Foundational Components of a CQI System

2023 CQI Conference

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Yolanda Green-Rogers, MSW
Senior Policy Analyst

Why We're Here

Objectives

Participants will:

- Learn the fundamental components of a comprehensive CQI system.

- Learn the basic demands of improvement planning processes.

- Explore your personal role and sphere of influence in CQI activities.

What is Continuous Quality Improvement (CQI)

- A planned, formal, systematic, and ongoing process intended to improve outcomes. Hunter, Sarah B., Patricia A. Ebener, Matthew Chinman, Allison J. Ober, and Christina Y. Huang, Promoting Success: A Getting To Outcomes® Guide to Implementing Continuous Quality Improvement for Community Service Organizations. Santa Monica, CA: RAND Corporation, 2015. https://www.rand.org/pubs/tools/TL179.html.

- A team-based process of collecting, analyzing, and using data to improve service quality on an ongoing basis. www.rootcause.org/cqi-resource-library/

- A complete process for identifying, describing, and analyzing strengths and problems and then testing, implementing, learning from, and revising solutions. Administration on Children, Youth and Families. (August 27, 2012). Establishing and Maintaining Continuous Quality Improvement (CQI) Systems in State Child Welfare Agencies [ACYF-CB-IM-12-07].

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CQI Process

CQI is a cyclical process of problem-solving activities that requires the deliberate use of evidence.
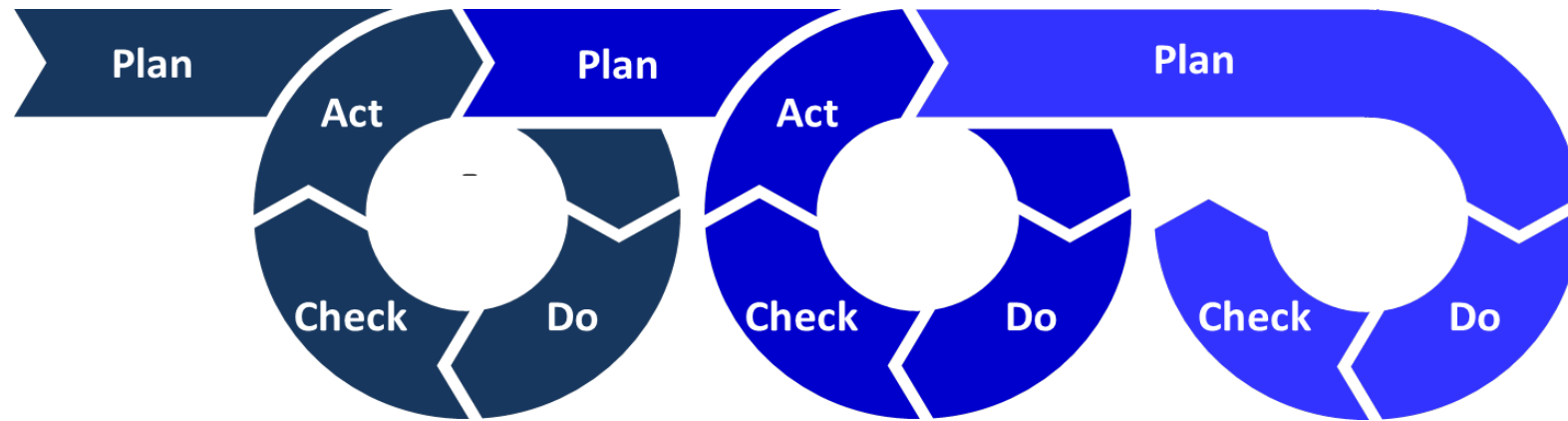
Origins of CQI – A Management Strategy

- The foundation for the quality movement today is based on the concepts, philosophies, and methods developed by several pioneers primarily for the manufacturing and business management fields:

  - Walter Shewhart, W. Edwards Deming, Joseph Juran, Philip Crosby

  - Deming developed the Shewhart Cycle or Plan-Do–Check-Act Cycle – later called the Plan-Do-Study-Act (PDSA cycle) based on the scientific method (hypothesis, experiment, evaluation).

- Much of the focus in social services has been on having a quality assurance system in place to make sure policies & processes are adhered to, and that certain benchmarks and targets are reached, but there was little focus on monitoring and measuring performance and identifying and implementing improvements on an ongoing basis.

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The Role of QA, CQI & Evaluation

Quality Assurance

Continuous Quality Improvement

Evaluation

Relies on reviews or checks to identify errors or non-compliance

Seeks to prevent errors by continuously clarifying and improving policies and practices

Identifies factors or activities associated with outcomes or impact

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Critical aspects of CQI

CQI relies on an **organizational culture** that is proactive, supports continuous learning and is firmly grounded in the overall mission, vision, and values of the agency.

Effective CQI efforts depend upon the **active inclusion and participation** of staff at all levels of the agency, children, youth, families, and stakeholders throughout the process.

