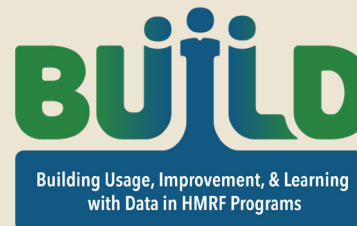


# CQI Office Hours: Preparing for a road test

February 22, 2022 | 2:00 – 3:00pm ET



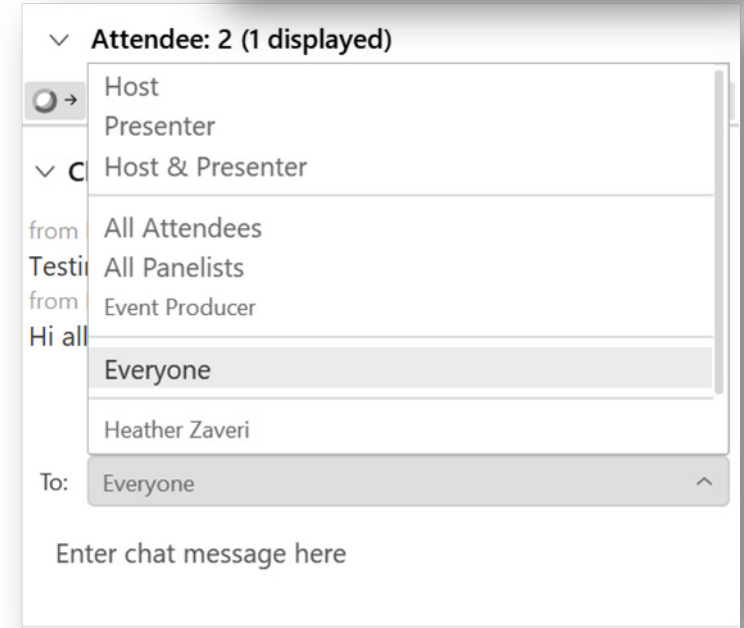
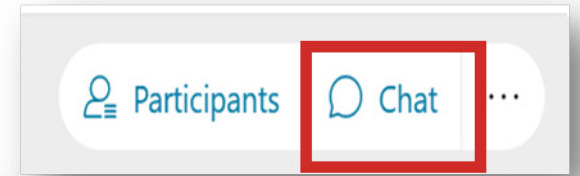
**OFFICE OF FAMILY ASSISTANCE**  
An Office of the Administration for Children & Families





# 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**





# Today's agenda

- / New URLs for nFORM 2.0**
- / Recapping where we are**
- / Planning for road test barriers and facilitators**
- / Practice using COM-B to support a successful road test**



# New URLs for nFORM 2.0

**/ To meet new requirements for federal systems, nFORM 2.0 URL addresses have changed**

<b>nFORM 2.0 component</b>	<b>Old URL</b>	<b>New URL as of 2/20/2022</b>
<b>Log-in page</b>	<a href="http://hmrform.com/nFORM">hmrform.com/nFORM</a>	<a href="http://hmrform.acf.hhs.gov/nFORM">hmrform.acf.hhs.gov/nFORM</a>
<b>Survey</b>	<a href="http://hmrform.com/Survey">hmrform.com/Survey</a>	<a href="http://hmrform.acf.hhs.gov/Survey">hmrform.acf.hhs.gov/Survey</a>
<b>Help page</b>	<a href="http://hmrform.com/nFORM/Contact">hmrform.com/nFORM/Contact</a>	<a href="http://hmrform.acf.hhs.gov/nFORM/Contact">hmrform.acf.hhs.gov/nFORM/Contact</a>

