



**Office of Children's Services**  
Empowering communities to serve youth

# From UM to CQI: Using Continuous Quality Improvement to Make a Difference in CSA

New CSA Coordinators Academy  
March 27, 2019

# Code of Virginia Requirements for CPMTs

## §2.2-5206 (CPMT; Powers and Duties)

- Long-range community-wide planning
- Review and analyze data

## Appropriation Act (Item B.3)

"Each locality ... shall have a utilization management process..."

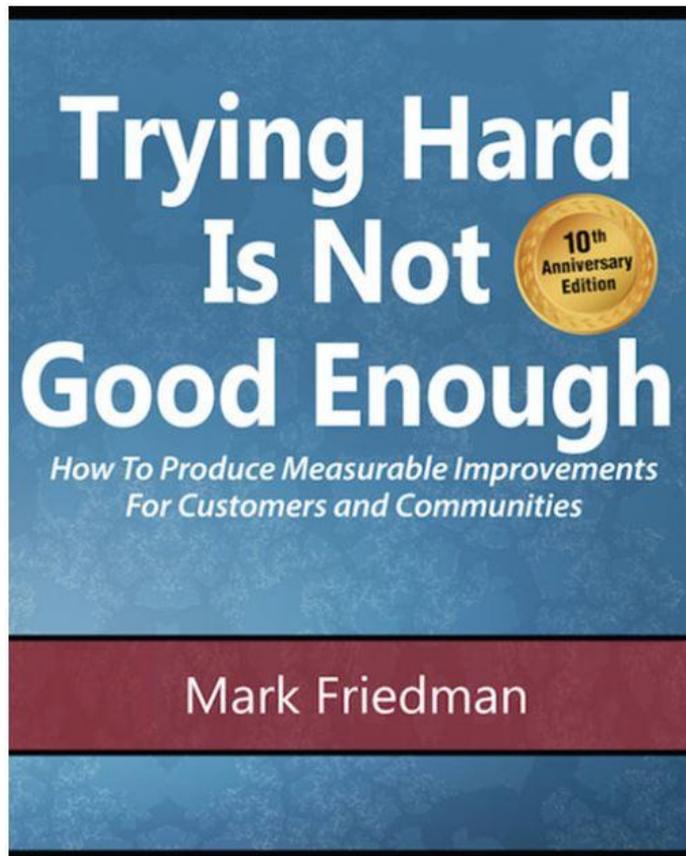


## Why is This Important to Your CSA Program?

- UM is included in the CSA audit process.
- In FY 2018, Virginia and localities expended \$393.9 million on CSA, including \$135 million in local share, serving 15,737 unique children/families







“A framework for getting from talk to action quickly and making a difference, not just trying hard and hoping for the best.”

Asks three key questions?

- How much did we do?
- How well did we do it?
- Is anyone better off?

Results Based Accountability (RBA)

“All performance measures that have ever existed for any program in the history of the universe involve answering two sets of interlocking questions.”

## Effort

How hard did we try?