A high quality CQI approach incorporates the **rigorous use of evidence****

Administration on Children, Youth and Families. (August 27, 2012). Establishing and Maintaining Continuous Quality Improvement (CQI) Systems in State Child Welfare Agencies [ACYF-CB-IM-12-07].

**Wulczyn, F., Alpert, L., Orlebeke, B., & Haight, J. Principles, language, and shared meaning: Toward a common understanding of CQI in child welfare. Chapin Hall at the University of Chicago, 2014.
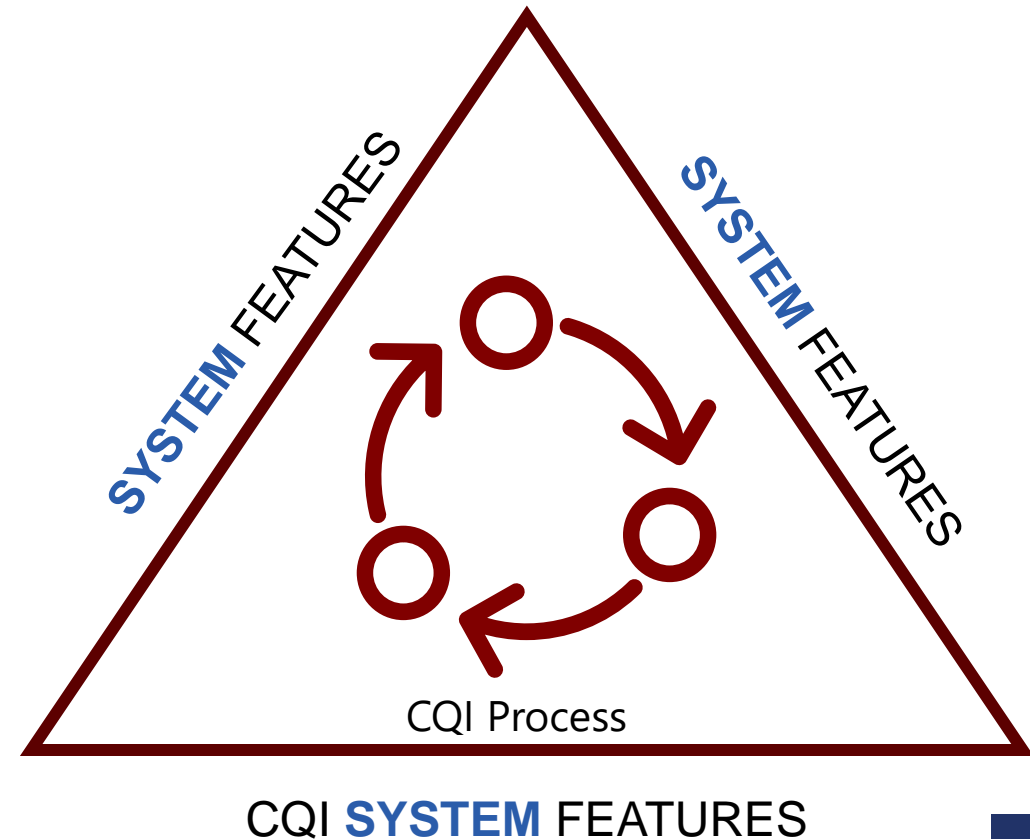
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A sound CQI system supports the CQI process

What's the difference between the **system** and the **process**?

- The CQI system is a coherent set of structures, policies, and procedures that support and facilitate the CQI process
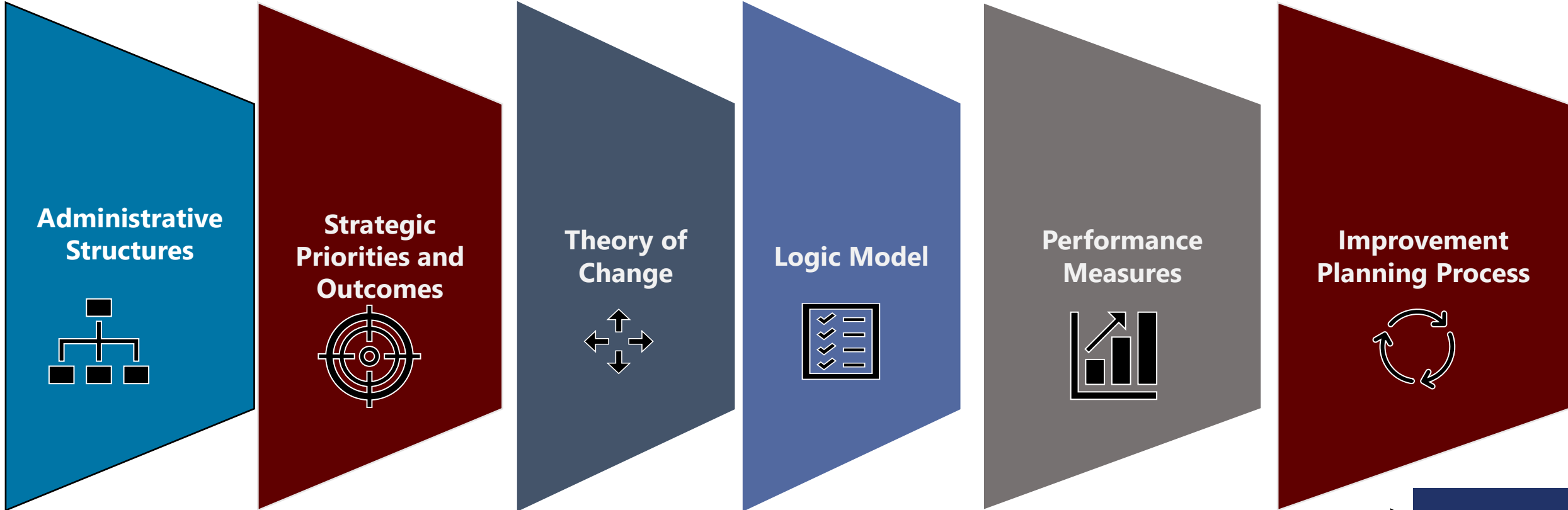
  Wulczyn, F., Alpert, L., Orlebeke, B., & Haight, J. (2014). 'Principles, language, and shared meaning: Toward a common understanding of CQI in child welfare." Chapin Hall at the University of Chicago.

