

Bright Spots: Focusing on what's working

Continuous quality improvement (CQI) office hours

January 23, 2024 | 2:00 – 3:00pm ET



OFFICE OF FAMILY ASSISTANCE

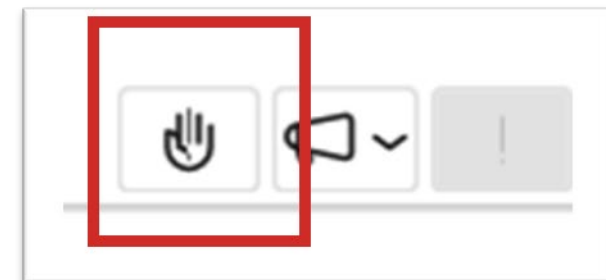
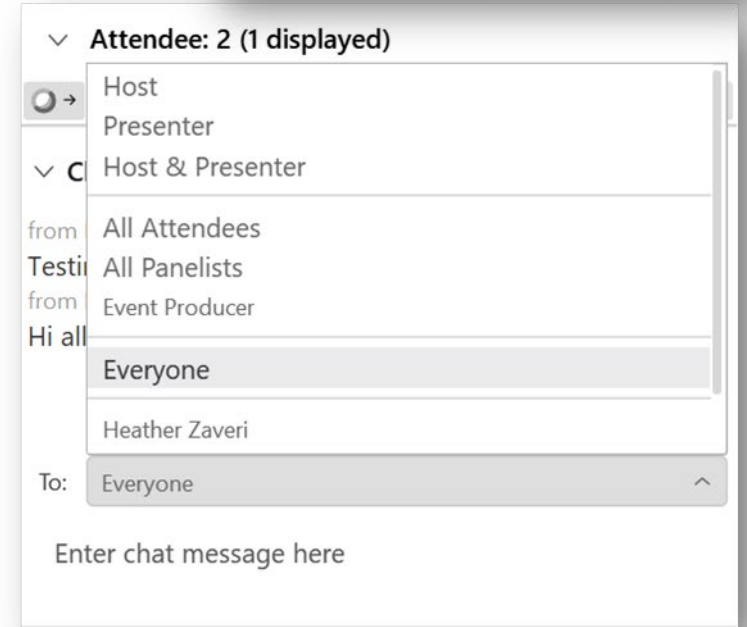
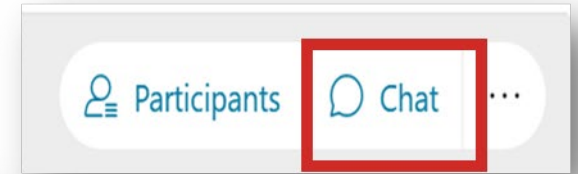
An Office of the Administration for Children & Families





How you can participate

- / You may also use the chat 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**





Maintaining and strengthening CQI practices

/ **Bright Spots: Finding inspiration in what's working**





Agenda

/ **What is the Bright Spots method?**

- Where this method fits in the broader CQI cycle
- How to:
 - Identify bright spots
 - Document promising practices
 - Transfer promising practices to areas in need of improvement