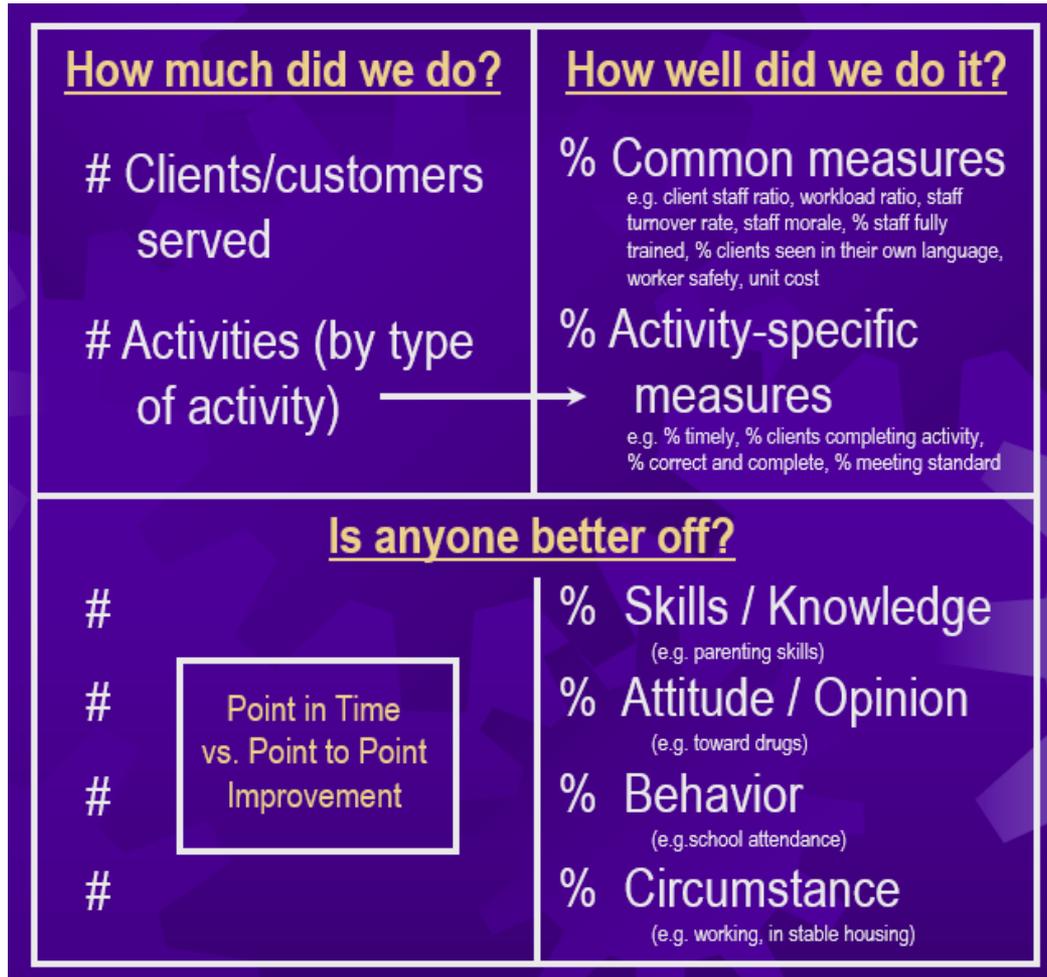
## Effect

Is anyone better off?

