

# Using your logic model to guide your CQI efforts

Continuous quality improvement (CQI) office hours

February 28, 2023 | 2:00 – 3:00pm ET



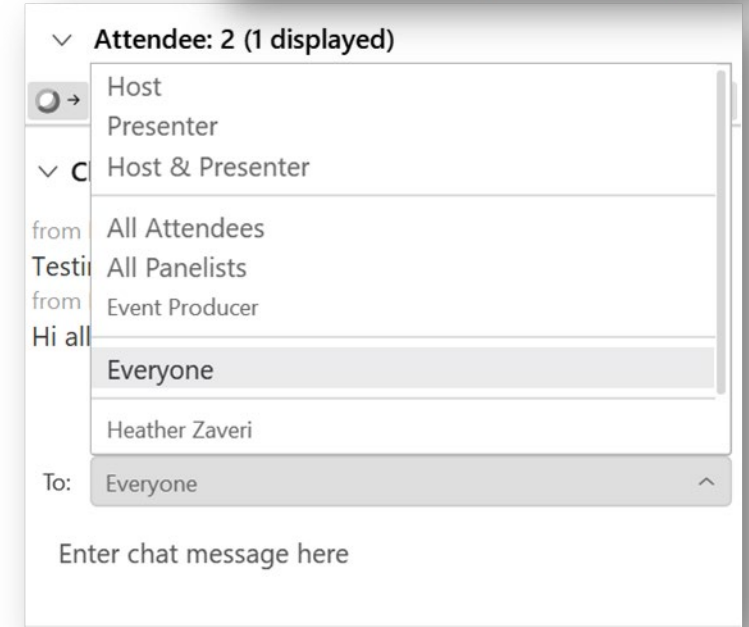
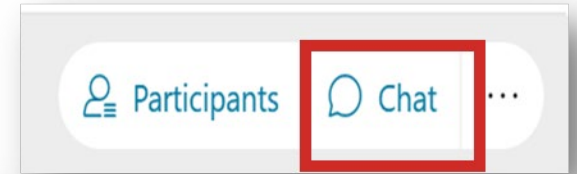
**OFFICE OF FAMILY ASSISTANCE**  
An Office of the Administration for Children & Families





# How you can participate

- / **Use the chat to ask questions**
- / **Ask questions or share verbally using the hand raise feature**
- / **REMINDER: Never text or email client personally identifiable information (PII), including during office hours or when contacting the TA teams**





# Focusing on challenges

**A common challenge:**

**Being more data-driven in planning an improvement effort**

## Being more data-driven

make more data driven decisions

Using better data

Data-informed planning for the next Learning Cycle



# Today's agenda

- / Using your logic model to diagnose challenges**
- / Grantee spotlight: Unpacking a challenge**
- / Sources of data to inform learning**

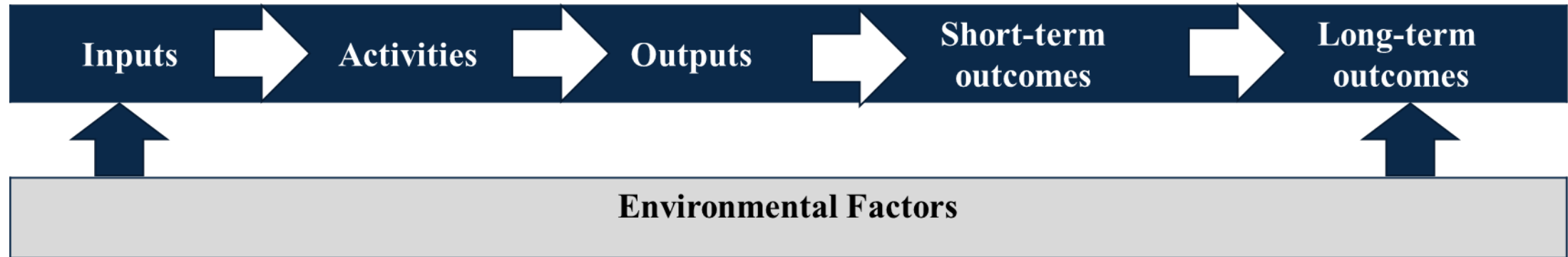


# Using your logic model to diagnose challenges





# Logic models and CQI



- / **Logic models outline what your program intends to do and achieve**
- / **They reflect program and funder priorities and expectations**
- / **Environmental factors (individual, organizational, and/or community influences) help identify possible influences on implementation and outcomes**



