Office of Children's Services
Empowering communities to serve youth

Using Continuous Quality Improvement (CQI) to Make a Difference in CSA

Training for Community Policy and Management Teams

Warm-Up Activity

- How do you know that your CSA program is doing a good job?

- What can help you answer the "Are we doing a good job" question?

Why are we here?

SEC directed an ad hoc workgroup to develop tools to assist CPMTs

Workgroup Goals and Priorities

To support and equip localities with:

- Clear and consistent terminology
- Easy-to-use tools to assist CPMTs with meeting COV requirements
- Program improvement strategies

Today's Learning Objectives

- Gain an understanding of Continuous Quality Improvement (CQI) and how it can be used to help localities in meeting the statutory requirements for CPMTs; and
- Learn to use newly developed tools that will equip CPMTs to review data and develop strategies for program improvement

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?

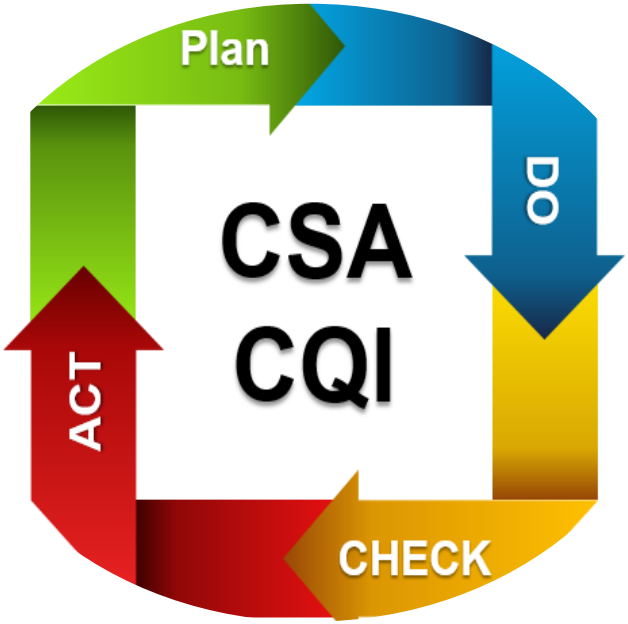
In addition to COV Requirements:

- CSA audit process
- Financial impact
  - $393.9 million spent
  - $135 million in local funds
  - More than 15,000 children/families served

What is Continuous Quality Improvement

Reviewing data and using it to make plans and decisions to improve programs and outcomes

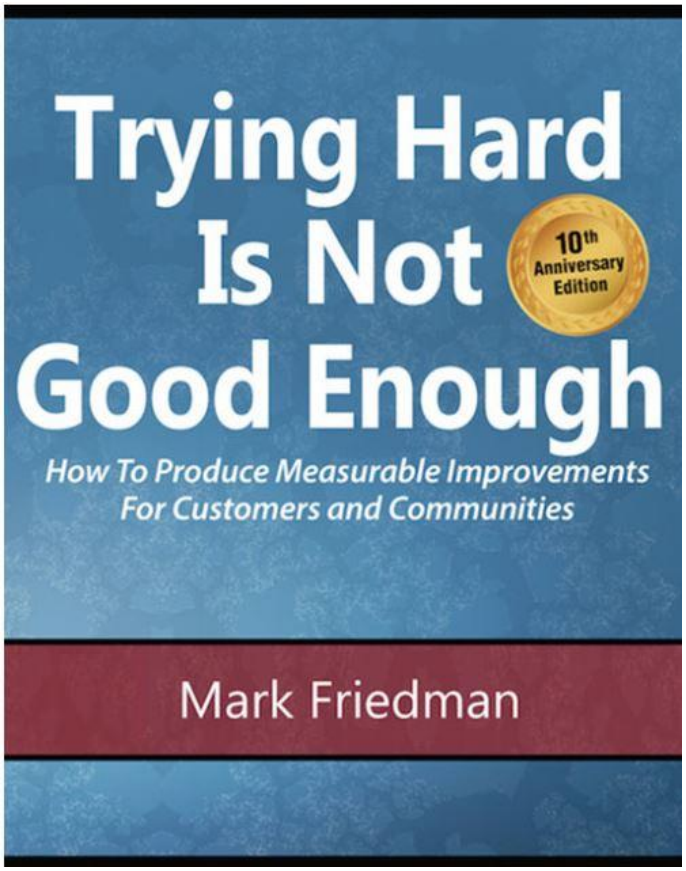
- C in CQI is continuous
- CSA Utilization Management is often confused with Utilization Review
- Name change for clarity and improvements



