Building a Learning Culture for Continuous Quality Improvement

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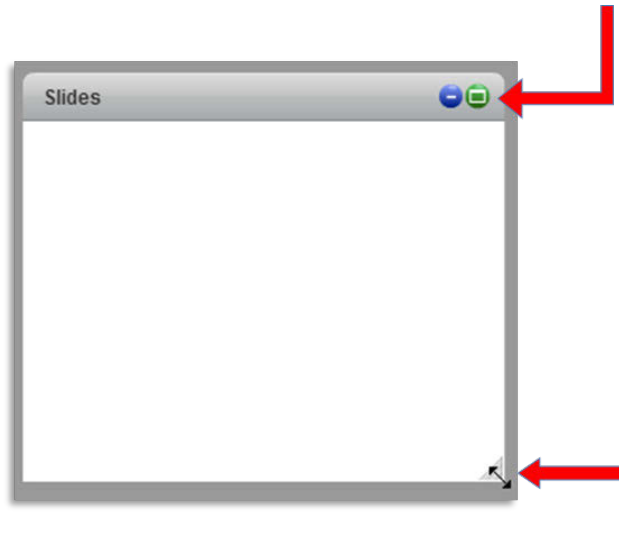Catherine Tijerina, The Ridge Project
Vanessa Ridley, The Ridge Project

September 29, 2020

Information about the ON24 platform

SRAENE
Sexual Risk Avoidance Education
National Evaluation

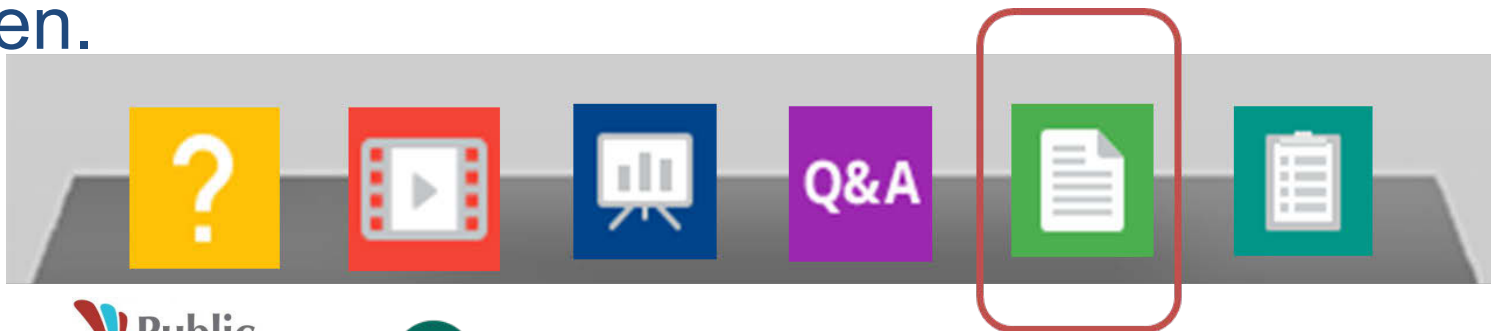Public Strategies

Mathematica

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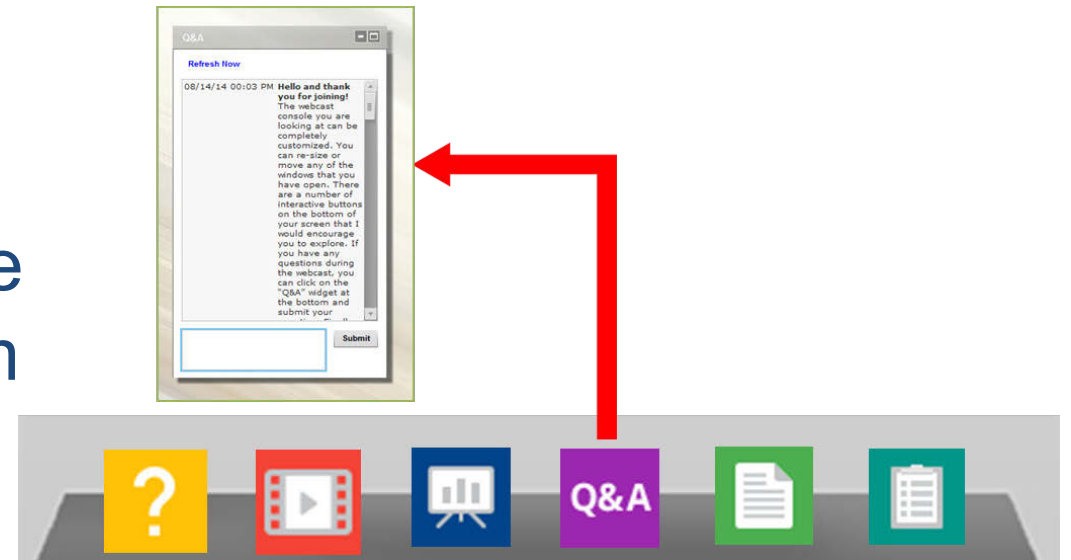
Event materials and recording

- The event recording will be available approximately one day after the webcast and can be accessed by using the same audience link used for the live webcast.