# Logic models and CQI

- / The logic model structure can help you identify and prioritize an improvement area, and set a CQI goal**
  - Step 1: Assess key performance metrics
  - Step 2: Use your logic model to diagnose areas of implementation to strengthen
  - Step 3: Zoom in on one component and ensure it is well-defined for staff
  - Step 4: Examine data related to implementation to inform CQI efforts



# Step 1: Assess key performance metrics

- / Monitor key measures using the QPR/PPR, nFORM data tools, and other data sources**
- / You may be monitoring inputs, activities, outputs, and short-term outcomes on a frequent basis**
  - Long-term outcomes can provide valuable information about your program, but the timeframe is often too long to inform CQI
- / When you flag challenge areas, how can your logic model guide efforts to unpack the challenge?**





# Stronger 2+gether: Assess metrics

| Inputs  | Activities  | Outputs   | Short-term outcomes                                       | Long-term outcomes                          |
|---|---|---|---|---|
| -Experienced, culturally competent staff                              | -Outreach and recruitment efforts   | -20 referral partners; 10 referrals per month                                       | -Clients indicate program was helpful for their parenting | -Improved relationships/increased stability |
| -Evidence-based curriculum  | -Primary workshop using EB curriculum (1 hour/week, 14 weeks)               | -12 prospective clients per month via direct outreach                               |   |   |
| -Partner agencies   | -Case management (needs assessment, weekly coaching sessions and referrals) | -Enroll 150 clients/year  |   |   |
|   |   | -75% of clients complete 90% of target primary workshop hours                       |   |   |
|   |   | -100% of clients complete needs assessment with coach; 80% engage with case manager |   |   |
|   |   | -# of program supports offered  |   |   |
|   |   | -# of referrals given; 80% of referrals are followed-up on                          |   |   |
| Environmental factors: Work/school schedules, trauma, family dynamics |   |   |   |   |

**We're not on track to meet this goal; we're 8 months into the grant year and only 40% of the way to our target**



## Step 2: Use your logic model to diagnose areas of implementation to strengthen

**/ Which inputs, activities, and outputs are intended to support the short-term outcome outlined in your logic model?**

- Narrow in on the implementation metrics to understand key levers to support improvement

**/ What factors did you anticipate might get in the way of implementing as intended and achieving a key outcome?**

- Explore whether external/environmental factors are a barrier to outcomes



# Stronger 2+gether: Diagnose the problem

| Inputs  | Activities  | Outputs  | Short-term outcomes   | Long-term outcomes  |
|---|---|--|---|---|
| <ul style="list-style-type: none"> <li>-Experienced, culturally competent staff</li> <li>-Evidence-based curriculum</li> <li>-Partner agencies</li> </ul> | <ul style="list-style-type: none"> <li>-Outreach and recruitment efforts</li> <li>-Primary workshop using EB curriculum (1 hour/week for 6 weeks)</li> <li>-Case management (intake assessment,...</li> </ul> | <ul style="list-style-type: none"> <li>-20 referral partners; 10 referrals per month</li> <li>-12 prospective clients per month via direct outreach</li> </ul> | <ul style="list-style-type: none"> <li>-Clients indicate program was helpful for their parenting</li> </ul> | <ul style="list-style-type: none"> <li>-Improved relationships/increased stability</li> </ul> |
| <p><b>Do we have solid referral partners?</b></p>   | <p><b>Do we have the right recruitment staff to connect with the target population?</b></p>   | <p><b>Are we implementing all the activities we said we would do to support enrollment?</b></p>  | <p><b>Are we meeting these interim outputs to support enrollment?</b></p>                                   | <p><b>Are any factors outside the program preventing the outcomes we aim to see?</b></p>      |
| <p>Environmental factors: Work/school schedules, trauma, family dynamics</p>  |   |  |   |   |



