



**SRAENE**

Sexual Risk Avoidance Education  
National Evaluation

# Foundations of Continuous Quality Improvement (CQI): Tools to Support Your Work

Annie Buonaspina

Lauren Murphy

June 30, 2020

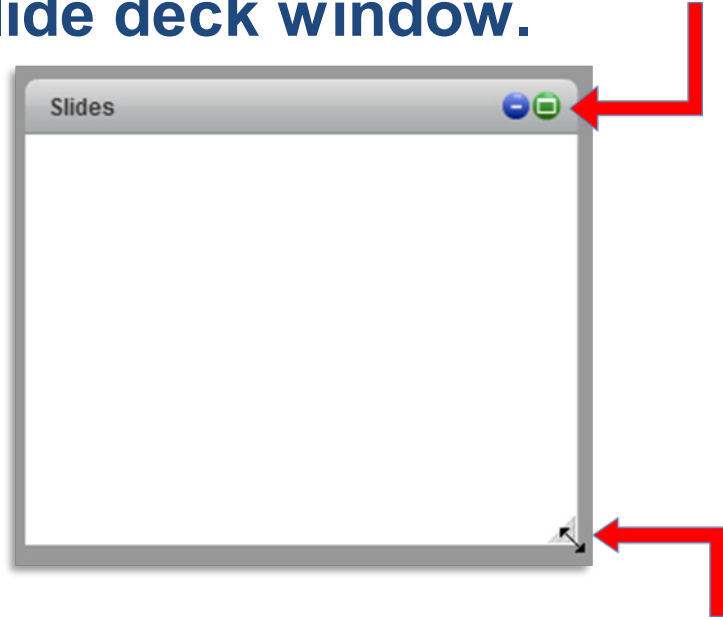


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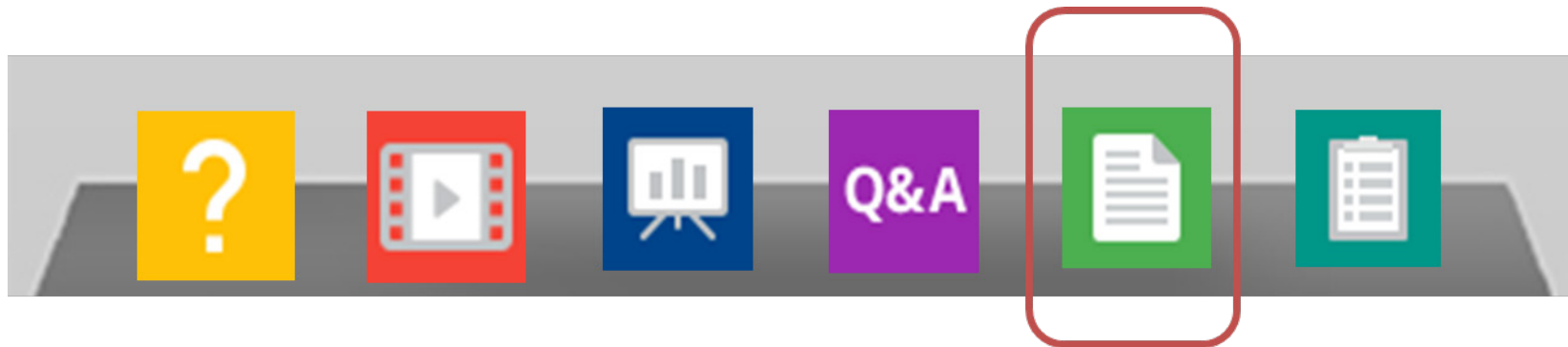
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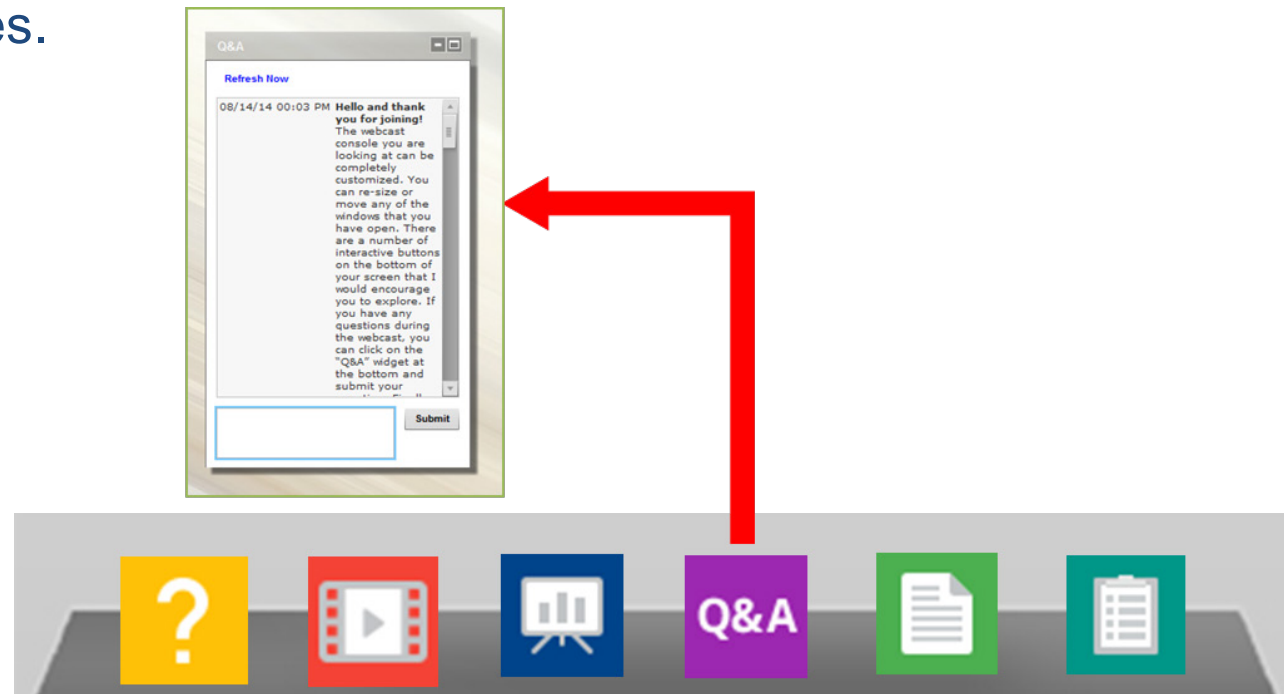
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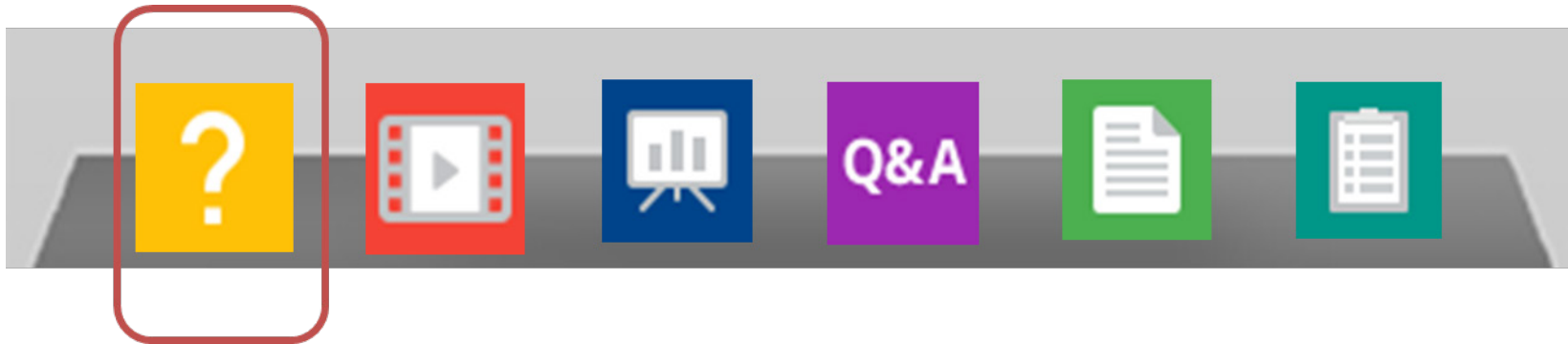
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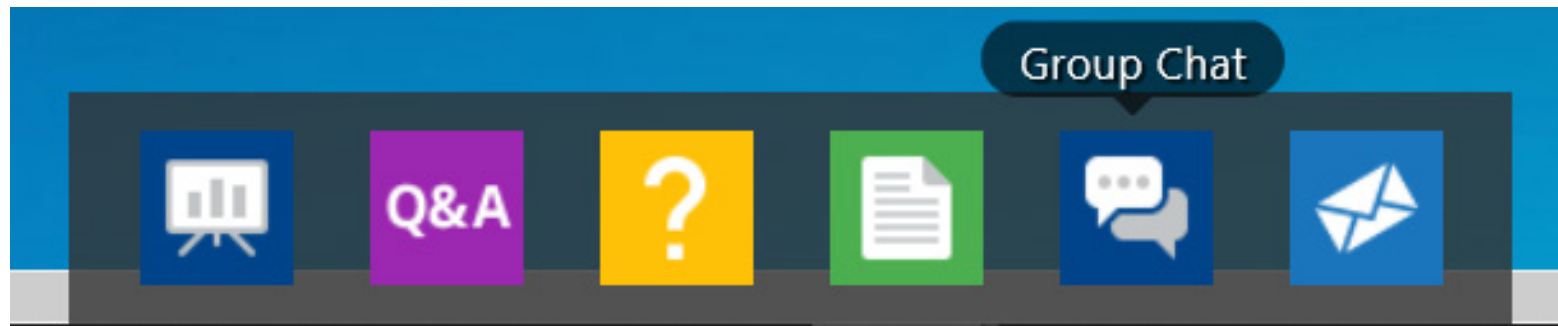
