

# ***Getting To Outcomes<sup>®</sup> for Quality Programs: Continuous Quality Improvement (CQI)***



***CaIMHSA PEI TTACB Webinar  
November 19, 2013***

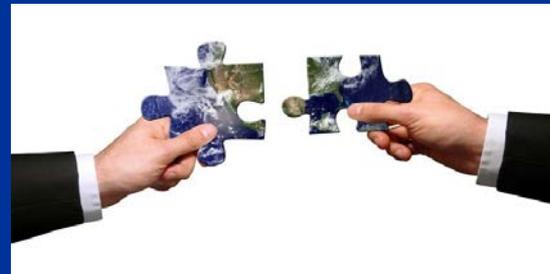


The California Mental Health Services Authority (CaIMHSA) is an organization of county governments working to improve mental health outcomes for individuals, families and communities. Prevention and Early Intervention programs implemented by CaIMHSA are funded by counties through the voter-approved Mental 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 CaMHSA TTACB project***

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

**Today we will focus on Step 9 of Getting To Outcomes<sup>®</sup>:  
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***

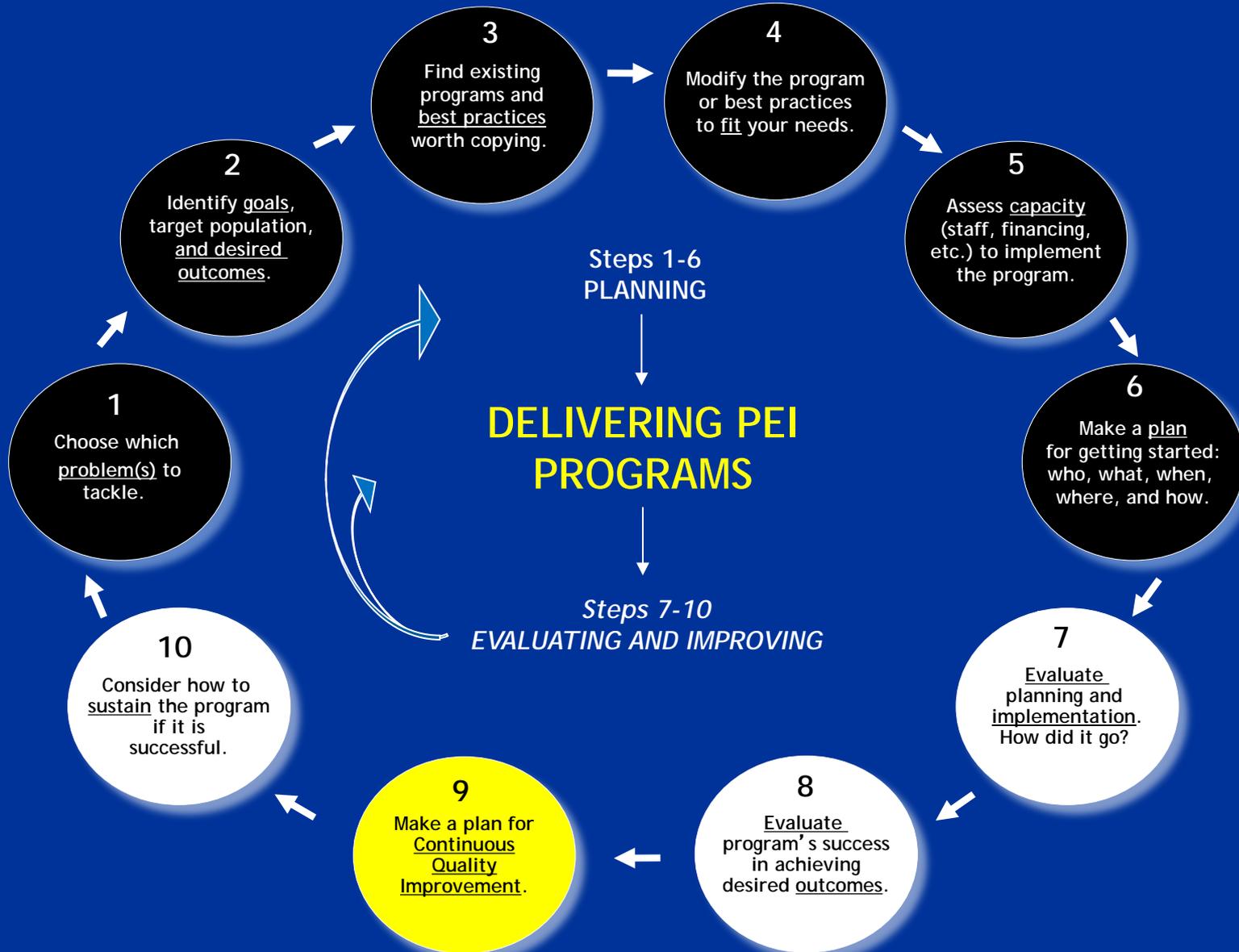
It is a blend of:

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

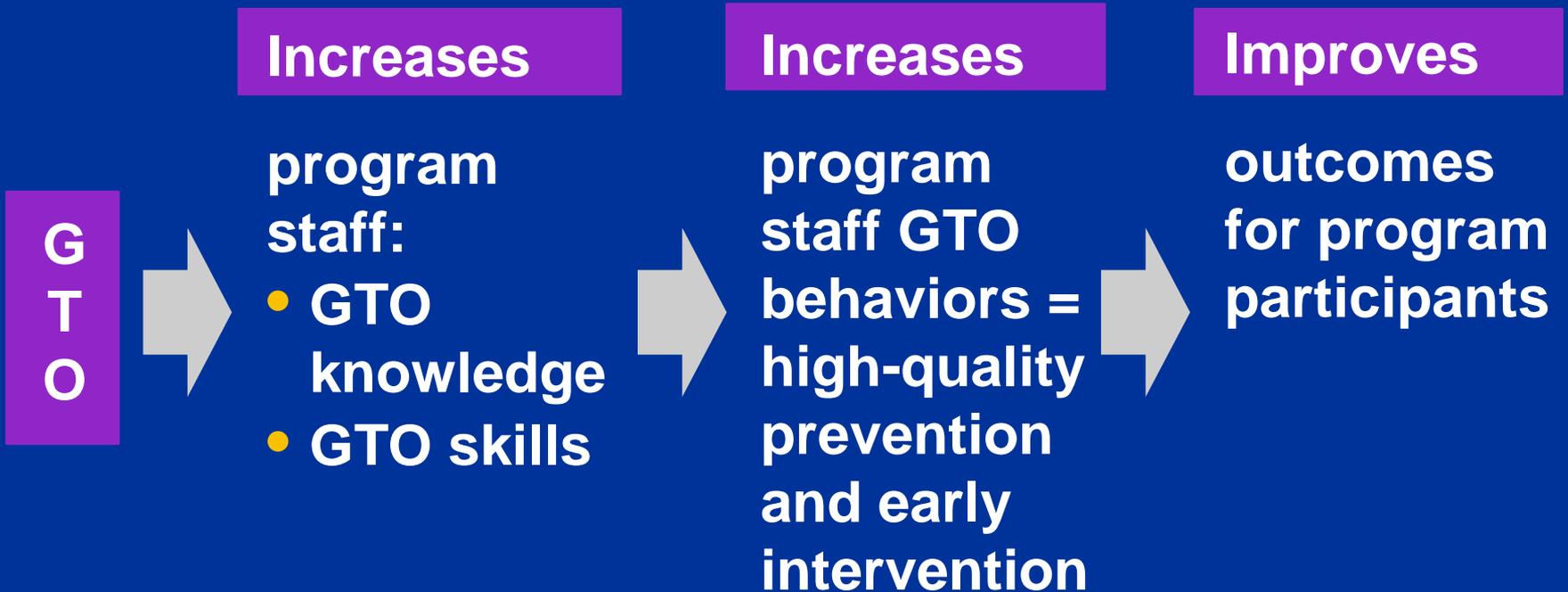


**Data informed program planning, implementation,  
and evaluation**

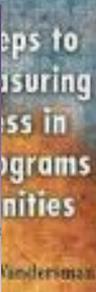
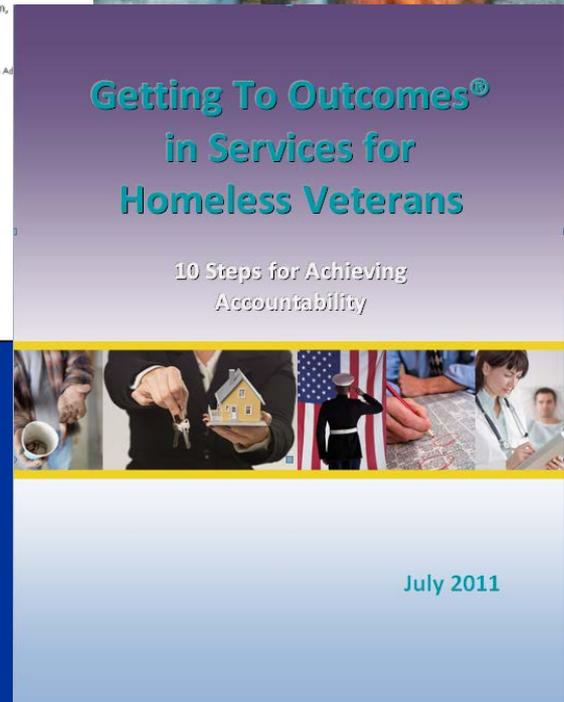
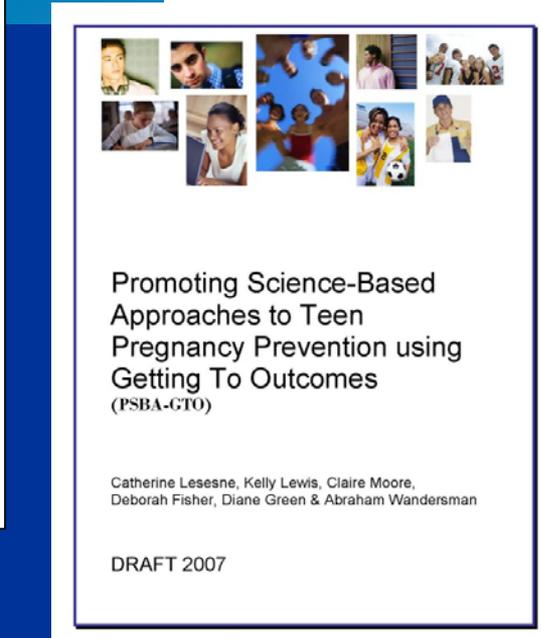
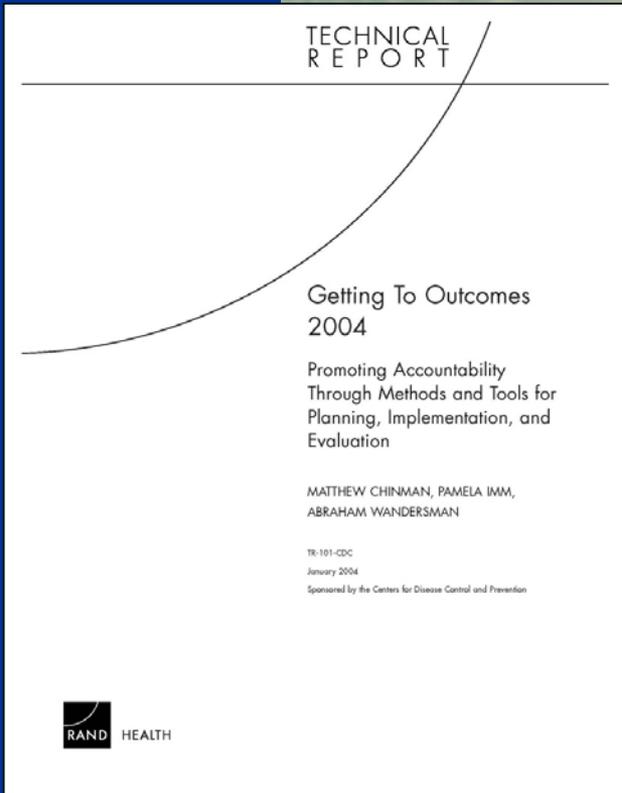
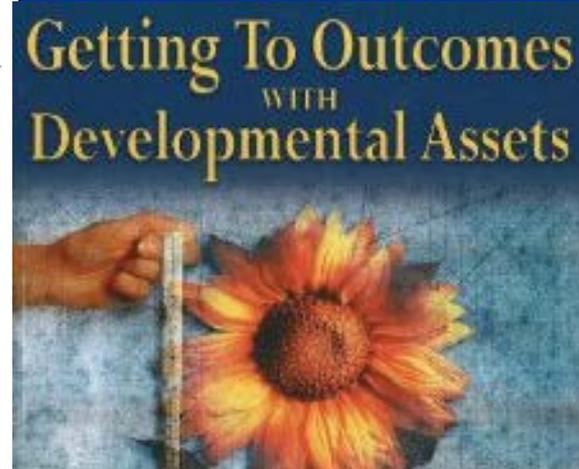
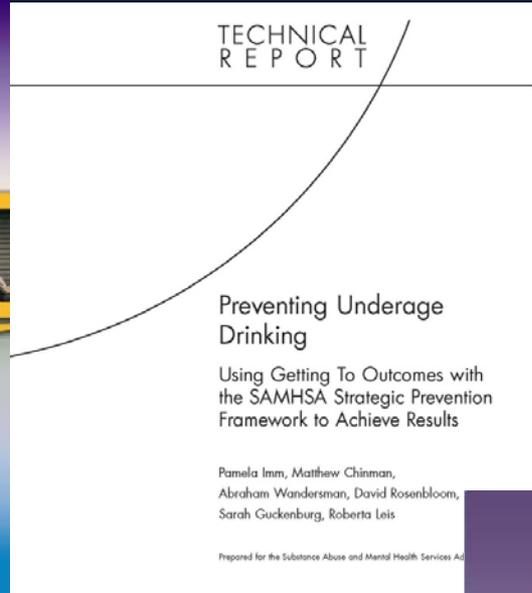
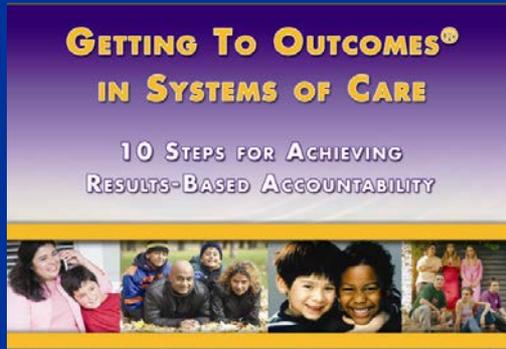
# The 10 GTO steps support delivering quality programs