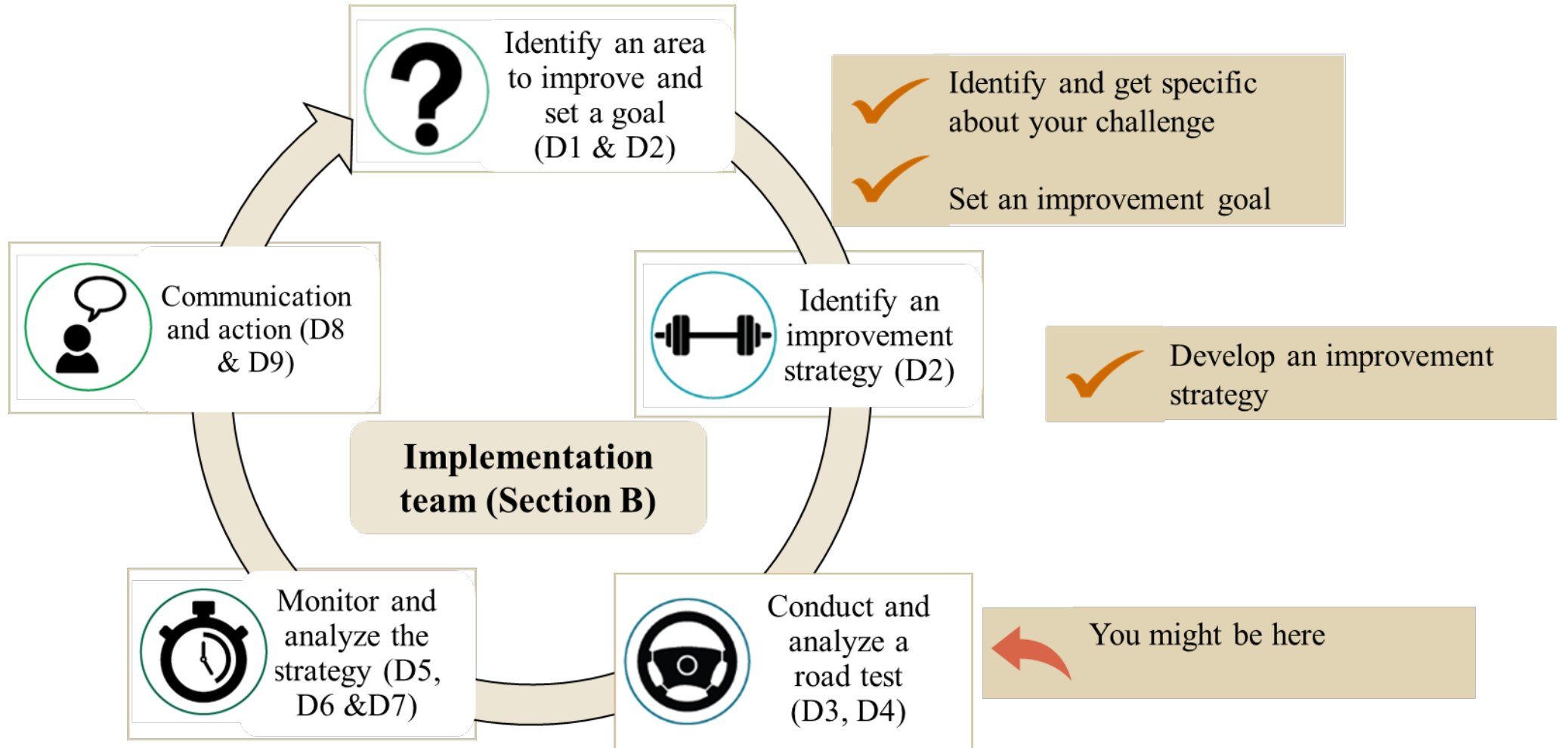


# Recapping where we are





# Recapping where we are



# You're ready to road test when you have



Learned about the challenge by identifying root causes and prioritized one or a few related causes



