The California Mental Health Services Authority (CalMHSA) is an organization of county governments working to improve mental health outcomes for individuals, families and communities. Prevention and Early Intervention programs implemented by CalMHSA are funded by counties through the voter-approved Mental Health Services Act (Prop 63). Prop. 63 provides the funding and framework needed to expand mental health services to previously underserved populations and all of California’s diverse communities.
**Introductions**

- **What do you bring to this event?**
  - Any past experience with GTO?
  - Any past experience with CQI?

- **Expectations**
  - What do you hope to take away from this event?
Today’s webinar is part of RAND’s CalMHSA TTACB project

- Collaboration between CA counties, community-based service providers, CalMHSA, SRI, and RAND
- Provide support for PEI implementation throughout CA

Today we will focus on Step 9 of Getting To Outcomes®: Continuous Quality Improvement (CQI)
Agenda

• What is GTO?

• What is CQI?

• How to plan, implement, and evaluate a CQI project

• Resources
Agenda

• What is GTO?

• What is CQI?

• How to plan, implement, and evaluate a CQI project

• Resources
GTO is a tool to support high-quality program implementation

It is a blend of:

1. Traditional program evaluation
2. Empowerment evaluation
3. Results-based accountability
4. Continuous quality improvement (CQI)

Data informed program planning, implementation, and evaluation
Choose which problem(s) to tackle.

1. Identify goals, target population, and desired outcomes.

2. Find existing programs and best practices worth copying.

3. Modify the program or best practices to fit your needs.

4. Assess capacity (staff, financing, etc.) to implement the program.

5. Make a plan for getting started: who, what, when, where, and how.

Steps 1-6

PLANNING

Steps 7-10

EVALUATING AND IMPROVING

6. Make a plan for Continuous Quality Improvement.

7. Evaluate planning and implementation. How did it go?

8. Evaluate program’s success in achieving desired outcomes.

9. Consider how to sustain the program if it is successful.

10. Make a plan for delivering programs.
How does GTO work?

- GTO Increases program staff:
  - GTO knowledge
  - GTO skills

- Increases program staff GTO behaviors = high-quality prevention and early intervention

- Improves outcomes for program participants
GTO Manuals of text & tools

Getting To Outcomes in Systems of Care
10 Steps for Achieving Results-Based Accountability

Getting To Outcomes with Developmental Assets

Getting To Outcomes in Services for Homeless Veterans
10 Steps for Achieving Accountability

Promoting Science-Based Approaches to Teen Pregnancy Prevention using Getting To Outcomes (PSBA-GTO)

© Copyright 2013 RAND Corporation
GTOs 10 steps are documented in GTO manuals


• We welcome your questions and comments

• Use the Q&A box to the right of your screen to submit your questions
  – Enter your question in the text bar at the bottom of the Q&A box
  – Click the “thought bubble” icon to send your question to RAND
Agenda

• What is GTO?

• What is CQI?

• How to plan, implement, and evaluate a CQI project

• Resources
Quality improvement is a process

- A movement adopted by healthcare from industrial processes

- IOM defines quality as the extent to which health services increase the likelihood of desired health outcomes

- CQI is an ongoing process to measure services and outcomes in order to improve quality

- Leadership from IOM, IHI, CQAIMH, EQRO
GTO Step 9: Continuous quality improvement

Links GTO steps together

1. Choose which problem(s) to tackle.
2. Identify goals, target population, and desired outcomes.
3. Find existing programs and best practices worth copying.
4. Modify the program or best practices to fit your needs.
5. Assess capacity (staff, financing, etc.) to implement the program.
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9. Make a plan for continuous quality improvement.
10. Consider how to sustain the program if it is successful.

Steps 1-6: PLANNING

Steps 7-10: EVALUATING AND IMPROVING
GTO Step 9: Continuous quality improvement

Why?

- Take advantage of what you learn over time to improve the program
- Incorporate changes into the program without starting over
- Keep your program fresh and a good fit for your target population and community
- Demonstrate quality orientation of your organization to your consumers, credentialers, payors, and other stakeholders.
GTO Step 9: Continuous quality improvement

How?

