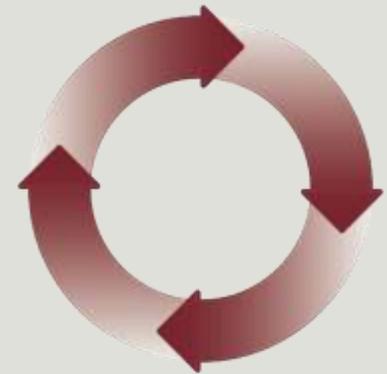


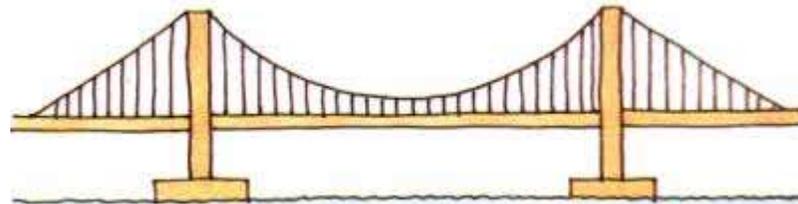
Making Continuous Quality Improvement Happen: Beyond the Data Dashboard

November 5, 2018



Bridging the Gap Between What We Know and What We Do

Chapin Hall at the University of Chicago is a research and policy center, focused on a mission of improving the well-being of children and youth, families, and their communities.



Chapin Hall provides public and private decision-makers with rigorous data analysis and achievable solutions to support them in improving the lives of society's most vulnerable children, youth and families.

Objectives

Participants will gain a shared understanding of:

- The strategies embraced by one county to bolster their improvement approach and the emerging transformation
- An educational approach to building the capacity of staff to use data to generate evidence
- The core strategies critical to an effective continuous quality improvement process

Today's Presenters

Chapin Hall Team:

- **Jennifer Haight**, Policy Fellow, Chapin Hall at the University of Chicago
- **Khush Cooper**, Chapin Hall sub-contractor, President & CEO, Khush Cooper and Associates/Implematix
- **Yolanda Rogers**, Senior Policy Analyst, Chapin Hall at the University of Chicago (facilitator)

Special Guests:

- **Michelle Love**, Director, Children and Family Services, Alameda County Social Services
- **Daniel Webster**, Principal Investigator, Child Welfare Indicators Project, Center for Social Services Research, University of California at Berkeley

The Reasons We Do This Work!



The Alameda County Experience and Partnership with Chapin Hall at the University of Chicago



The Alameda Experience



- Telling our story
- Ownership of data and program outcomes
- Myth busting, while creating a culture of curiosity

The Approach in Alameda

Desired Results of the Alameda-Chapin Hall Partnership:

- To create an enhanced dashboard to monitor performance on a specific set of priority outcomes & indicators
- To use information from the enhanced dashboard to fuel a new CQI process

The Approach in Alameda

Capacity Building

- Engaged staff and Division Directors to explore strengths and barriers of the existing dashboard
- Developed a set of recommendations and co-facilitated dashboard revisions and implementation
- Co-developed a proposal for a new quarterly CQI process using the enhanced dashboard
- Increased the level of engagement and ownership of the data and CQI process by Program Managers
- Leveraged the existing management meetings to have actionable, real time CQI presentations