- The CQI process is the improvement cycle that functions within the CQI system

SYSTEM FEATURES

SYSTEM FEATURES

CQI Process

CQI **SYSTEM** FEATURES

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Foundational components of a CQI system

EQUITY

Administrative Structures

Strategic Priorities and Outcomes

Theory of Change

Logic Model

Performance Measures

Improvement Planning Process

INCLUSION

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Foundational components of a CQI system

EQUITY

Race equity is a **process** of eliminating racial disparities and **improving outcomes** for everyone. It is the **intentional** and **continual practice** of changing policies, practices, systems, and structures by **prioritizing measurable change** in the lives of people of color. Raceforward.org

Administrative Structures

Strategic Priorities and Outcomes

Theory of Change

Logic Model

Performance Measures

Improvement Planning Process

INCLUSION

Inclusion is the **achievement of an environment** that **ALL stakeholders**, especially underserved and marginalized populations **trust to be respectful & accountable.** Inclusion is achieved through actions that explicitly counter present-day and historical inequities and meet the unique needs of all populations. Zheng, L. (2023). DEI Deconstructed: Your no-nonsense guide to doing the work and doing it right. Berrett-Koehler Publishers, Inc.

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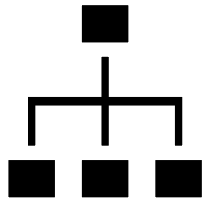
Administrative Structures

Organizational Commitment to CQI (environment and culture)

- **Leadership** promotes the use of evidence to make decisions

- **Agency culture** promotes continuous learning, analysis, research evidence, and program improvement

- **Adequate resources** (personnel, time, training, skill-building) are devoted to CQI activities and available for all levels of staff

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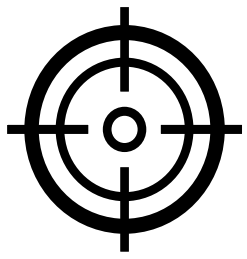
Strategic Priorities and Outcomes

- Organizational & programmatic outcomes

- Line of sight

- CQI Plan (Policies & Procedures)

    - The agency's **goals and outcomes are closely aligned with CQI processes** and drive them forward

    - Specific **data collection, analysis, and reporting methods are clearly** outlined for generating the information needed to support decision-making

    - **Improvement planning processes are clearly outlined** and consistently followed

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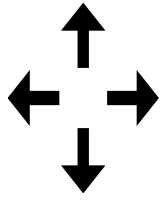
Theory of Change

- Explicit articulation of how a program or intervention is supposed to work, why it will work, who it will benefit, and the conditions required for success. https://aifs.gov.au/resources/practice-guides/what-theory-change

Theory of change illustration
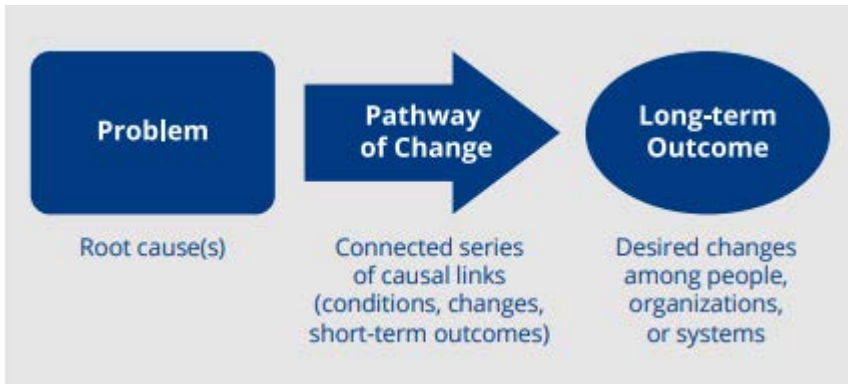
Adapted from: Capacity Building Center for States. (2018). Change and implementation in practice: Theory of change. Washington, DC: Children's Bureau, Administration for Children and Families, U.S. Department of Health and Human Services.