# How does GTO work?



# GTO Manuals of text & tools



# ***GTOs 10 steps are documented in GTO manuals***

Mattox, Teryn, Sarah B. Hunter, M. Rebecca Kilburn and Shelley H. Wiseman. Getting To Outcomes® for Home Visiting: How to Plan, Implement, and Evaluate a Program in Your Community to Support Parents and Their Young Children. Santa Monica, CA: RAND Corporation, 2013. <http://www.rand.org/pubs/tools/TL114>.

Hannah G, McCarthy S, Chinman M. (2011). Getting To Outcomes in services for homeless Veterans: 10 steps for achieving accountability. National Center on Homelessness Among Veterans, Philadelphia, PA. [http://www.va.gov/HOMELESS/NationalCenter\\_Additional\\_Information.asp](http://www.va.gov/HOMELESS/NationalCenter_Additional_Information.asp)

Levison-Johnson, J., Dewey, J., & Wandersman, A. (2009). Getting To Outcomes®: in systems of care: 10 steps for achieving results-based accountability. Atlanta, GA: ICF Macro. <http://digitallibraries.macrointernational.com/gsdll/collect/evaluati/index/assoc/HASHce52.dir/doc.pdf>

Wiseman S, Chinman M, Ebener P, Hunter S, Imm P, Wandersman A (2007). Getting To Outcomes: 10 Steps for Achieving Results-Based Accountability. No. TR-TR101/2. Santa Monica, CA: RAND Corporation. Available at [http://www.rand.org/content/dam/rand/pubs/technical\\_reports/2007/RAND\\_TR101.2.pdf](http://www.rand.org/content/dam/rand/pubs/technical_reports/2007/RAND_TR101.2.pdf)

Imm P, Chinman M, Wandersman A, Rosenbloom D, Guckenbug S, Leis R. (2007). Preventing Underage Drinking: Using Getting To Outcomes with the SAMHSA Strategic Prevention Framework to Achieve Results, RAND, TR-403-SAMHSA. Santa Monica, CA: RAND Corporation. Available at [http://www.rand.org/pubs/technical\\_reports/TR403/](http://www.rand.org/pubs/technical_reports/TR403/)

Fisher D, Imm PS, Chinman M, & Wandersman A. (2006). Getting To Outcomes with Developmental Assets: Ten steps to measuring success in youth programs and communities. Minneapolis, MN: Search Institute. <http://www.searchinstitutesstore.org/ProductDetails.asp?ProductCode=0158%2DW>

Chinman M, Imm P, Wandersman A (2004). Getting To Outcomes 2004: Promoting Accountability Through Methods and Tools for Planning, Implementation, and Evaluation. No. TR-TR101. Santa Monica, CA: RAND Corporation. <http://www.rand.org/publications/TR/TR101>

White, CP, Lesesne C, Lewis K, Moore C, Fisher D, Green D, and Wandersman, A (2008). Little (PSBA) GTO; 10 Steps to Promoting Science-Based Approaches (PSBA) to Teen Pregnancy Prevention using Getting To Outcomes (GT). Washington, DC: Centers for Disease Control and Prevention. <http://www.cdc.gov/reproductivehealth/adolescentprohealth/PDF/LittlePSBA-GTO.pdf>