Tools for Embedding CQI



Surveys & focus groups



Dashboards



CQI meeting



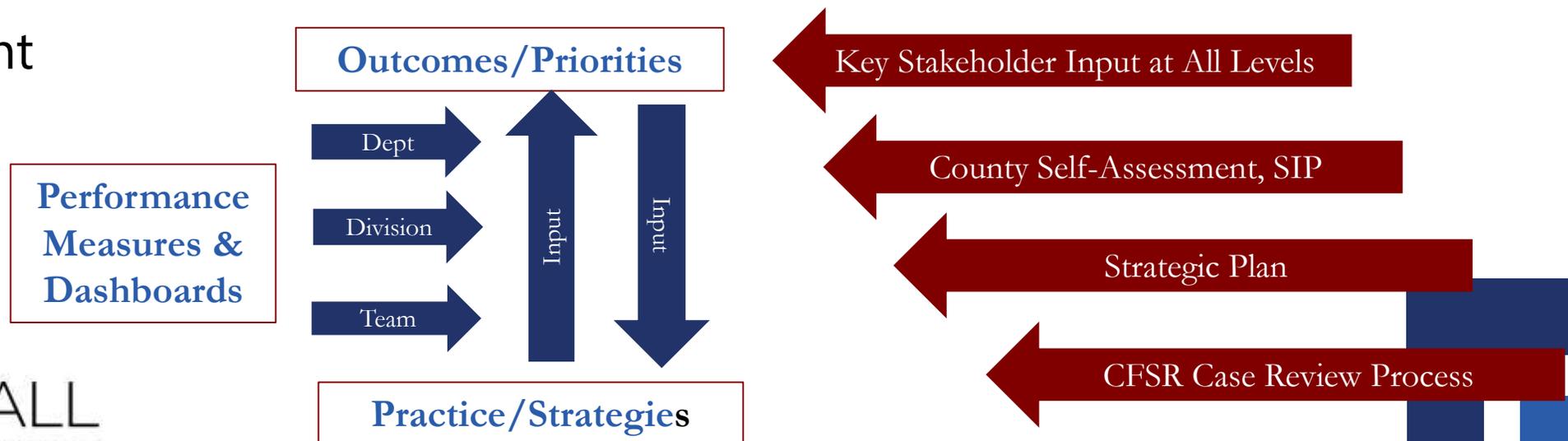
Coaching & mentoring



Organizational communication

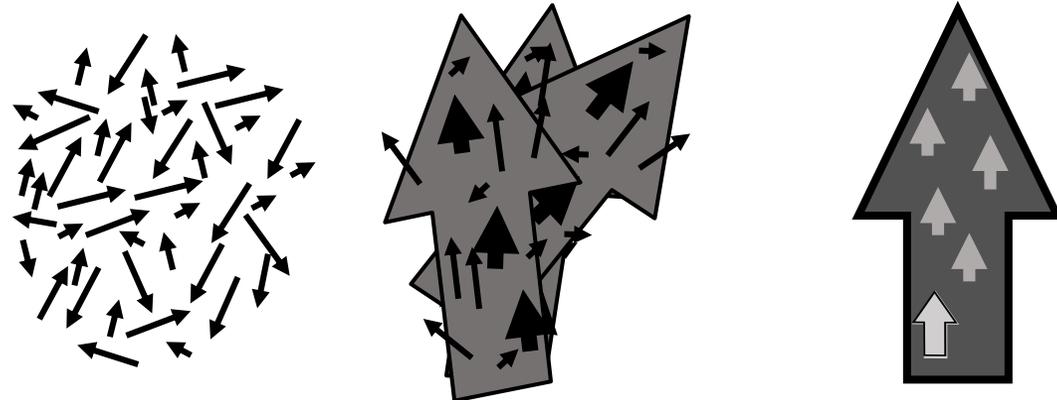
What CQI Gets You

1. Understanding of how key processes are performing/trending in service of outcomes
2. Early warning system for deteriorating trends
3. Continually improved performance
4. Drive for excellence
5. A line of sight