Logic Model

- A tool for showing how your organization uses **resources** to carry out **activities** that create positive social **change**

- A **roadmap** for a quality improvement plan

- A **symbol** of shared vision among staff

- A **graphic** communicating impact to stakeholders and partners
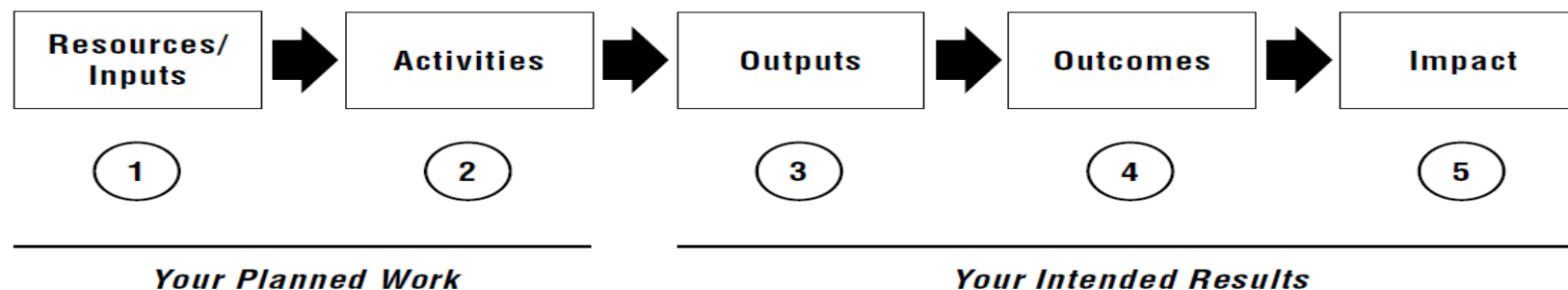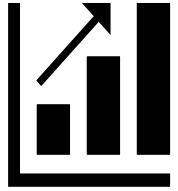
Performance Measures

- Determine the questions to be answered in the CQI process (should be aligned with the logic model)
- Develop a written performance measurement plan that outlines how:
  - **Data are collected** on the goals and outcomes the agency cares about
  - **Data are routinely analyzed** and converted into evidence to tell a story at the systems and case levels
  - **Meaningful reports** are produced and shared with ALL levels of staff & key stakeholders
- Measure the extent to which services are reaching the target population, being implemented with fidelity, and achieving desired outcomes.

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Performance Measurement Plan

Example

Program Component	What is being measured	Key Performance Indicators (KPIs)	Data Source(s)	Description of how data will be collected	Person(s) Responsible	Analysis process	Reporting Process
Organizational Health Measures							
Program Performance Indicators							
Social & Economic Indicators							

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Permanency for Children in Care
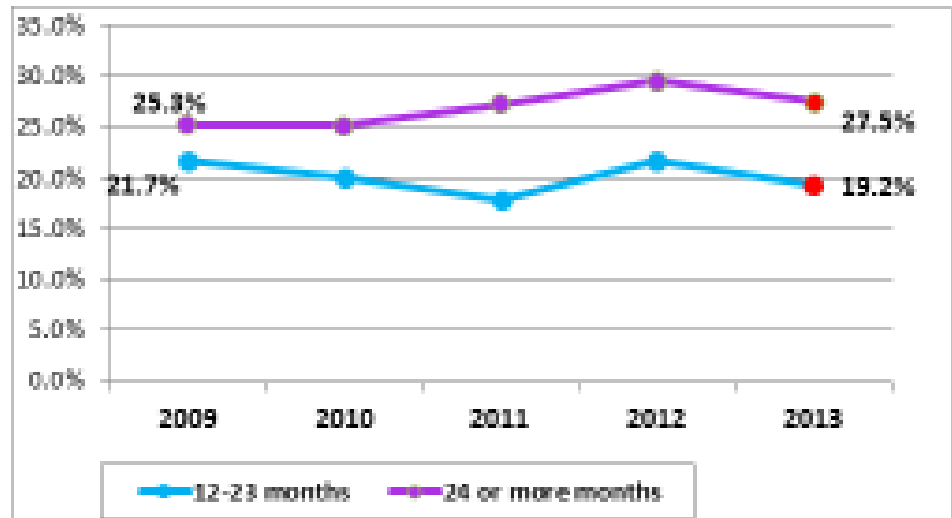
Federal Standards:
12-23 months 43.6%
24 or more months 30.3%

25.8%

21.7%

27.5%

19.2%

Permanency outcomes for children in care represent the percent of children in care at a point in time (e.g. January 1, 2013), who had been in care for 1-2 years, or more than 2 years as of that date, who are discharged to permanency within one year (e.g. by January 1, 2014).