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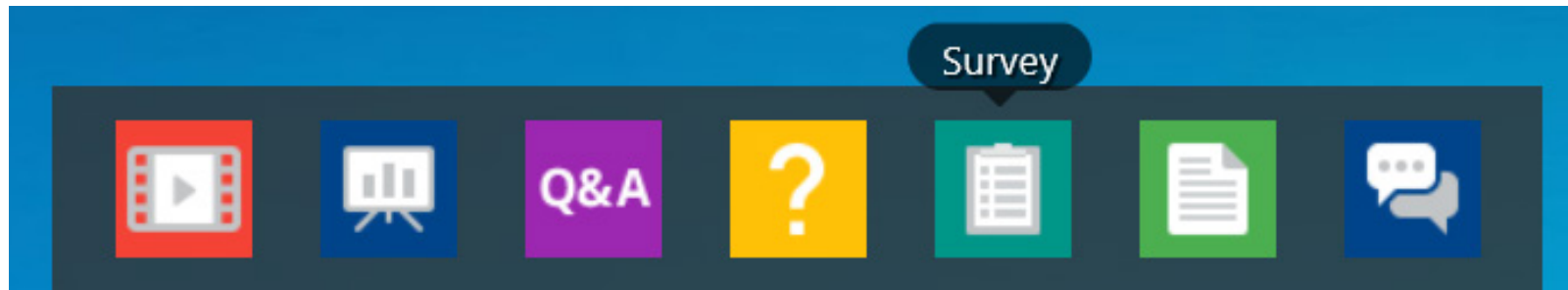
# Group Chat

- During the presentation we will pause for “Thinking Time” and you will be asked to respond in the Group Chat Box. Your responses will not be associated with your name or organization, rather it will be your registration ID.
- We will also pause for poll questions throughout the presentation. The polls will be displayed directly on your screen.



# Survey

- At the end of the webinar you will be asked to respond to a short survey to gather your feedback on the webinar.







