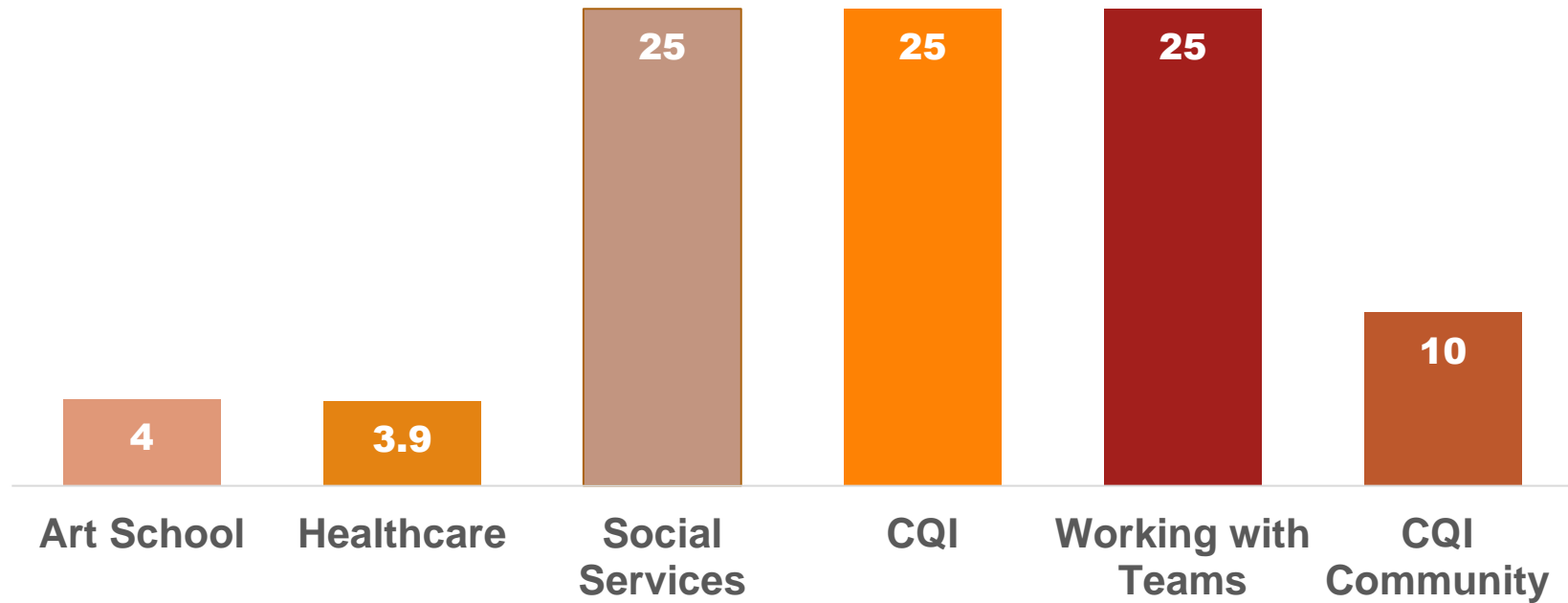# TOP CQI:

DEFINING AND DEVELOPING A MIXTURE OF PERFORMANCE MEASURES

2024 Illinois CQI Community Conference
Practical CQI: Skills and Tools for Real World Application
Melissa Curtis, Lawrence Hall

WHO AM I?

Melissa Curtis
Years of Experience

ABOUT LAWRENCE HALL

OUR VISION

Hope, healing and resiliency.

OUR MISSION

Empowering those who have experienced trauma by providing healing, stability, and community connection.

1865

Founded as Erring Women's Refuge

1914-1968

Merger of orphan agencies that would become Lawrence Hall

1972

Opens special education school

1988

Lawrence Hall School for Boys merges with Mary Bartleme Homes and Services to become Lawrence Hall Youth Services

2015

Lawrence Hall Youth Services changes name to "Lawrence Hall"

LAWRENCE HALL PROGRAMS

Child & Family Treatment Center

Therapeutic Day School

Transitional & Independent Living

Workforce Development

Foster Care

Community Wellness

Creative Therapies

WELCOME TO THE TOP CQI KITCHEN

Have you ever seen the TV show Top Chef?

RECIPE FOR SUCCESS

- Defining different types of performance measures.
- What to know before you start developing performance measures.
- Write your own mixture of performance measures.
- Assess the quality of the performance measures you have written.

WHY DEVELOP QUALITY PERFORMANCE MEASURES?

Developing and assessing performance measures is crucial in helping the people we serve at our organizations. The measures help us to determine the effectiveness and efficiency of the services we provide. Through regular assessment, we can determine areas that require improvement and make changes to better meet the needs of our stakeholders.

Ultimately, this leads to higher quality services and improved outcomes for the people we serve.