## Q & A

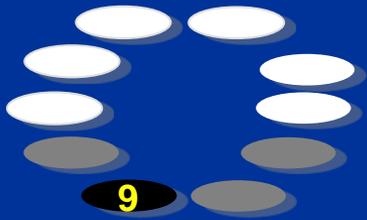
- We welcome your questions and comments
- Use the Q&A box to the right of your screen to submit your questions
  - Enter your question in the text bar at the bottom of the Q&A box
  - Click the “thought bubble” icon to send your question to RAND

# *Agenda*

- What is GTO?
- What is CQI?
- How to plan, implement, and evaluate a CQI project
- Resources

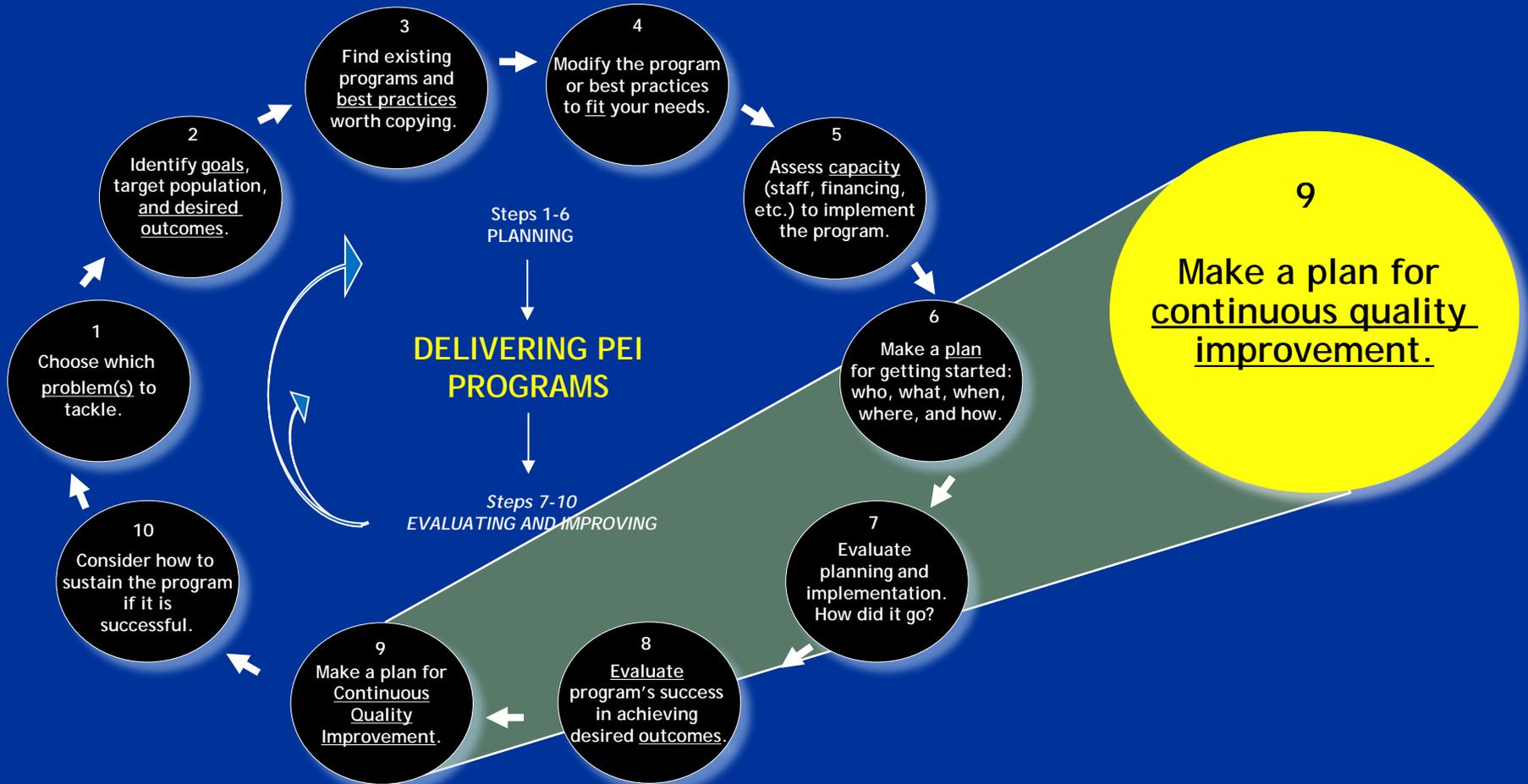
# ***Quality improvement is a process***

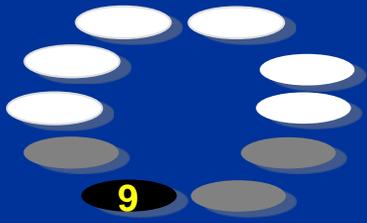
- **A movement adopted by healthcare from industrial processes**
- **IOM defines quality as the extent to which health services increase the likelihood of desired health outcomes**
- **CQI is an ongoing process to measure services and outcomes in order to improve quality**
- **Leadership from IOM, IHI, CQAIMH, EQRO**