- The recording and related materials will also be available at http://sraene.com/resources.

- To download the slide deck and materials for this presentation, click the "Resource List" icon at the bottom of your screen.
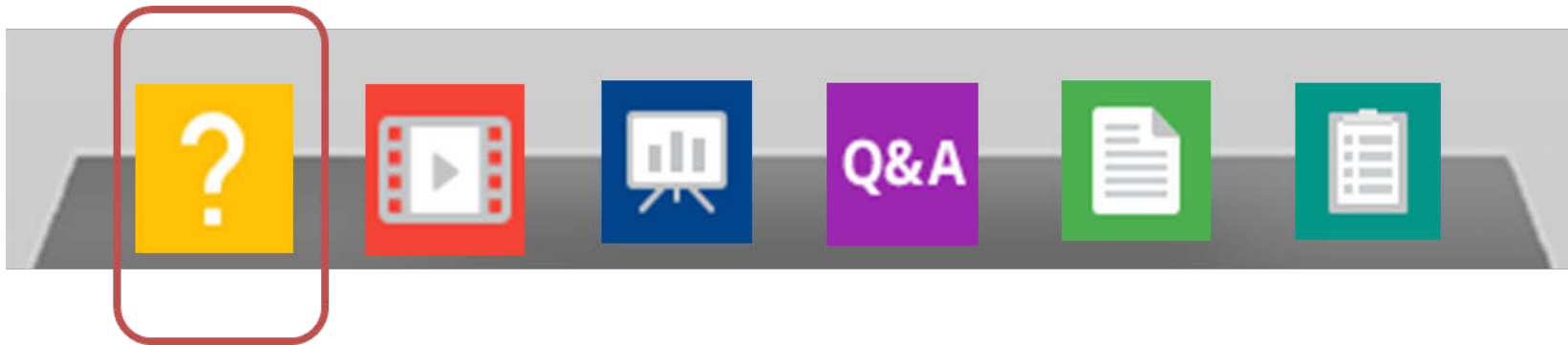
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To pose a question to the presenters or to the group, click on the Q&A icon at the bottom of your screen, type your question, and submit your question.

- Please note, your questions can be seen only by the presentation team and are not visible to attendees.

Technical assistance

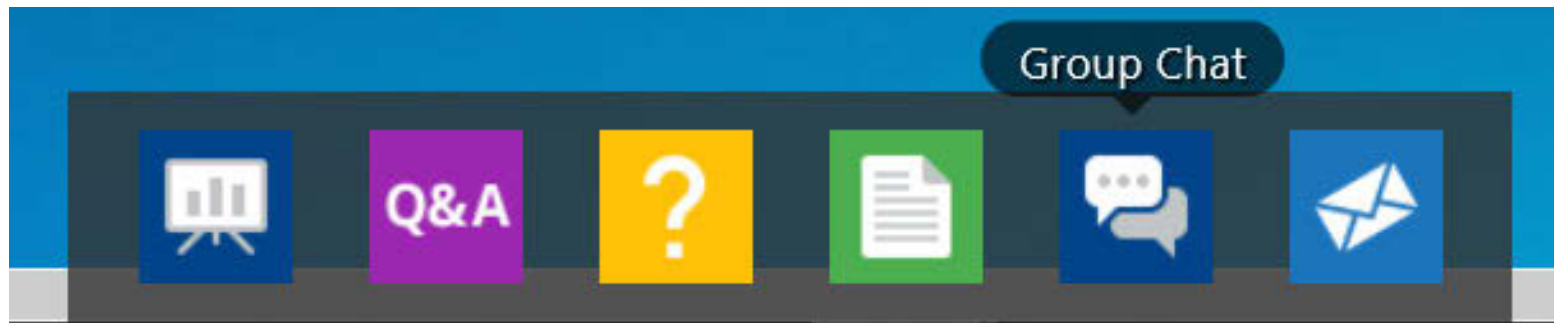- If you are experiencing technical difficulties, please visit our Webcast Help Guide by clicking on the "Help" icon below the presentation window.

- To submit technical questions, click on the Q&A icon.

Group chat & polls

For "Thinking Time," you will be asked to respond in the Group Chat Box. Responses will link to your registration ID, not your name or organization.

Poll questions will display directly on your screen.

Survey

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

SRAENE Improvement Culture in CQI

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Disclaimer

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

Interactive webinar

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 it means to have a learning culture
- How some SRAE grantees have developed a learning culture
- What supports are needed to create a learning culture

All activities associated with today's presentation are optional.

What is a learning culture?

Thinking time – group chat question 1

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

- What do you think it means to foster a "learning culture"?
- What might it look like in your program?

Why is a learning culture important?

Puts in place conditions to effectively engage in monitoring and evaluation to strengthen programs.