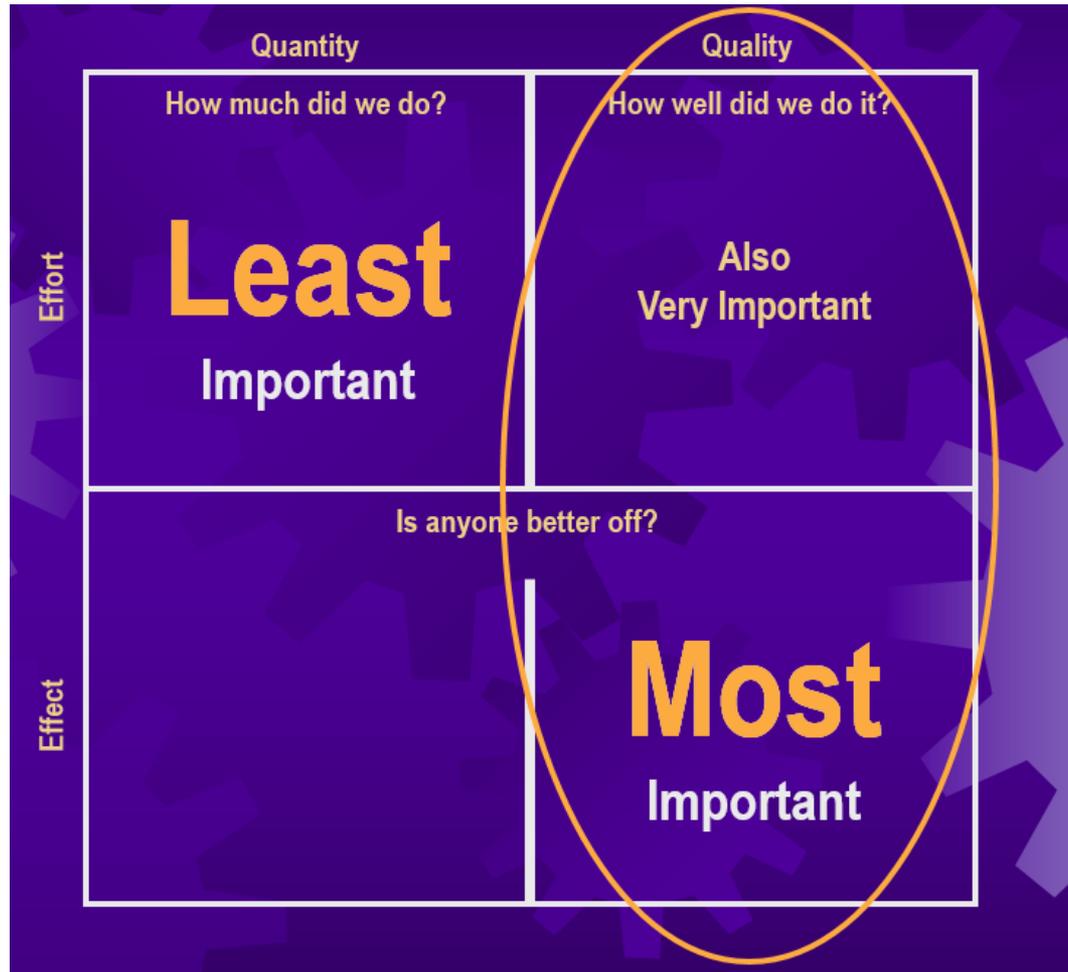
“All performance measures that have ever existed for any program in the history of the universe involve answering two sets of interlocking questions.”

	Quantity	Quality
Input Effort	How much service did we deliver?	How well did we deliver it?
Output Effect	How much change / effect did we produce?	What quality of change / effect did we produce?

# Types of Measures Found in Each Quadrant



# Not All Performance Measures Are Created Equal



# Friedman's RBA Framework: A Local CSA Program

	Quantity	Quality
Effort	<p><b>How much did we do?</b></p> <p><b>Number of Children Served</b></p>	<p><b>How well did we do it?</b></p> <p><b>Percent of Referrals to FAPT with service initiation within 30 days</b></p>
Effect	<p><b>Is anyone better off?</b></p> <p><u>Number</u> of children with decreased CANS Behavior/Emotional Needs Domain scores over time</p> <ul style="list-style-type: none"> <li>- Initial Assessment</li> <li>- Reassessment</li> </ul>	
	<p><u>Number</u> of children with decreased CANS Behavior/Emotional Needs Domain scores over time</p> <ul style="list-style-type: none"> <li>- Initial Assessment</li> <li>- Reassessment</li> </ul>	

# Friedman's RBA Framework: A Local CSA Program

		Quantity	Quality
Effort	<p><b>How much did we do?</b></p> <p><b>Number of children enrolled in private day education settings</b></p>	<p><b>How well did we do it?</b></p> <p><b>Percent of children enrolled in DOE-licensed special education programs</b></p>	
	<p><b>Effect</b></p> <p><b>Is anyone better off?</b></p> <p><b><u>Number</u> of children in private day education settings with increased Standardized Test scores</b></p> <ul style="list-style-type: none"> <li>- End of School Year</li> <li>- Year to Year</li> </ul>	<p><b><u>Percent</u> of children in private day education settings with increased Standardized Test scores</b></p> <ul style="list-style-type: none"> <li>- End of School Year</li> <li>- Year to Year</li> </ul>	



## Remember the three key questions?

- How much did we do? (#)
- How well did we do it? (%)
- Is anyone better off?  
(Outcomes: # and %)  
(Skills/Attitudes/Behavior/  
Circumstances)

## Types of Data:

- Quantitative
- Qualitative (may be especially helpful in evaluating outcomes, stories behind the numbers)