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# Disclaimer

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**This project is supported by the Family Youth and Services Bureau in the Administration for Children and Families at HHS under contract number HHSP233201500035I/HHSP23337031T.**

# Interactive Webinar

**Participant interaction planned throughout the webinar in four ways:**

1. Pausing to allow “thinking time” for personal reflection
2. Incorporating poll questions
3. Asking for your thoughts in the group chat feature
4. Responding to questions via the Q&A feature

# Today's learning objectives

**By the end of the presentation, participants will be familiar with:**

- What continuous quality improvement (CQI) is and how it differs from program monitoring
- The steps of the CQI process
- Tools and activities to support the CQI process

**All activities associated with today's presentation are optional.**

# What is CQI?



# Thinking Time

## Poll Question 1

**What is your comfort level with CQI?**

**Response options will be:**

- A. I don't know what CQI is.
- B. I know of it, but I don't think I'm doing it right or don't know how to do it.
- C. I've led or participated in CQI efforts, but I could use more information
- D. I feel comfortable with it, but it always helps to learn more.
- E. I'm an expert in CQI!



# Sharing Results – Poll Question 1

# CQI processes help you to ...

- **Identify and analyze strengths and challenges**
- **Implement, test, and refine solutions**
- **Strengthen your program**



# CQI vs. Program Monitoring

- Program monitoring documents what is happening
- CQI is a way to use that information for improvement



- **Data-driven**
  - Requires high quality data

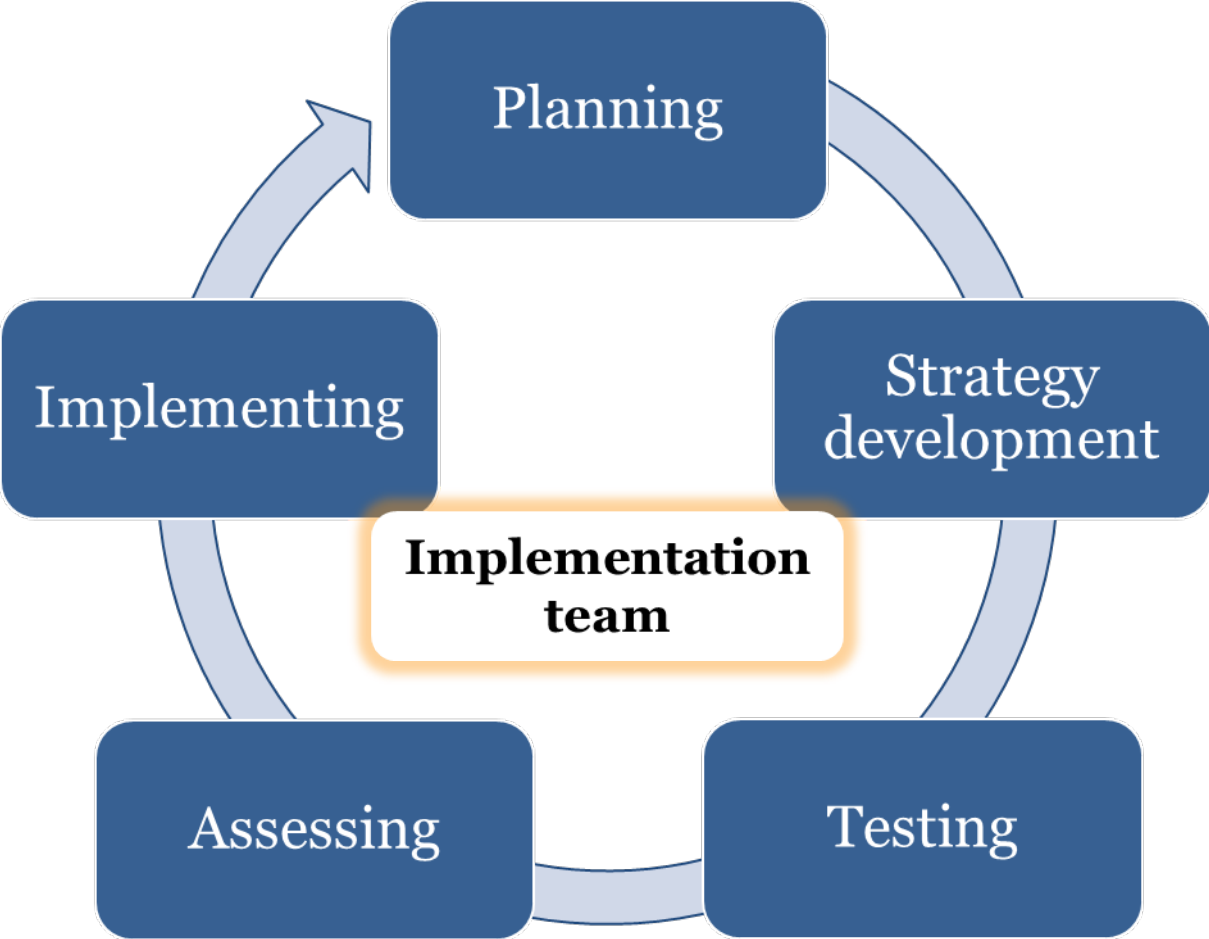


- **Ongoing**
  - Involves regular meetings



- **Iterative**
  - Uses what is learned to improve

# CQI cycle



# Step 1: Implementation Team





# Thinking Time

## Poll Question 2

**Do you have a designated CQI implementation team?**



# Sharing Results – Poll Question 2





# Thinking Time – Group Chat Question 1

**In the Group Chat Box, provide a brief response to the following question:**

**Which staff or other stakeholders are on your CQI implementation team?**

# Team composition and role

## Include a range of staff

- Try to include some frontline staff who are doing the work, in addition to program leadership, and data and evaluation staff

## All staff should participate in improvement, but the team oversees and manages the process

## Be intentional about team expectations

- Set regular meetings
- Outline participation and communication expectations
- Designate roles (e.g., provide leadership, manage logistics provide program/practice insights, analyze data)

# Fostering an improvement culture

## What is an improvement culture?

- Value data for learning, not just compliance/accountability
- Data used to inform decisions
- Data used by all staff levels
- Encourages asking questions and inquiry

## How to foster an improvement culture?

- Allow staff outside of the implementation team to help to set the CQI agenda (What challenges should the program tackle? What are some strategies to try?)
- Ensure implementation team shares activities and insights program-wide

Source: Winkler, M. and Fyffe, S. *Strategies for Cultivating an Organizational Learning Culture*. Washington, D.C. Urban Institute