What CQI Gets You

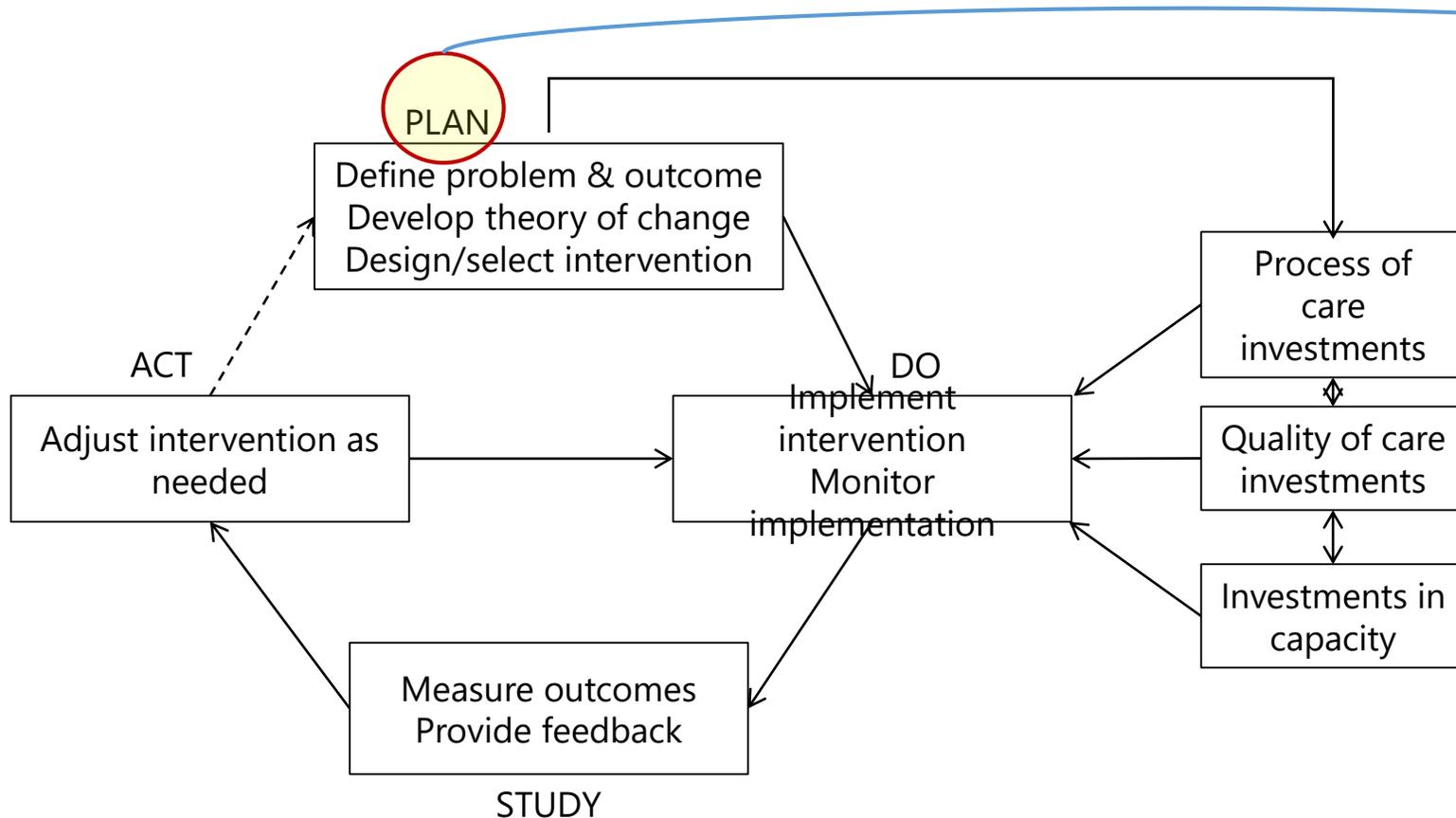
- Evolve measurement and reporting
 - Evolve what is the focus of conversation and aligned effort
 - Evolve culture
- Measurement and effective reporting of common indicators → organizational alignment
- Aligned organization → achieve goals efficiently
- Establish an “outside looking in view” of performance
- Culture of curiosity grounded in the facts not opinions



Generating Sound Evidence to Fuel CQI



Evidence-based decision making



I observe [**an outcome that I want to improve**].

I think it's because [**of this reason**].

So I plan to [**implement this intervention**],

which I think will result in [**an improved outcome**].

What does it mean to use evidence?

Generate

Pose a question and analyze quantitative or qualitative data in order to answer it.

Acquire

Access evidence generated by someone else.

Process

Make meaning of analytic results. Interpret the findings.

Apply

Take what you learn and use that evidence to support a claim, decision, or course of action.

What does it mean to use evidence?

Evidence supports your PLAN

- Points to the outcomes that need improvement
- Supports/refutes) your hypothesis about what's driving the outcome
- Informs the selection of matched interventions

Later on in the cycle of CQI, evidence

- Gives you information about whether you're implementing your intervention according to plan
- Tells you whether your intervention was effective
- Informs your decisions about what to do in light of those results

I observe that...

I think it's because...