/ **Bright Spots in action: Spreading strong recruitment practices**

- Chelsea Garneau-Rosner, Project Director at University of Missouri

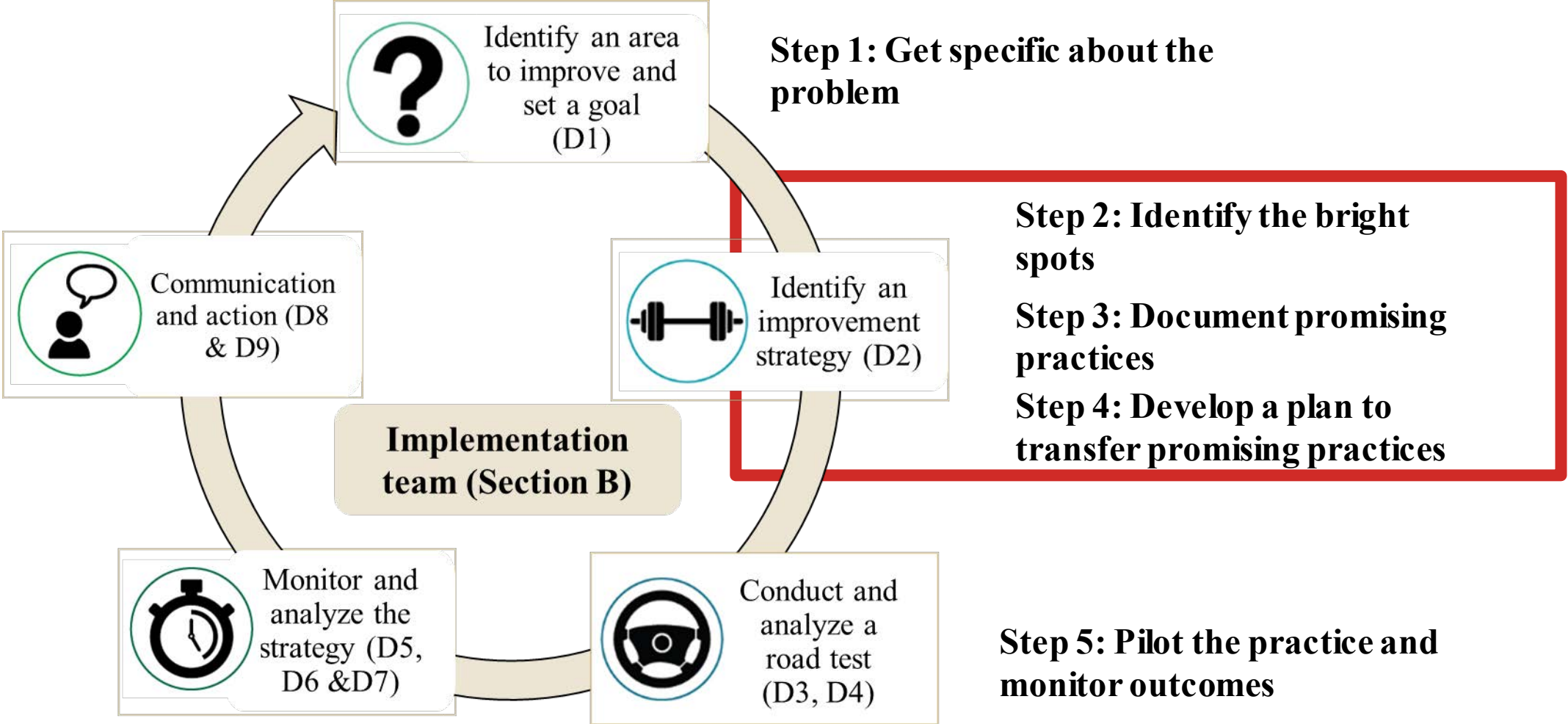


The Bright Spots method





Where bright spots support CQI

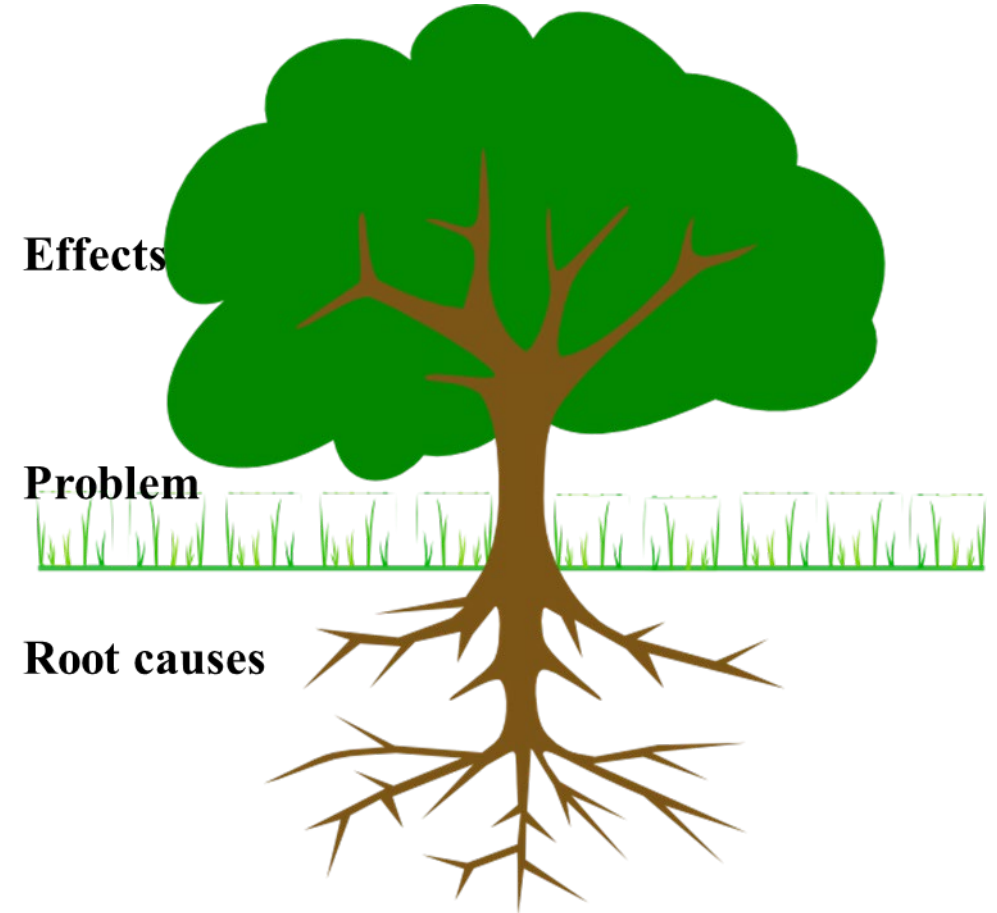




Strategy development is typically problem-focused

- / Teams identify a challenge and strategies to fix what isn't working
- / An analysis of root causes and their effects helps teams formulate and/or select strategies that will address the challenge

Problem Tree





Bright Spots approach to strategy development

- / **Sometimes, solutions to problems already exist within a program**
- / **Reframe the problem to focus not on underperformers but on who or what is excelling**