# GTO Step 9: Continuous quality improvement

Links GTO steps together

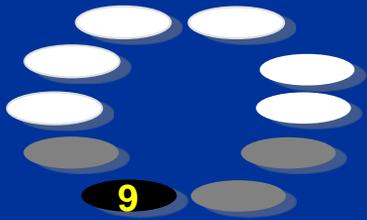




# ***GTO Step 9: Continuous quality improvement***

## ***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.



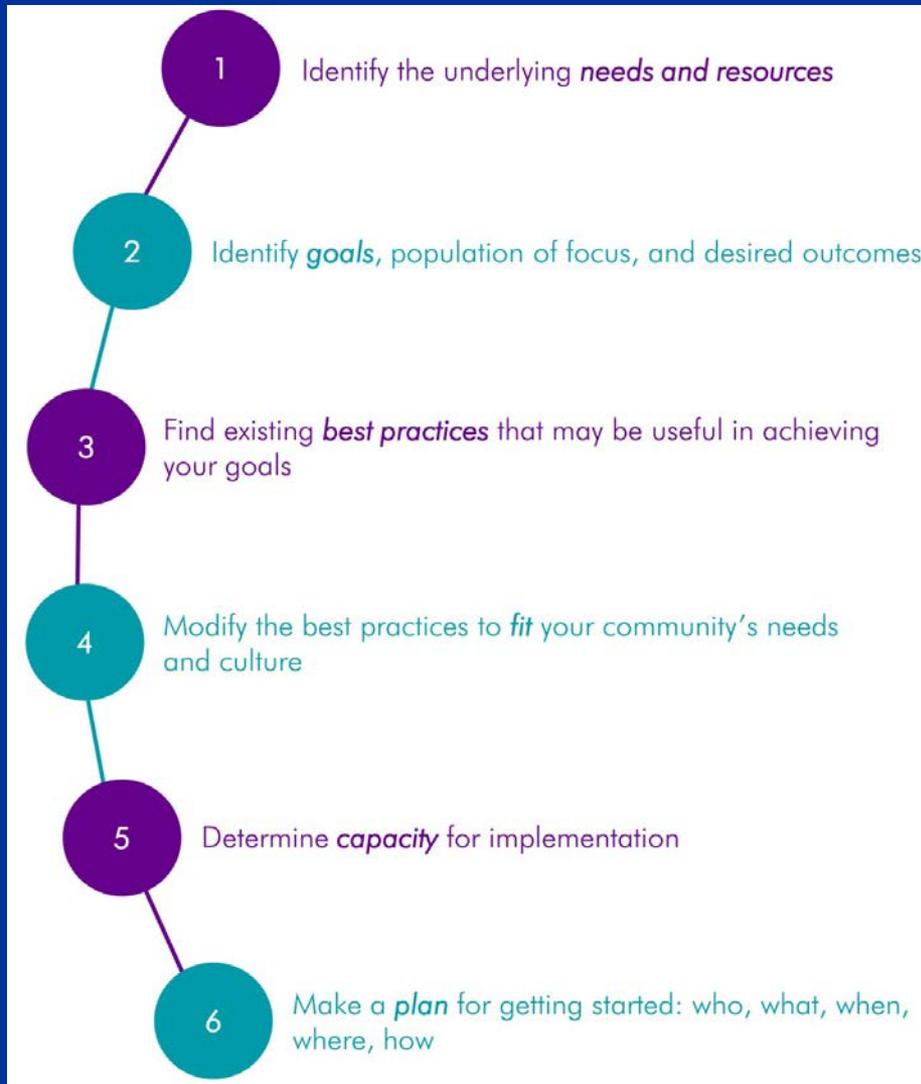
# ***GTO Step 9: Continuous quality improvement***