Legend: — 12-23 months   — 24 or more months

	2009	2010	2011	2012	2013
Number of children in care for 12-23 months at the beginning of the year	3,273	3,008	2,946	2,808	2,457
Number of children discharged to permanency within 12 months	711	603	526	611	469
Number of additional permanency discharges that would need to have occurred in order to meet the federal standard	718	708	758	613	594
Number of children in care for 24 or more months at the beginning of the year	7,841	7,329	7,015	6,728	6,167
Number of children discharged to permanency within 12 months	1,930	1,846	1,910	1,990	1,698
Number of additional permanency discharges that would need to have occurred in order to meet the federal standard	385	575	216	49	171

Telling the Story

Integrating Stop Lights and Trends

Performance Indicator	Description
(green, down arrow)	Meeting or exceeding performance goals and trend is degrading
(yellow, left arrow)	Meeting minimum acceptable performance and trend is unchanged
(red, up arrow)	Not meeting minimum level of acceptable performance and trend is improving

Don't just admire the data!!
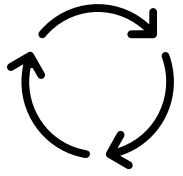
Improvement Planning Process

Basic demands include:

- Identifying gaps in performance and strengths to build on

- Understanding the underlying conditions and root cause

- Identifying potential solutions

- Testing solutions and revising the approach

- Using evidence (qualitative or quantitative) at each step of the process to support an observation, claim, hypothesis, or decision

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Adapted from: A Guide to Build Capacity for Child Welfare Using the CQI Process, APHSA/NAPCWA National CQI Workgroup, 2014

Engage in the cycle of improvement

Internal & external data & evidence

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

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

DO
- Implement solution
- Monitor implementation

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

Process of care investments

Quality of care investments

Investments in capacity

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Adapted from: Wulczyn, F., Alpert, L., Orlebeke, B., & Haight, J. (2014). 'Principles, language, and shared meaning: Toward a common understanding of CQI in child welfare." Chapin Hall at the University of Chicago.

Common CQI Frameworks and How They Overlap

Deming's PDSA (1950s; 1993)	APHSA's DAPIM (2004-06)[1]	APHSA / NAPCWA CQI Cycle (2014) [2]	Capacity Building Center for States CQI Cycle of Learning & Improvement (2014) [3]
Plan (identify problem)	Define Assess Plan	Define the problem (current performance) Understand underlying conditions (what's contributing to problem?) Identify a solution & and plan for implementation	Understand the problem Research the solution Develop a theory of change Adapt or develop the solution
Do (test potential solutions	Implement	Implement the solution	Implement the solution
Study (study results) Act (adapt, adopt, or abandon)	Monitor (the impact of solution on the outcome)	Test the solution & revise as needed	Monitor and assess the solution

1. https://aphsa.org/OE/OE/consulting_practice.aspx
2. Draws on 1) 2005 CQI definition developed by Casey Family Programs and the National Child Welfare Resource Center for Organizational Improvement and advanced by ACF Information Memorandum in 2012 and 2) various CQI process models, including APHSA's Define-Assess-Plan-Implement-Monitor (DAPIM™) cycle. http://www.socialserviceworkforce.org/system/files/resource/files/A%20Guide%20to%20Build%20Capacity%20for%20Child%20Welfare%20Using%20the%20CQI%20Process.pdf
3. https://library.childwelfare.gov/cwig/ws/library/docs/capacity/Blob/120371.pdf?r=1&rpp=10&upp=0&w=+NATIVE%28%27recno%3D120371%27%29&m=1

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Feedback Loops

CQI Staff and Data Analysts (left side vertical label)

CQI Staff and Data Analysts (right side vertical label)

Executive Leadership Team

Initiate requests for analysis of performance issues. Authorize changes to programs, policy, practice, and resource allocation.

- Provide evidence on outcomes & improvement strategies
- Make recommendations for change

Senior Management Team

Closely track & monitor progress toward priority outcomes & performance indicators, delegate issues for deeper analysis & planning

Priority Specific Workgroups

- Report strengths & barriers related to achieving outcomes and identified targets
- Report progress on developing &/or implementing improvement strategies

Conduct deeper analysis of data to identify root causes; engage the field and systems leaders in developing improvement strategies

Organizational Leaders within Regions & Divisions & the Provider Community

- Share progress on strategy implementation and progress on improving performance

Implement identified improvement strategies, monitor strategy implementation and ongoing performance on key practices

Front Line Staff & Stakeholders

- Recommend practice, policy &/or capacity investments needed to support performance improvement.

Key Data Sources

Data Use & Evidence Informed Communication

WHY ?