## Thinking Time – Group Chat Question 2

**In the Group Chat Box, provide a brief response to the following question:**

**How has your program encouraged an improvement culture?**

# Step 2: Planning

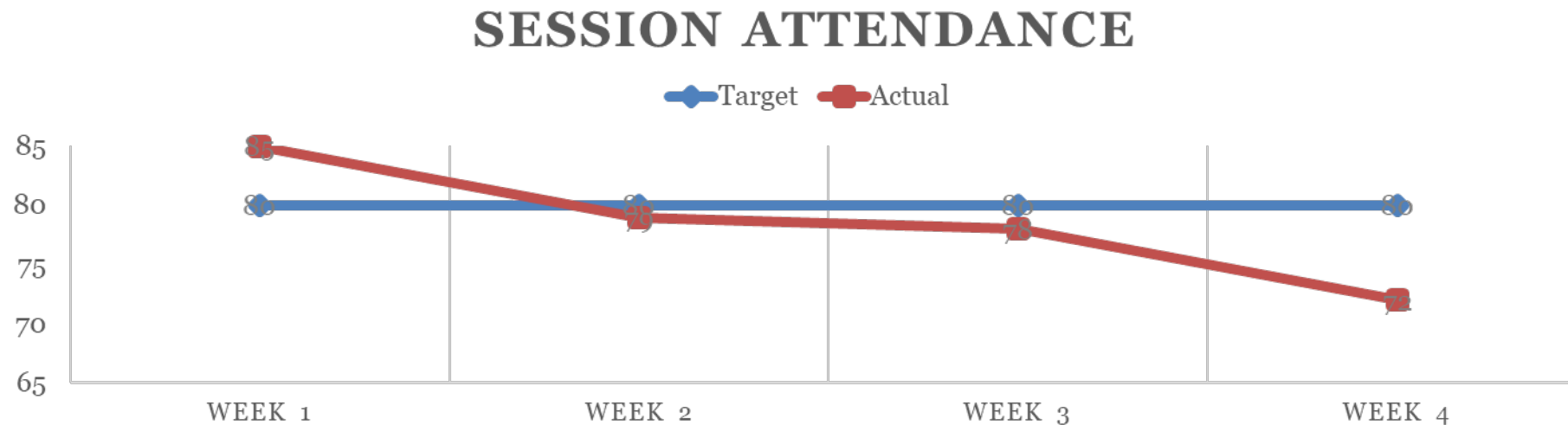


# Identifying challenges

- **Benchmarks as a tool for identifying challenges**
  - Set targets for key outputs and outcomes on logic model and monitor at regular intervals
  - In what areas are you falling below your targets?

# Identifying challenges

Example tool: Run charts (look over time and against targets)



# Identifying challenges

- **Potential data sources for identifying challenges**
  - Feedback surveys (participants, partners)
  - Observations and fidelity data
  - Participant interviews/focus groups
  - Pre-post surveys
  - Conversations with staff: where are we struggling?
    - Rose, Bud, Thorn activity

# Rose, Bud, Thorn activity

ROSES

Things that are  
working well

Buds

Opportunities!

THORNS

Challenges or  
areas for  
improvement



## Thinking Time – Group Chat Question 3

**In the Group Chat Box, provide a brief response to the following question:**

**Think about roses, buds, and thorns you're experiencing in your program, and share any or all in the chat box.**

**Identify these as “R”, “B” or “T”**

# Prioritizing challenges

- **Everything can't be improved at once**
- **Work with CQI implementation team to prioritize**
- **Tool: Affinity mapping**
  - A way to synthesize data to group common challenges into themes
  - Can use to make sense of your Rose, Bud, Thorn brainstorm
- **Tool: Visualize the vote**
  - A way to gain consensus on a priority challenge or group of challenges