# Step 3: Zoom in on one component and ensure it is well-defined for staff

- / Logic models tend to be high-level; have you defined what components of your logic model should look like in practice?**
- / They are also a living document intended to be updated as you implement**
  - If a component is not well-defined, draw on your implementation experience to reflect what you have learned and ensure staff are on the same page about implementation (e.g., how to perform key activities)



# Stronger 2+gether: Define good implementation

| Inputs                                   | Activities   | Outputs   | Short-term outcomes                                       | Long-term outcomes                          |
|--|--|---|---|---|
| -Experienced, culturally competent staff | -Outreach and recruitment efforts                    | -20 referral partners; 10 referrals per month                                       | -Clients indicate program was helpful for their parenting | -Improved relationships/increased stability |
| -Evidence-based curriculum               | -Primary workshop using EB (1 hour/week)             | -12 prospective clients per month via direct outreach                               |   |   |
| -Partner agencies                        | -Case management (needs assessment, weekly coaching) | primary workshop hours  |   |   |
|  | (referrals)  | -100% of clients complete needs assessment with coach; 80% engage with case manager |   |   |
|  |  | -# of program supports offered  |   |   |
|  |  | -# of referrals given; 80% of referrals are followed-up on                          |   |   |

**What does effective outreach look like?**

**Do we have targets for all of our outputs? Are staff aware of them?**

**What does an engaged partner look like?**

Environmental factors: Work/school schedules, trauma, family dynamics



# Step 4: Examine data related to implementation to inform CQI efforts

- / Your logic model defines good implementation to support your outcome of interest**
- / Do you have enough information to assess whether implementation is happening as expected?**
- / If not, assess your data gaps and plan for how to obtain the data**
- / Dig into the data to understand implementation challenges and set up CQI efforts**





# Stronger 2+gether: Examine data

| Inputs  | Activities   | Outputs   | Short-term outcomes   | Long-term outcomes  |
|---|--|---|---|---|
| <ul style="list-style-type: none"> <li>-Experienced, culturally competent staff</li> <li>-Evidence-based curriculum</li> <li>-Partner agencies</li> </ul> | <ul style="list-style-type: none"> <li>-Outreach and recruitment efforts</li> <li>-Primary work using EB (1 hour/week)</li> <li>-Home visits (assessment, coaching)</li> </ul> | <ul style="list-style-type: none"> <li>-20 referral partners; 10 referrals per month</li> <li>-12 prospective clients per month via direct outreach</li> <li>-100% of clients complete needs assessment with coach; 80% engage with case manager</li> <li>-# of program supports offered</li> <li>-# of referrals given; 80% of referrals are followed-up on</li> </ul> | <ul style="list-style-type: none"> <li>-Clients indicate program was helpful for their parenting</li> </ul> | <ul style="list-style-type: none"> <li>-Improved relationships/increased stability</li> </ul> |
| <p>Environmental factors: Work/school schedules, trauma, family dynamics</p>  |  |   |   |   |