What CQI Gets You

1. Understanding of how processes are performing/trending in service of outcomes

2. Early warning system for deteriorating trends

3. Continually improved performance

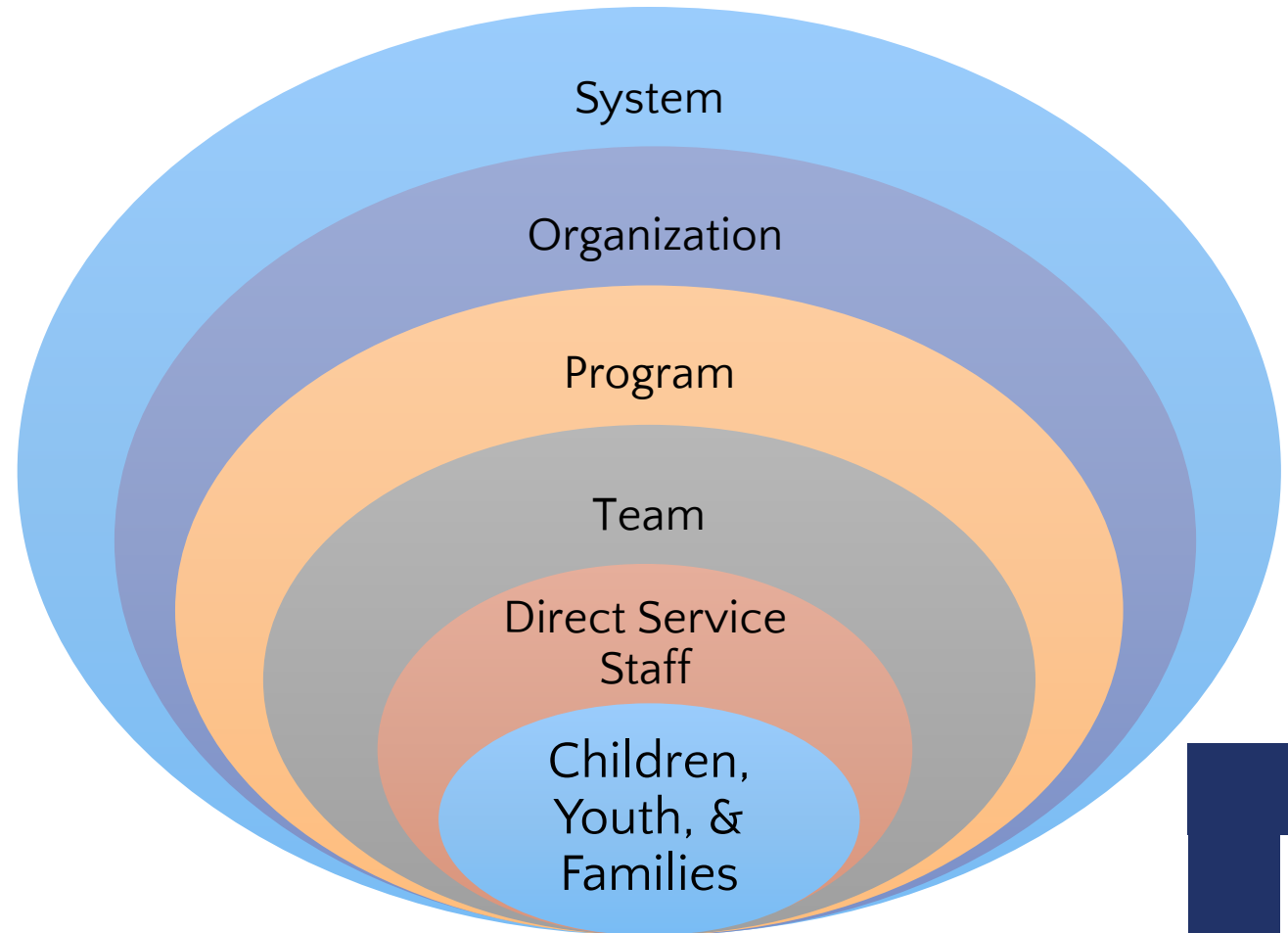4. Drive for excellence
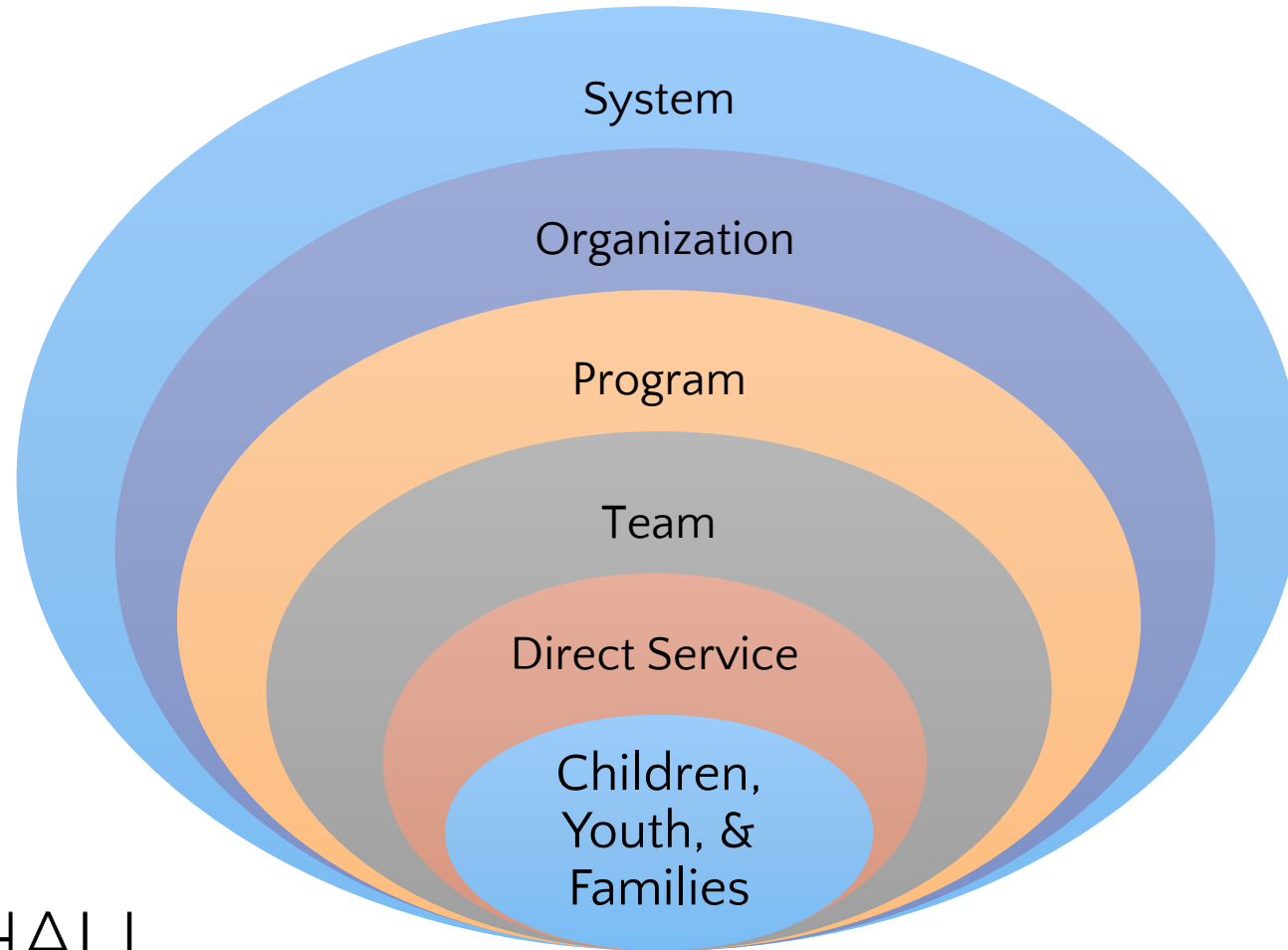
5. A line of sight
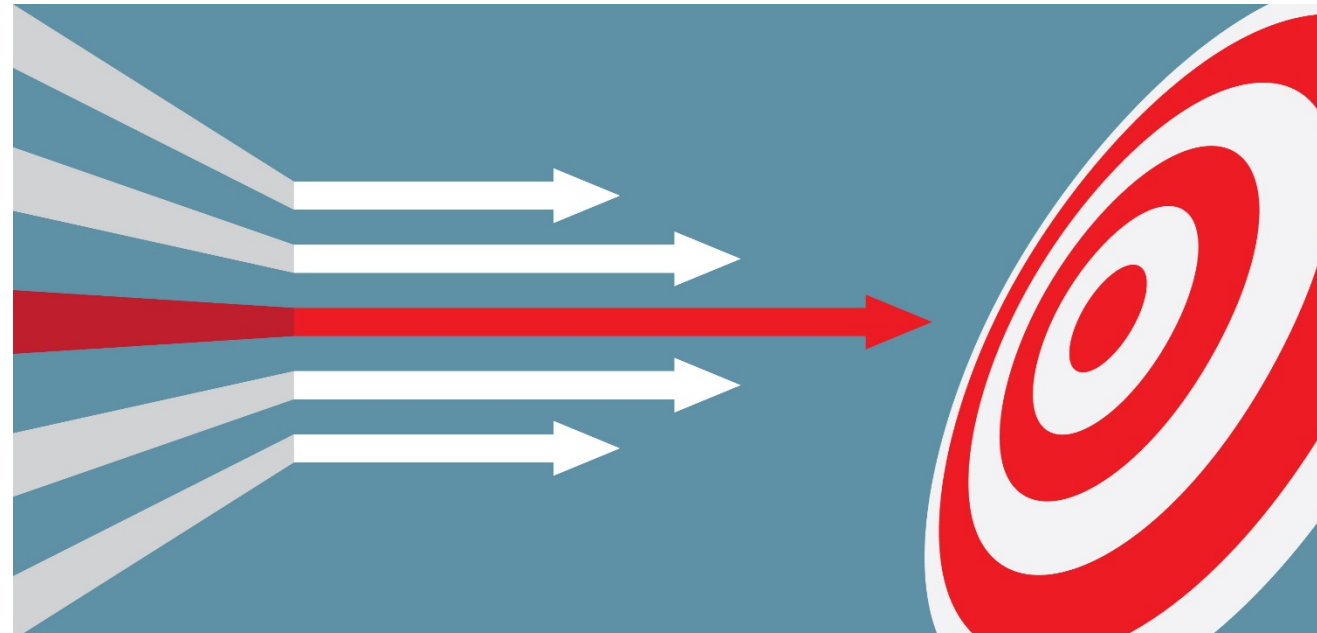
Why We're Here