**So I plan to...
which I think will result in...**

**How Do I
Know?
EVIDENCE**

DO

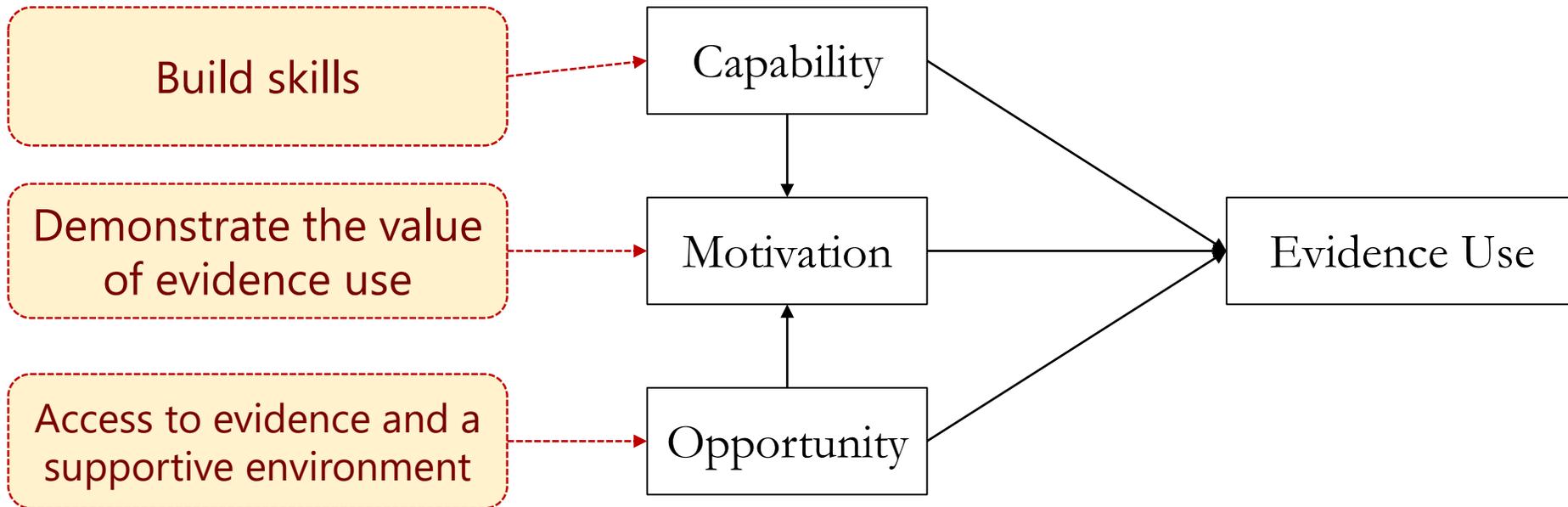
STUDY

ACT

Evidence-Based Decision Making is a Behavior

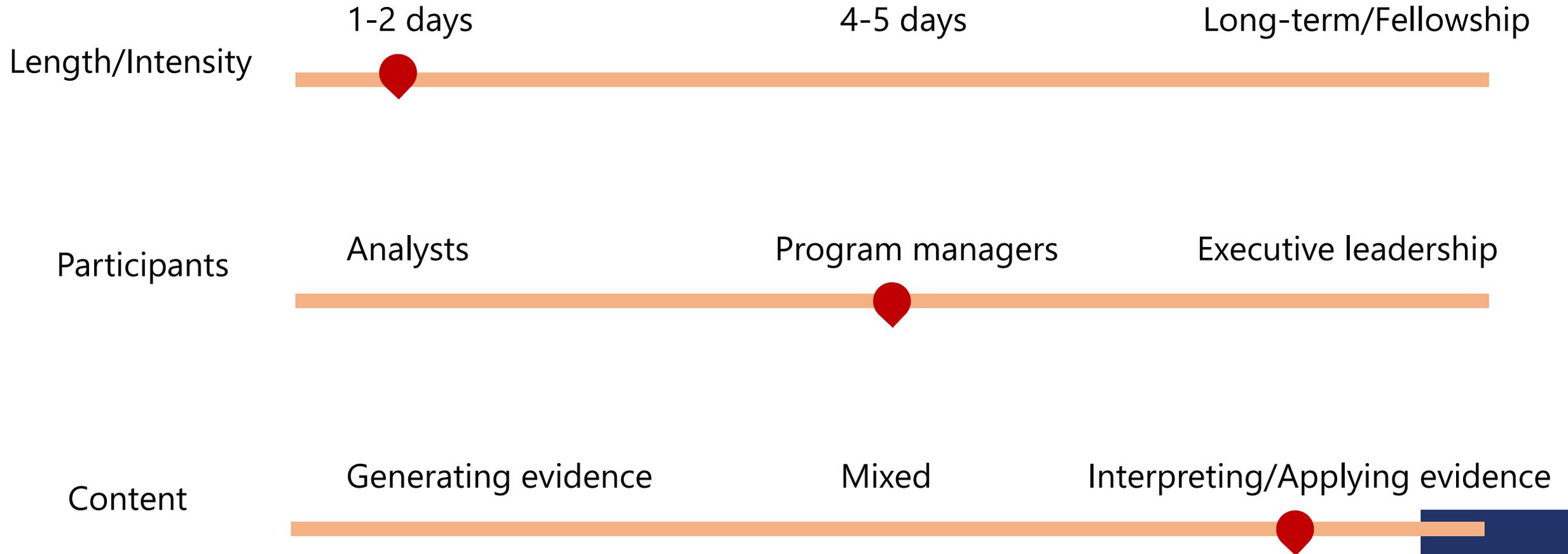
Improving evidence use is a behavioral challenge