Monitoring & Evaluation for Learning

Goal: Monitoring and refining

Goal: Understanding results

Performance management

CQI

Process evaluation

Outcome and impact evaluations

Overall program improvement

Source: Carnegie Foundation

What does a learning culture look like?

- Strong performance management processes
  - Regular monitoring of priority outcomes on your logic model
  - Well-developed benchmarks to track progress of key outcomes
- Strong CQI processes
  - When goals aren't met, engage in learning cycles to investigate challenges, develop strategies for improvement, collect data on their effectiveness, and make refinements
  - Encourage an "ok-to-fail" culture that supports experimentation and suggestions for improvement

What does a learning culture look like?

- Strong data systems
  - Track high-quality data
  - Ensure data are accessible to staff
- Inclusive improvement work
  - Engage in active inclusion and participation at all levels of staff
  - Gather and make improvements based on constituent feedback
- Emphasis on learning
  - Learn from others (e.g., research, field)
  - Learn from past experiences
  - Share lessons on strong practices during staff development

Thinking time

Poll Question 1

- On a scale of 1-4, how strongly does your program currently incorporate a learning culture?

  1. Not strong at all
  2. Somewhat strong
  3. Strong
  4. Very strong

Sharing results – poll question 1

What are SRAE grantees doing to support a learning culture?

PATH's CQI Plan

Presented by Donna Golob, PATH, Inc.
Harry Piotrowski, iTMESA, LLC
Michelle Lee, iTMESA, LLC

Recognize and value the evaluation and feedback process for CQI

Who's involved:

- iTMESA – Independent evaluation team
- PATH Program Director & Coordinator
- Program Team Lead & Facilitators
- School Administration & Program Liaisons
- Classroom Teachers
- Program Participating Students
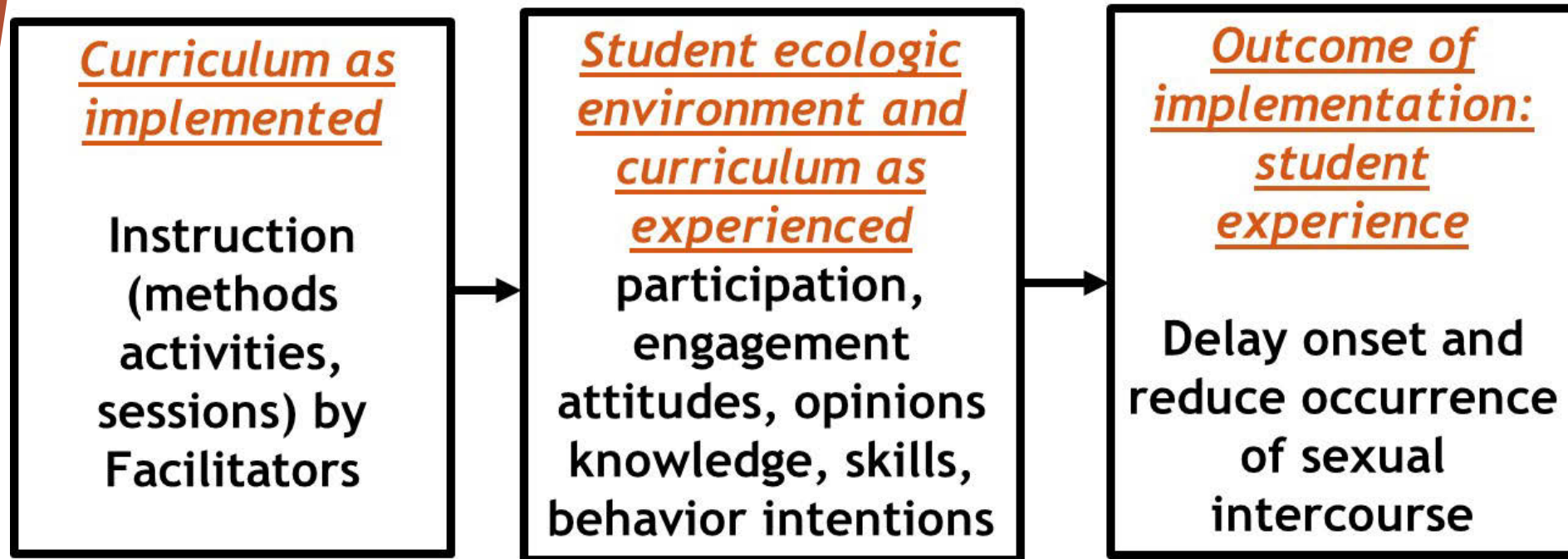
Everyone should remain flexible and teachable.

Communication

❑ Find a method that works

❑ Hold regularly scheduled meetings
- Weekly: facilitators and project director
- Monthly: full team
- Regularly: project and ITMESA staff

❑ Accountability
- What's working or is exemplary?
- What's not or is problematic?
- What should we do or how can we improve?

Core CQI concepts

Facilitators provide feedback about *curriculum implementation* and add meaning to measures of *student experience*.