Developed a strategy that addresses the root cause

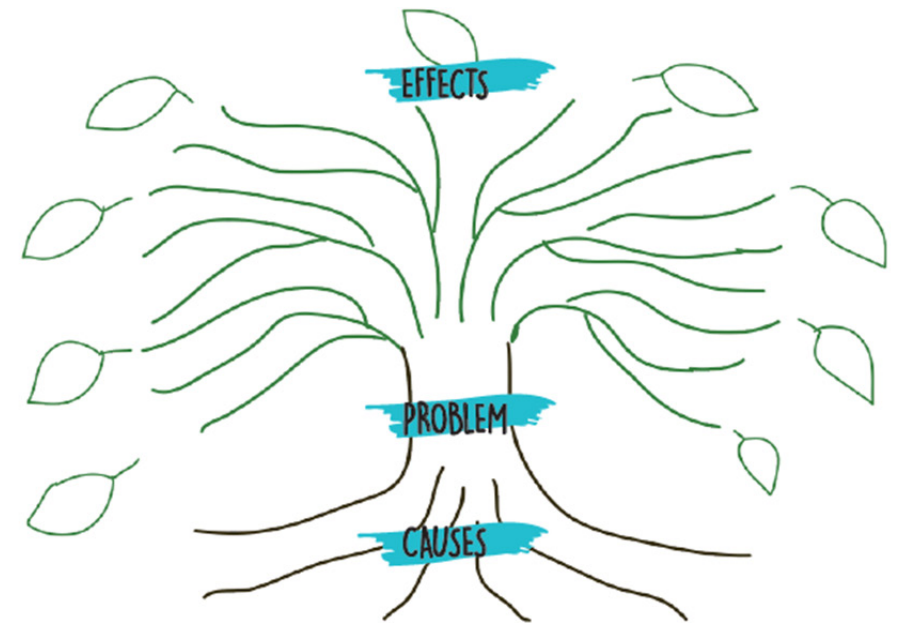


Have learning questions and an implementation plan for your test that will allow you to assess implementation and progress toward addressing the root cause



# Learning about the challenge: a review of root causes

- / **Root cause analysis: The process of breaking down challenges into discrete causes**
- / **Ensure that you're addressing the cause of a problem, rather than a symptom of it or what you see on the surface**
- / **Identifying discrete causes allows your team to develop targeted improvement strategies**

