



Program Name: _____
 County/Tribe: _____
 Person completing form: _____
 Date: _____

02-20-2015

Top 1 - 3 Quality Improvement Areas for this Plan:

1. _____
2. _____
3. _____

Sample A: Quality Improvement Action Plan – School Age

Directions: Using the results of the self-assessment, prioritize the quality improvement area(s) to be completed within the plan. Not all quality improvement areas need to be addressed. It is recommended that a program identifies three to five aims/outcomes to work on. More aims/outcomes can be overwhelming and too few will limit the success that you experience in your program. Please see definitions on the second to last page or call your local agency with questions. **To complete this form, please fill out all columns for each goal area.** For example, if you have three goals, fill out all eight columns for each of those three goal areas.

Quality Improvement Area	Aim/Desired Outcome	Barriers	Task(s)	Responsible Party(ies)	Resources In-hand/ Resources Needed	Measurement	Timeline/ Benchmarks	Test of Plan
Credit-Based Education Qualifications								Worth doing? Yes No Measureable? Yes No Improve outcomes? Yes No Inclusive? Yes No Culturally competent? Yes No
Professional Development (credit or non-credit based)								Worth doing? Yes No Measureable? Yes No Improve outcomes? Yes No Inclusive? Yes No Culturally competent? Yes No
Environment Indoor								Worth doing? Yes No Measureable? Yes No Improve outcomes? Yes No Inclusive? Yes No Culturally competent? Yes No

Quality Improvement Area	Aim/Desired Outcome	Barriers	Task(s)	Responsible Party(ies)	Resources In-hand/ Resources Needed	Measurement	Timeline/ Benchmarks	Test of Plan
Environment Outdoors								<i>Worth doing?</i> Yes No <i>Measureable?</i> Yes No <i>Improve outcomes?</i> Yes No <i>Inclusive?</i> Yes No <i>Culturally competent?</i> Yes No
Curricular Framework <i>OR</i> Common Core Standards (Academic)								<i>Worth doing?</i> Yes No <i>Measureable?</i> Yes No <i>Improve outcomes?</i> Yes No <i>Inclusive?</i> Yes No <i>Culturally competent?</i> Yes No
Positive Behavior Intervention and Supports <i>OR</i> TRIBES <i>OR</i> Guiding Children's Behavior in School Age Programs								<i>Worth doing?</i> Yes No <i>Measureable?</i> Yes No <i>Improve outcomes?</i> Yes No <i>Inclusive?</i> Yes No <i>Culturally competent?</i> Yes No
Health and Wellness								<i>Worth doing?</i> Yes No <i>Measureable?</i> Yes No <i>Improve outcomes?</i> Yes No <i>Inclusive?</i> Yes No <i>Culturally competent?</i> Yes No

Quality Improvement Area	Aim/Desired Outcome	Barriers	Task(s)	Responsible Party(ies)	Resources In-hand/ Resources Needed	Measurement	Timeline/ Benchmarks	Test of Plan (Yes or No)
Abuse and Neglect Prevention and Reporting								<i>Worth doing?</i> Yes No <i>Measureable?</i> Yes No <i>Improve outcomes?</i> Yes No <i>Inclusive?</i> Yes No <i>Culturally competent?</i> Yes No
Business Practices								<i>Worth doing?</i> Yes No <i>Measureable?</i> Yes No <i>Improve outcomes?</i> Yes No <i>Inclusive?</i> Yes No <i>Culturally competent?</i> Yes No
Parent Engagement								<i>Worth doing?</i> Yes No <i>Measureable?</i> Yes No <i>Improve outcomes?</i> Yes No <i>Inclusive?</i> Yes No <i>Culturally competent?</i> Yes No

Definitions

Aim/Desired Outcome: This is what you're hoping to achieve by accomplishing your plan or your goal.

Barriers: These are problems, attitudes, and challenges that you should think about and address to achieve success.

Task(s): These are the steps/strategies needed to reach an aim/desired outcome.

Responsible Party(ies): These are the people who are assigned to the task.

Resources In-hand/ Resources Needed:

Resources in-hand: are people, time, materials, and know-how that already exist within your program and could be used to accomplish your tasks.

Resources needed: are people, time, materials, and know-how outside of your program needed to accomplish your tasks.

Measurement – How will the team know if the aim is achieved? - This is a simple way of keeping track of progress toward an aim/desired outcome. It should be easily tracked, and commonly understood. It data should be regularly checked to avoid wasting time on strategies that do not achieve your aim/desired outcome. Successful programs check in on average of every two weeks. For example, if you have a goal of increasing physical activity you need to:

- 1) Understand how many minutes of physical activity is currently happening on average throughout the program
- 2) Introduce your task/strategy for achieving your increased minutes of physical activity
- 3) Re-measure the amount of time of physical activity occurring in the program after your strategy has been rolled out
- 4) If your goal has not been reached, try a new strategy

Timeline/ Benchmarks- This is the time frame that programs assign to a task or aim. The benchmarks are the steps along the way that will let a program know they are on track toward achieving their aim/outcome.

Test of Plan

Is this plan worth doing? Answering yes to this means that you believe achieving your aim will have positive results for children, families, staff, or your business. Some plans that are REALLY worth doing have positive outcomes for all of those reasons.

Is this plan concrete, specific, and measurable? Answering yes to this means that when you/your program looks back at the goal, it will NOT be a matter of opinion if there is success or not. Instead you will be able to show clear results through your measurement.

Will the result of this plan improve outcomes for children, families, staff, or your business? Answering yes to this means that there is a high likelihood that changes will be positive.

Are the outcomes inclusive of all children, culturally competent, and developmentally appropriate? Answering yes to this means that these positive changes are good for all children and families, including children with disabilities and other special needs. Individualizing learning experiences and environments accommodates optimal development for all children in care, for families with a variety of points of view, life experiences, and cultural and language differences; and make sense for each age and stage of child development.

Quality Improvement Area	Aim/Desired Outcome	Barriers	Task(s)	Responsible Party(ies)	Resources In-hand/ Resources Needed	Measurement	Timeline/ Benchmarks	Test of Plan
								<i>Worth doing?</i> Yes No <i>Measureable?</i> Yes No <i>Improve outcomes?</i> Yes No <i>Inclusive?</i> Yes No <i>Culturally competent?</i> Yes No
								<i>Worth doing?</i> Yes No <i>Measureable?</i> Yes No <i>Improve outcomes?</i> Yes No <i>Inclusive?</i> Yes No <i>Culturally competent?</i> Yes No
								<i>Worth doing?</i> Yes No <i>Measureable?</i> Yes No <i>Improve outcomes?</i> Yes No <i>Inclusive?</i> Yes No <i>Culturally competent?</i> Yes No
								<i>Worth doing?</i> Yes No <i>Measureable?</i> Yes No <i>Improve outcomes?</i> Yes No <i>Inclusive?</i> Yes No <i>Culturally competent?</i> Yes No