Process is repeated yearly during 2-day feedback sessions

Curriculum as implemented	*Student ecologic environment and curriculum as experienced*	*Outcome of implementation: student experience*
Instruction (methods activities, sessions) by Facilitators	participation, engagement attitudes, opinions knowledge, skills, behavior intentions	Delay onset and reduce occurrence of sexual intercourse

Staff attend initial 2-day session

❑ Present black box model of importance and facilitators' role in instruction and student ecologic environment

    ❑ Need to appreciate for observable measure of student outcome

❑ Review logic model, evaluation design, CQI design, theoretical model with special attention to role of facilitators

❑ Review 1-2 research studies that support the curriculum

❑ Review measures to asses facilitator instruction implementation

❑ Review measures to asses student experience and outcomes

At end of year, staff attend 2-day CQI feedback sessions

Goals: Present qualitative & quantitative data with facilitator observations to:

1. Identify sessions/activities/schools/student subgroups where target objectives were attained, not attained, or problematic

2. Interpret and provide meaning/validate quantitative results
   - Pre and post surveys and student end of program sessions
   - Compare with facilitator observations (Do they match?)

3. Identify what, where, and how to tweak sessions, make adjustments

4. Explore new questions and tweak measures for next year

"A team is a small number of people

with complimentary skills committed

to a common purpose, performance,

goals and approach for which they

hold themselves mutually

accountable."

Katzenburg and Smith

RELENTLESS

A CROSS-AGE PEER2PEER SOLUTION

FOR THE SOCIAL, EMOTIONAL, AND RELATIONAL POSITIVE DEVELOPMENT OF TODAY'S STUDENTS

A program of:
PATH, Inc.
5997 Carlson Ave.
Portage, IN 46368
219-254-2678

PositiveTeenHealth.org

Creating a Continuous Quality Improvement (CQI) Process That Works

The Ridge Project

CATHERINE TIJERINA
VANESSA RIDLEY

RIDGE CQI PROCESS

Empowering.
Provides information to increase our control over process, progress, and outcomes

Effective.
Builds stronger and better programs for lasting impact

Engaging.
Creates buy-in from the team as they contribute to the process

Encouraging.
Provides an optimistic vantage that focuses on creating success
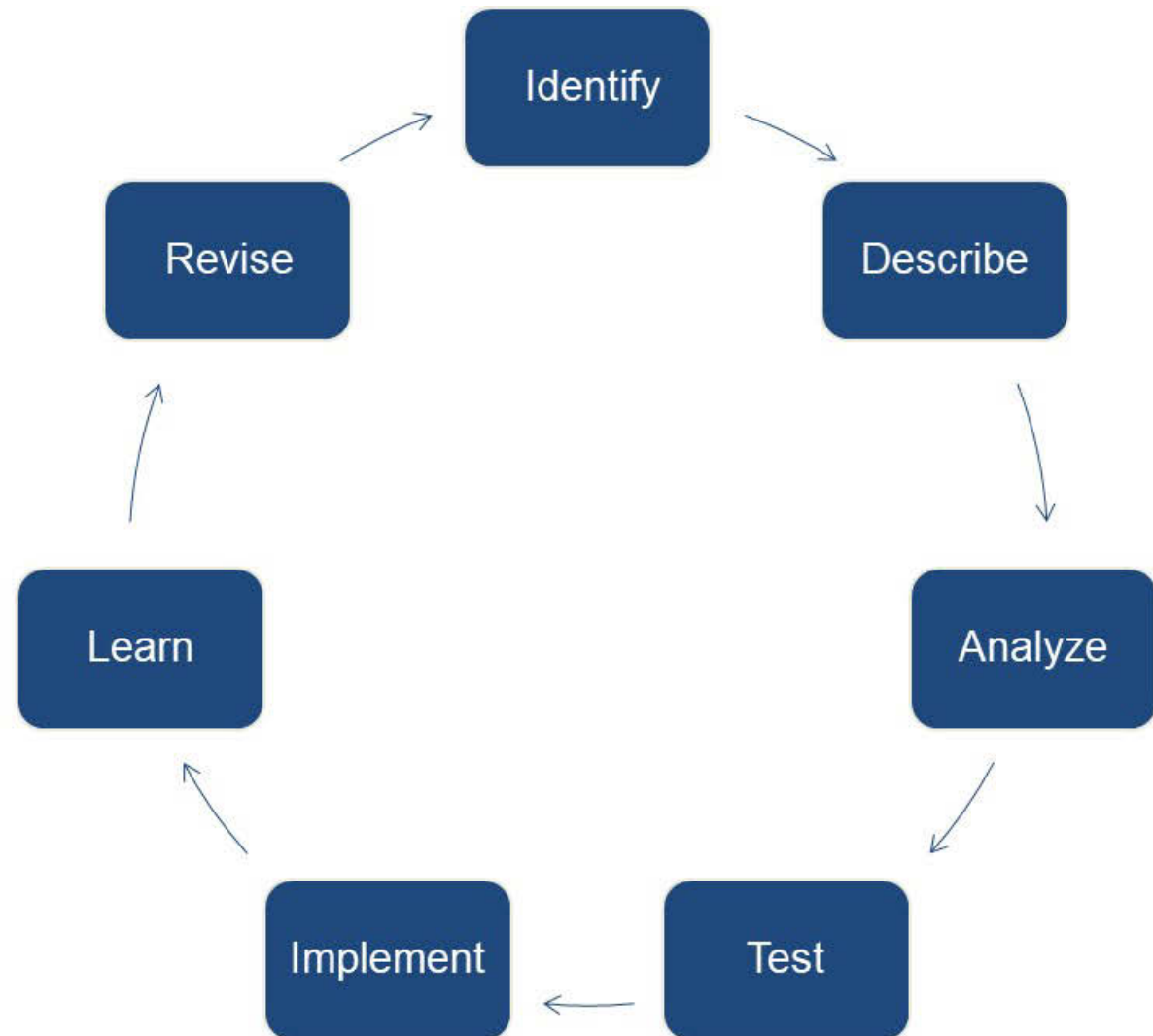
Educational.
Increases our commitment to lifelong learning