INGREDIENTS

DEFINING PERFORMANCE MEASURES

LONG TERM STRATEGIC GOALS are high-level objectives that a company sets to achieve over a specific period of time, usually three to five years.

SHORT TERM GOALS are objectives that can be completed within a short period of time, typically a week to a year.

PROGRAM/DEPARTMENTAL GOALS are broad statements that describe what a program aims to achieve. They are derived from a program's mission statement and are the foundation for a program's curriculum, outcomes, and evaluation.

DEFINING PERFORMANCE MEASURES

PROCESS performance measures track the activities, services, productivity and strategies that will be delivered as part of implementing the program plan. They ensure:

- Services are of adequate quality.
- Resources are efficiently and effectively used.
- Public resources are spent on appropriate and meaningful activities.

COMPLIANCE is an adherence to standards, regulations, and other requirements.

DEFINING PERFORMANCE MEASURES

OUTPUTS refer to the results of a specific activity or initiative. The direct product of program activities and are usually measured in terms of the volume of work accomplished (they are hard numbers, not percentages). Output measures indicate what was done but not how well it was done. For example, number of participants served, number of hours of service delivered, number of counseling sessions conducted.

OUTCOMES are benefits for participants during and after program activities. They are the overall impact or value created by program activities. For example, participants show new knowledge, increased skills, changed attitudes or behaviors.
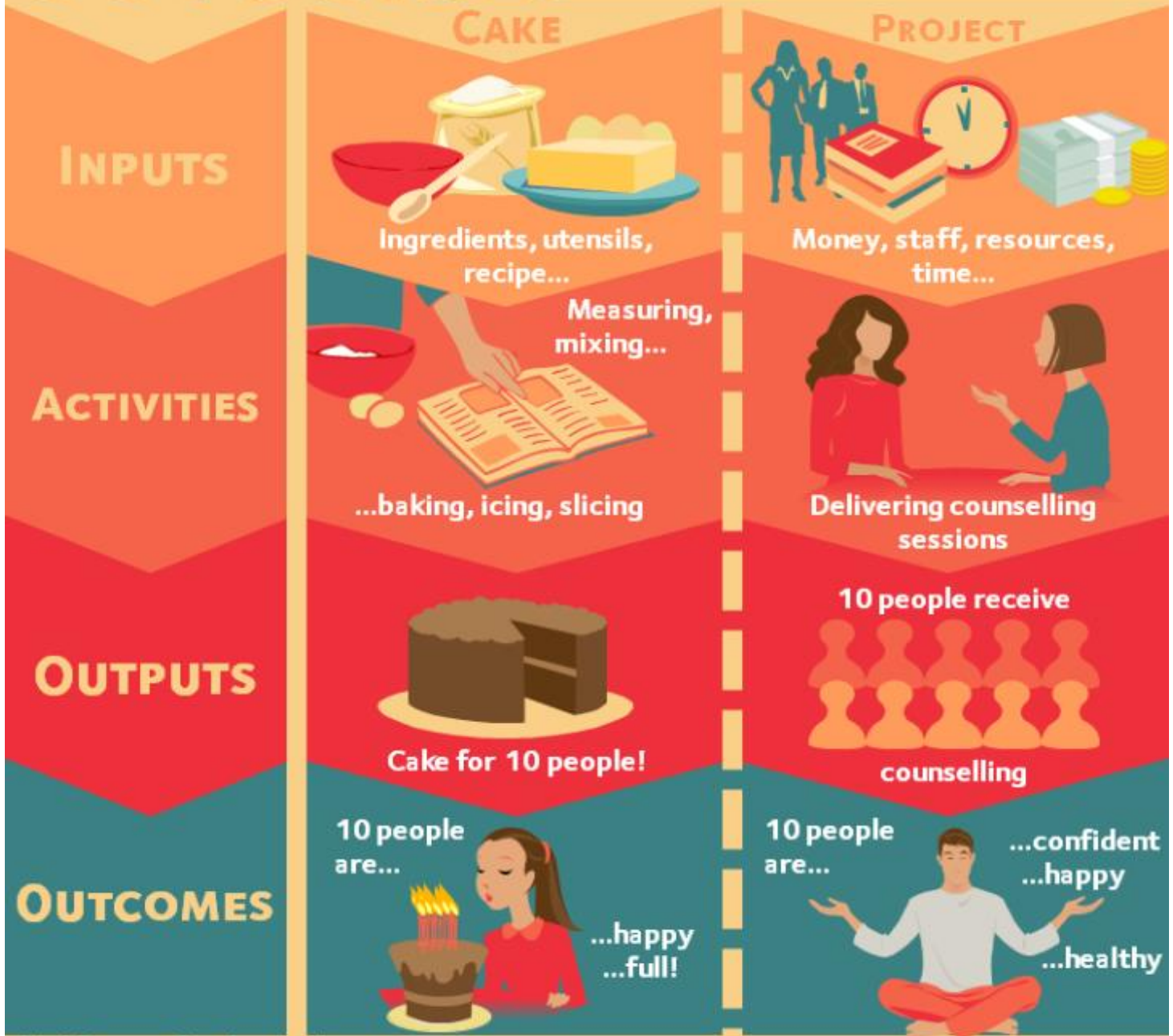
DEFINING PERFORMANCE MEASURES

IMPROVEMENT PLAN MEASURES: tracking specific, measurable goals targeted for improvement over the next 12 months.