# Application Activity

A = How much did we do? (#)

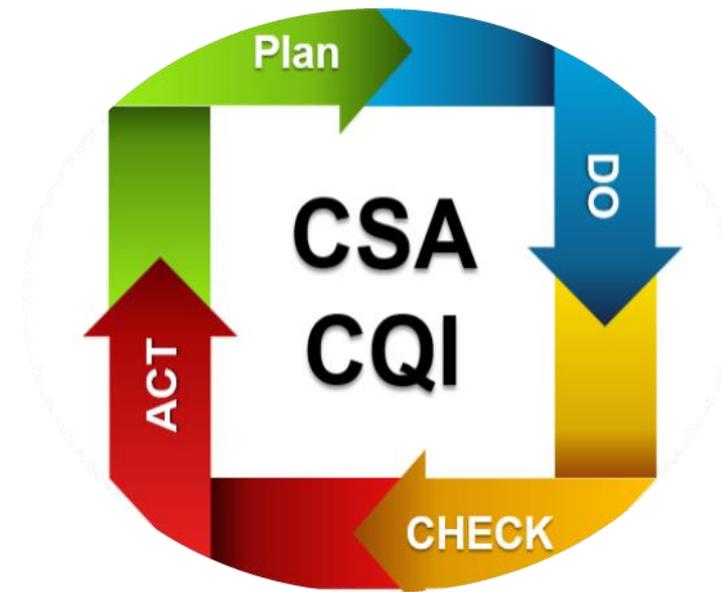
B = How well did we do it? (%)

C = Is anyone better off? (# or %)

# What is Continuous Quality Improvement?

A data-driven decision-making process:

- Ensures that resources get expended effectively and efficiently.
- Assesses and evaluates past practices to set goals for the future.
- Allows standards for CSA program (internal) and contracted providers (external).
- Should align with program's strategic plan.



# Continuous Quality Improvement: New Tools



- **Data Dashboard**
  - Places all local CSA data in one central location
  - Easier to digest
  - Visually appealing format
- **Documentation Template**
  - Record of data reviewed and observations made
  - Promotes performance accountability and captures planned action and responsible person(s)