Exciting! (yes, REALLY)
It is so much fun to discover what works!

RIDGE CQI STRATEGY

How did we do it? | -Team Support -Customized Data

Did it work or should we create a new process? | -Time Spent -Costs Involved

Try new process | Using data to info products and deliverables

Identify → Describe → Analyze → Test → Implement → Learn → Revise → Identify
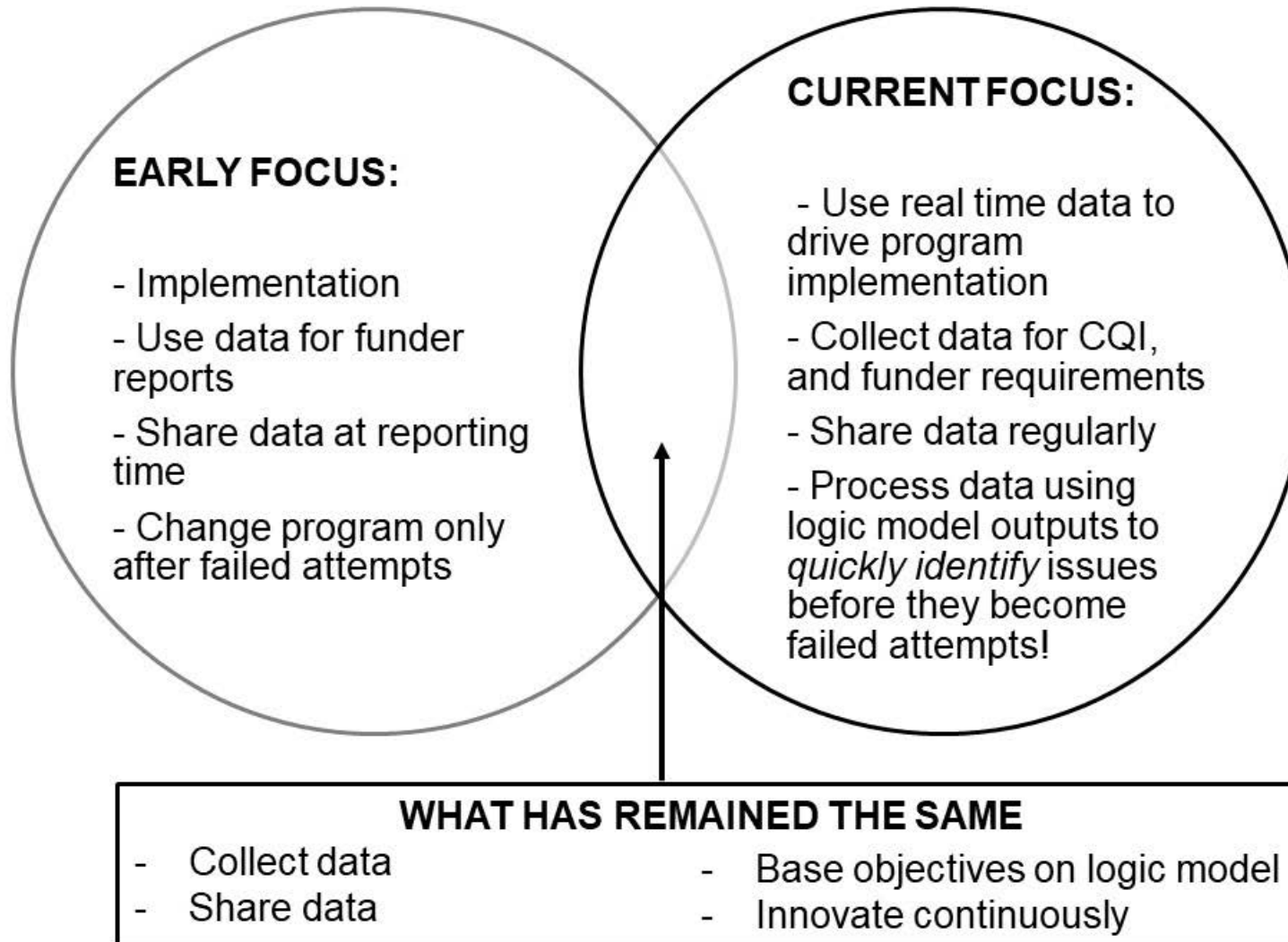
SUPPORTING THE CQI PROCESS