# Affinity mapping and visualize the vote

## Partnership issues

Don't have consistent room/space in school to deliver program

Have to deliver during lunch period due to school schedule

## Lack of connection

Facilitator not connecting with youth

Facilitator not holding interest of teens

## Parent engagement

Engaging parents

Getting buy-in from parents for consents

## Classroom mgmt.

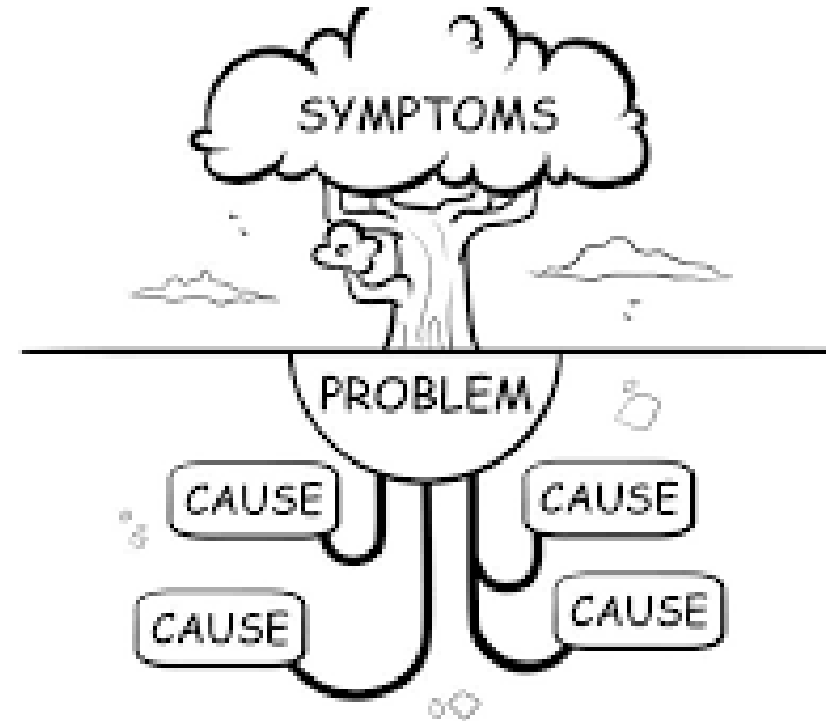
Classroom management

Curtailling extraneous discussions

Lack of attention during sessions due to disruptions

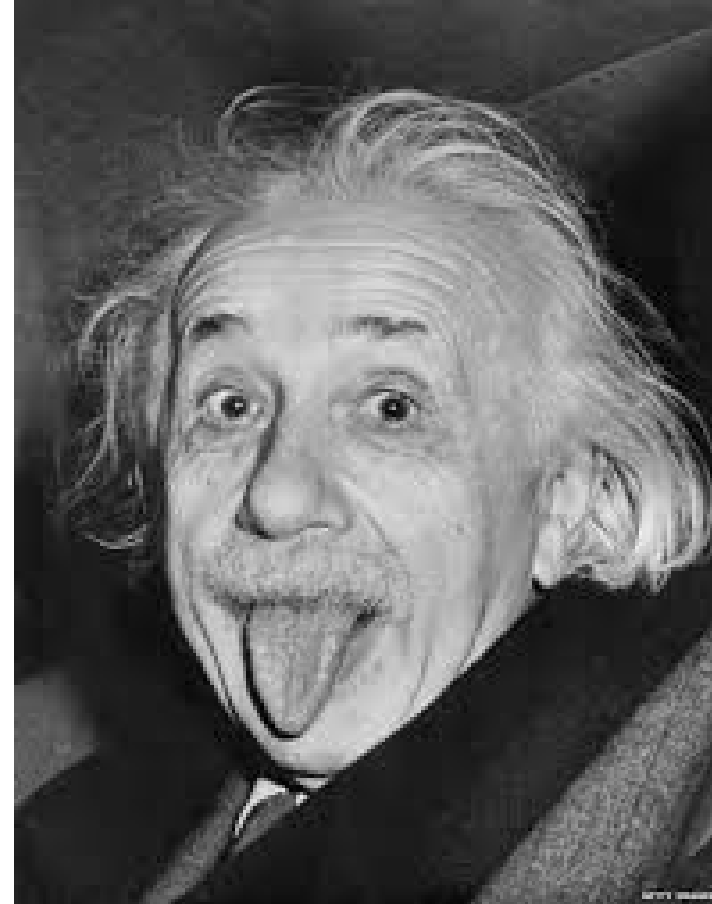
# Identify root causes to understand challenges

- Root causes are underlying drivers of a problem
- Identifying root causes supports the development of targeted solutions



# Identify root causes to understand challenges

- **How to investigate challenges:**
  - Talk to stakeholders
    - Participants
    - Staff
    - Partners
- **Examine patterns in your data**
- **Root cause analysis tools**
  - Fishbone
  - 5 Whys

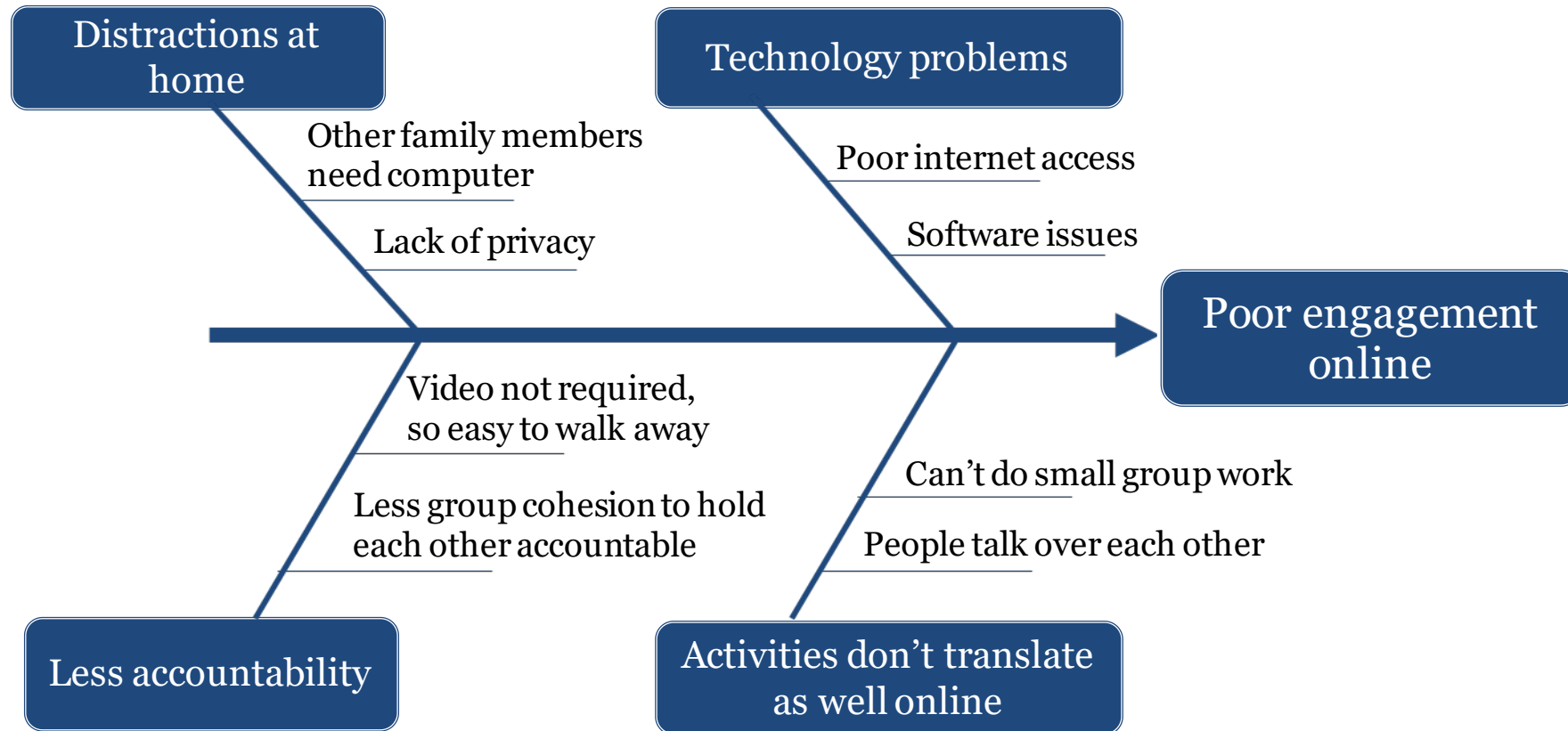


# Root cause example

- **Problem: Students join virtual sessions but don't engage**
- **Question: What is causing students to not engage?**
- **Our strategy to investigate:**
  - Obtain student feedback on virtual implementation
  - Discuss with facilitators why some students are not engaged
    - May use fishbone exercise
  - Use web analytics data to examine:
    - Which students aren't engaging – does it vary across sessions?
    - When are students idle during the session?