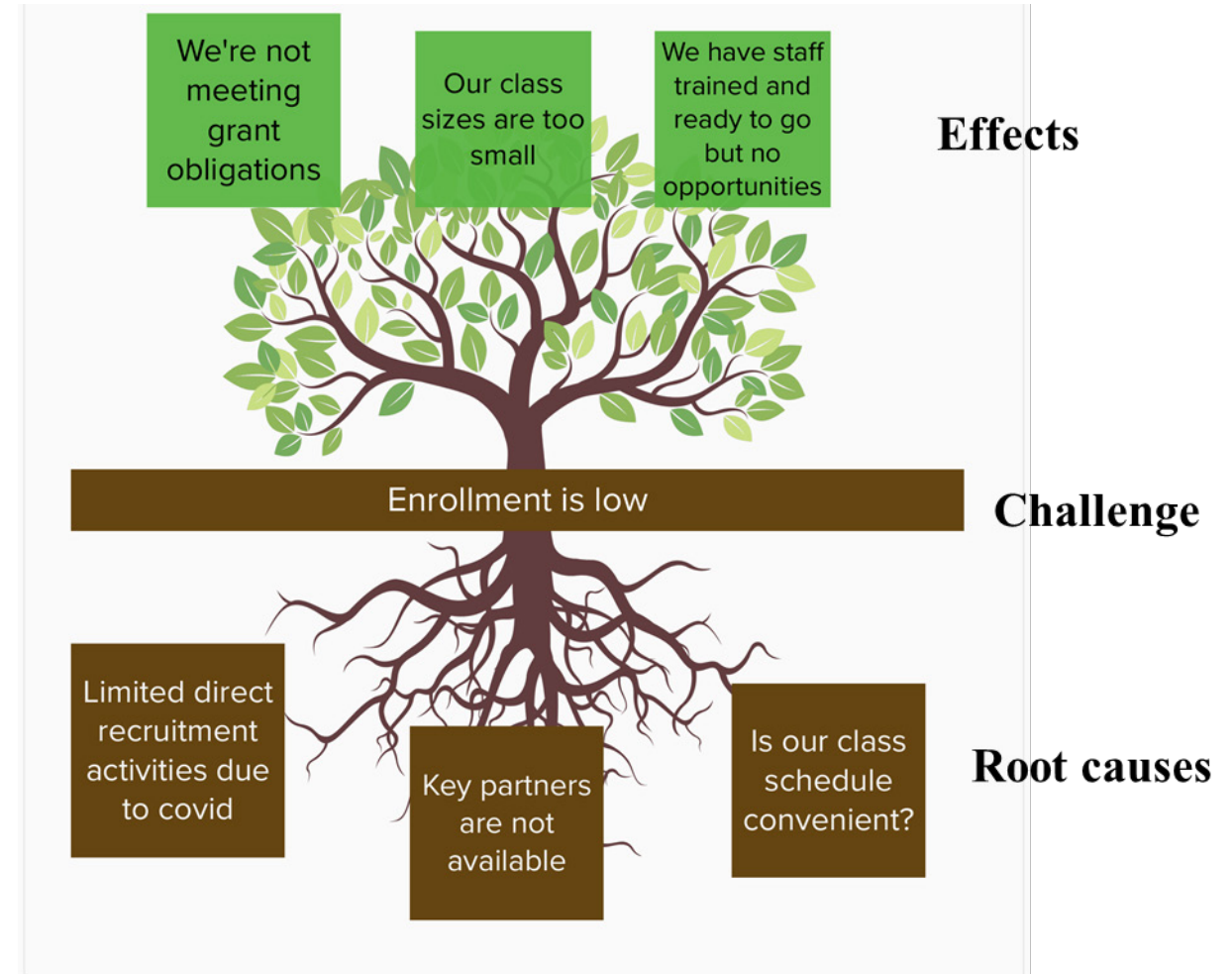






# A method for identifying root causes with your team

- / **Activity: Problem tree analysis**
- / **Goal: Break down a high-level challenge into its causes and identify the effects of the challenge**
- / **Next steps: Prioritize root causes to determine a focus area for improvement work**





# Developing a strategy to address a root cause

## / Your strategy should

- Be well articulated
- Have a clear rationale for how it will influence the root cause

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HEALTHY MARRIAGE & RESPONSIBLE FATHERHOOD

### Developing effective program improvement strategies

A common approach to addressing a programmatic issue or challenge is to try something and then if it doesn't work, try something else. Continuous quality improvement (CQI) is a more systematic approach for designing strategies that are best able to address your improvement goals. In CQI, strategy development is three-pronged: (1) investigate the problem and identify root causes, (2) consult a range of sources to identify promising improvement ideas, and (3) specify the rationale for your strategy to ensure it aligns with your theory of improvement and to set your team up for piloting the strategy. This brief describes how HMRF grantees can develop improvement strategies and resources to support each step in the process. Please remember to discuss any proposed changes to your project design or implementation with your Family Assistance Program Specialist (FPS).

**1. Investigate the problem and identify root causes**

Often, when a program identifies a problem, staff are identifying a symptom of the problem rather than its cause. For example, low workshop attendance or difficulty recruiting a population of interest are both symptoms that flag deeper issues. Root cause analysis is a process to uncover those deeper issues, which is a critical step for effective strategy development. The key is to ask: Why is our program experiencing low attendance in our workshop? You can seek to answer that question by talking to staff, partners, and clients and exploring data in nFORM. Here are some tools to support your investigation and synthesize and prioritize what you learn:

- nFORM reports** allow your team to dig into the aggregate performance measures included in the quarterly reports sent to ACF. For instance, you can examine week-by-week or day-by-day average attendance for your workshop to understand when clients begin to drop off; you can also examine average attendance for a specific population group. nFORM data can provide your team with a more refined understanding of the "who, what, and where" related to a challenge. For more information about nFORM reports, please see Module VIII of the [User Manual](#).
- Empathy interviews** can help your team understand the experiences of staff, partners, and/or clients in relation to the problem you are trying to address. Empathy interviews are unstructured, meaning most questions are not predetermined and the interviewer engages in free-flowing conversation. For example, an interviewer could begin with the question, "What makes it difficult for you to attend the workshop?" and then allow the client to direct the conversation from that point. The goal is to encourage storytelling to learn the in-depth perspectives of those affected by an issue. See [page 4](#) for more information on empathy interviews.
- Pulse surveys** are a quick way to gather information about an issue from a larger number of clients at regular time points. For instance, you might administer a two- or three-question survey to learn more about engagement challenges with questions like, "Which parts of the lesson did you find most engaging today?" Closed-ended response options could include small-group discussion, games or activities, and role-playing. If you only need a one-time feedback survey, consider adding more questions. See [page 5](#) for more information on pulse surveys.
- Process maps** help your team visualize an organizational process and identify the parts of the process that aren't working well. For instance, you might map out each step in your enrollment process, as the client experiences it, to identify bottlenecks. See [page 6](#) for more information on process maps.
- Fishbone diagrams** are useful tools for synthesizing learning gathered through the investigation of programmatic issues (for example, information on attendance challenges gathered from empathy

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interviews or pulse surveys). Fishbone diagrams help teams visualize primary and secondary root causes of a problem. See [page 7](#) for more information on fishbone diagrams.

