Seizing the CQI Opportunity

Peter Watson
January 22, 2015
What is CQI?
CQI Framework and Definition

RCOI/Casey CQI Framework (2005)
Developed by broad range of stakeholders
CQI definition
Key CQI components
Cited in Children’s Bureau Information Memorandum on CQI
Visual from the RCOI/Casey QI framework. Developed by working session participants.
One Definition of CQI

CQI is the complete process of identifying, describing and analyzing strengths and problems and then testing, implementing, learning from and revising solutions...
One Definition of CQI (cont.)

It relies on an organizational culture that is proactive and supports continuous learning. CQI is firmly grounded in the overall mission, vision and values of the agency...
Perhaps most importantly, it is dependent upon the active inclusion and participation of staff at all levels of the agency, children, youth, families and stakeholders throughout the process.
Children’s Bureau CQI Components

I. Foundational Administrative Structure
II. Quality Data Collection
III. Case Record Review Data and Process
IV. Analysis and Dissemination of Data
V. Feedback to Stakeholders and Decision-makers and Adjustment of Programs and Processes
What is the current CQI opportunity?
Past Pressures to Implement CQI

- Change focus from compliance to outcomes
- CFSR process began in 2001
  - Quantitative and qualitative data
  - PIPs focused on systemic changes
  - Lack of measureable progress in many states
- Accreditation efforts in some states
- Lawsuits/settlement agreements
Recent Pressures to Implement CQI

• Children’s Bureau Information Memorandum on CQI—August, 2012
• Child and Family Services Plan (CFSP) Program Instructions—2014
• Child and Family Services Review (CFSR)
  • Round 3 process and data measures
  • On-site Review Instrument
• IV-E waiver requirements and expectations
What are Your Pressures?

What pressures are you experiencing to implement CQI systems or elements?

How might different pressures within your county teams impact your work together?

May need to understand these more to make progress
Turn Pressure into Opportunity
Advice from Minnesota and Oklahoma:
Step back to assess and improve your CQI system
Target resources to CQI and move agency into “learning/assessment” mode
Daily question: “What can we learn from this?”
Lesson: viewing CQI as an organizational shift may be LESS overwhelming than trying to implement a series of technical components
What are Jurisdictions Doing?

CQI system assessments
Engaging more staff and stakeholders in CQI
Reconsidering case review approaches
  • E.g. use of CFSR process in CA
Linking data from multiple sources
Building data analysis skills at all levels
Focusing on action planning
Lessons learned from State CQI Assessments
NRCOI’s CQI Assessment Process

- Child Welfare Matters issue has details
- Pre-work: interviews, surveys, review current system elements, identify meeting participants
- Assessment meetings include frequent brainstorming, voting, and action planning
- Post-meeting action plan refinement with additional staff and stakeholders
- Meetings mirror CQI action planning process
Lesson 1: Use Data to Inform CQI System Development Efforts

- Ask staff and stakeholders about your current CQI system or CQI components
- Use interviews, focus groups or surveys
- Analyze the results and use them during CQI assessment meetings
State “A” CQI Survey Results

Survey results informed CQI Assessment meeting 32 staff completed the survey: 12 county staff; 16 State Home Office Employees, 2 State regional employees, 2 stakeholders.

Five-point scale: strongly disagree through neutral and strongly agree.

Slides show percent that agreed or strongly agreed with each statement and split out County and Home Office staff.
State A: Focus on Results

Based on available data, I know which child and family outcomes are strong and which are weaker.

I have a way of sharing my ideas to improve practices, policies or results for children and families.

I feel empowered to try different strategies that might improve outcomes for children and families.

Everyone in my organization has leadership responsibilities to ensure high quality services.

Overall Average

Overall Average

CONFIDENTIAL: NOT FOR DISTRIBUTION
State A: Shared Leadership/Vision

Continuous Quality Improvement is a sincere effort and priority at the state level – not just talk.

State leadership is interested in hearing my ideas about how we might improve practices, policies or results.

State leadership would agree with my ideas for improvement.

Others in my position would agree with my ideas for improvement.

Overall Average

<table>
<thead>
<tr>
<th>Category</th>
<th>All</th>
<th>County</th>
<th>State Home Office</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continuous Quality Improvement</td>
<td>38.7</td>
<td>41.7</td>
<td>31.3</td>
</tr>
<tr>
<td>State leadership is interested in hearing my ideas</td>
<td>62.5</td>
<td>83.3</td>
<td>56.3</td>
</tr>
<tr>
<td>State leadership would agree with my ideas for improvement</td>
<td>28.6</td>
<td>20</td>
<td>33.3</td>
</tr>
<tr>
<td>Others in my position would agree with my ideas for improvement</td>
<td>40</td>
<td>16.7</td>
<td>60</td>
</tr>
</tbody>
</table>
Learning is Shared Throughout State A

We share learning across and within State, among Counties and with other stakeholders.

We work as a team in the State to understand and improve outcomes for children and families.

The role of the state is to monitor County performance and achievement of outcomes.

The Counties have the capacity to review and use performance data to develop and implement program improvements.