**Do we have solid referral partners?**

**Do we have the right recruitment staff to connect with the target population?**

**Are we implementing all the activities we said we would do to support enrollment?**

**Are we meeting these interim outputs to support enrollment?**



# **Grantee spotlight: Office of Samoan Affairs**







# OSA's effort to unpack enrollment challenges

/ **Topic: Supporting improved enrollment**

/ **Presenters:**

- Cody Steffenson, program coordinator
- Edgar Romo, project director





# OSA's effort to unpack enrollment challenges

## / Define issue

- Problem tree analysis

## / Collect data

- Partner barrier list

## / Analyze data

- Partner barrier spreadsheet

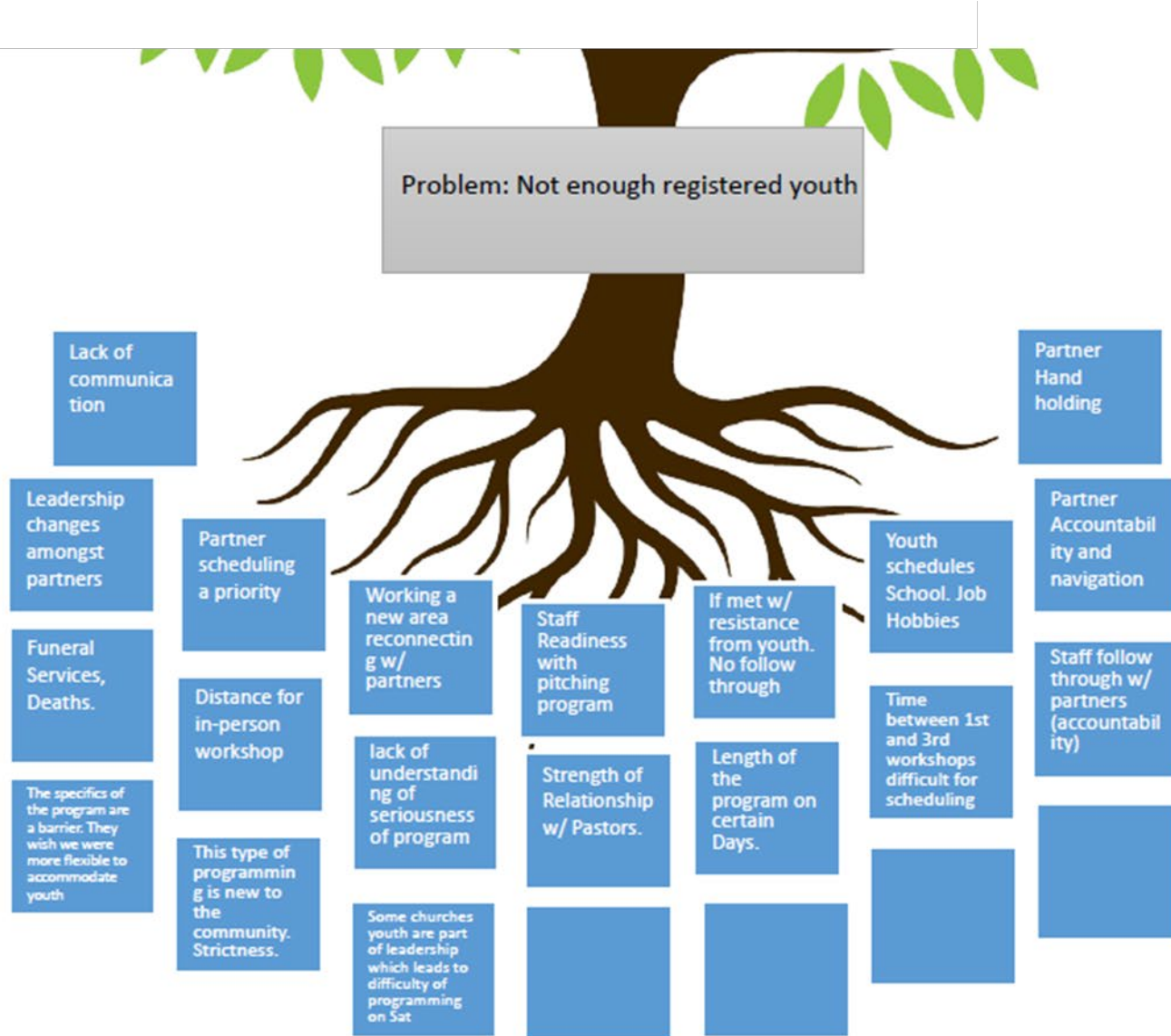
## / Where are we currently?