Sphere of Influence

CQI Happens in All Levels

Sphere of Influence:
The professional areas within which your opinion holds some weight.

System

Organization

Program

Team

Direct Service Staff

Children, Youth, & Families

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Where is your sphere of influence?

System

Organization

Program

Team

Direct Service

Children, Youth, & Families

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Reflections

- What can you do to be a champion of quality within your sphere of influence?

- What's the right next step for you in your CQI journey?

CQI Resources

- A Guide to Build Capacity for Child Welfare Using the CQI Process, APHSA/NAPCWA National CQI Workgroup, 2014

- Children's Bureau Information Memorandum – ACYF-IM-12-07, Continuous Quality Improvement in Title IV-B and IV-E Programs.

- Hilton K., Anderson A. (2018). IHI Psychology of Change Framework to Advance and Sustain Improvement. IHI White Paper. Boston, Massachusetts: Institute for Healthcare Improvement. (Available at ihi.org).

- Hunter, Sarah B., Patricia A. Ebener, Matthew Chinman, Allison J. Ober, and Christina Y. Huang, Promoting Success: A Getting To Outcomes® Guide to Implementing Continuous Quality Improvement for Community Service Organizations. Santa Monica, CA: RAND Corporation, 2015. https://www.rand.org/pubs/tools/TL179.html.

- Langley GJ, Moen RD, Nolan KM, Nolan TW, Norman CL, Provost LP. The improvement guide: a practical approach to enhancing organizational performance: John Wiley & Sons; 2009.

- The CFSR Information Portal Section 3: Continuous Quality Improvement (CQI) in Child Welfare.

- Using Continuous Quality Improvement to Improve Child Welfare Practice – A Framework for Implementation, Casey Family Programs and the National Child Welfare Resource Center for Organizational Improvement, May 2005.

- Wulczyn, F., Alpert, L., Orlebeke, B., & Haight, J. Principles, language, and shared meaning: Toward a common understanding of CQI in child welfare. Chapin Hall at the University of Chicago, 2014.

- Wyatt R., Laderman M., Botwinick L., Mate K., Whittington J. (2016). *Achieving Health Equity: A Guide for Health Care Organizations*. IHI White Paper. Cambridge, Massachusetts: Institute for Healthcare Improvement. (Available at ihi.org).

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CQI Resources

- www.rootcause.org/cqi-resource-library/

- CQI Training Academy: Foundations of CQI - https://capacity.childwelfare.gov/states/topics/cqi

Equity and Inclusion Resources

- Andrews, K., Parekh, J., & Peckoo, S. (2019). *How to Embed a Racial and Ethnic Equity Perspective in Research: Practical Guidance for the Research Process*. Child Trends Working Paper.

- Annie E. Casey Foundation. (2018). Race Equity Crosswalk Tool. Annie E. Casey Foundation. https://www.aecf.org/m/blogdoc/aecf-raceequitycrosswalk-2018.pdf

- Bernabei, E. (2017). *Race Equity: Getting to Results*. Government Alliance for Race and Equity.

- Dean-Coffey, J., Casey, J., & Caldwell, L. D. (2014). Raising the Bar – Integrating Cultural Competence and Equity: Equitable Evaluation. *The Foundation Review*, 6(2). https://doi.org/10.9707/1944-5660.1203.

- Green-Rogers, Y., Carpenter, C., Leicht, C., Miller, S., Phillips, C., Rudlang-Perman, K., Hickenbottom, A., Moore, E., Santos, C., & Day, A. G. (2022). Applying race equity strategies throughout the Continuous Quality Improvement (CQI) process. Chicago, IL; Seattle, WA; Reston, VA; Arlington, VA, and Tampa, FL: Chapin Hall at the University of Chicago, Casey Family Programs, ICF, Capacity Building Center for States, James Bell Associates, and the University of South Florida. Chapinhall.org/equitydocuments

- Hawn N., A., Jenkins, D., Zanti, S., Katz, M., Berkowitz, E., et al. (2020). A Toolkit for Centering Racial Equity Throughout Data Integration. Actionable Intelligence for Social Policy, University of Pennsylvania.

- Nelson, J., & Brooks, L. (2016). *Racial Equity Toolkit: An Opportunity to Operationalize Equity*. Gernmentl Alliance for Race and Equity.

- Zheng, L. (2023). DEI Deconstructed: Your no-nonsense guide to doing the work and doing it right. Berrett-Koehler Publishers, Inc.

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Quality Standards

- Council on Accreditation (COA) (Social Current)

- Commission on Accreditation for Rehabilitation Facilities (CARF)

- Children's Bureau

- The Joint Commission

- Institute for Healthcare Improvement (IHI)

- Cognia

- Carnegie Foundation

- Malcolm Baldridge Quality Awards

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THANK YOU!!
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