# Root cause example – fishbone diagram

**Problem: Students join virtual sessions but don't engage**



# Thinking Time – Group Chat Question 4

## Root cause brainstorm

**Pick one of your thorns, or, think about this challenge:**

*Facilitators are having difficulty engaging young people during the sessions*

Take a couple of minutes to jot down a few potential root causes.

Who might you contact to learn more about the challenge and identify other potential root causes?

# Thinking Time – Group Chat Question 4

**In the Group Chat Box, provide a brief response to the following question:**

**Share some of the root causes you identified and who could share more about causes of the challenge.**

**NOTE: If you used your own challenge, please also share the challenge.**

**Sample challenge:** *Facilitators are having difficulty engaging young people during the sessions*

# Develop a SMART aim

- **What is your general aim?**
  - Problem: Students join virtual sessions but don't engage
  - Aim: Enhance student engagement online
- **A specific aim should be SMART**
  - Specific, Measurable, Achievable, Realistic, Time-bound
- **Example SMART aim:**
  - All students who participate in a session should be engaged for an average of 80% of the time over the course of a workshop.



# Thinking Time

## Poll Question 3

**Which of the following is SMART?**

- A. Increase average attendance at sessions from 72% to 80%.**
- B. Refine recruitment techniques to better recruit target population and demonstrate improvements by next quarter.**
- C. Enroll 600 of the targeted 1,200 participants by quarter 3 of this year.**