• Create a CQI team and convene a workshop

• In a systematic way, look at the information and data you have about the needs and goals, implementation, and outcomes of the program

• Start with Step 1 and go through all GTO steps
  – Use CQI summary worksheet and/or worksheets 1-8

• Based on your conclusions, think about how you could improve the program

• Prioritize among options and start with a small and feasible action
CQI prerequisites
GTO steps 1-6: defining and planning

1. Identify the underlying *needs and resources*

2. Identify *goals*, population of focus, and desired outcomes

3. Find existing *best practices* that may be useful in achieving your goals

4. Modify the best practices to *fit* your community’s needs and culture

5. Determine *capacity* for implementation

6. Make a *plan* for getting started: who, what, when, where, how

Source: [http://www.rand.org/pubs/technical_reports/TR101z2.html](http://www.rand.org/pubs/technical_reports/TR101z2.html)
CQI prerequisites: Logic models visually represent pathways from actions to results

- DO Strategies
- GET Results
- Activities
- Needs/Resources
- Outputs
- ST Outcomes
- Interim Outcomes
- LT Outcomes
- Impact
- Needs/Resources
- Outputs
- ST Outcomes
- Interim Outcomes
- LT Outcomes
- Impact
An approach to understanding the impact of prevention and early intervention (PEI) funding

Where is it going?

New and enhanced community resources
- Public awareness campaigns
- Parenting programs

New and enhanced treatment resources
- First-break early intervention programs
- School-based mental health treatment

Increased collaboration and integration among agencies
- Primary care integration

What is it doing?

More and better prevention
- Exposure to social marketing efforts
- More parents receiving coping skills training

More and better early intervention
- Access/utilization of first-break early intervention programs
- Use of school-based counseling services

More collaboration and integration

Does it make a difference?

Changed knowledge, behaviors and attitudes
- Decreased stigma
- Increased help-seeking
- Decreased risk behaviors such as poor parenting skills

Improved resilience and emotional well-being
- Increased social connections
- Decreased psychological distress

Stronger communities
- Policies that reduce discrimination and violence
- Community resilience

Are there public health benefits?

Reduced suicide

Mental-health related
- Prolonged suffering
- Incarceration
- Homelessness
- School drop out
- Out-of-home removal
- Unemployment
- Differences across groups

Community Planning Process
- Needs assessment
- Inclusiveness

PEI Funding

Where is it going?

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- Public awareness campaigns
- Parenting programs

New and enhanced treatment resources
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- Unemployment
- Differences across groups

Community Planning Process
- Needs assessment
- Inclusiveness

PEI Funding
CQI prerequisites:
GTO steps 7-8: evaluation

1-6 Defining and planning

Think ahead about how you will know whether the program has been implemented well.

7

Evaluate whether the program is meeting its goals, reaching its target audience, and achieving its desired outcomes.
• We welcome your questions and comments

• Use the Q&A box to the right of your screen to submit your questions
  – Enter your question in the text bar at the bottom of the Q&A box
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Agenda

• What is GTO?

• What is CQI?

• How to plan, implement, and evaluate a CQI project

• Resources
How to plan, implement, and evaluate a CQI project
**PDSA overview**

- **Plan**
  - Form a team
  - Gather existing program information
  - Convene a CQI workshop
  - Review and analyze the data (worksheets 1-3)
  - Identify priorities (worksheet 4)
  - Decide on a CQI action (worksheet 4)
  - Obtain feedback and signoff

- **Do**
  - Implement the plan (worksheet 5)
  - Follow the timeline (worksheet 6)
  - Monitor progress
**PDSA overview, cont’d.**

- **Study**
  - Identify measures, data sources and data collection timeline (CQI worksheet 7)
  - Collect and review data on CQI action
  - Continue team meetings to monitor and trouble shoot

- **Act**
  - Complete Worksheet 8
  - Decide whether the CQI action made a difference
  - Determine next steps
# Getting to Outcomes®

**CQI Summary Worksheet**

<table>
<thead>
<tr>
<th>Program/Contact Person:</th>
<th>Date: <strong>/</strong>/__</th>
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</thead>
</table>

<table>
<thead>
<tr>
<th>Summary of main points to consider</th>
<th>Ideas from considering main points</th>
<th>How will you use this information to improve implementation next time?</th>
</tr>
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<tbody>
<tr>
<td>Q #1. How have the needs and strengths of your setting changed since you previously implemented this program?</td>
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<td>Q #2. Should your goals or desired outcomes be modified? How?</td>
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<td>Q #3. Are there new best practices you might implement, given the result of the process and outcome evaluations?</td>
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<td>Q #4. Does this program still fit with your initiative or organization (both philosophically and logistically) and your community?</td>
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<tr>
<td>Q #5.</td>
<td>What additional resources might be necessary in order to repeat your successful program or improve it? Is there a new community or group that you plan to work with to integrate/coordinate your efforts?</td>
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<tr>
<td>Q #6.</td>
<td>How well did you plan? Did program work as planned? How can you improve the planning phase the next time?</td>
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</tr>
<tr>
<td>Q #7.</td>
<td>How well was the program implemented? What were the main conclusions from the process evaluation? How will you incorporate this information for improvement? What changes do you need to make to your process evaluation?</td>
<td></td>
</tr>
<tr>
<td>Q #8.</td>
<td>Did you achieve your goals and desired outcomes? What changes do you need to make to improve your program? What changes do you need to make to improve the evaluation process?</td>
<td></td>
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</tbody>
</table>

