Cincinnati: Health–Education Collaboration to Improve Educational Outcomes
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Cincinnati: Health and Education

- Why health care is working with education and how?
  - Cincinnati Children’s Hospital’s Strategic Plan
- What are we bringing to the effort?
  - Quality improvement (QI) training, coaching and tools
- How is QI being applied?
  - K- 3rd grade reading
  - Classroom behavior
  - School-wide systems approach
  - Co-production with parents
Help Cincinnati’s kids to be the healthiest in the nation through strong community partnerships

Transform child health with our collaborative culture of discovery, translation and learning

Improve the lives of children everywhere by creating deeper connections with families, care providers and organizations

Realize our full potential by engaging, inspiring and enabling all employees to make a difference
Help Cincinnati’s 66,000 kids be the healthiest in the nation through strong partnerships

Morbidity and Mortality
• Reduce annual infant deaths in Hamilton County
• Reduce disparity in hospital bed days focusing on 2 high risk neighborhoods

Thriving
• Ensure 5 year olds have a ‘healthy mind and body’*
• Increase percent of children reading proficiently or above by 3rd grade in Cincinnati Public Schools

*Bundle measure: immunization, BMI, dental, behavior, vision, emergent literacy, speech, hearing
All Children Thrive Learning Network

Outcomes:
- Infant Mortality
- Bed Day Disparity
- Thriving at 5
- 3rd Grade Reading

Improvement Teams:
- Infant Mortality (Cradle)
- Community Connected Primary Care
- 3rd Grade Reading
- Social Influences in Neighborhood

Supports:
- Community Quality Improvement Capability
- Community Activation
- Data Management and Analytics
- In Home Supports
What are we sharing? The How, not the What

- Theory – Key driver diagram
- Small scale, rapid testing – PDSA cycles
- Implementation – huddles, frontline engagement
- Population segmentation, data over time

How are we sharing it?

- Courses, training – ImpactU (Strive) and Menomenee Falls SD
- Consultation and coaching
- Learning sessions
Global Aim

All children in the greater Cincinnati Public Schools area are reading at an appropriate level by end of third grade

SMART Aim

Increase the percent of *active QI classrooms at CPS schools with 60% of students who meet or exceed MAP proficiency target and/or growth benchmarks from 46.5% (Fall ’17 MAP Test) to 65% on Winter/Spring Map Test by 5/31/18

2020 SMART Aim

Increase the percent of children reading proficiently by 3rd grade in CPS schools from 46.5% to 70% by June 30, 2020.

PRIMARY DRIVERS

(WHAT)

- Exposure to multiple and varied genres and learning opportunities for teachers and students
- Evidence-based instruction in foundational literacy
- Population segmentation and effective use of valid, reliable data
- Activated parents, students and teachers
- Student learning goals
- Healthy in emotional, physical and mental domains
- Calm dedicated time on instruction

KEY: Green = What we’re working on right now | White = Ideas

Revision Date: 4.13.18 (Version 22)
Small scale, rapid testing: PDSAs

The Model for Improvement

- What are we trying to accomplish?
- How will we know that a change is an improvement?
- What changes can we make that will result in improvement?
- Adapt, Adopt, or Abandon
- Compare results to predictions
- Make your predictions
- What happened that was not part of the plan?

Source: The Improvement Guide
Implementation: Huddles, Engagement

HUDDLES

• QI Learning Huddle Call weekly, 30 minutes
• “All-Teach, All-Learn Environment”:
  • Time to learn and problem solve together
  • Safe space to share successes, failures, and QI learning from the week
Population segmentation, trajectories

CPS 3rd-Grade Students Proficient or Higher in Reading, by School Year

Source: Ohio Department of Education, P Prime Chart

Created by Kate Rich, James M. Anderson Center for Health Systems Excellence

All Children Thrive Cincinnati
Classroom behavior: learning from 1 student (N of 1)

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PCP phone follow up with mom every 2 weeks

Teacher-PCP discussion every 2-3 weeks

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Connected to primary care

Missed appointments not returning phone calls

Started Meds

Psychiatry

Tablet med at school, therapy

Suspended

Absent

Beh mgmt strategy

Number of interruptions

Time (days)
Vision

Cincinnati Public Schools will be a community that ensures equitable access to a world-class education unleashing the potential of every student.

Mission

We educate all students with rigor and care in a culture of excellence to develop engaged citizens who are prepared for life.

System Level Drivers

- Trusted Relationships with community, parents, students, staff and partners
- Equitable distribution of resources and services reaching every student
- Singly focused system on high academic achievements
- Highly engaging environments that focus on continuous improvements for students and staff
- Expanded learning opportunities and choice for all students

FY 18 – Improvement Team Measures / Projects

- Instructional
  Great Learning Environments-Academic Outcomes
- Managerial
  Great Systems-Operations
- Great Communities-Parent and Student Experience
- Talent Management
  Great People-Employee Experience

Team Leader: Laura Mitchell
Co-Production with Parents

- Sparking the inherent motivation of parents and residents to activate for their child’s health & well-being
- Co-producing solutions to build upon strengths and mitigate barriers
- Organizing a network of caring informal leaders
- Finding the yet to be found so we reach ALL children
Key Learnings

1. Metrics of child thriving must be added to deficit metrics
2. A Learning Network accelerates cross sector work
3. Integration across sectors must be real and realizable
4. Improvement capability building provides a common platform for measurement, testing, learning and creating the new system
5. Co-production with parents is key
6. Joy in work enables resilience in teachers, medical providers and parents
QUESTIONS?

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