- Logic model





# Define issue: Narrowing in on partners



Root causes of the problem

Effects of the problem



# Collect data: Compiling partner barriers

| Partner | Barriers  | Description  |
|---------|---|--|
|         | Partners Relationship w/ youth  | OSA has Partnered with Corporate Staff in Colorado. They do not have a strong connection to the youth understanding what works. OSA needs to work connecting with the Property Managers at Sites.  |
|         | Staff Follow through w/ partners (accountability),<br><br>(Partner Hand Holding)  | Staff has failed to follow up with partner after initially getting push back about completing a 2nd workshop.<br>Need to work with partner about different strategies to get youth to participate in a Workshop.   |
|         | Lack of Communication (Amongst Church Leadership recruitment)<br><br>Lack of Understanding of the registration process. | Leadership rather than recruiting together had 2 individuals recruiting separately. Some of their recruitment efforts were not fruitful<br><br>Leadership struggled understanding the registration process and documentation. Difficult for them in getting yot to complete. |
|         |   |  |



# Analyze data: Quantifying partner barriers and benchmarks

## Barriers

| B<br>A<br>R<br>R<br>I<br>E<br>R<br>S | Partners Relationship w/ youth  | 1        |          |          |  |
|--------------------------------------|---|----------|----------|----------|--|
|                                      | Staff Follow through w/ partners (accountability), (Partner Hand Holding)   |          | 1        | 1        |  |
|                                      | Lack of Communication (Amongst Church Leadership recruitment)   |          |          | 1        |  |
|                                      | Lack of Understanding of the registration process.  | 1        |          | 1        |  |