**★ Prioritization matrices** are useful tools for selecting one or two primary root causes as the focus of your team's improvement work. To help your team prioritize which root cause to address first, you can map them on a matrix. Use one axis to denote impact—that is, the extent to which addressing the root cause will help your team address the problem. On the other axis, your team can map the effort required to address the root cause or your team's influence over it—that is, the extent to which the root cause is within your team's control. See [page 8](#) for more information on prioritization matrices.

**2. Consult a range of sources to identify promising strategy ideas**

When you have prioritized a root cause to address first, the next step is to brainstorm about strategies that might address the root cause. Your team may already have a few ideas, but it's important to consult a range of sources for additional suggestions and to gather perspectives from outside the CQI team. Strong sources include staff, partners, and clients, as well as other practitioners, your FPS, training and technical assistance (TTA) support teams, and research from the field.

**Facilitated strategy conversations with staff, partners, or clients**

Your staff are very familiar with day-to-day processes and the challenges associated with them, so it is likely they will have ideas for how to improve. To generate ideas from staff, consider using exercises in design thinking.

**🍪 The creative matrix** is designed to engage staff in divergent thinking (idea generation) to develop ideas without considering programmatic constraints. See [page 9](#) for more information on creative matrices. The key is to then guide staff toward convergent thinking, or prioritization, to highlight the most exciting but also practical ideas. You can use a [prioritization matrix](#) tool to support convergent thinking.

To gather suggestions from staff, clients, or partners more broadly, consider administering surveys or conducting interviews or focus groups to gather more general suggestions that you can use to inform detailed improvement strategies. If you conduct empathy interviews to learn about a challenge (Step 1), you can also use the interview to ask for suggestions (Step 2): "What would make this workshop more engaging for you?"

**Resources and supports through the HMRF grant program**

Practitioners share many implementation challenges, so you can draw on the broader HMRF community for ideas of strategies that have been successful. The HMRF learning community includes other grantees, ACF, and the TTA teams. Your FPS can connect you to other grantees that are experiencing similar challenges as well as to TTA liaisons who can provide you with in-depth support. Grantees have access to specific TTA related to programming, nFORM and data capacity, CQI, and local evaluations.

**Research to identify evidence-informed strategies for addressing implementation challenges**

Research from the field is a valuable source for identifying strategies backed by evidence. Consulting research doesn't have to mean combing through journal articles. Applied research studies and practice briefs are practical and accessible sources for finding strong, evidence-supported practices. OPRE's [Strengthening Families, Healthy Marriage, & Responsible Fatherhood website](#) shares a wide range of resources of interest to HMRF grantees. For example, these documents on OPRE's website focus on recruitment and retention practices:

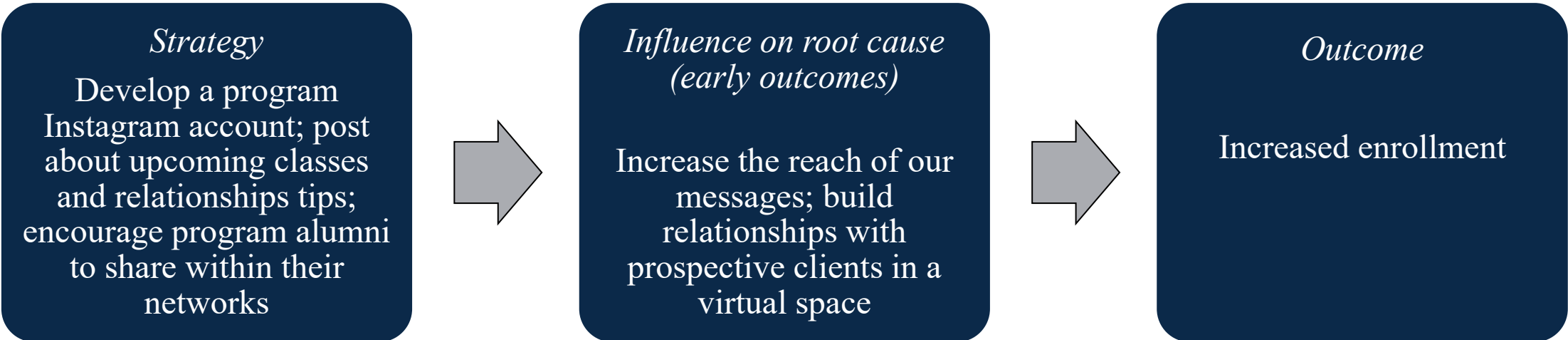
- Recruitment best practices: [Developing Strong Recruitment Practices for HMRF Programs Serving Adults](#)
- Partnership best practices: [Forging Effective Responsible Fatherhood Partnerships](#)