Evidence use is a **behavior**. If you want people to do it well, more often, and at the right time, boost their **capability**, **motivation**, and **opportunity** to do it.



Michie, S., Van Stralen, M. M., & West, R. (2011). The behaviour change wheel: a new method for characterising and designing behaviour change interventions. *Implementation science*, 6(1), 42.

Capability: Role-specific training



Capability: Advanced Analytics & the Data Slam

- **Advanced Analytics:** A three-day session that combines lectures, exercises, and individual, and group work to:
 - Expose participants to *priority concepts* that are fundamental to the principles of CQI and good measurement;
 - Direct them to resources they can access that manifest best practices in evidence development;
 - Encourage them to practice asking and answering questions that relate to the core outcomes in their systems
- **Data Slam:** Follows Advanced Analytics; participants review the priority concepts and then are coached in the development of a brief presentation of a county outcome about which they have made an observation and developed a hypothesis.

Capability: The Fundamentals

Fundamentals in Evidence-based Decision Making is a newer opportunity in CA. Modeled after EDGE, this program expands on Advanced Analytics and the Data Slam to:

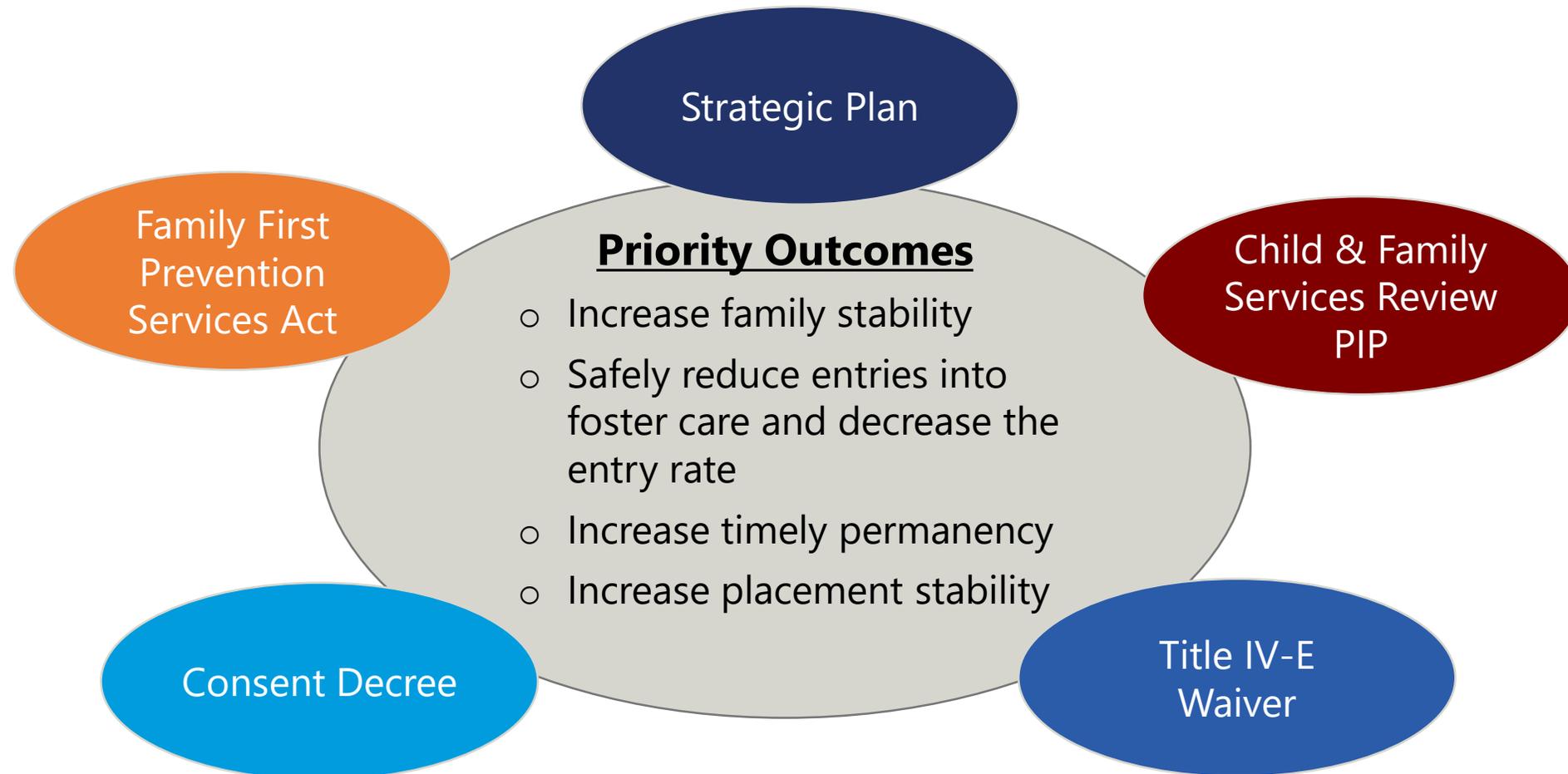
- Support county leaders and analysts in articulating an observation and a hypothesis about an outcome common to all of them, but for which they have specific challenges;
- Coach them in the development of research plan to test their specific hypothesis, which involves the generation of both quantitative and qualitative evidence;
- Advise them in the development of logic model that offers a defensible remedy to the problem their hypothesis addresses;
- Coach them in the development of a thoughtful implementation plan.