|                                      | Funeral Services Deaths within Conference to Pastor Leadership  |          |          |          |  |
|                                      | General Conference being priority   |          |          |          |  |
|                                      | Partner Scheduling a Priority   |          |          |          |  |
|                                      | Leadership Change   |          |          |          |  |
|                                      | None: Good Working Relationship Numbers trending upward   |          |          |          |  |
|                                      | Relationship is too Broad... Need to connect w/ individuals pastors and churches (Strength of Relationship w/ Pastor) |          |          |          |  |
| No Youth Leadership                  | 1   |          |          |          |  |
| <b>Total</b>                         | <b>3</b>  | <b>2</b> | <b>3</b> | <b>0</b> |  |

## Benchmarks

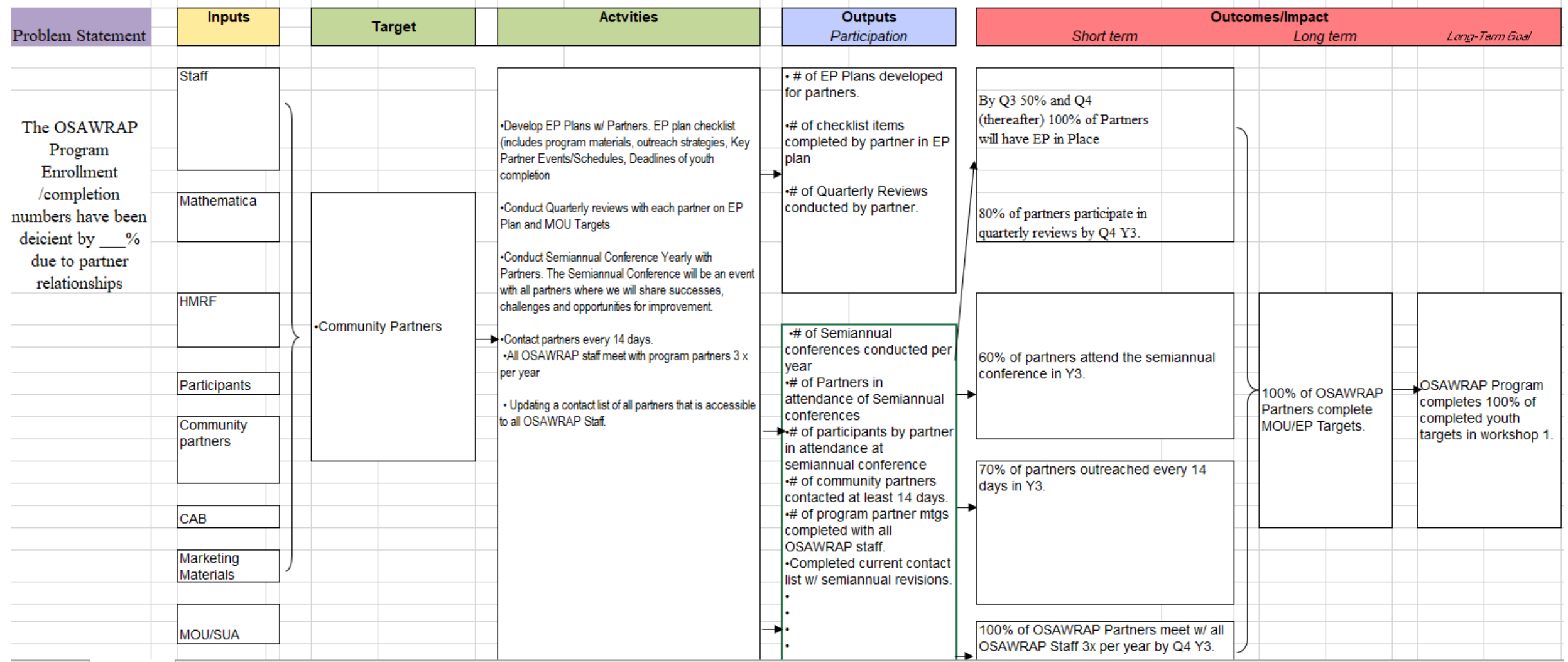
| Benchmarks   | 1        | 2        | 3        | 4        |
|--|----------|----------|----------|----------|
| Establish warm calls & hand holding                            | 1        | 1        | 1        | 1        |
| partner and their relationships                                | 1        | 1        | 1        | 1        |
| Involve All levels of Hierarchy in OSA WRAP                    | 0        | 0        | 1        | 1        |
| Set specific quarterly targets                                 | 0        | 0        | 0        | 0        |
| Multiple OSA staff will be involved                            | 1        | 1        | 1        | 0        |
| Standardized communication @ least every 2 weeks if not sooner | 0        | 0        | 0        | 0        |
| Set up quarterly discussions with partners to re-evaluate      | 0        | 0        | 0        | 0        |
| <b>Total</b>   | <b>3</b> | <b>3</b> | <b>4</b> | <b>3</b> |





