

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

**Legend:**

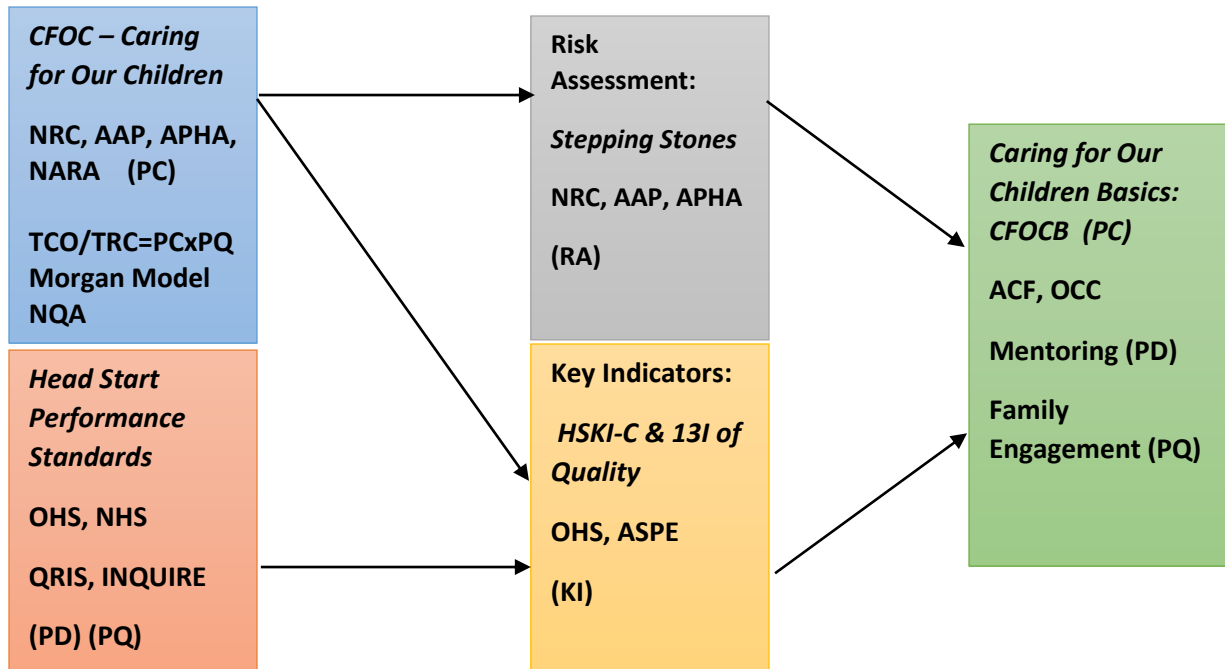
NRC = National Resource Center for Health and Safety in Child Care  
 AAP = American Academy of Pediatrics  
 APHA = American Public Health Association  
 OHS = Office of Head Start  
 ACF = Administration for Children and Families  
 OCC = Office of Child Care  
 ASPE = Assistant Secretary’s Office 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                      Abbreviated Reviews                      Differential Monitoring**

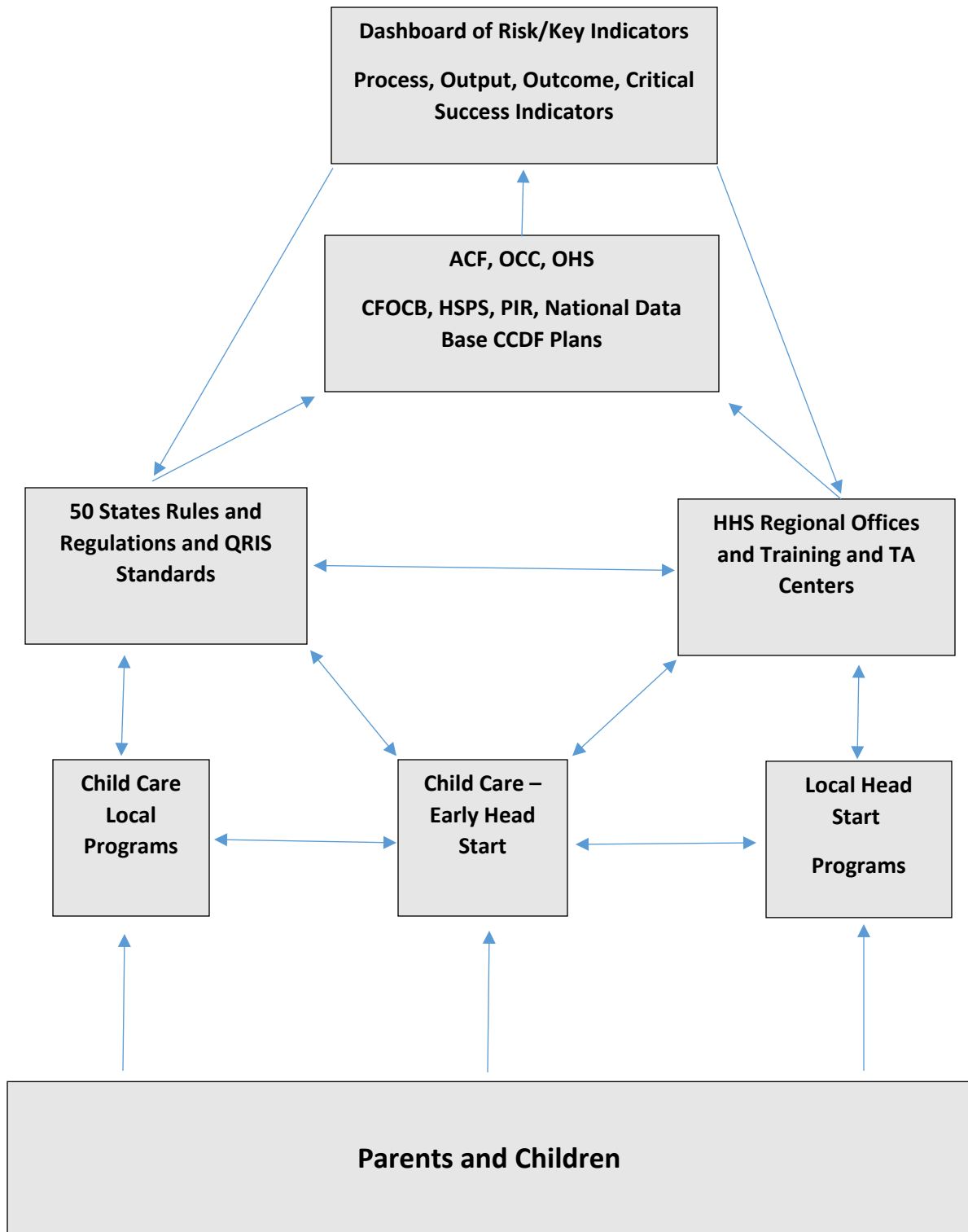
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**Absolute Paradigm**

**Relative Paradigm**



## National Differential Monitoring Conceptual Framework (Fiene, 2016)



## 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.

**Problem Solving Coaching Equaling Online Pinging: Making Coaching Both Effective and Efficient (Fiene & Levi, 2017)**