Clear and Consistent Terminology

- Easy to understand key terms
- Documented, consistent definitions
- Point of reference for CQI activities
- Will be updated on an ongoing basis

Part I: A Framework



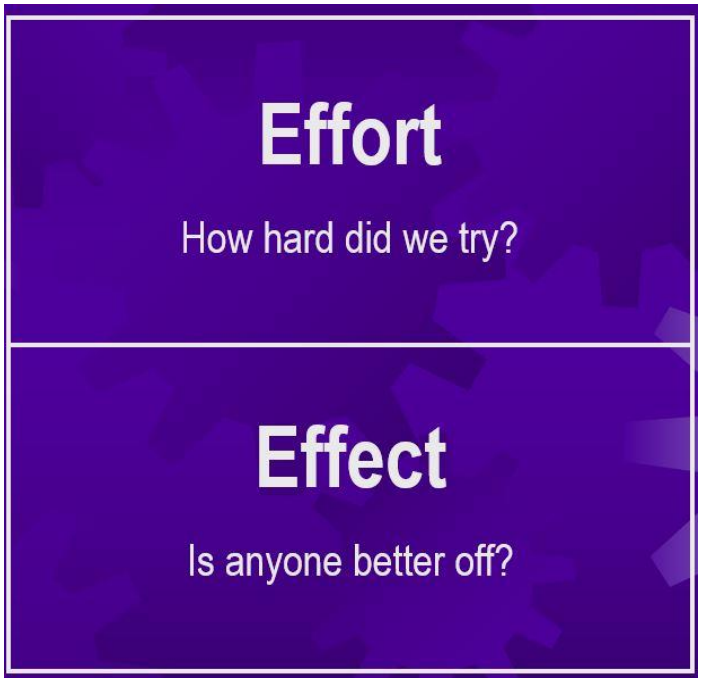
"A framework for getting from talk to action quickly and making a difference, not just trying hard and hoping for the best."

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."