- / **Study data to find the high performing people and practices and dig into what is different about them**





When the Bright Spots approach may not help

/ **Context across sites is too varied**

- Context must be considered when transferring promising practices from one site or staff member to another

/ **The problem is too complex**

- If a problem is complex and deeply ingrained, it may be hard to replicate a bright spot practice, or it may not have the same effect

/ **The challenge is universally experienced**



Identify bright spots in your program

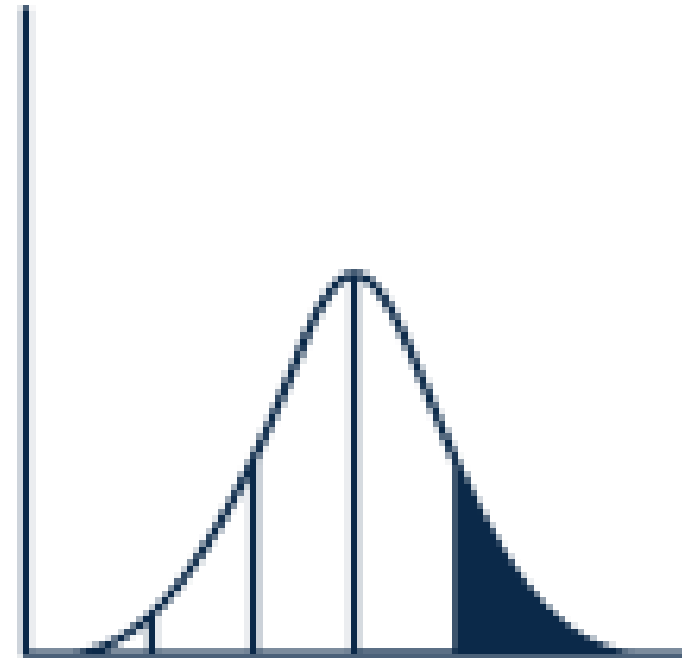


What's a bright spot?

/ **A person or site with:**

- Better outcomes than others, with similar resources
- Behaviors or practices that differ from underperformers but are transferrable to others