## ***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

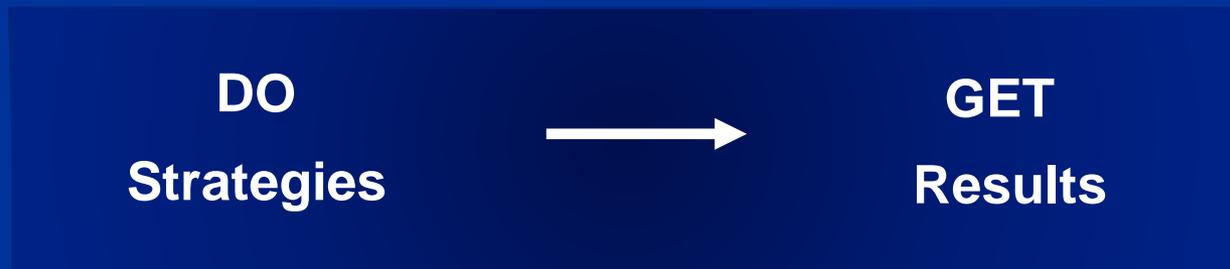
# CQI prerequisites

## GTO steps 1-6: defining and planning

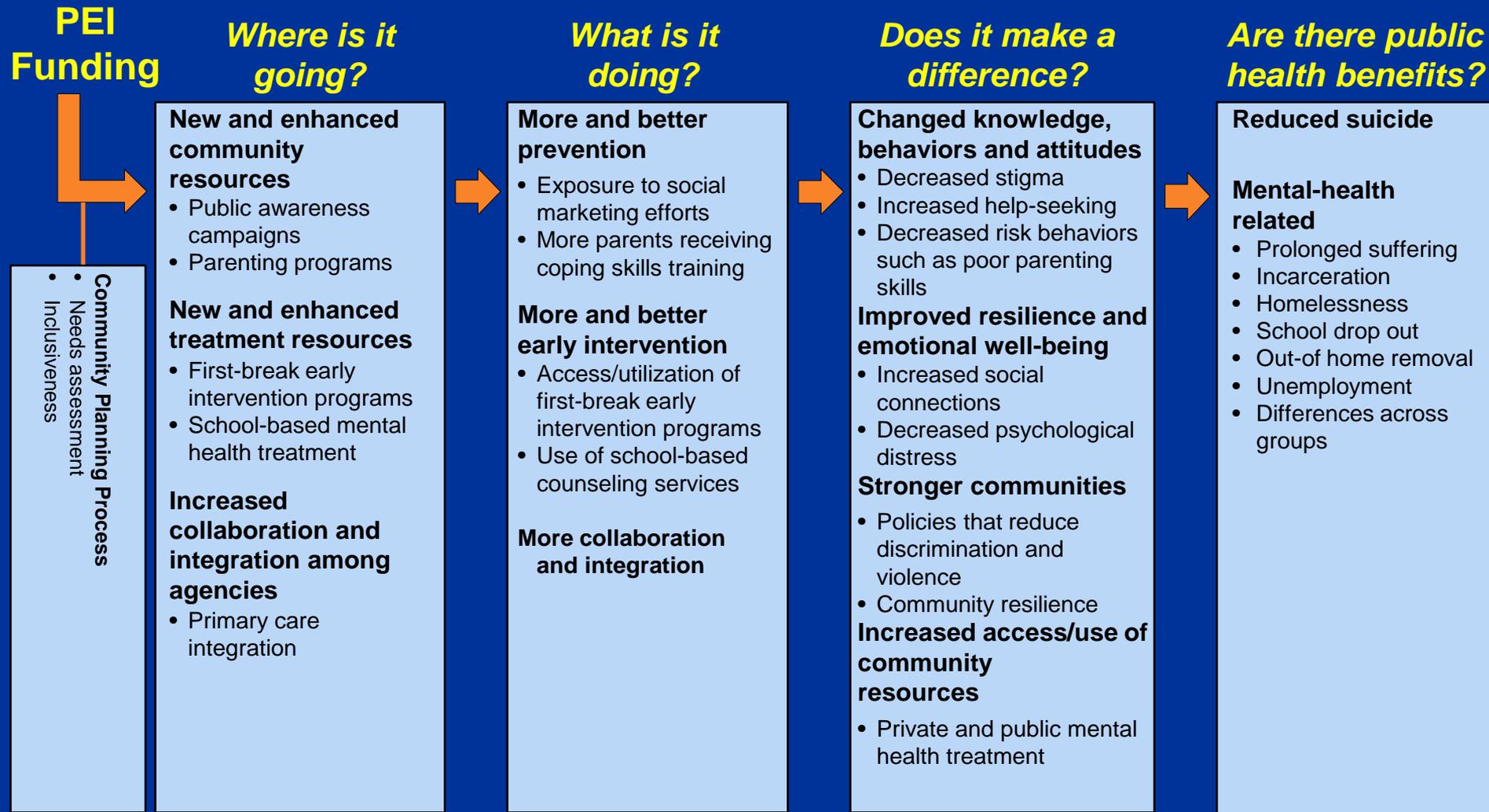


Source: [http://www.rand.org/pubs/technical\\_reports/TR101z2.html](http://www.rand.org/pubs/technical_reports/TR101z2.html)

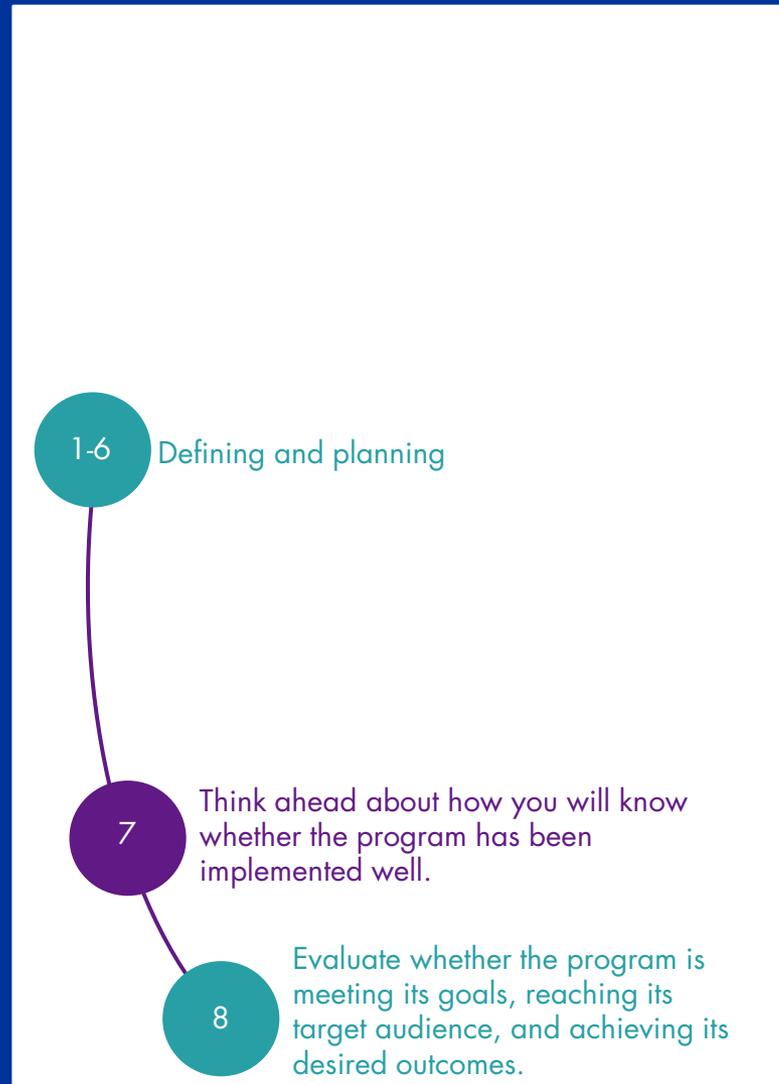
# ***CQI prerequisites: Logic models visually represent pathways from actions to results***

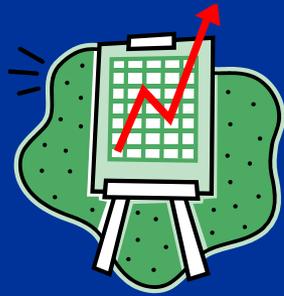


# An approach to understanding the impact of prevention and early intervention (PEI) funding



# CQI prerequisites: GTO steps 7-8: evaluation





## Q & A

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# *Agenda*

- **What is GTO?**
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# *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



Program/Contact Person: _____ / _____		Date: ____ / ____ / ____
Summary of main points to consider	Ideas from considering main points	How will you use this information to improve implementation next time?
Q #1. How have the needs and strengths of your setting changed since you previously implemented this program?		
Q #2. Should your goals or desired outcomes be modified? How?		
Q #3. Are there new best practices you might implement, given the result of the process and outcome evaluations?		
Q #4. Does this program still fit with your initiative or organization (both philosophically and logistically) and your community?		