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# Strategy rationale example

- / **Challenge: Enrollment is low**
- / **Root cause: Recruitment has been hampered by COVID-19, limiting our reach**
- / **Strategy: Build a social media presence to expand reach**





# Learning questions and implementation plan to assess progress

- / A strong road test plan consists of learning questions and an implementation plan that specifies logistics of the test and a plan for data collection**
- / Data collection should aim to understand implementation and early progress toward addressing the root cause (short-term outcomes)**



# **Planning for road test barriers and facilitators**





# Planning for road test barriers and facilitators

- / A common reason for needing to retest a strategy is to improve implementation; if the strategy is not implemented properly, your team can't assess promise**
- / When implementing a change effort, it can help to anticipate barriers (and facilitators) to making the change**
- / Examples of barriers to change**
  - Staff mindsets: “We’ve always done it this way”
  - Lack of understanding about how to implement the change
  - Environmental factors (e.g., bad timing; the program is experiencing a lot of turnover and leadership is focused on hiring)



# Planning for road test barriers and facilitators (cont.)

## / **Examples of facilitators of change**

- Leadership support for change
- A common understanding among staff for why change is needed
- Time and support for learning and training
- Staff involvement in planning and implementing change efforts

## / **To enhance the chances of success, plan for how you will address barriers and build on facilitators**



# Share with us

**/ What are some of the barriers or facilitators you have experienced when implementing a programmatic change?**







# Share with us

What are some of the barriers and/or facilitators you have experienced when implementing a programmatic change?