Strategies for Building Organizational CQI Capacity





1. Identify and focus on measurable priority outcomes





1. Identify and focus on measurable priority outcomes

Develop a performance monitoring plan

Reporting Process: *"How will progress be communicated to key stakeholders?"*

Target Metrics: *"How much change are you aiming for?" Have baselines & interim benchmarks/targets been established?"*

Data Sources: *"What data will you use to monitor progress toward the desired changes?"*

Strategies & Initiatives: *"What activities will you engage in to impact/influence/support the desired changes?"*

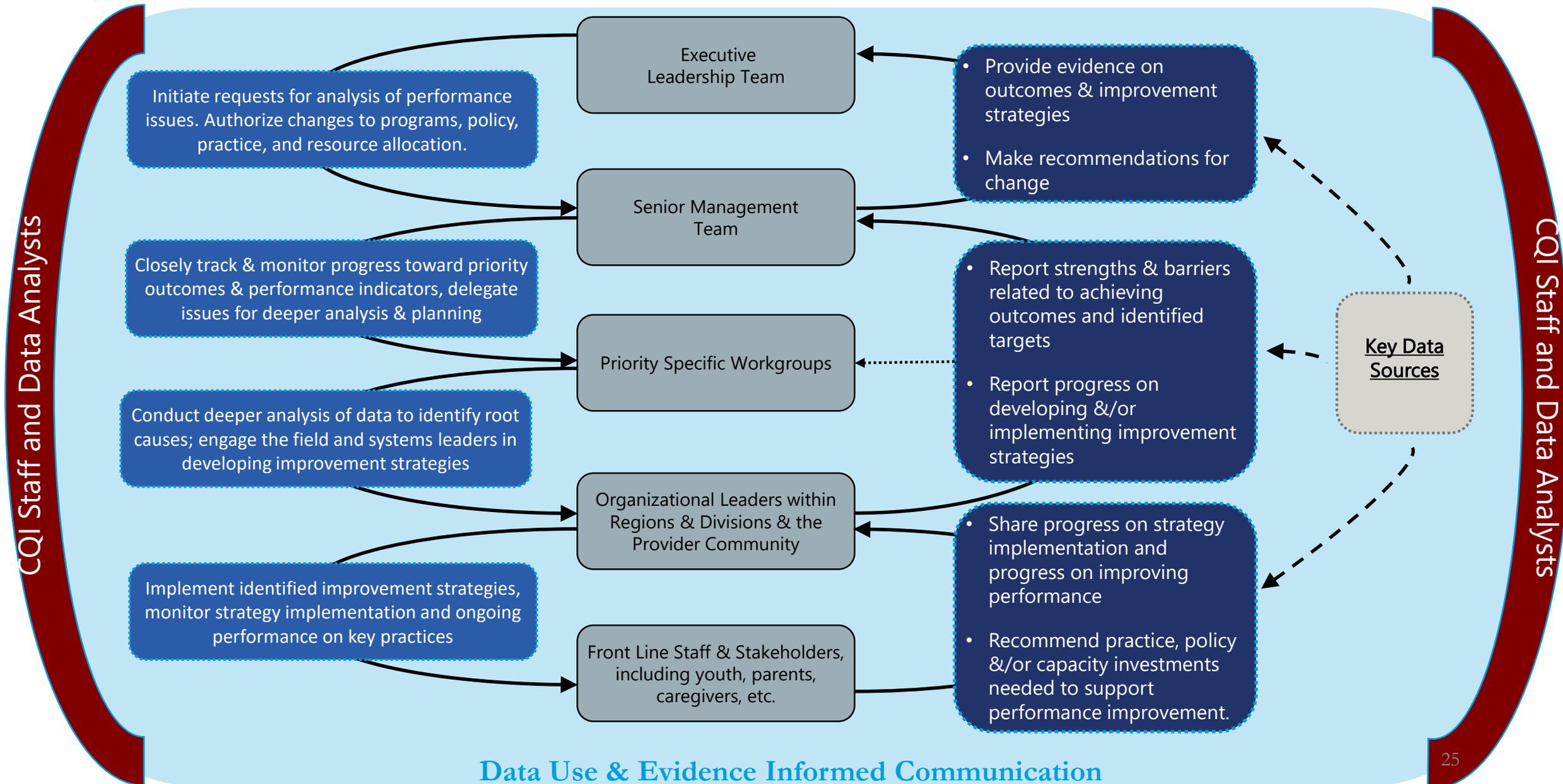
Performance Measures: *"How will you know change is occurring?"*