/ **Unpacking the bright spot involves uncovering what is driving success**





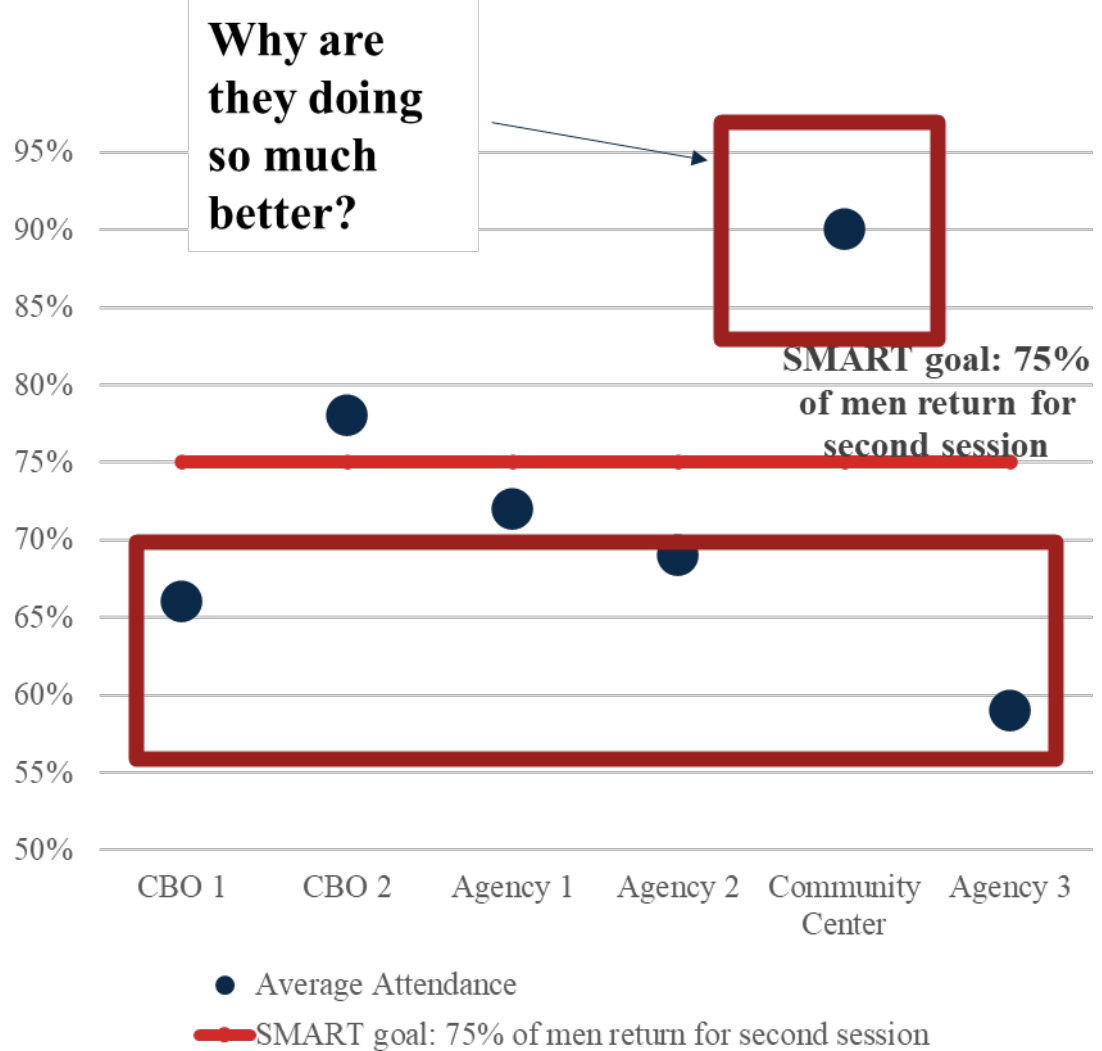
Quantitative methods for identifying bright spots

/ Look for staff or sites who are exceeding SMART goals for a specific challenge

- Explore nFORM data to identify overachievers as well as underperformers

/ Look for the outliers

- Calculate the average of an outcome across sites and pinpoint those that exceed the average





Qualitative methods for identifying bright spots

- / Ask staff, partners, or clients to nominate strong practices**
 - Be clear about the challenge you are hoping to address and its root causes
- / Have members of your CQI team conduct observations**
 - Works well when a practice is observable (e.g. strong facilitation)
- / Conduct “appreciative inquiry” interviews with staff**
 - Get staff to reflect on their own practices and identify what works well
 - For example, Tell me about a time when things were working really well related to *[name challenge here]*. What were the factors that contributed to that success?