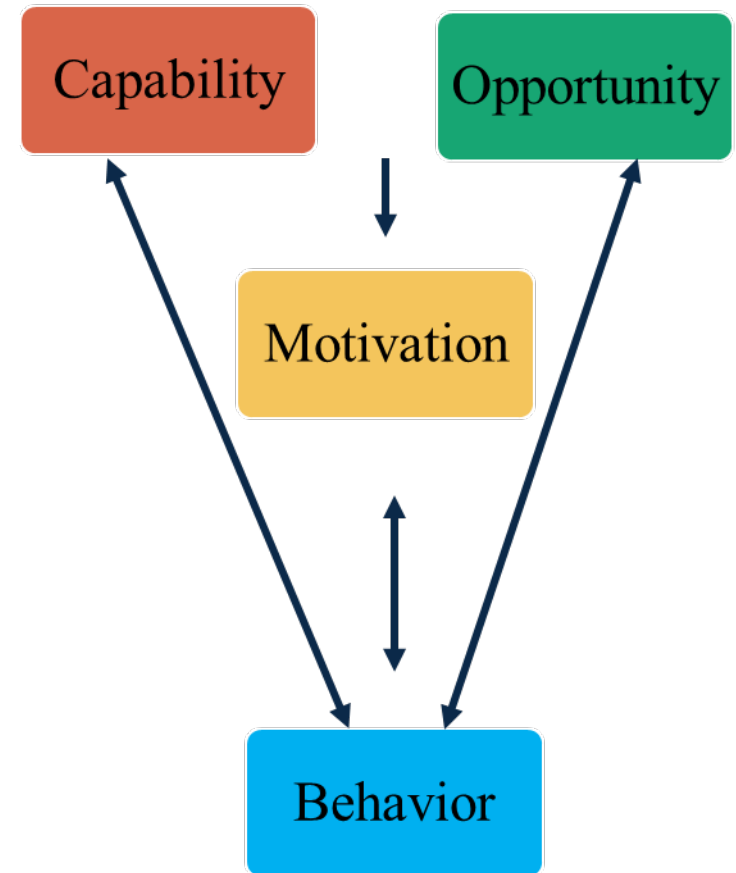




# COM-B: How to facilitate the behavioral changes you hope to see

## / Behavior change is influenced by three domains

- Capability: Do users have the ability to make change?
- Opportunity: Is the environment supporting them to make change?
- Motivation: Do people want to make changes?





# Example of COM-B

**/ Improvement strategy: Staff will complete a workshop planning template prior to each session to promote intentional planning and improve facilitation**

## Capability

Will staff understand how to complete the template?

## Opportunity

Will staff have time to complete the template during the workday?

## Motivation

Will staff see value in completing the template? Will they feel they will be rewarded or punished for completing the task or not? Will they sense that peers value the planning effort?



# Example of COM-B

/ **Implementation plans should address barriers and build on facilitators; and vary based on the type of barrier/facilitator**

Capability

**Lack of understanding of how to complete (barrier)** => Additional training or a guide to support completion

Opportunity

**Lack of time to complete (barrier)** => Shift away other duties and reserve the last 30 minutes of the day for session planning

Motivation

**Don't see the point of completing the template (barrier)** => Identify a champion who is willing to try it first and speak to how it helped OR  
**Staff see the value of improving (facilitator)** =>: Share data with staff to demonstrate how/whether the template is supporting better facilitation



# Supporting implementation

- / Anticipating and planning for barriers and facilitators helps to support strong implementation of your road test**
- / If unexpected barriers arise during your road test, develop plans to address them before you re-test**
- / Similarly, decide how to leverage unexpected facilitators before you re-test**