# Sharing Results – Poll Question 3



# Step 3: Developing strategies

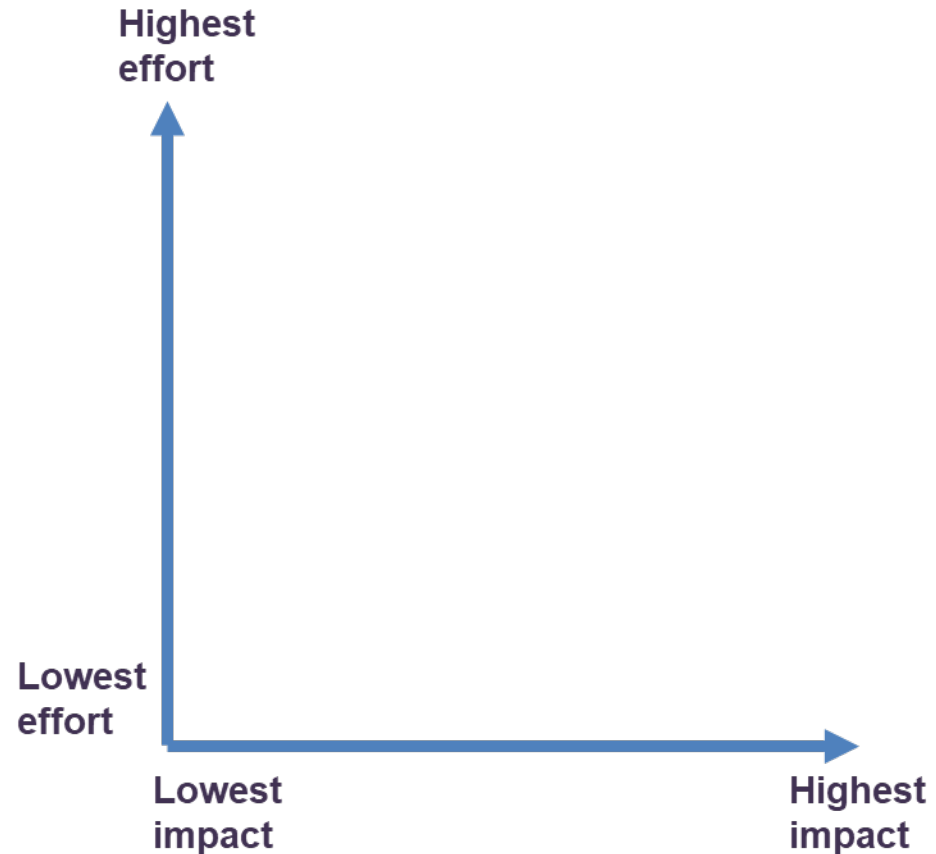


# Scanning for improvement strategies

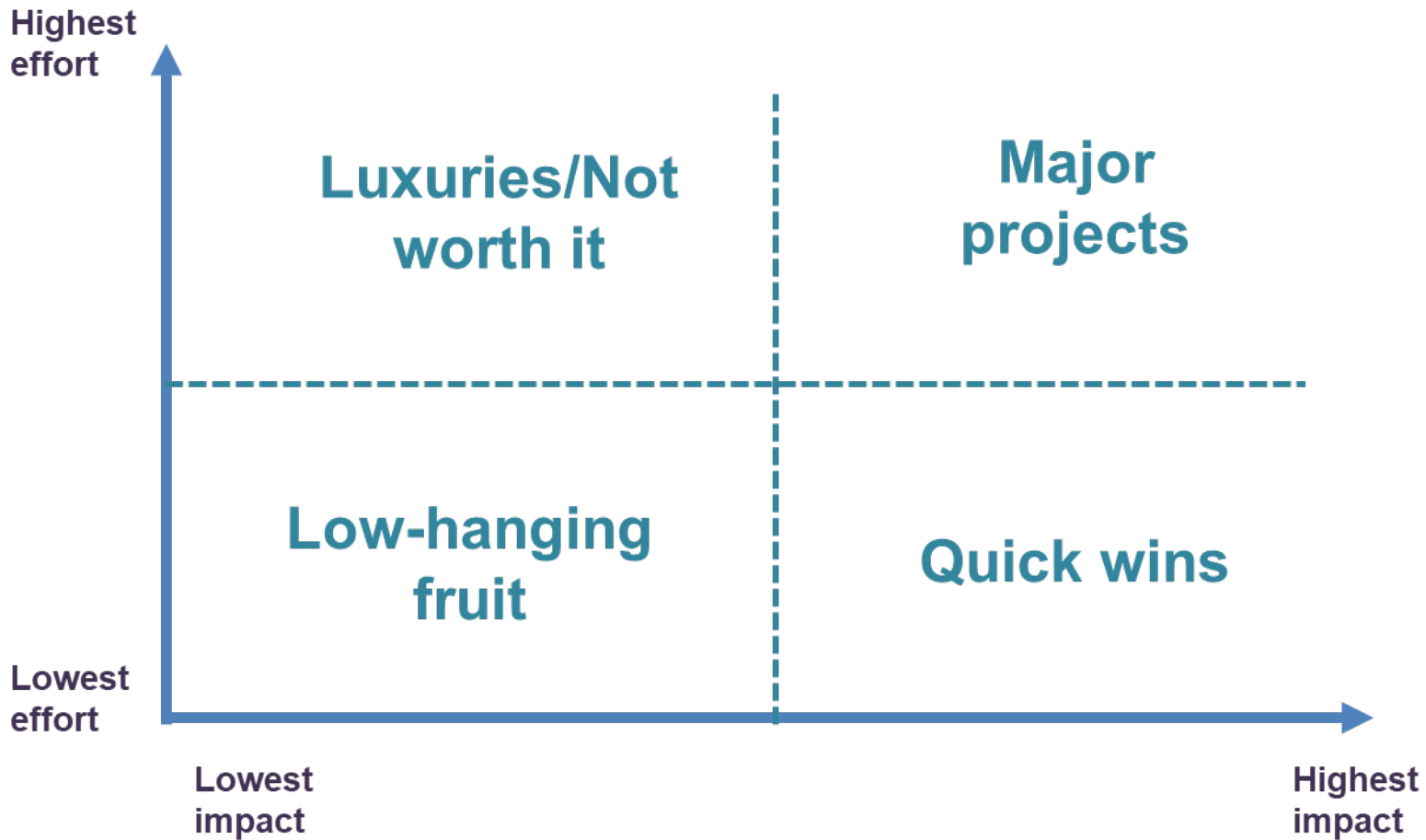
- **Identifying root causes will help you develop targeted strategies**
- **Places to look when you need help developing strategies:**
  - Your staff
  - Literature/research (e.g, search Google/Google Scholar for journal articles, implementation reports, tip sheets)
  - Other practitioners and grantees

# Prioritizing strategies

- **Impact-to-effort matrix: for each root cause, plot all potential solutions on the grid**
  - Y-axis is effort
  - X-axis is impact
- **Think about why a solution may be more or less impactful/effortful and what barriers exist or resources are needed**

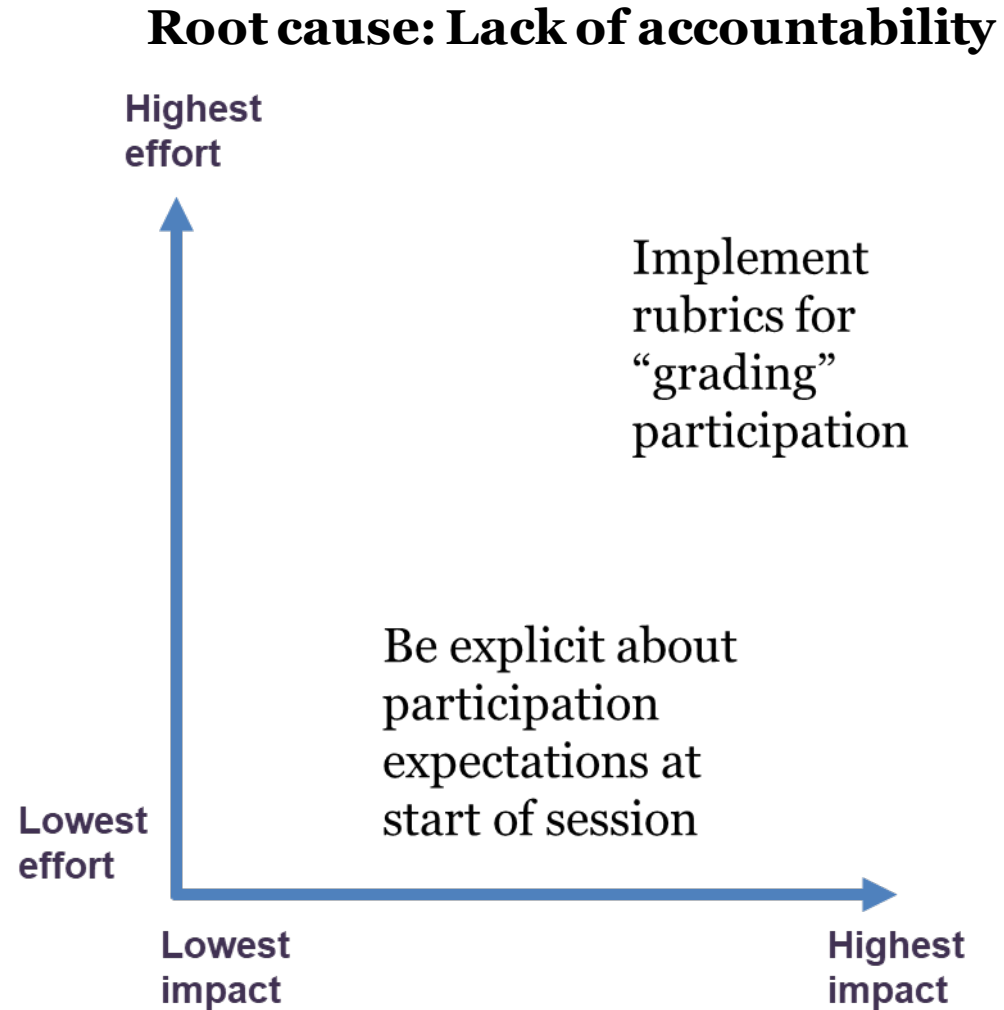


# Interpreting your grid



# Prioritizing strategies

- **Problem:** Students join virtual sessions but don't engage
- **Root cause:** Lower accountability for engaging in online programs



# Thinking Time

## Poll Question 4

Have you ever used any of the following processes or tools in your improvement work?  
Select all that apply.