Methods for identifying bright spots

Methods	Benefits	Drawbacks	Tips
Quantitative	Gives the program a comprehensive and objective assessment of which staff or sites across the program are high performers	<ul style="list-style-type: none">Quantitative data don't always consider differences in contextYou may not have quantitative data for all outcomes (e.g., quality of engagement)	<ul style="list-style-type: none">Look at multiple data points to ensure the success is not a flukeAsk about differences in context to get the full picture
Qualitative	More opportunity to account for context and nuance	<ul style="list-style-type: none">More time consuming to conductOften less comprehensive (hard to include everyone in a qualitative assessment)	<ul style="list-style-type: none">Use structured tools or forms for interviews, nominations, or observations to ensure respondents are providing consistent informationUse peer interviews/observations to have staff in similar roles conduct the data collection



University of Missouri: Chelsea Garneau-Rosner

/ **FRAMEWorks** grant

/ **Program: ShowMe Healthy Relationships**

/ **Use of bright spots**

- To identify strong recruitment practices

/ **Identification method**

- Used data to identify an overperformer



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- / **How the team decided to focus on recruitment**
- / **The team's process for identifying a bright spot**
- / **What the team learned through its bright spots identification process**



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Share with us

/ Have you used the Bright Spots method or a similar approach for improvement?





Document promising practices



What to document

- / **Steps to properly implement the promising practice**
- / **Rationale behind each step**
- / **Success factors—think about the 4 Ps**
 - **People:** A site uses two facilitators for its workshops; other sites use one
 - **Processes:** When conducting outreach at a recruitment event, recruiters have a policy to always stand in front of the table to be more inviting
 - **Principles:** One case manager ensures all her sessions with clients are client-driven by allowing clients to shape the agenda
 - **Products:** One site that has a strong learning culture created an Excel template to visualize attendance trends using nFORM data and shares it weekly with staff



Tips for documenting bright spots

/ Interview multiple staff to capture complete information

/ Recognize that some bright spots might be multi-faceted

- Write the practice down as one strong practice that is likely part of a package and continue to probe on differences to other sites or staff

/ Recognize that some strong practices will be personality-driven but the team can still drill down on what that person does differently

- For example, a facilitator at one site is “just more experienced and dynamic”
- What are the specific lessons learned that she has picked up as an experienced facilitator and how does she integrate them into sessions?



Keep track of insights about practices that are not transferrable

/ **Reasons why a practice may not be transferrable**

- **The context (e.g., resources or nature of the site) is different.** For example, a site is having success using co-facilitators.
- **The success factor cannot be transferred!** For example, a facilitator is especially effective because they have shared lived experience with workshop participants.

/ **Document the insight for the future**

- For example, you learn that facilitators with a shared background to clients appear to have more success → note the insight for future hiring that a shared background is a plus



Transfer promising practices



Tips for transferring practices

/ **Ensure staff at receiving sites understand how and why they are being asked to change**

- Use data about the challenge and the promising practice to demonstrate the need
- Be clear about the issue addressed by the practice

/ **Develop a plan to disseminate practices**

- Create a tip sheet or training that details how to implement the practice
- Recruit staff to help other staff adopt the new practice (e.g., have them co-facilitate a one-time training)
- Road test the bright spot practice at receiving sites to inform adaptations

/ **Prepare to provide ongoing support, especially if the practice is complex**



Monitor your SMART goal long term

/ **If after implementing the promising practice, the team is not seeing progress, investigate:**

- Did the CQI team identify the right success factors that supported positive outcomes? Reexamine the collected quantitative and qualitative data on the bright spot.
- Was context too different across staff or sites? Ask staff at receiving sites why they feel the practice is not supporting improvement.
- Were there implementation issues at receiving sites (e.g., practice was not implemented with fidelity; staff were resistant to making a change)? Go back through documentation and training.



University of Missouri

- / **How strong practices were spread**
- / **Challenges encountered and how they were overcome**
- / **Results**



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Q&A

/ What are your questions for the Mizzou team?



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Announcements



Announcements

/ **Join us for the next CQI office hours focused on sharing Bright Spots across the network of grant recipients!**

- Tuesday, February 27, 2024, 2-3 p.m. ET
- Invitation is coming soon!

/ **For more resources:**

- The HMRF Grantee Resources site (<https://hmrfggrantresources.info/continuous-quality-improvement>) contains CQI template, worksheet, office hours slides, tip sheets, and other CQI resources
- Bright Spots interview tip sheet coming in February – stay tuned!

/ **For CQI-related questions, reach out to the CQI helpdesk**

- hmrnCQI@mathematica-mpr.com



Thank you!