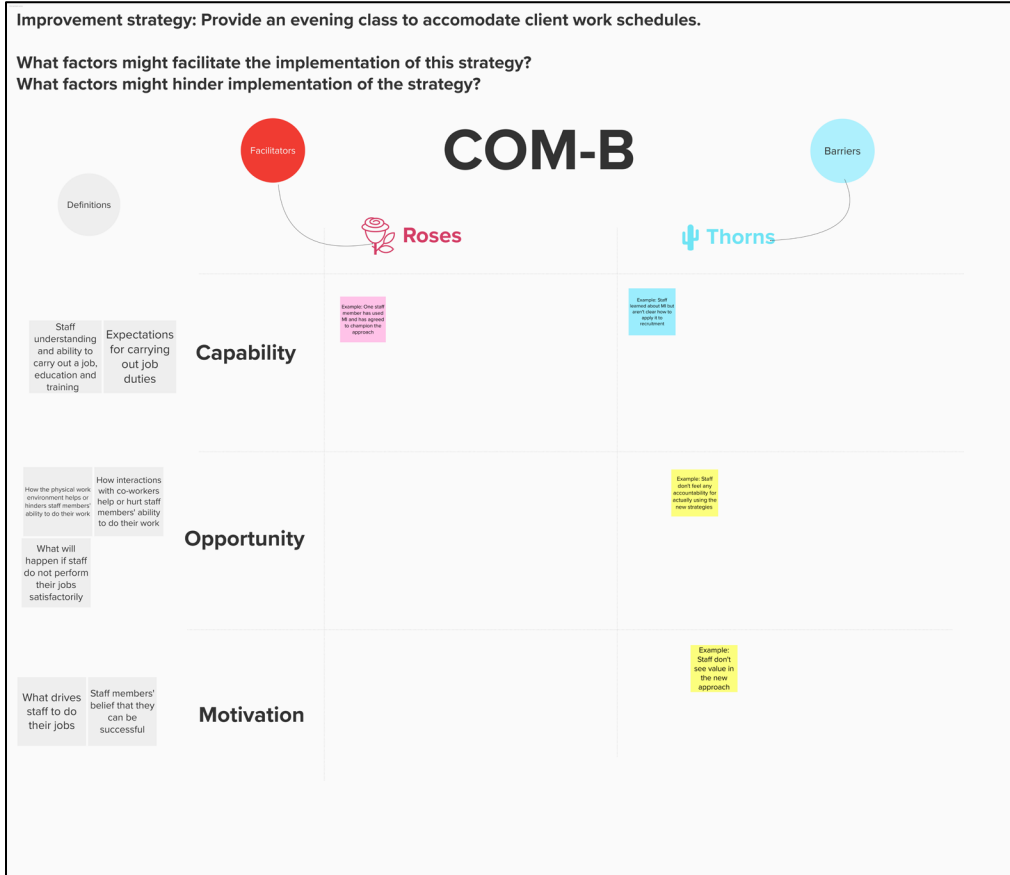
# Breakout rooms: Using COM-B





# Try it out: Using COM-B to anticipate implementation facilitators and barriers

- / **Improvement strategy:**  
**We will provide an evening class to accommodate client work schedules**
- / **To practice using with staff, navigate to Mural;**  
**you may also watch the activity**





# COM-B reflection

- / Were any categories – capabilities, opportunities, or motivations – harder for you to identify?**
- / Did you see any stickies that jumped out to you? Potentially a barrier or facilitator you hadn't considered?**
- / Any early thoughts on how you might address any identified barriers?**





# Thinking time

**/ Consider your own improvement strategy. Jot down a few potential barriers and facilitators that might hinder or support implementation.**





# Additional questions?

## / For more resources:

- HMRF Grant Resources (<https://hmrfggrantresources.info/continuous-quality-improvement>) contains CQI template, tip sheets and other CQI resources
- For a refresher on planning and conducting a road test and monitoring change, see the [November 2021 office hours slides](#).
- For tips related to strategy development, see [the strategy brief](#) on HMRF Grant Resources

/ **Next office hours on March 22, 2022, from 2-3pm ET**

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





# Breakout room materials







# Breakout room #1: Mural board

	 <b>Roses</b>	 <b>Thorns</b>																								
<b>Capability</b>	<table border="1"> <tr> <td>Offering more in-person sessions</td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td>Offering meals</td> </tr> <tr> <td>Ability to meet participants at the community level - offers level of comfort/trust</td> <td></td> <td></td> </tr> <tr> <td>offers more opportunity to potential clients</td> <td></td> <td></td> </tr> </table>	Offering more in-person sessions					Offering meals	Ability to meet participants at the community level - offers level of comfort/trust			offers more opportunity to potential clients			<table border="1"> <tr> <td>staff not available to work nites</td> <td>child care</td> <td>Lack of access to transportation and childcare</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </table> <p><b>EXAMPLE:</b> Evening classes will need to be single facilitator, rather than co-facilitated, which not all staff feel equipped to do</p>	staff not available to work nites	child care	Lack of access to transportation and childcare									
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# Breakout room #2: Mural board

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# Breakout room #3: Mural board



## Capability

Flexibility in schedule	Staff have the tech savvy to implement the strategy.	
Students more focused.		

Evening schedule interferes with clinician's family time		
	Dangerous streets at night for both participants and facilitator	

EXAMPLE: Evening classes will need to be single facilitator, rather than co-facilitated, which not all staff feel equipped to do

## Opportunity

Facilitators are FTE not contract so they can flex their work hours		
Better attendance		
Built relationship with new location		

Example: The program has access to the community center in evenings, which is a more desirable place to deliver the class

A facilitator is a single parent and finds it difficult to hold evening classes because of childcare duties	A facilitator also works primarily as an outreach and recruitment specialist and therefore has little time to familiarize herself with new strategies.	
Lack of location to hold classes in the evening	facilitators need to be monitored by supervisors (can't be alone in building with clients)	

EXAMPLE: Staff will maintain their full day-time schedules, so evening classes would be additional hours on top of their normal work day

## Motivation

Staff recognize that more availability means more opportunity to meet goals	Staff believe that more clients would be comfortable with evening classes	
	Facilitators who are employed full-time can facilitate after work hours	
There is a need to have more participants completing the program		Offering evening classes will likely increase enrollment numbers

Example: Staff have struggled with attendance at classes and see the value in offering evening classes

The hours might not be ideal (work-life balance)		Staff is comfortable with current schedule and don't see a need for change