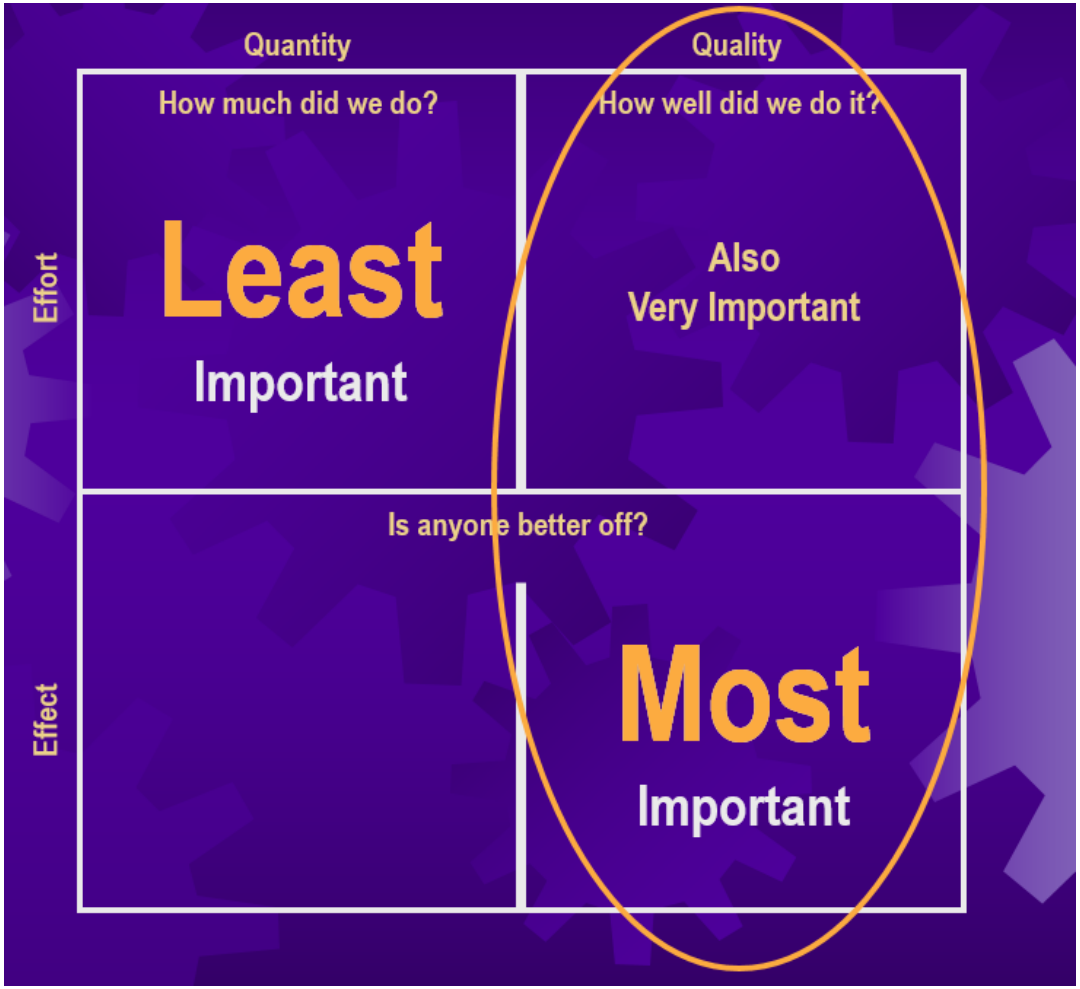


"All performance measures that have ever existed for any program in the history of the universe involve answering two sets of interlocking questions."

	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	How much did we do? Number of Children Served	How well did we do it? Percent of Referrals to FAPT with service initiation within 30 days
Effect	Is anyone better off? Number of children with decreased CANS Behavior/Emotional Needs Domain scores over time - Initial Assessment - Reassessment	Number of children with decreased CANS Behavior/Emotional Needs Domain scores over time - Initial Assessment - Reassessment

Friedman's RBA Framework: A Local CSA Program

	Quantity	Quality
Effort	How much did we do? Number of children enrolled in private day education settings	How well did we do it? Percent of children enrolled in DOE-licensed special education programs
Effect	Is anyone better off? Number of children in private day education settings with increased Standardized Test scores - End of School Year - Year to Year	Percent of children in private day education settings with increased Standardized Test scores - End of School Year - Year to Year

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 %)

Continuous Quality Improvement: New Tools

- Data Dashboard
- Documentation Template
- Terms and Definitions
- RBA Framework

CSA CQI Dashboard

Finance

Demographics/Utilization

Outcome Measures

Location

All

At-A-Glance

FY 2017	FY 2018
15,743	15,744
Distinct Child Count	Distinct Child Count
391.3M	415.7M
Gross Expenditures	Gross Expenditures
381.7M	394.0M
Net Expenditures	Net Expenditures
$24,855	$26,405
Average Expenditure	Average Expenditure
--	--
Base Match Rate	Base Match Rates
0.3440	0.3430
Effective Match Rate	Effective Match Rate

Additional Local Data Resources

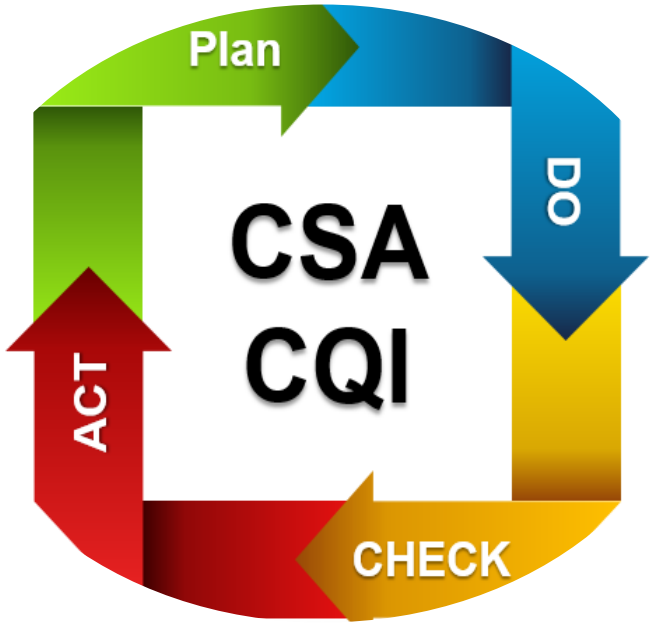
- CSA Service Gap Survey
- Local needs assessments
- Promoting Safe and Stable Families (PSSF) plans
- Virginia Juvenile Community Crime Control Act (VJCCCA) plans
- Family/customer feedback surveys
- ?????