- A. Setting benchmarks
- B. Rose, Bud, Thorn to identify strengths and challenges
- C. Affinity mapping to identify groups of challenges
- D. Visualize the Vote to prioritize challenges
- E. Root cause analysis to identify underlying problems
- F. Fishbone diagram/5 Whys to brainstorm root causes
- G. Impact-to-effort matrix to select solutions



# Sharing Results – Poll Question 4





## Thinking Time – Group Chat Question 4

**In the Group Chat Box, provide a brief response to the following question:**

**Tell us more about your process for identifying and prioritizing strategies. How do you develop strategies and how do you decide which to test or implement?**

# Steps 4-6: Testing, Assessing, and Implementing



# Testing, Assessing, Implementing: Road tests

- **Road tests are small, conducted over a short period of time or with subset of the program**
- **Step 1: Plan your road test**
  - Document your plans to implement the strategy
- **Step 2: Develop a data collection plan**
  - What types of data will help you understand what happened and how staff and participants felt about it? What data will help you to understand whether you're making progress on outcomes related to the underlying issue (root cause)?

# Testing, Assessing, Implementing: Road tests

- **Step 3: Conduct the test and analyze feedback**
  - For better information, conduct several cycles
  - As you collect feedback on the strategy, make refinements
- **Step 4: Decide whether you will scale-up program-wide**
- **Step 5: Monitor improvement over time**
  - Does the strategy help you to address the underlying issue/root cause?
  - Are you making progress on your SMART aim?

# Testing the strategy – your road test plan

## Sample challenge

- **Problem:** Students join virtual sessions but don't engage
- **Root cause:** Lack of accountability in online program
- **Strategy:** Facilitator will spend a few minutes at start of first session outlining expectations, including attending and participating in all sessions; students asked to sign pledge to commit to and support each other during workshop
- **Plan:** Test the strategy in one cohort and assess feasibility

# Testing the strategy – road test data plan

- **Observe how facilitators deliver talking points during session**
  - Do facilitators cover all key points?
- **Review student pledges**
  - Did all students sign pledges?
- **Interview facilitators about how they think it went**
  - Did anything unexpected happen? What worked and what didn't?
- **Obtain feedback from students through short surveys**
  - Were expectations for participation clear?
  - What did you think about the pledge?
  - Did signing a pledge help you to feel accountable for completing? Do you think your peers felt this way, too?

# Testing the strategy – road test data plan

## Example Strategy: Outline expectations, collect pledge

<b>Purpose</b>	<b>Data source</b>	<b>Frequency of collection</b>	<b>Staff responsible</b>
Assess feasibility	Observation of session	First session of class for the cycle	Program coordinator will monitor fidelity to strategy
Assess feasibility	Student survey	At the end of the first session	Facilitator will administer and collect surveys
Assess feasibility	Facilitator interview	After end of first session	Program coordinator will interview facilitators
Assess feasibility	Review of student pledges	Midway through cohort	Program coordinator will review pledges



# Assessing – how did the road tests go?

- **Understanding feasibility and making refinements**
  - Analyze data to assess feasibility and use it to make refinements to your strategy for each successive road test cycle
- **Depending on results, adopt, adapt, or abandon the strategy**
  - If adopt, implement it program-wide, but continue to monitor
  - If adapt, plan another road test to study adapted strategy
  - If abandon, go back to list of potential strategies, plan new road test
- **Decision:** Strategy seems promising and we've ironed out the issues – Let's Adopt!

# Implementing the strategy – monitoring progress

- **Communicate with your full staff about the new practice**
- **Develop a plan for monitoring progress**
  - Continue to assess whether you're addressing the underlying issue/root cause (accountability)
  - Track progress toward aim
    - % of students who averaged 80% engagement in prior sessions: **68%**
    - % of students who averaged 80% engagement in cohorts since implementing the practice: **84%**

# Implementing the strategy – monitoring progress

<b>Purpose</b>	<b>Data source</b>	<b>Frequency of collection</b>	<b>Staff responsible</b>	<b>Notes</b>
Monitor progress on interim outcomes	Satisfaction survey	End of session	Facilitators will administer during final session	We will add questions to our existing satisfaction survey about clarity of expectations and accountability
Monitor progress on SMART aim	Engagement metrics from web analytics reports	Will pull reports after each session	Program coordinator will examine metrics and discuss with facilitators	Our aim is to increase the % of students engaged for at least 80% of the time. At the end of the workshop, we can calculate this metric, but we should also monitor engagement throughout.



# Thinking Time

## Poll Question 5

**Have you used a process like this before to develop a plan for testing a new strategy?**



# Sharing Results – Poll Question 5



# Thinking Time – Group Chat Question 5

## Questions

**Think about the steps involved with testing and assessing.**

**What does your organization tend to spend the most time doing? What may you skip?**

**What data could you use to support testing a strategy?**

# Questions, Comments, Other Thoughts



# Resources and Next Steps





# Resources

## General CQI resources

- [Learn, Innovate, Improve \(LI2\)](#)
- RAND's [Getting to Outcomes](#) CQI approach
- [PDSA](#) background
- Carnegie Foundation's [improvement science](#) approach (geared toward education, but relevant for youth programs)

## More on the tools

- [More on design thinking](#) (e.g., additional useful activities for brainstorming conversations related to root causes, strategy development, prioritizing, etc.)
- More on [affinity clustering](#)
- More on [visualize the vote](#)/dot voting
- Fishbone diagram [template](#)
- 5 Whys [template](#) (another root cause tool)
- [PDSA worksheet](#)

# Resources

- **Online collaboration programs:**
  - [Mural](#)
  - [Miro](#)
  - [Stormboard](#)
- **Online polling and brief surveys**
  - [Mentimeter](#)
  - [Poll Everywhere](#)

# Next steps

- **We are available for additional support!**
  - To request individual support, email [SRAETA@mathematica-mpr.com](mailto:SRAETA@mathematica-mpr.com)
  - Attend forthcoming office hours to discuss CQI with SRAENE team and other grantees
- **Next webinar:**
  - Date: July 21
  - Topic: Deeper Dive into CQI

# Contact information

- Send questions, comments, concerns to the SRAE mailbox:

[SRAETA@mathematica-mpr.com](mailto:SRAETA@mathematica-mpr.com)