Youth who have suffered trauma
can become our future leaders

Infusing the QI Feedback Loop

Alison Wagner, AM, LCSW – Quality Improvement Manager
Rachael Siemon-Carome, AM, LCSW – Quality Improvement Manager

---

Youth who have suffered trauma **can become our future leaders**

UCAN Overview

- Child welfare and social service agency in Chicago
- Served and impacted over 15,773 youth and families in FY2018
- Child Welfare Programs:
  - Residential Treatment
  - Foster Care Program
  - Transitional Teen Services
  - Teen Parenting Service Network
  - UCAN Education
- Counseling and Youth Development Services
- Housing and Workforce Development Services
- Violence Intervention and Prevention Services
- UCAN Academy

Youth who have suffered trauma **can become our future leaders**

How does UCAN's Quality Improvement Department fit into the organization?

- Satisfaction Surveys
- Utilization Review (file review)
- AAA (Accountability, Analysis, Action)
- Dashboards
- Data Analysis
- Best Practice Standards

The Structure of QI at UCAN

- Embed QI within the programs
- Benefits of current structure:
  - Capacity-building
  - Opportunities for analysis and evaluation projects
- Previous direct service staff

ucan

Creating a QI Culture

- Balancing QA and QI
- Moving away from the "file police"
- Customer Service
- Depends on capacity

ucan

The QI Feedback Loop

Quality Improvement

Program Management

Direct Service Staff

ucan

Learning Goal

- To learn how to use the QI feedback loop to engage staff in data-drive decision-making
- Objectives:
  - How to use internal monitoring tools to drive data-informed practice
  - How to involve staff at all levels in the QI loop to promote buy-in, as well as building program capacity for independent use of data
  - Discuss challenges in the QI feedback loop process and identify ways to address these in your own setting

ucan

Program Overview

ucan academy

- Therapeutic Day School
- Contracted with Chicago Public Schools and some Suburban Chicago districts
- Serves students with emotional and behavioral needs beyond what is available in their neighborhood public school
- Academy services include:
  - Social work
  - Speech Therapy
  - Occupational therapy
  - Sensory Room
  - Therapeutic Crisis Intervention

NCA CASI • NWAC • SACS CASI
ACCREDITED
AdvancED

ucan

Step 1: Establish Program Monitoring

- Develop a monitoring tool
- Embedded in the QI process for all programs throughout the agency
- Consistent review of program outcomes, as well as targeted issues/concerns
- Monthly/Quarterly reviews with Program Management
- Items chosen on an annual basis
- Development of action plans and tool for accountability on follow through

Quality Improvement
Program Management
Direct Service Staff

ucan

Slide 1

Step 1 at UCAN Academy

ucan academy

- AAA =Accountability, Analysis, Action
- Meet monthly with program managers
- Some data pulled from systems, some tracked by program
- Academy items include:
  - Educational outcomes
  - Social/emotional progress
  - Enrollment
  - Attendance
  - Areas of risk

ucan

Slide 2

Youth who have suffered trauma **can become our future leaders**

Sample AAA Monitoring Tool

Item #	Measurable Item	Category	Reporting Months	Data Source	Responsible for Reporting	Funder Defined?	Target	This Month	Notes	Rating	Action?	Action Step (if applicable)	Responsible for Action Step
					Accountability					Analysis		Action	
1	Enrollment	Goals&Outcomes	All	Infinite Campus	Administrative Supervisor	CPS	95						
9	Students will achieve a mastery of reading Commmon Core standards	Goals&Outcomes	December, March, June	Infinite Campus	Academy QI	NA	80%						
22	Students improve and/or meet IEP social/emotional goals per quarter	Goals&Outcomes	December, March, June	Infinite Campus	Clinical Manager	NA	85%						
30	Ex) Lunch Satisfaction	Goals & Outcomes	All	Survey Monkey	QI Specialist	CPS	85%	60%	Need cookies	U	Y	Identify resources for affordable cookie suppliers	Principal
32	Parent Surveys completed at IEP Meetings	Goals&Outcomes	October, December, March, June	Survey Monkey	UCAN QI	NA	75%						
49	Utilization Reviews	Process&Compliance	October, December, March, June	QI Tracking Sheet	UCAN QI	NA	26						
54	Documented Supervision	Human Resources	All	Financial Month-End Report	All Supervisors	NA	100%						

ucan

Slide 3

Youth who have suffered trauma **can become our future leaders**

Group Discussion

What internal QI processes do your agencies use to monitor compliance and outcomes?

What are some of the barriers you face in engaging programs in these processes?

ucan

Step 2: Identify a Concern

- In what areas are we consistently under target OR trending down?