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)						

The CQI Cycle In 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

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.

Specific — Clearly define your goal. Make it as specific as possible, and write down exactly why you want to achieve this goal.

Measurable — Make your goal measurable. Whatever you want to achieve, make sure you have a way of measuring when you meet your goal.

Achievable — Is your goal achievable in the allotted time? What steps must you take in order to achieve this goal?

Realistic — Be realistic about how long it'll take to reach your goal, and the steps you're taking to get there.

Timestamped — 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.

YOUR WEIGHT Matters FOR YOUR HEALTH

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

Implementation Strategies

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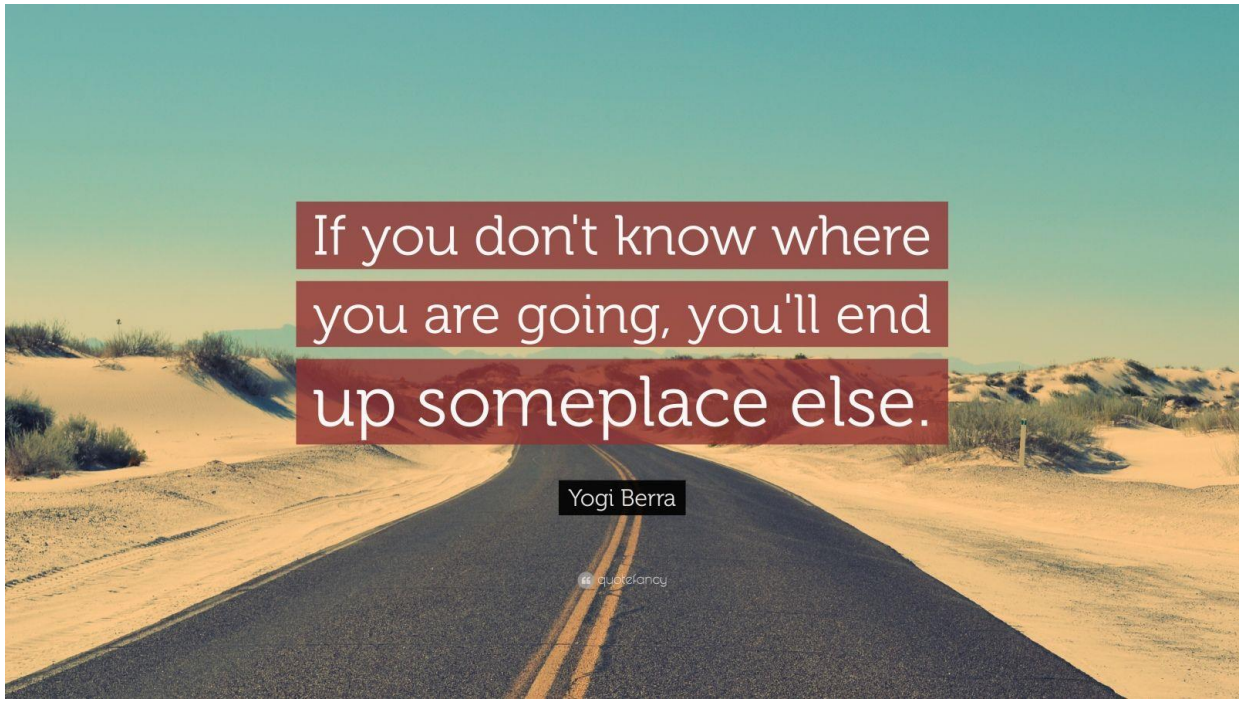
If you don't know where
you are going, you'll end
up someplace else.
Yogi Berra
quotefancy

THANK
YOU
for
PARTICIPATING
ANY QUESTIONS?