<p>Q #5. 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?</p>		
<p>Q #6. How well did you plan? Did program work as planned? How can you improve the planning phase the next time?</p>		
<p>Q #7. 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?</p>		
<p>Q #8. 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?</p>		

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](http://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**



## CQI WORKSHEET 1 – PROGRAM DELIVERY WORKSHEET (PDW)



Program/Contact Person: \_\_\_\_\_ / \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

*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



C. What time period are you reporting on? \_\_\_\_\_



D. Who did you plan to reach with your program?

1. Number: \_\_\_\_\_

2. Age/Grade: \_\_\_\_\_

Other Relevant Characteristics: \_\_\_\_\_



E. How many attended your program even once? \_\_\_\_\_



F. In general, did you offer all of the program's content (for example, curriculum) during this time period?

Yes     No     Not Applicable



If no, what percent or how much of the program was delivered (for example, how many sessions were delivered?)

## C. MEETING PROGRAM DELIVERY OBJECTIVES?



### G. My Program Delivery Objective #1: (see page 1)

<i>Measure(s):</i> What you are measuring to figure out whether you are meeting the program delivery objective?	<i>Benchmark(s):</i> The standard or requirement your program is expecting to reach	<i>My Program's #</i>	<i>Met Objectives?</i>	<i>Action Needed?</i>
			<input type="checkbox"/> Met <input type="checkbox"/> Missed <input type="checkbox"/> Exceeded What is the trend? <input type="checkbox"/> Better <input type="checkbox"/> Same <input type="checkbox"/> Worse	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
			<input type="checkbox"/> Met <input type="checkbox"/> Missed <input type="checkbox"/> Exceeded What is the trend? <input type="checkbox"/> Better <input type="checkbox"/> Same <input type="checkbox"/> Worse	<input type="checkbox"/> Yes <input type="checkbox"/> No



### H. My Program Delivery Objective #2: (see page 1):

<i>Measure(s)</i>	<i>Benchmark(s)</i>	<i>My Program's #</i>	<i>Met Objectives?</i>	<i>Action Needed?</i>
			<input type="checkbox"/> Met <input type="checkbox"/> Missed <input type="checkbox"/> Exceeded What is the trend? <input type="checkbox"/> Better <input type="checkbox"/> Same <input type="checkbox"/> Worse	<input type="checkbox"/> Yes <input type="checkbox"/> No
			<input type="checkbox"/> Met <input type="checkbox"/> Missed <input type="checkbox"/> Exceeded What is the trend? <input type="checkbox"/> Better <input type="checkbox"/> Same <input type="checkbox"/> Worse	<input type="checkbox"/> Yes <input type="checkbox"/> No



### I. My Program Delivery Objective #3: (see page 1)

<i>Measure(s)</i>	<i>Benchmark(s)</i>	<i>My Program's #</i>	<i>Met Objectives?</i>	<i>Action Needed?</i>
			<input type="checkbox"/> Met <input type="checkbox"/> Missed <input type="checkbox"/> Exceeded What is the trend? <input type="checkbox"/> Better <input type="checkbox"/> Same <input type="checkbox"/> Worse	<input type="checkbox"/> Yes <input type="checkbox"/> No
			<input type="checkbox"/> Met <input type="checkbox"/> Missed <input type="checkbox"/> Exceeded What is the trend? <input type="checkbox"/> Better <input type="checkbox"/> Same <input type="checkbox"/> Worse	<input type="checkbox"/> Yes <input type="checkbox"/> No



## CQI WORKSHEET 2 – PROGRAM OUTCOMES WORKSHEET (POW)



Program/Contact Person: \_\_\_\_\_ / \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

*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



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

1.

2.

3.

4.



**B. What are your program outcome objectives?**

1.

2.

3.

4.

## B. DESCRIBE THE PROGRAM'S OUTCOME EVALUATION



C. What time period are you reporting on?

\_\_\_\_\_

D. How many did you plan to reach with your program?

Number:

E. How many attended your program even once?



F. How many people participated in evaluation?:

a. % of target:  
=  $(F/D * 100)$

b. % of served:  
=  $(F/E * 100)$



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

2

3

4

5

Not at all well

Somewhat well

Very well

## C. MEETING PROGRAM OUTCOME OBJECTIVES?



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

<i>Measure(s)</i>	<i>Pre</i>	<i>Post</i>	<i>Difference/Change</i>	<i>Met Objective?</i>	<i>Action Needed?</i>
				<input type="checkbox"/> Met <input type="checkbox"/> Missed <input type="checkbox"/> Exceeded What is the trend? <input type="checkbox"/> Better <input type="checkbox"/> Same <input type="checkbox"/> Worse	<input type="checkbox"/> Yes <input type="checkbox"/> No
				<input type="checkbox"/> Met <input type="checkbox"/> Missed <input type="checkbox"/> Exceeded What is the trend? <input type="checkbox"/> Better <input type="checkbox"/> Same <input type="checkbox"/> Worse	<input type="checkbox"/> Yes <input type="checkbox"/> No



### J. My Program Outcome Objective #2: (see page 4)

<i>Measure(s)</i>	<i>Pre</i>	<i>Post</i>	<i>Difference/Change</i>	<i>Met Objective?</i>	<i>Action Needed?</i>
				<input type="checkbox"/> Met <input type="checkbox"/> Missed <input type="checkbox"/> Exceeded What is the trend? <input type="checkbox"/> Better <input type="checkbox"/> Same <input type="checkbox"/> Worse	<input type="checkbox"/> Yes <input type="checkbox"/> No
				<input type="checkbox"/> Met <input type="checkbox"/> Missed <input type="checkbox"/> Exceeded What is the trend? <input type="checkbox"/> Better <input type="checkbox"/> Same <input type="checkbox"/> Worse	<input type="checkbox"/> Yes <input type="checkbox"/> No