Overall Average

<table>
<thead>
<tr>
<th>Category</th>
<th>ALL</th>
<th>County</th>
<th>Home Office</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. We share learning across and within State, among Counties and with other stakeholders.</td>
<td>32.3</td>
<td>45.5</td>
<td>25</td>
</tr>
<tr>
<td>2. We work as a team in the State to understand and improve outcomes for children and families.</td>
<td>40.6</td>
<td>25</td>
<td>43.8</td>
</tr>
<tr>
<td>3. The role of the state is to monitor County performance and achievement of outcomes.</td>
<td>74.2</td>
<td>66.7</td>
<td>75</td>
</tr>
<tr>
<td>4. The Counties have the capacity to review and use performance data to develop and implement program improvements</td>
<td>60.7</td>
<td>41.7</td>
<td>76.9</td>
</tr>
</tbody>
</table>

CONFIDENTIAL: NOT FOR DISTRIBUTION
State B Survey Results and Interpretation

- Results used to inform CQI Assessment meeting
- 34 staff completed the survey: 16 Executive and Central Office staff and 18 Regional Managers
- Survey had nine-point scale from disagree through neutral to agree
- Slides show average rating by Central and Regional staff OR percent that agreed to strongly agreed with each statement
State B: Differences between Executive Staff and Regional Managers

The data presentation and meeting fostered a learning climate
When I have ideas for improving agency results, I have a way of regularly sharing these ideas.
I have the reports I need to manage my work
In the past six months, I have used QSR results to identify practice strengths or issues

CONFIDENTIAL: NOT FOR DISTRIBUTION
Lesson 2: Develop Clear CQI Vision

• CQI is more than just a set of activities
• Develop CQI vision with your work groups by posing questions such as:
  • What are we trying to achieve with CQI?
  • If CQI were working optimally, what would you see (e.g., differences in your work, the work of others, stakeholder responses)?
Sample Participant Vision Statements

We will see measurable and sustained improvement in outcomes

Practice will be more consistent and counties will share practice knowledge

Our CQI Unit will be more responsive to the field

Both qualitative and quantitative data will be utilized for learning that results in action planning and follow-through

The agency will transform into a learning organization that is reflective, progressive, flexible and action-focused
Shared Vision for a Learning Organization

• A genuine mission and sense of “WE” and what “WE” are trying to achieve.

• The vision drives curiosity and information seeking.

• The vision is independent of leadership changes.

• What is your vision for CQI?
Lesson 3: CQI Leadership

- Engage agency leadership in CQI
- Varied commitment level across states/counties
- Strategies for engaging and managing up
- Building relationships to gain influence
- Leading up, down, and across the organization *(critical for CQI staff)*
- Continuously looking for ways to show CQI value
Lesson 3: CQI Leadership (cont.)

Questions to consider over the coming months:

• What are the unexpected leadership challenges of CQI in jurisdictions?
• How can we help each other anticipate and address them as we go forward?
Lesson 4: Challenges with Case Reviews

- CQI = case reviews in many agencies
- Many states have invested significant CQI resources in case reviews
- Strong CQI systems use data from many sources
- Third round of CFSR and expectations for states
- Many states moving toward using the CFSR instrument and process
Current State Case Review Processes

Red = CFSR based; Blue = QSR; Yellow = Other; Green = Adopting CFSR in 2015?
Variations in Case Review Processes

Frequency of reviews
Sample sizes and stratification
Interviews with case participants
Training and support for case reviewers
Use of staff and stakeholders as reviewers
Use of results
Link to broader CQI activities
Lesson 5: Turn Data Into “Information”

- Create common understanding to spark discussions and inform action planning
- Review data regularly and share broadly
- Train CQI staff to prepare, present and facilitate the use of data from different sources
Lesson 6: Support Action Planning

- Move beyond just collecting and analyzing data
- Set expectations AND support efforts to use data to adjust practices and systems
- Actively engage stakeholders in action planning
- Start with small, doable experiments rather than grand solutions
- Follow up and adjust!
- Model action planning during CQI assessments
ACTION PLANNING!
Supporting Improvement in State A

State has a process in place to develop action plans and use them to improve outcomes for children and families.

In my experience, improvement efforts have successfully resulted in improved programs or practices.

In my experience, improvement efforts have successfully resulted in improved family and child outcomes.

The "roundtable" approach would be an effective forum or method for expanding CQI to the County Home Office.
Using Data to Support Change in State B

- In the past month, I have used data to identify trends: 82.4
- In the past month, I have observed a colleague use data to identify trends: 76.5
- We develop action plans that result in improvements to State's programs: 56.6
- In the past six months, I have observed peers use QSR results: 54.6
- In the past six months, I have used QSR results to identify practice strengths or issues: 50
- State has a process in place to develop action plans and use them to improve outcomes: 44.1

Overall Average: 44.1
Lesson 7: Implementing CQI is a Challenge

Struggles to implement CQI Action Plans

Perception that CQI conflicts with other priorities

Build relationships across the organization to strengthen credibility

Prepare to be in “learning” mode throughout implementation to lessen frustrations when change is continuously required... flexibility is an absolute must!
Eureka!
The Eureka Moment
CQI Should Help Promote Insight

- CQI not just a technical approach
- Create an environment where staff and stakeholders can make connections and try new approaches
- “The Eureka Hunt,” by Jonah Lehrer
CQI Should Help Promote Insight

“You’ve got to know when to step back. If you’re in an environment that forces you to produce and produce, and you feel very stressed, then you’re not going to have any insights.”

John Kounious, Cognitive Neuroscientist at Drexel University (p.44, *New Yorker* article)
Please Contact Me With Questions

Peter Watson

pwatson@usm.maine.edu

207-228-8330 (o)
207-632-0892 (m)