This worksheet is modified from *Getting to Outcomes with Developmental Assets: Ten Steps to Measuring Success in Youth Programs and Communities*. Copyright © 2006 Search Institute, Minneapolis, Minnesota; 800-888-7828; www.search-institute.org.
GTO CQI Worksheets

1. Program Delivery Worksheet (PDW)
   - What did the program do?

2. Program Outcomes Worksheet (POW)
   - What difference did it make?

3. Program Analysis Worksheet (PAW)
   - What are program strengths and weaknesses?

4. CQI Action Identification Worksheet
   - Prioritize and identify a single, feasible action

5. Planning CQI Action Worksheet

6. Doing CQI Action Worksheet

7. Studying CQI Action Worksheet

8. Acting on CQI Action Results Worksheet
The purpose of this worksheet is to help you identify whether you met your program’s delivery objectives (e.g., your program’s process or plan is “on track”; the program is delivering an adequate number of services to the targeted number of participants). You will need to know your program’s delivery objectives and information about the population your program served to complete this worksheet.

A. PROGRAM NEEDS AND DELIVERY OBJECTIVES

A. What are the problems/needs your program addresses?

1.

2.

3.

4.

B. What are your program delivery objectives?

1.

2.

3.

4.
## B. DESCRIBE PROGRAM DELIVERY

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<td>C. What time period are you reporting on?</td>
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<td>D. Who did you plan to reach with your program?</td>
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<td>1. Number:</td>
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<td>2. Age/Grade:</td>
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<td>Other Relevant Characteristics:</td>
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<td>E. How many attended your program even once?</td>
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<td>F. In general, did you offer all of the program’s content (for example, curriculum) during this time period?</td>
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<td>☐ Yes ☐ No ☐ Not Applicable</td>
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<td>If no, what percent or how much of the program was delivered (for example, how many sessions were delivered?)</td>
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</table>
### C. MEETING PROGRAM DELIVERY OBJECTIVES?

<table>
<thead>
<tr>
<th>Measure(s):</th>
<th>Benchmark(s): The standard or requirement your program is expecting to reach</th>
<th>My Program's #</th>
<th>Met Objectives?</th>
<th>Action Needed?</th>
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#### G. My Program Delivery Objective #1: (see page 1)

<table>
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<tr>
<th>Measure(s):</th>
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#### H. My Program Delivery Objective #2: (see page 1):

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<tr>
<th>Measure(s)</th>
<th>Benchmark(s)</th>
<th>My Program's #</th>
<th>Met Objectives?</th>
<th>Action Needed?</th>
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#### I. My Program Delivery Objective #3: (see page 1)

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<th>Measure(s)</th>
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<th>My Program's #</th>
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</table>
The purpose of this worksheet is to help you identify what difference your program made (whether your program is having an impact or effect on program participants). For example, does the program improve communication skills, reduce stress, improve resilience, etc.? You will need to have the results for pre-post evaluation data to complete this worksheet.

## A. PROGRAM NEEDS AND OBJECTIVES

<table>
<thead>
<tr>
<th>A. What are the problems/needs your program addresses?</th>
<th>B. What are your program outcome objectives?</th>
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<td>1.</td>
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### B. DESCRIBE THE PROGRAM’S OUTCOME EVALUATION

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<td>Number:</td>
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<tr>
<td>F. How many people participated in evaluation?:</td>
<td>a. % of target:</td>
<td>b. % of served:</td>
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<td>= (F/D *100)</td>
<td>= (F/E*100)</td>
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</tbody>
</table>

G. Who took part in the evaluation?:

- [ ] Program completers
- [ ] Regular attenders
- [ ] Everyone who ever attended
- [ ] Others

H. How well does your evaluation represent the population you serve? (check one)

- [ ] 1 Not at all well
- [ ] 2 Somewhat well
- [ ] 3
- [ ] 4
- [ ] 5 Very well
## C. MEETING PROGRAM OUTCOME OBJECTIVES?