# CSA CQI Dashboard



## At-A-Glance

**Finance**

**Demographics/Utilization**

**Outcome Measures**

**Location**  
All

**FY 2017**

**15,743**

Distinct Child Count

**391.3M**

Gross Expenditures

**381.7M**

Net Expenditures

**\$24,855**

Average Expenditure

--

Base Match Rate

**0.3440**

Effective Match Rate

**FY 2018**

**15,744**

Distinct Child Count

**415.7M**

Gross Expenditures

**394.0M**

Net Expenditures

**\$26,405**

Average Expenditure

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Base Match Rates

**0.3430**

Effective Match Rate

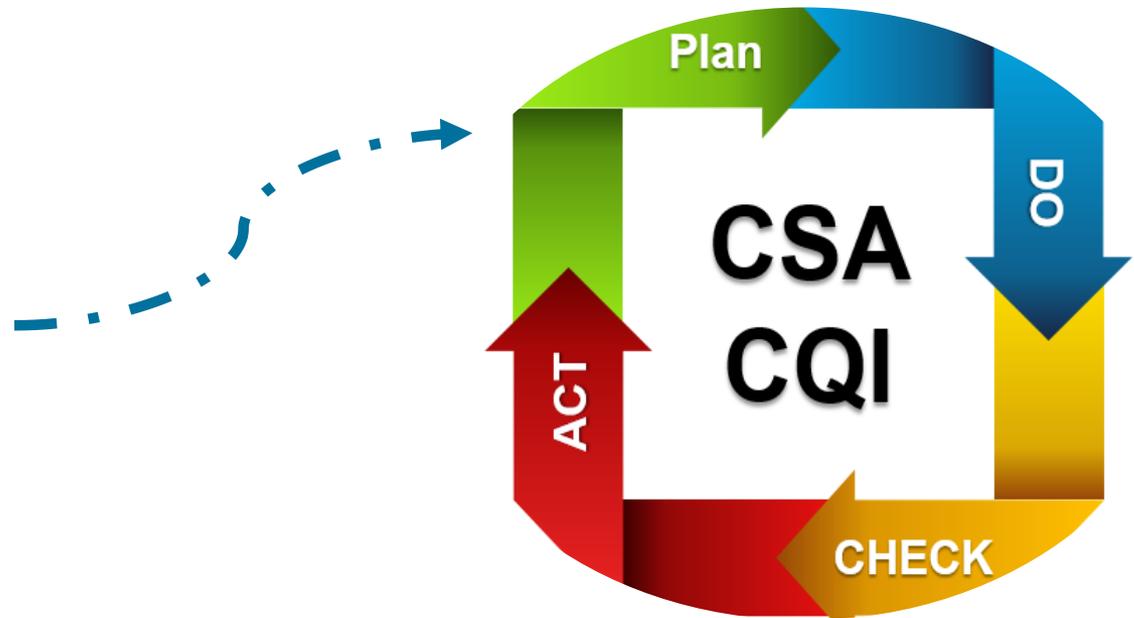
# Additional Local Data Resources

- CSA Service Gap Survey
- Local needs assessments
- Promoting Safe and Stable Families (PSSF) plans
- Virginia Juvenile Community Crime Control Act (VJCCCA) plans
- Family/customer feedback surveys
- ??????

# CSA CQI Documentation Template

CSA CQI Documentation Template For:						
Data Point Reviewed	CPMT Observations	Date Reviewed by CPMT	Planned Responses/Goals	Assignments and Responsibility (Assigned to)	Timeframe for Planned Action	Date Completed
Number of Children Served (Distinct Child Count)						
Total Gross/Net Expenditures						
Number of Children Served (Distinct Child Count)						
Demographics (Child Count or Percent by Race, Gender, Age)						
Child Count/Percent by Service Placement Type						
Total Gross Expenditures by Service Placement Type						
Outcome: CANS Child School Domain (upward trend=improvement)						
Outcome: Community-Based Services (upward trend=improvement)						

# CSA Continuous Quality Improvement (CQI) Into Action



# Plan

Theory



Reality and  
Best Approach



- Engage your team
- Identify roles and responsibilities
- Document and record your ideas
- Set a schedule for reviews, discussions, and checks

# How do we get from A to B? You Need a Plan

- Strategic planning components include:
  - Defining mission and vision (the “big picture”)
  - SWOT, SOAR, or similar analysis 
  - Establishing priorities and measurable goals 
  - Identifying progress indicators
  - Develop and implement strategies to meet the goals

# Goal Setting: Get SMART

## Is Your Goal a SMART Goal?

A SMART resolution is not a basic statement or wish; it is a clearly drawn pathway to success, and a way to state not just what you want, but what you will do to accomplish it.

- S**pecific → Clearly define your goal. Make it as specific as possible, and write down exactly why you want to achieve this goal.
- M**easurable → Make your goal measurable. Whatever you want to achieve, make sure you have a way of measuring when you meet your goal.
- A**chievable → Is your goal achievable in the allotted time? What steps must you take in order to achieve this goal?
- R**ealistic → Be realistic about how long it'll take to reach your goal, and the steps you're taking to get there.
- T**ime stamped → Time sensitive goals are more likely to be achieved, whereas a loose thought will get piled behind a to-do list that keeps on growing.