- **Incentivizing Weekly Reports** Emailed reports showing benchmarks toward goals are sent to the entire team
- **Motivational Weekly Leadership Meetings** Leadership reports on strategies to meet monthly goals
- **Strategic Monthly CQI Meetings** The formal CQI team meets to discuss outcomes and goals

LOGIC MODEL TO DRIVE CQI

Inputs:
Team
Experience
Curriculum

Activities:
Workshops
Clubs
Camps
Assemblies

Outputs:
class
served
club mtgs
assemblies

Outcomes:
Behavior
Goal
Knowledge
Commitment

Goals:
For youth to avoid sexual behavior until marriage

RIDGE | The Ridge Project
Building a Legacy of Strong Families

EVOLUTION OF CQI STRATEGY

EARLY FOCUS:

- Implementation

- Use data for funder reports

- Share data at reporting time

- Change program only after failed attempts

CURRENT FOCUS:

- Use real time data to drive program implementation

- Collect data for CQI, and funder requirements

- Share data regularly

- Process data using logic model outputs to *quickly identify* issues before they become failed attempts!

WHAT HAS REMAINED THE SAME

- Collect data
- Share data
- Base objectives on logic model
- Innovate continuously

Q&A for grantee teams

What the literature says about fostering a learning culture

Review of key points from presentations

1. Communicate importance of learning and improvement from the start.

2. Broadly involve staff.

3. Set aside regular time to examine data, learn, and discuss improvements.

4. Make data accessible and use it to motivate improvement.

5. Proactively identify areas for improvement.

Four levels for influencing culture

1. Leadership support for data and learning
2. Staff and stakeholders to support work, including a core team
3. A learning plan that specifies the time and resources needed for CQI and performance monitoring
4. Staff capacity to engage in data and CQI work

Leadership: foster a culture of curiosity

- Engage in self-reflection
  - Share research from the field
  - Solicit suggestions from staff about how to improve
    - When starting: Offer multiple opportunities to gather feedback
    - Mature: Broadly include staff in improvement discussions
- Emphasize that from failure comes learning
  - Test promising solutions and be clear about new insights, even if solutions don't lead to improvement

Leadership: engage staff and stakeholders

- Set expectations to participate in improvement work and use data to inform decisions
  - Build use of data into position descriptions
- Reward data use
  - Use tools like brag boards or "measurement staff of the month" to highlight strong use of data for improvement
- Encourage all staff to engage in CQI
  - For example, inform root cause analysis and strategy development

Thinking time – group chat question 2

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

- How do you set expectations that staff use data to inform their work?

Staff and stakeholders: designate a core team

- What does the core team do?
  - Conducts deeper analysis of data to identify root causes
  - Engages stakeholders in developing improvement strategies
  - Shares progress on implementation of strategies and lessons learned from pilots/road tests
- Who is on the core team?
  - Leadership (program; potentially organization-level)
  - Evaluator (internal and/or external)
  - Frontline staff responsible for implementation (seek out staff with an improvement mindset who welcome feedback)
  - Other key stakeholders (partners, participants)

Thinking time – group chat question 3

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

- How did you decide who to include on the core team? What perspective were you looking for?

Staff and stakeholders: involving participants

- Involvement may be as full member of team or ad-hoc

- Benefits
  - Supports prioritizing work that provides value to participants
  - Enhanced transparency - opportunity to build trust and enhance sense of ownership for the success of the program
  - May help program to develop solutions that are informed by lived experiences

Thinking time

Poll Question 2

- How have you included participants in your CQI process:

   A. Have not been included
   B. Are engaged as members of the improvement team
   C. Are engaged in ad-hoc ways (e.g., providing feedback)
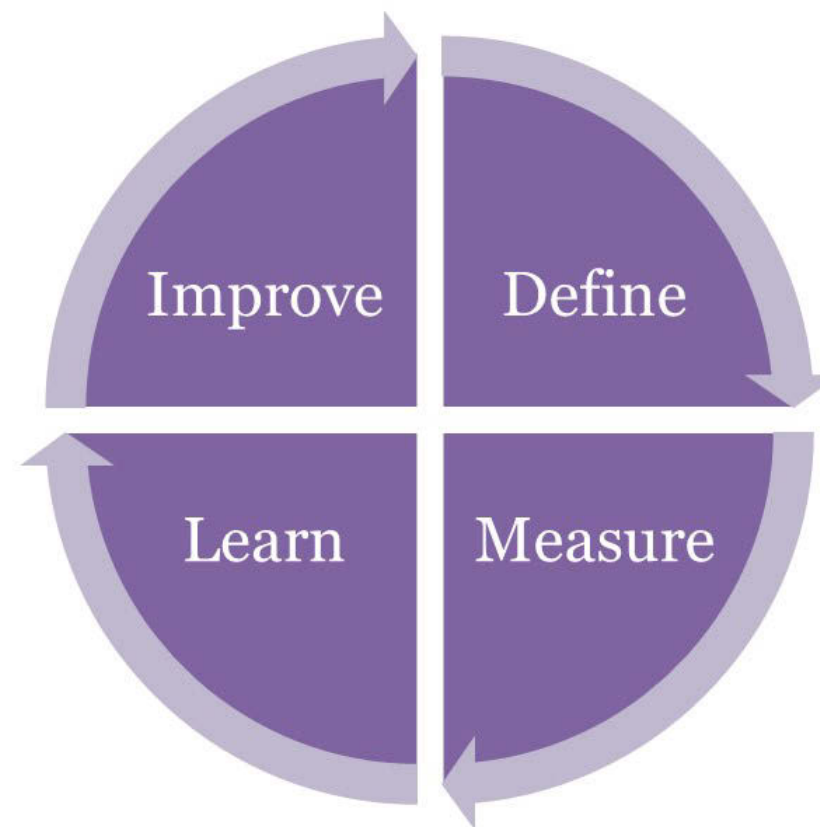   D. Other

Sharing results – poll question 2

Thinking time – group chat question 4

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

- If you have involved participants, what has been the added value?
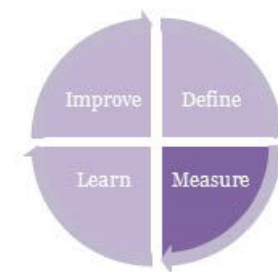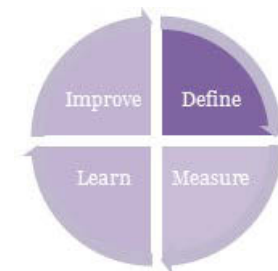
Learning plan: what does it cover?

- Describes how you will collect and review data for learning
- Sets clear expectations for how learning and CQI work occur
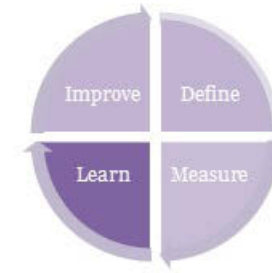- Signals importance of internal learning

Learning plan: define & measure

- Define:
  - Have you developed a program logic model that you use (not just for grant purposes)?
  - What are your priority outcomes?
  - Have you set benchmarks for key metrics to define success?

- Measure
  - What tools will you use to collect information related to priority outcomes?
  - Who is responsible for tracking key data points?
  - How will you ensure data are high-quality?

Learning plan: learn

- How often will you review key metrics?
- What data will you examine during the meetings?
- How will you share information?

Example Stakeholder Map

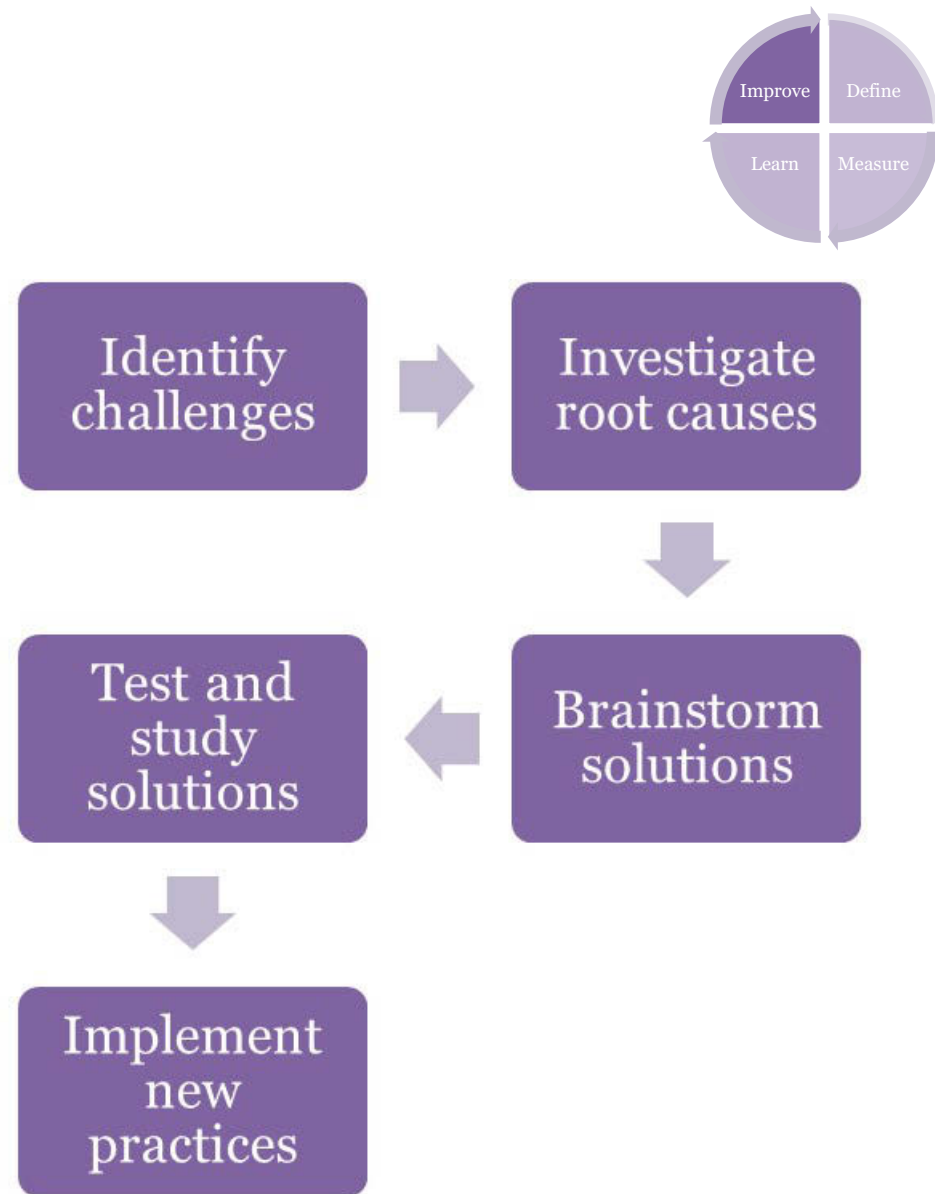| Stakeholder	Data source	Frequency	Mode/channel for sharing	Purpose
Frontline facilitators	Aggregated data from fidelity logs	Bi-weekly	Report emailed to all facilitators; discussed in supervision	Troubleshoot fidelity issues
Site partners	Results participant satisfaction surveys	Twice a year	Data shared via bi-annual meetings with partners and staff	Discuss improvements; demonstrate progress
Participants	Results from pre-post survey	Quarterly	Results shared during participant focus groups	Assist with interpreting results and enhancing understanding