### I. My Program Outcome Objective #1: (see page 4)

<table>
<thead>
<tr>
<th>Measure(s)</th>
<th>Pre</th>
<th>Post</th>
<th>Difference/Change</th>
<th>Met Objective?</th>
<th>Action Needed?</th>
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### J. My Program Outcome Objective #2: (see page 4)

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<th>Measure(s)</th>
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### K. My Program Outcome Objective #3: (see page 4)

<table>
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<tr>
<th>Measure(s)</th>
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<th>Difference/Change</th>
<th>Met Objective?</th>
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CQI WORKSHEET 3 – PROGRAM ANALYSIS WORKSHEET (PAW)

The purpose of this worksheet is to document strengths and weaknesses of the different program phases (i.e., referral, intake, delivery, and outcomes).

Specify CQI Action: ____________________________

A. Referrals

Strengths

- Marketing materials/efforts used (culturally appropriate)?
- Funding fit?
- Reaching intended population?
- Program perceived valuable?
- Is process user-friendly?
- Personal relationships?
- Coordination with related programs?
- Other?

Weaknesses

B. Intake to Program

Strengths

- Schedule meets clients’ need?
- Adequate numbers/waiting list?
- Resources?
- Follow up with referral/client?
- Assessment process?
- Coordination/cross referral?
- Evaluation of intake process?
- Other?

Weaknesses

C. Service Delivery

Strengths

- Evidence base?
- Adaptation/Fidelity/Compliance?
- Attendance/completion/retention?
- Adequate/quality materials?
- Client satisfaction?
- Serving intended population?
- Resources (staff training, curriculum)?
- Follow-up?
- Other?

Weaknesses

D. Outcomes

Strengths

- Objectives met/missed/exceeded?
- Grant objectives realistic?
- Evaluation method problems?
- Resources?
- Other?

Weaknesses
# CQI WORKSHEET 4 – CQI ACTION IDENTIFICATION WORKSHEET

Program/Contact Person: ________________________/________________________ Date: ____/____/____

The purpose of this worksheet is to help you assess your program, prioritize it and identify what to focus on for CQI.

<table>
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<tr>
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</thead>
<tbody>
<tr>
<td>A. Referral</td>
<td>Compared to prior, what’s the trend? (e.g., semester, last quarter, or last year)?</td>
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<td>Is this a priority area?</td>
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<td>B. Intake</td>
<td>Compared to prior period:</td>
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<td>Is this a priority area?</td>
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<td>C. Services</td>
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<td>D. Outcomes</td>
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<td>Is this a priority area?</td>
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Tips for setting priorities

• **Need**
  – Is this an important issue that requires change?

• **Capacity**
  – Is the resources requirement manageable?

• **Impact**
  – Could this have a big impact on those served by the program?

• **Evidence base**
  – Is the change supported by evidence or likely to move the program more in line with the evidence base?

• **Scope**
  – Can you reasonably accomplish the change in 3-6 months?
6. Describe CQI action (select one high priority area and develop action):
CQI WORKSHEET 5 – PLANNING CQI

Program/Contact Person: ______________________ / ______________________ Date: ___ / ___ / ______

The purpose of this worksheet is to document your plans for launching and implementing your CQI Action.

A. Specify CQI Action (from page 9): ______________________

<table>
<thead>
<tr>
<th>B. Define tasks to carry out your CQI Action</th>
<th>C. Designate lead for the task, other staff involved, and key task responsibilities</th>
<th>D. Identify the tools and resources for the task</th>
<th>E. Identify timeline for task</th>
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<tbody>
<tr>
<td>Task #1</td>
<td>Lead:</td>
<td>Responsibilities:</td>
<td>Start date:</td>
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<td>Other Staff:</td>
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<td>End date:</td>
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<td>Task #2</td>
<td>Lead:</td>
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<td>Start date:</td>
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<td>Other Staff:</td>
<td></td>
<td>End date:</td>
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<tr>
<td>Task #3</td>
<td>Lead:</td>
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<td>Start date:</td>
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<td>Other Staff:</td>
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<td>End date:</td>
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RAND TTACB GTO Webinar, November/December 2013
CQI WORKSHEET 6 – DOING CQI

| Important Program Dates: | | | | | | | | | | | | | |
|-------------------------|---|---|---|---|---|---|---|---|---|---|---|---|
|                         | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |

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<tr>
<th>CQI Meeting Schedule</th>
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CQI WORKSHEET 7 – STUDYING CQI

Program/Contact Person: ___________________________ / ___________________________ Date: _____ / _____ / ______

The purpose of this worksheet is to document how you will study the impact of your CQI Action.

Specify CQI Action: ____________________________________________________________

Part 1. How will you study the CQI Action tasks? (e.g., How will you know that the task happened? How will you know the outcome of the tasks?)