IMPACT is the fundamental intended or unintended change occurring in organizations, communities or systems as a result of program activities within 7 to 10 years.

QUANTITATIVE VS. QUALITATIVE METRICS

Performance metrics can typically be divided into two buckets:

QUANTITATIVE METRICS are the straightforward measures that can be calculated easily without any kind of human judgment or subjective ranking. Common examples of quantitative metrics include participants served, attendance and completion rates, and pre-post-intervention test scores.

QUALITATIVE METRICS tend to track opinions or subjective traits, such as service levels, satisfaction and loyalty. They're usually a quantitative interpretation of judgments that are measured through surveys or feedback. Common examples of qualitative metrics include progress notes, participant experience surveys, and case studies.

"Good food starts with good ingredients. Respect the quality of what you cook with and let it shine."

Chef Curtis Stone

QUICKFIRE TOOL

Quiz: Is it an output, outcome, or process measure?

MISE EN PLACE

to gather and arrange all ingredients and tools needed for cooking

WHAT DO YOU NEED TO KNOW BEFORE DEVELOPING PERFORMANCE MEASURES?

Before you dive into creating your own measures, let's discuss what you need to know:

UNDERSTANDING THE GOALS: Clearly define what aspects of quality you want to measure. Is it stakeholder experience, staff productivity, participant progress or something else?

DATA AVAILABILITY: Ensure you have access to reliable data sources that can provide accurate information for your measures.

STAKEHOLDER INPUT: Involve stakeholders early on to understand their perspectives and ensure the measures align with their expectations.

CRAFTING PERFORMANCE MEASURES IS AN ART.

Here's how to do it mindfully:

SPECIFICITY: Be clear and specific about what each measure is assessing. Vague measures can lead to misunderstandings and ineffective decision-making.

RELEVANCE: Ensure that each measure directly relates to the quality aspect you are monitoring. Irrelevant measures can waste resources and distract from real quality improvement.

MEASURABILITY: Define how you will collect data for each measure and how success will be quantitatively or qualitatively assessed.

UTENSILS

- ❑ Your organization's mission and vision.

- ❑ Your organization's strategic plan.

- ❑ Program plans.

- ❑ Program contracts.

- ❑ Industry benchmarks.

- ❑ Logic models.

- ❑ Template for writing performance measures.

- ❑ Stakeholders.

"When I create any dish, literally the first thing I think of is, what is the purpose behind this dish? Why am I putting this ingredient in it?"

Esther Choi

QUICKFIRE TOOL

Template for writing performance measures

WRITING AN OUTCOME INDICATOR AND TARGET

Of the _____**we serve, at least** _____
will_____

_____

_____

_____

_____

Number and percent of (service recipients) who…

LET'S COOK!

WRITING A PERFORMANCE MEASURE

RECIPE DEVELOPMENT: Choose your quality ingredients (metrics) based on the goals you've set. For example, if you're focusing on alignment with your organization's mission, you might measure experience surveys, clinical assessments or participant interviews.

PREPARATION: Gather the necessary data sources and tools to start measuring. This might involve setting up a logic model, surveys, data collection systems, or performance tracking mechanisms like dashboards.

EXECUTION: Implement your measures consistently over time to gather meaningful data. This will allow you to track trends, identify areas for improvement, and celebrate successes.

TRENDS AND BENCHMARKS: A performance metric is most powerful when it's used to show change over time or when it's compared with an industry benchmark.

WRITING AN INDICATOR AND TARGET

INDICATOR: Identifies what is being measured to track the program's success on an performance measure. An indicator is observable and measurable.

TARGET: The desired level of achievement of a program on its performance measure indicators.

DATA REQUIRED: Define the Numerator/Denominator

DATA SOURCE: Where are you getting the data? Where and how is the data recorded?

DEFINITIONS AND ELIGIBLITY: Who is eligible for this outcome? What does it mean? Age? Dosage?