Thinking time

Poll Question 3

- With which stakeholders do you share data (check all that apply):

  A. Frontline staff
  B. Site partners
  C. Participants/families
  D. Community partners
  E. Other

Sharing results – poll question 3

Learning plan: improve

- What is your CQI approach?
- How will you identify challenges, prioritize solutions, and learn what works?
- How will you document and share lessons with staff and other stakeholders?
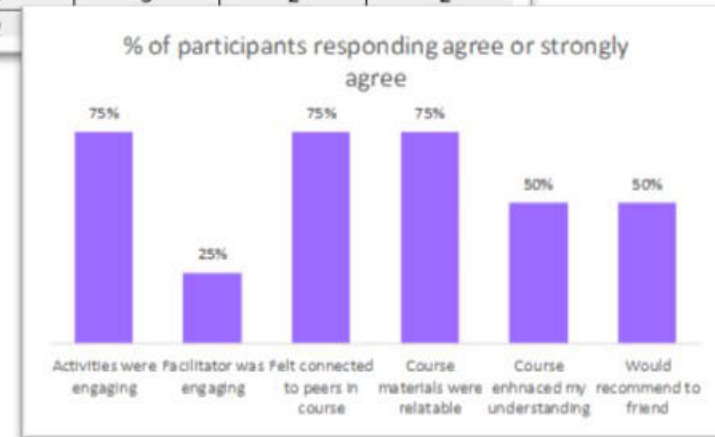
Staff capacity: develop learning competencies

- Staff need skills and tools to engage in improvement work
  - Leadership
    - Building a culture of curiosity
    - Telling a data story

  - Frontline staff
    - Data literacy
    - Primer on CQI and logic models

EXAMPLE: Telling a data story

	Participant 1	Participant 2	Participant 3	Participant 4
Question 1	3	4	4	5
Question 2	4	2	5	3
Question 3	3	5	4	4
Question 4	4	5	2	5
Question 5	5	5	2	2
Question 6	2			

% of participants responding agree or strongly agree

Thinking time – group chat question 5

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

- Did you hear any ideas that inspired you to do something different to build a learning culture? What might you try?

Questions, comments, other thoughts

Resources

Resources – Building capacity

- Building a culture
  - [Article](#) provides tips to foster a culture of curiosity
  - [Tips](#) for developing powerful questions
- Telling a data story
  - Stephanie Evergreen's [blog](#) provides tips for presenting/sharing data effectively
- Foundational concepts
  - SRAE [webinars](#) on CQI and logic models
  - Primer on [road testing](#)
- Data literacy
  - The [Data Literacy Project](#) has free videos ranging from very basic data concepts to advanced

Note: mention of these resources does not imply endorsement by the U.S government.

Next steps

Next steps

We are available for additional support!
- To request individual support, email SRAETA@mathematica-mpr.com
- Attend forthcoming office hours to discuss CQI with SRAENE team and other grantees

Contact information

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

    SRAETA@mathematica-mpr.com