- Opportunity for engagement with program data

- Moving away from making decisions based on anecdotal evidence

ucan

Step 2 at UCAN Academy

ucan academy

- Through AAA, UCAN Academy Management identified concern about the number of restraints
- Higher in elementary than high school population
- Risks related to frequent use of restraint
  - Student impact
  - Staff injury and morale
- Tracked in Infinite Campus

ucan

Step 3: Identify Potential Explanations and Structure for Analysis

- Develop a preliminary hypothesis
  - What do you want to know?
  - Why do we think this is occurring?
- Determine specific criteria of what is being analyzed
  - What data do we have access to?
- Is it actionable?
  - If your hypothesis is right, how would this change what you do?

ucan

Step 3 at UCAN Academy

- Potential reasons for the high number of restraints
  - Demographics?
  - Home placement type (residential vs home-based)?
  - Certain *students* involved at much higher rates than others?
  - Certain *classrooms* where restraints are more frequent?
  - Certain *staff* holding students more often than others?
  - What behaviors most likely to end in restraint?

- Management believed that a small group of students required physical intervention more frequently than the rest

Don't wait for the data to be perfect.

- Data quality can be a barrier to this type of analysis.
- Way to get to more accurate level is to engage what's wrong about the data now
- Focus on trends rather than raw numbers, accounts for errors in data entry
- Use this as a tool for correcting data errors and for encouraging more accurate data entry by program staff

Group Discussion

What are the solutions you've developed to address issues with data quality or availability?

Step 4 : Analysis

- Start with the program's hypothesis
- Keep track of new trends you notice
- Identify new questions and concerns about the data

ucan

Step 4 at UCAN Academy

ucan academy

- Utilized primarily excel and pivot tables
- Identified 8 students (out of 72 enrolled) responsible for 50% of all restraints for elementary
- Identified physical aggression as most common reason for restraint in elementary
- During analysis, noticed relationship between chronic truancy and involvement in restraints

ucan

Know Your Audience

- As you are preparing to present your analysis to program staff,
  - What information should be included?
  - What information do you still need?
- What gets presented to which groups?
- Remember program context and capacity when making recommendations

ucan

Step 5: Share Results with Management

- Facilitate discussion with management team around the analysis results
- Not presenting as research or fact
  - This is what the data is telling us
  - Are there flaws/holes in the data?
- Empowerment/Data Literacy
  - Don't hoard the data or the process
- Are there any additional areas that it would be helpful to explore?

Quality Improvement

Program Management

Direct Service Staff

Step 5 at UCAN Academy

- QI Prepared report including:
  - Overall process and rationale
  - Results by restraint type, behavior type, relationship between behavior and attendance, individual students with most restraints
- Discuss management reaction and whether results align with expectations

---

Group Discussion

How do your programs respond when presented with negative or surprising data to program staff?

Step 6: Share Results with Direct Service Staff

- Discussion without management in the room

- They are the experts

- Collect qualitative feedback

- Develop recommendations
  - If you were on the management team, what would you implement?

ucan

Step 6 at UCAN Academy

ucan academy

- QI Facilitated in-service to present results
- Staff as the experts
- Engaging data provides space for validation of experiences with most challenging students or in most challenging classrooms
- Discussed differences in coding of some behavioral events that impacts accuracy

- Recommended solutions:
  - Sensory room
  - Re-entry meeting for students returning from hospitalizations
  - Use classroom data to decide where new students should be assigned
  - Need for additional group supervision opportunities for behavior intervention staff to address burnout

ucan

Step 7: Bring Recommendations back to Management Team

- Take qualitative feedback and proposed solutions from direct service staff back to management
- Develop Action Plan
  - Client-level supports
  - Classroom level supports
  - Team/role-based supports
  - Improve data quality

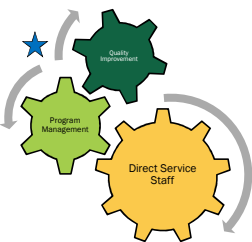ucan

Step 7 at UCAN Academy

- QI Added to report:
  - Overall themes in qualitative feedback from staff
  - Staff recommendations

- Management Team developed action plan
  - Add data to behavior plans
  - Classroom observations
  - Classrooms Behavior Management plans
  - Staff Training and Support

Step 8: Monitor Action Plan

- Add action plan items to internal monitoring tool to monitor completion of steps
- Identify ways to monitor the effectiveness of these steps with additional data.
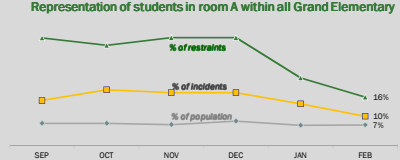- Develop timelines
- Develop realistic targets

Step 8 at UCAN Academy

- QI added identified action items to end of analysis report.
- Added action plan items to AAA to track
- Monthly Classroom Analysis provided by QI and reviewed in AAA
  – Pull by classroom each month
  – Supervision tool

Representation of students in room A within all Grand Elementary

% of restraints

% of incidents

% of population

16%
10%
7%

SEP   OCT   NOV   DEC   JAN   FEB

Building Capacity for the Long-term

- Instructions for running report independently
- Balanced with ongoing QI support in providing monthly classroom analysis
- Listening for new opportunities for analysis during AAA

Youth who have suffered trauma **can become our future leaders**

ucan

Questions, Thoughts, Feedback?

Youth who have suffered trauma **can become our future leaders**

ucan

Contact us

- Alison Wagner
alison.wagner@ucanchicago.org

- Rachael Siemon-Carome
Rachael.Siemon-carome@ucanchicago.org

Youth who have suffered trauma **can become our future leaders**

ucan