<table>
<thead>
<tr>
<th>Tasks: activities that will be needed to accomplish your CQI Action</th>
<th>Metric: a measure that would show you that the task was accomplished</th>
<th>Data Sources: where you will get the data that is the evidence that you have accomplished your task</th>
<th>Monitoring Schedule: how frequently you plan to review the data</th>
</tr>
</thead>
<tbody>
<tr>
<td>Task #1</td>
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</table>

Task #2

Task #3

Part 2. How will you know whether the CQI Action worked? (Did CQI Action improve anything? How will you know?)

<table>
<thead>
<tr>
<th>Metric: a measure that would show you that the CQI Action helped improve something</th>
<th>Data Sources: where you will get the data that is the evidence that your CQI Action succeeded</th>
<th>Monitoring Schedule: how frequently you plan to review the data</th>
</tr>
</thead>
</table>

Give examples here of how you will study your CQI Action—what will you study, how, when

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CQI WORKSHEET 8 – ACTING ON CQI RESULTS

Program/Contact Person: ________________________ / ________________________ Date: ___ / ___ / _____

The purpose of this worksheet is to document how you will study the impact of your CQI Action.

Specify CQI Action: ___________________________________________________________

<p>| | |</p>
<table>
<thead>
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<tbody>
<tr>
<td>1) How did you study the impact of your CQI Action? (e.g., did you use surveys, look at databases, gather/make observations?)</td>
<td></td>
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<tr>
<td>2) What did you learn from the data, observations, or other feedback? (e.g., did the CQI Action work as planned/not work as planned; was the CQI Action effective/not effective?)</td>
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<tr>
<td>3) What accounts for this? Anything else? (e.g., did your CQI Action make a difference or did you end up learning something else about your program or organization?)</td>
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<tr>
<td>4) Were you able to tell whether your CQI Action made a difference? (Check one)</td>
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<tr>
<td>□ YES</td>
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<tr>
<td>□ NO</td>
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<tr>
<td>5a) Given these results, what is your next step? Will you ... (Check one).</td>
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<tr>
<td>□ Adopt CQI Action – It worked! Plan to make CQI Action permanent.</td>
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</tr>
<tr>
<td>□ Modify CQI Action – It may work, but didn’t yet. Go back to “Planning CQI Worksheet” and make the necessary changes to redo the CQI Action.</td>
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</tr>
<tr>
<td>□ Discontinue CQI Action – It did not work. Go back to the Program Analysis Worksheet and develop a new CQI Action.</td>
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<tr>
<td>5b) Did you ask the right questions/capture the right information?</td>
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<tr>
<td>□ YES</td>
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<td>□ NO → Revisit metrics, data sources, and monitoring</td>
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<tr>
<td>5c) Was your data accurate and credible?</td>
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<tr>
<td>□ YES</td>
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<tr>
<td>□ NO → Examine data for reporting errors/rethink data sources</td>
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<tr>
<td>5d) Is there any other reason for your findings? Go back to 5a.</td>
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</table>
Key Points

• Keep CQI actions simple to implement and study
• When you systematically keep track of what works well, you can use the same methods in the future
• Staff open to learning will continuously make the program better
• Investing in evaluation makes sense when evaluation findings are used for improvement
• Do you have all the information you need to make decisions?
• We welcome your questions and comments

• Use the Q&A box to the right of your screen to submit your questions
  – Enter your question in the text bar at the bottom of the Q&A box
  – Click the “thought bubble” icon to send your question to RAND
Agenda

• What is GTO?

• What is CQI?

• How to plan, implement, and evaluate a CQI project

• Resources
Resources

- Institute for Healthcare Improvement http://www.ihi.org/Pages/default.aspx
- Center for Quality Assessment and Improvement in Mental Health http://www.cqaimh.org/
- Future GTO CQI webinars – December 12
• We welcome your questions and comments

• Use the Q&A box to the right of your screen to submit your questions
  – Enter your question in the text bar at the bottom of the Q&A box
  – Click the “thought bubble” icon to send your question to RAND
• For questions about GTO contact Patricia Ebener

  – E-mail: pateb@rand.org
  – Phone: 310-393-0411 x7905
Thank You!

Steps 1-6
PLANNING

1. Choose which problem(s) to tackle.
2. Identify goals, target population, and desired outcomes.
3. Find existing programs and best practices worth copying.
4. Modify the program or best practices to fit your needs.
5. Assess capacity (staff, financing, etc.) to implement the program.
6. Make a plan for getting started: who, what, when, where, and how.

Steps 7-10
EVALUATING AND IMPROVING

7. Evaluate planning and implementation. How did it go?
8. Evaluate program’s success in achieving desired outcomes.
9. Make a plan for Continuous Quality Improvement.
10. Consider how to sustain the program if it is successful.