ☐ No

Did this PDSA cycle including testing a diverse and inclusive literacy resource? ☐ Yes ☐ No

PDSA-level measures

•84 PDSA cycles included testing diverse and inclusive literacy resources since the start of the early language and literacy project

Please fill out the check boxes below for each PDSA cycle your team completes:

Did a family provide input during one or more steps of this PDSA cycle? ☐ Yes ☐ No

Did this PDSA cycle including testing a diverse and inclusive literacy resource? ✗ Yes ☐ No

Building Will

- **24** participating programs

  - **14** focused on encouraging the use of diverse and inclusive literacy resources in their SMARTIE Aim

  - **10** chose **not** to focus on this in their SMARTIE Aim

    - **8** of these programs reported completed some PDSA testing with diverse and inclusive literacy resources
      - Only two programs did not do any testing of diverse and inclusive literacy resources

Key Takeaways

Key Takeaways

- Respond to hesitation in a supportive way (parallel process)

- If there is hesitation, consider making the change optional

- Feature early adopters on monthly calls to build will

- Engage folks with health equity expertise

- Encourage stealing shamelessly! (borrowing and sharing ideas from others without hesitation)

Q & A

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Discussion questions

- What are your tips for managing the psychology of change in your CQI system?

- What equity and inclusion frameworks have you used that you would recommend testing out?

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