WRITING AN INDICATOR AND TARGET

INDICATOR AND DATA REQUIRED: **Of the 100 youth we serve, at least 80 youth will indicate that they feel stronger and better able to tackle challenges while receiving services from the program.**

Number of (service recipients) eligible (denominator) : 100

TARGET: number of participants who meet measure (numerator): 80

INDICATOR: 80% youth will indicate that they feel stronger and better able to tackle challenges while receiving services from the program

DATA SOURCE: Youth Experience Survey will be distributed by the program staff and tabulated by the QI department using Survey Monkey.

DEFINITIONS AND ELIGIBLITY: Youth aged 10 and older who have been in the program for a minimum of 90 days.

SMART GOALS

SPECIFIC: Make your goals as specific as possible

MEASURABLE: How will you know when your goal has been met?

ACHIEVABLE/ATTAINABLE: Do you have the skills and resources needed to accomplish your goal?

RELEVANT: Is this a worthwhile goal for you and does it actually work toward your long-term goals?

TIMELY: How long will it realistically take to accomplish the goal?

WANT TO KNOW

Are youth receiving Art Therapy services increasing their ability to manage, identify and regulate their emotions?

PERFORMANCE MEASURE

% of individuals who increase emotional expression, identification and regulation.

WANT TO KNOW

How do we know if our mentoring program have completed individual mentoring plans in place?

PERFORMANCE MEASURE

% of youth will have a completed IMP in 30 days.

WANT TO KNOW

We want to know if youth in our residential program are connected to family members.

PERFORMANCE MEASURE

% of youth that have monthly contact with family or a supportive adult.

WANT TO KNOW

How do we figure out the turnover rate for our organization?

PERFORMANCE MEASURE

% of staff turnover

(dividing the number of employees who left by the average number of employees, then multiplying by 100.)

"I always say that I don't believe I'm a chef. I try to be a storyteller."

Jose Andres

QUICKFIRE TOOL

Logic Model Training Tool

(specifically page 2)

JUDGE'S TABLE

ASSESSING THE QUALITY

Just like on Top Chef, send your measures to the Judge's Table (your QI team, your stakeholders, management) for assessment. Solicit feedback, adjust measures as needed, and continuously refine your approach.

By carefully determining what to measure and how to measure it, you'll make more informed quality decisions over the long term. This approach not only enhances performance but also fosters a culture of continuous improvement within your organization.

Remember, like any great chef, mastering the skill of performance measurement takes practice, refinement, and a commitment to excellence.

JUDGING THE PERFORMANCE MEASURES

Purpose
Will this measure help my organization understand how well their programs and services are working?

Benefits
Will this measure helps identify strengths and weaknesses, track progress, and make data-driven decisions?

Focus
Will this measure help my organization evaluate efficiency and effectiveness?

Frequency
How often will we report and assess the data?

Monthly

Quarterly

Annually

PERFORMANCE INDICATORS CHECKLIST

❑ Do your indicators make sense in relation to what they are intended to measure?

❑ Are your indicators directly related to the goals or outcomes?

❑ Are your indicators specific?

❑ Are your indicators measureable or observable? Can they be seen (observed behavior), heard (participant interview) or read (assessments/surveys)?

❑ Is it reasonable that you can collect data on the indicators?

❑ Is it likely within your resources to collect the data?

❑ Is it simple enough to be understood by multiple audiences?

CONSIDERATIONS

When developing measures, consider this:

❑ If this measure meets the goal, what will it tell you?

❑ If this measure is not meeting the goal, what will it tell you? Will it spur an improvement plan?

❑ What will you do this information once you have it?

❑ Do we need to do more research?

- ▪ When you can't work out how to measure something, it's almost certain you haven't clearly defined that something.

- ▪ It's not really about finding better measures. It's about writing clearer results, and better measures come from that.

"When we give a criticism to the contestant, we want to make sure we tell them why it's not working and why it would work if they did it a different way."

Padma Lakshmi

QUICKFIRE TOOL

Checklists for Assessing Performance Measures

THE HUMAN SIDE OF DATA

Sometimes numbers are just that…numbers.

But what is behind the numbers? In human services, the numbers are often human beings. Or the data is measuring the work that humans are carrying out.

❑ What story will the performance measure tell us about the process or the program?

❑ How is the performance measure telling the story of who you serve?

❑ How can you rely on your expertise and communication skills to help craft the performance measure into something that can explain the who, what, why, and how of a broader story?

❑ When you think about putting your performance measures into practice, how will you draw out the story in the performance data?

Stories engage people, and when it comes to numbers and statistics and measures, we usually have to do all we can to get people engaged!
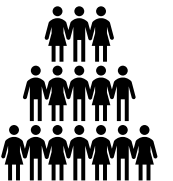
"Recipes tell you nothing. *Learning techniques* is the key."

Tom Colicchio

Thank You for Cooking With Me Today!

Melissa Curtis

Lawrence Hall

Chicago, IL

mcurtis@lawrencehall.org

https://www.linkedin.com/in/melissa-curtis-5b42a42/