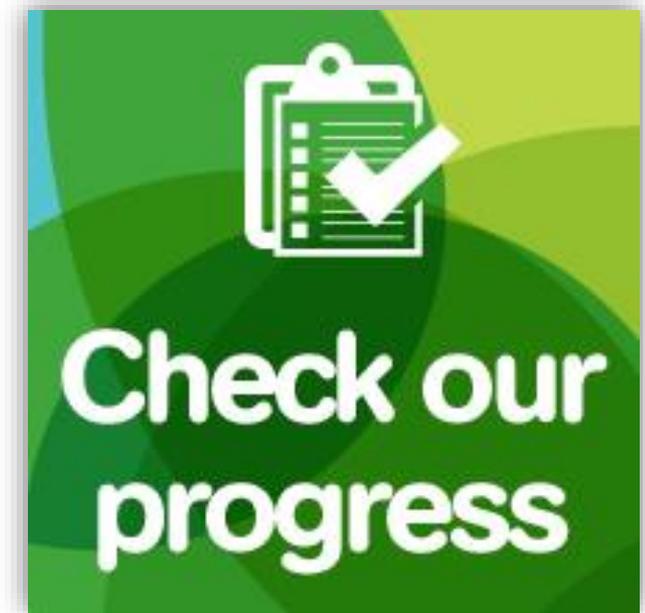
## Do

- Implement the plan
- Administer the program
- Collect information and data as you go
- Note problems or issues



## Check

- Complete data analysis
- Compare data results to previously established goals
- Summarize what was learned
- Use Documentation Template



## Act

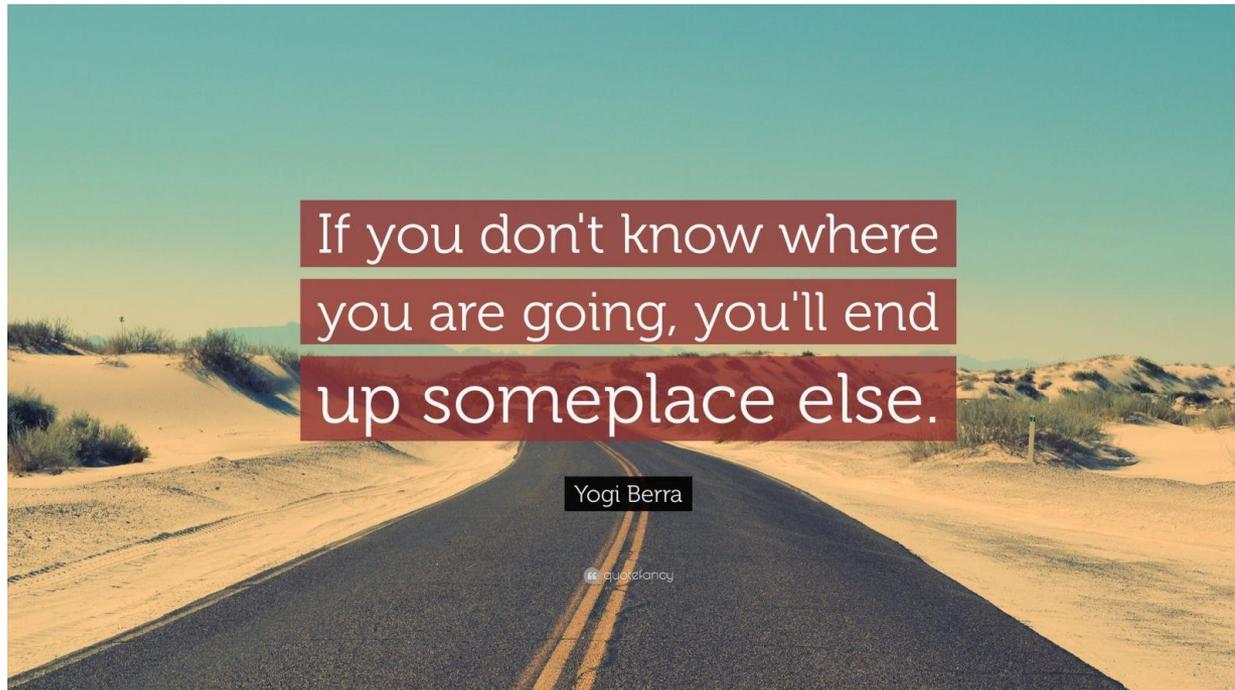
- Reflect on the Plan and Outcomes
- Update and make any course corrections
- Celebrate Successes and Lessons Learned



## Review

- How much did we do?
- How well did we do it?
- Is anyone better off?  
(outcomes)





If you don't know where  
you are going, you'll end  
up someplace else.

Yogi Berra

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