Priority Outcomes *"What overall changes do you want to make?"*

Strategic Priorities: *"What are the requirements and priorities informing the agency's strategic direction?"*



2. Establish an organization-wide and transparent governance structure that embodies CQI processes





3. Build CQI capacity and skills to ensure CQI processes are operating at all organizational levels

Build capacity for staff to have a strong and actionable understanding of the core principles of CQI:

- Develop or enhance training curricula, learning modules and exercises for the development of applied knowledge of CQI.
- Develop tools that facilitate communication within the governance structure.
- Develop tools to facilitate each step in the improvement cycle.
- Model and promote the value of using data and evidence to understand issues and monitor progress.
- Coach and mentor all levels of staff to participate in the CQI process.



4. Engage in the Cycle of Improvement

Data:

- Administrative
- Case review
- Surveys, focus groups



PLAN

- Use the data to make observations about performance
- Explore root causes with key stakeholders
- Design/implement solutions
- Identify benchmarks & targets to be achieved

DO

- Implement solution
- Monitor implementation

Process of care investments

Quality of care investments

Investments in capacity

ACT

- Determine the extent to which the problems still exist
- Make decisions to continue, modify, or discontinue solutions

STUDY

- Review ongoing data
- Talk to stakeholders and decision-makers about progress and impact



QUESTIONS?

OR

WHAT WILL YOU DO NOW?

THINK ABOUT ONE CQI ACTIVITY YOU WILL TAKE
BACK TO YOUR AGENCY FOR ADDITIONAL
DISCUSSION AND/OR ACTION.

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Resources

- Hietschold, N., Reinhardt, R., and Gurtner, S. Measuring critical success factors of TQM implementation successfully – a systematic literature review. *International Journal of Production Research* (2014), Vol. 52, No. 21, 6254-6272.
- *The Healthcare Quality Book: Vision, Strategy and Tools* (3rd ed). Organizational quality infrastructure: How does an organization staff quality? Chapter 15.
- Boswell, W., Bingham, J., and Colvin, A. *Business Horizons* (2006), 49, 499-509. Aligning Employees through Line of Sight.
- National Implementation Research Network (NIRN): <http://nirn.fpg.unc.edu/learn-implementation> (Improvement cycles and Practice-Policy Communication Loops)
- Wulczyn, F., Alpert, L., Orlebeke, B., and Haight, J. *Principles, Language, and Shared Meaning: Toward a Common Understanding of CQI in Child Welfare*. Chapin Hall (July 2014).