# Where we are: Partner outreach logic model

Fig. OSA WRAP CQI Logic Model



# What are your questions for OSA?

**Enter your questions into the chat, or let us know if you would like to ask aloud!**





# Share with us

## / Have you used your logic model for CQI?

- Our logic model shapes our CQI efforts
- At the start of the grant, our logic model guided our CQI focus, but we haven't returned to it as a CQI tool
- We aren't using it yet for CQI







# Sources of data to inform learning

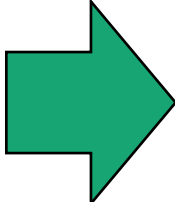




# Consider which nFORM reports provide information to shed light on implementation

## Example implementation topics

- Program operations
- Enrollment
- Workshop participation
- Individual service contacts (ISCs)
- Referrals
- Incentives



## nFORM data tools

- QPR/PPR
- Query Tool (enrollment, applicant characteristics, individual services, workshop participation for all and primary workshops tabs)
- Survey Completion Summary report (enrollment)
- Series session attendance summary and primary workshop participation summary and detailed reports (workshop participation)
- ISC report
- Incentives report
- Data export



# Other data sources for implementation

## / Existing sources

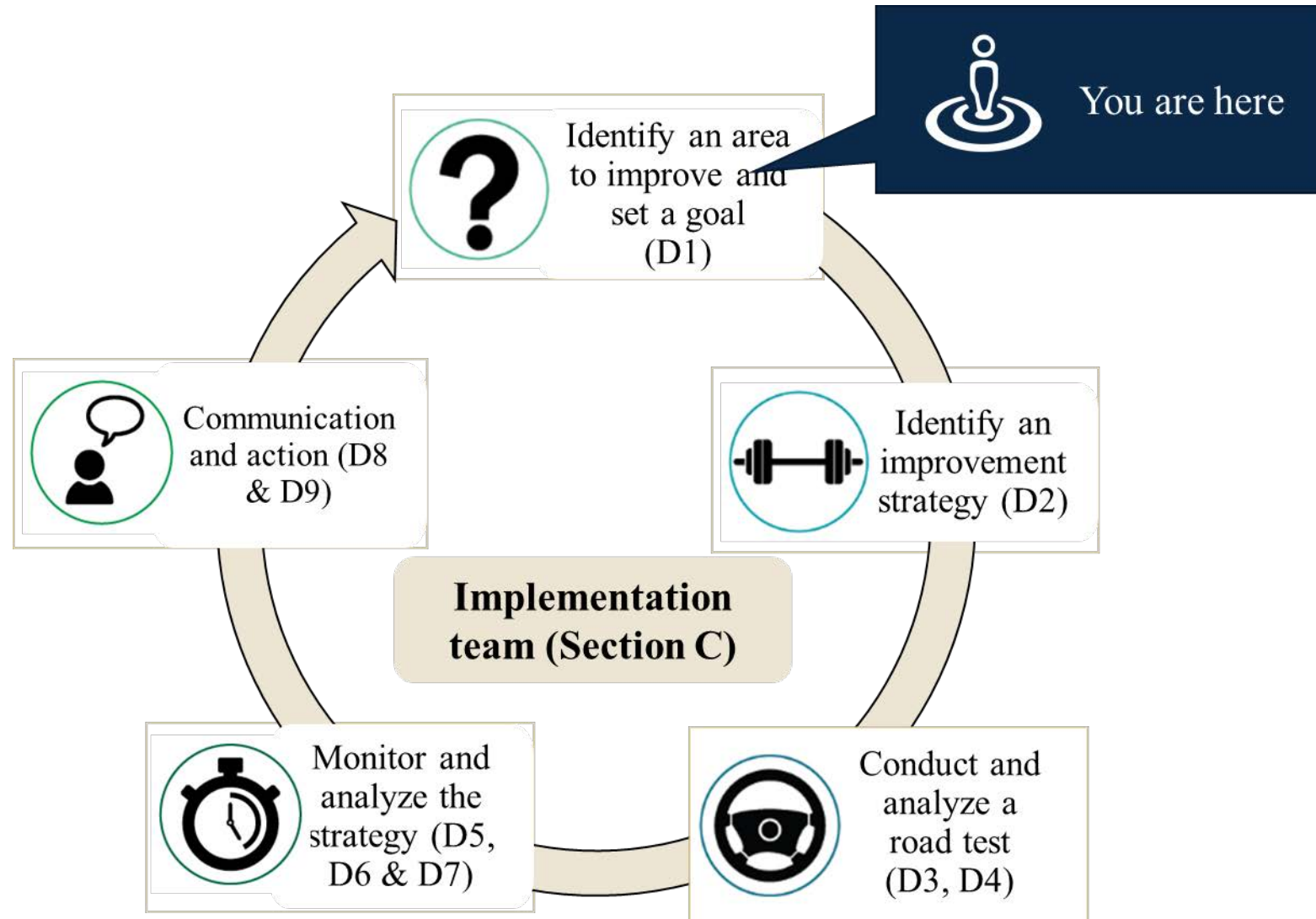
- Data from internal data systems or Excel-based tracking logs (e.g., for day-to-day recruitment efforts)
- Data related to curricula (e.g., observations or fidelity logs to assess curriculum fidelity)

## / New sources to fill data gaps

- Develop CQI surveys to understand implementation
- Create new data trackers (e.g., for example, a social media tracker to document frequency and nature of posts and engagement with posts)



# Review: Being data driven





# Announcements

## / For more resources:

- The HMRF Grantee Resources site (<https://hmrfggrantresources.info/continuous-quality-improvement>) contains CQI template, instructions, office hours slides, tip sheets, and other CQI resources
- Check out resources on nFORM data tools: <https://hmrfggrantresources.info/nform2-resources>
  - o Module VIII of the user manual and slides from recent nFORM office hours provide detailed information on various data tools; filter on “Webinar” to access slides

/ **Next office hours is on March 28, 2-3pm ET**

/ **Submit questions to [hmrfcqi@mathematica-mpr.com](mailto:hmrfcqi@mathematica-mpr.com)**



**Thank you!**

