SRAENE
Sexual Risk Avoidance Education
National Evaluation

November 2022

Training Module 2

Continuous Quality Improvement Series

Defining your core CQI team

This module aligns with the Information and Coordination section of the CQI Plan Template.

This module is part of a series of guidance resources and tools on continuous quality improvement (CQI) developed as part of the Sexual Risk Avoidance Education National Evaluation (SRAENE). The series includes a template to guide CQI work, a set of modules providing detailed information on the steps included in CQI, a tool programs can use to assess their CQI practices and processes, and a brief describing the development process used for the series and lessons learned from a set of Sexual Risk Avoidance Education grant recipients that used the tools during a pilot. For all resources in this series, as well as other resources developed as part of SRAENE, please visit the SRAENE website.

For more products, visit the CQI page on the SRAENE website.

Your CQI team is primarily responsible for overseeing and implementing the steps in the CQI cycle. Although other staff in your program should be involved in parts of the CQI process—for example, brainstorming solutions to test—the designated CQI team will carry the work forward. Use the CQI team table in the **Information and coordination** section of the CQI Plan Template to ensure you have team members who can fulfill the role of team leader, improvement advisors, and data lead, as described in Table 2. In addition to filling key roles, consider the perspective each person will bring to the team. This resource from the Community Engagement Toolkit can help ensure you're including diverse voices in your CQI work.

Considerations for setting up a team.

Make time to set team agreements or draft a charter to be clear on expectations and procedures. What might you include in an agreement to guide the CQI team?

· Specify goals for the CQI team and set boundaries. For example, if your program is conducting a local evaluation, how does the work of the CQI team complement, not duplicate, the work of those overseeing the evaluation? Will the CQI team also be responsible for monitoring program outcomes, or does that responsibility fall to other staff? (for more on this, see "the broader context" section below)

· Outline participation and internal team communication expectations. For example, how often will you meet and when?

· Designate roles and responsibilities. For example, what are the responsibilities of improvement advisors?

· Outline communication plans with program stakeholders. For example, who needs to be made aware of CQI findings and when?

For additional resources related to CQI teams, including an agreement template, visit the public HMRF grantee resources site.

OPRE   FYSB Family & Youth Services Bureau   Mathematica Progress Together   Public Strategies

Table 2: Roles and responsibilities of the core CQI team

Role	Who?	Responsibilities
Team leader	This should be someone who has an understanding of the program's goals and has the influence and interest to lead these efforts. Often it will be someone (or two people) in a program leadership role.	Organizes and oversees the CQI process (including developing improvement goals, identifying challenges, developing solutions, monitoring implementation and testing) and communicates progress
Improvement advisors	Facilitators should have representation on your team as improvement advisors. Improvement advisors could also be program partners (such as school representatives), youth participants or parents or guardians, or other community stakeholders (such as service providers and others who can speak to broader need and demand in the community).	Develop targets and improvement goals; contribute to understanding challenges and identifying root causes; support development of improvement strategies; support staff outside the team on implementing new strategies; monitor implementation and testing
Data lead	This should be an internal or external evaluator, data analyst, or any staff member with strong analytic skills.	Oversees data collection; analyzes data to measure progress on goals; presents results to core CQI team and others; monitors implementation and testing

Disclaimer: The views expressed in this publication do not necessarily reflect the views or policies of the Office of Planning, Research, and Evaluation, the Administration for Children and Families, or the U.S. Department of Health and Human Services. This report and other reports sponsored by the Office of Planning, Research, and Evaluation are available at https://www.acf.hhs.gov/opre.

Connect with OPRE