

# Training Module 9

Continuous Quality Improvement Series

## Assessments and reflection questions

*This module aligns with CQI Step 4: Assessing—Reflect on learning and how to move forward*

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](#).

When analyzing road test data, you should aim to respond to your specific learning questions and reflect on the strengths, challenges, and lessons learned related to the strategy. Your team should reflect on what happened—for example, what worked consistently well or not well—as well as next steps based on what you learned, such as how to build on aspects that worked well or how to address challenges.

Over the course of conducting a road test, you might collect a mix of quantitative (for example, surveys) and qualitative (for example, focus groups) data. You need to synthesize all your data points to answer your learning questions. You can analyze and present most quantitative data sources, such as program administrative data or surveys, with simple descriptive statistics. You should code qualitative data, including focus group and interview transcripts, for themes (for a brief primer on qualitative analysis, see [this video](#)). A synthesis matrix can help to organize multiple data sources and understand what you learned about key themes or questions from each data source. For examples of an analysis plan and a synthesis matrix, see the improvement example in Appendix B.

In **Step 4: Assessing** in the [CQI Plan Template](#), insert your top three (or more!) insights from the road test below using the format of “We learned that ...” statements. In addition to considering your learning questions, use the high-level reflection questions below to help distill lessons learned:

- What seems to have worked consistently well and not so well? What was inconsistent?
- What, if anything, was surprising, given expectations about how the strategy would work?
- Does the feedback suggest that staff or clients’ attitudes, behaviors, or skills are changing (if relevant)?

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- How might your team build on aspects that worked well (helped implement the strategy)?
  - How might your team address aspects that have not worked well (hindered implementing the strategy)?

Based on what your team learned, what are your next steps? Decide whether you want to adapt, maintain or scale up, or abandon. To inform your decision, ask:

- Was the strategy implemented as intended during your road test?
  - No. Consider conducting another learning cycle and think about what you need to do to support better implementation. For example, you might provide a refresher training prior to testing again. **Next step: Adapt the strategy and test again.**
- Is the strategy promising as designed?
  - Yes, the strategy worked great! If all worked well during your first road test, your team might choose to maintain or scale up. For instance, if you tested a strategy on a small scale in just one of your program sites, you could expand the strategy to additional sites. For more considerations on scaling, see [Module 10](#). **Next step: Maintain or scale up the strategy.**
  - Yes, but the team identified necessary refinements during the initial road test. For example, you might determine that a strategy to have facilitators conduct outreach to youth in between classes to build connection is promising but need to change the mode of outreach based on feedback you received from youth. In this case, make the necessary changes and test again to assess improvement. **Next step: Adapt the strategy and test again.**
  - No. If the information you collect in a road test of your strategy doesn't demonstrate that the strategy is changing the attitudes, behaviors or skills that you hoped to change in order to make progress on your SMART goal, consider abandoning the strategy and trying something new. For example, your team tests a strategy to integrate a quiz-based program like Kahoot! or Menti into your in-person classes by allowing students to engage with their cell phones. Your theory is that increased interactivity will keep students interested and lead to a more engaging class; instead, allowing students to take out their phones proves to be a distraction. In this case, the strategy isn't working as intended. If your team has ideas for improving the strategy, you might try to adapt; if not, you should move on. **Next step: Abandon the strategy and try something new.**

**“Fail early, fail often, but always fail forward.”**

**—John Maxwell**

## Completing the CQI Plan Template



When you've had a chance to analyze, synthesize and reflect on your data from the road test, consider your top three takeaways. What did your team learn from the road test about implementation or promise of your strategy? Enter your three takeaways as "We learned that ..." statements under **Step 4: Assessing** in the [CQI Plan Template](#). Next, document your decision in the "Taking action" section of **Step 4**. If you plan to adapt, be sure to note how you plan to revise the strategy for your records.

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