### K. My Program Outcome Objective #3: (see page 4)

<i>Measure(s)</i>	<i>Pre</i>	<i>Post</i>	<i>Difference/Change</i>	<i>Met Objective?</i>	<i>Action Needed?</i>
				<input type="checkbox"/> Met <input type="checkbox"/> Missed <input type="checkbox"/> Exceeded What is the trend? <input type="checkbox"/> Better <input type="checkbox"/> Same <input type="checkbox"/> Worse	<input type="checkbox"/> Yes <input type="checkbox"/> No
				<input type="checkbox"/> Met <input type="checkbox"/> Missed <input type="checkbox"/> Exceeded What is the trend? <input type="checkbox"/> Better <input type="checkbox"/> Same <input type="checkbox"/> Worse	<input type="checkbox"/> Yes <input type="checkbox"/> No



## CQI WORKSHEET 3 – PROGRAM ANALYSIS WORKSHEET (PAW)



Program/Contact Person: \_\_\_\_\_ / \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

*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: \_\_\_\_\_

<b>A. Referrals</b> <u>Strengths</u>  	<b>B. Intake to Program</b> <u>Strengths</u>  	<b>C. Service Delivery</b> <u>Strengths</u>  	<b>D. Outcomes</b> <u>Strengths</u>  
↑	↑	↑	↑
<b>A. Referrals</b> <ul style="list-style-type: none"> <li>• Marketing materials/efforts used (culturally appropriate)?</li> <li>• Funding fit?</li> <li>• Reaching intended population?</li> <li>• Program perceived valuable?</li> <li>• Is process user- friendly?</li> <li>• Personal relationships?</li> <li>• Coordination with related programs?</li> <li>• Other?</li> </ul>	<b>B. Intake to Program</b> <ul style="list-style-type: none"> <li>• Schedule meets clients' need?</li> <li>• Adequate numbers/waiting list?</li> <li>• Resources?</li> <li>• Follow up with referral/client?</li> <li>• Assessment process?</li> <li>• Coordination/cross referral?</li> <li>• Evaluation of intake process?</li> <li>• Other?</li> </ul>	<b>C. Service Delivery</b> <ul style="list-style-type: none"> <li>• Evidence base?</li> <li>• Adaptation/Fidelity/Compliance?</li> <li>• Attendance/completion/retention?</li> <li>• Adequate/quality materials?</li> <li>• Client satisfaction?</li> <li>• Serving intended population?</li> <li>• Resources (staff training, curriculum)?</li> <li>• Follow-up?</li> <li>• Other?</li> </ul>	<b>D. Outcomes</b> <ul style="list-style-type: none"> <li>• Objectives met/missed/exceeded?</li> <li>• Grant objectives realistic?</li> <li>• Evaluation method problems?</li> <li>• Resources?</li> <li>• Other?</li> </ul>
↓	↓	↓	↓
<u>Weaknesses</u>  	<u>Weaknesses</u>  	<u>Weaknesses</u>  	<u>Weaknesses</u>  



## 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.*

1. Program Components	2. My Program's Performance	3. Known challenges	4. Setting Priorities	5. Rationale for Priority
A. Referral	Compared to prior, what's the trend? (e.g., semester, last quarter, or last year)? <input type="checkbox"/> Better <input type="checkbox"/> Same <input type="checkbox"/> Worse Compared to national standards or program benchmarks: <input type="checkbox"/> Better <input type="checkbox"/> Same <input type="checkbox"/> Worse My program objectives were: <input type="checkbox"/> Met <input type="checkbox"/> Missed <input type="checkbox"/> Exceeded		Is this a priority area? <input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low	
B. Intake	Compared to prior period: <input type="checkbox"/> Better <input type="checkbox"/> Same <input type="checkbox"/> Worse Compared to national standards or program benchmarks: <input type="checkbox"/> Better <input type="checkbox"/> Same <input type="checkbox"/> Worse My program objectives were: <input type="checkbox"/> Met <input type="checkbox"/> Missed <input type="checkbox"/> Exceeded		Is this a priority area? <input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low	
C. Services	Compared to prior period: <input type="checkbox"/> Better <input type="checkbox"/> Same <input type="checkbox"/> Worse Compared to national standards or program benchmarks: <input type="checkbox"/> Better <input type="checkbox"/> Same <input type="checkbox"/> Worse My program objectives were: <input type="checkbox"/> Met <input type="checkbox"/> Missed <input type="checkbox"/> Exceeded		Is this a priority area? <input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low	
D. Outcomes	Compared to prior period: <input type="checkbox"/> Better <input type="checkbox"/> Same <input type="checkbox"/> Worse Compared to national standards or program benchmarks: <input type="checkbox"/> Better <input type="checkbox"/> Same <input type="checkbox"/> Worse My program objectives were: <input type="checkbox"/> Met <input type="checkbox"/> Missed <input type="checkbox"/> Exceeded		Is this a priority area? <input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low	

# *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):**

A large, empty rectangular box with a thin black border, intended for the user to describe a CQI action. It occupies the central portion of the page.



## 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): \_\_\_\_\_

B. Define <b>tasks</b> to carry out your CQI Action	C. Designate <b>lead</b> for the task, <b>other staff</b> involved, and key task <b>responsibilities</b>		D. Identify the <b>tools</b> and <b>resources</b> for the task	E. Identify timeline for task
Task #1	Lead:	Responsibilities:		Start date:
	Other Staff:			End date:
Task #2	Lead:			Start date:
	Other Staff:			End date:
Task #3	Lead:			Start date:
	Other Staff:			End date:



## CQI WORKSHEET 6 – DOING CQI



	MONTH OF WORK											
	1	2	3	4	5	6	7	8	9	10	11	12
<b>Important Program Dates:</b>												
<b>Task #1:</b>												
<b>Task #2:</b>												
<b>Task #3:</b>												
<b>CQI Meeting Schedule</b>												



## 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?)**

Tasks: activities that will be needed to accomplish your CQI Action	Metric: a measure that would show you that the task was accomplished	Data Sources: where you will get the data that is the evidence that you have accomplished your task	Monitoring Schedule: how frequently you plan to review the data
<b>Task #1</b>			
<b>Task #2</b>			
<b>Task #3</b>			

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

	Metric: a measure that would show you that the CQI Action helped improve something	Data Sources: where you will get the data that is the evidence that your CQI Action succeeded	Monitoring Schedule: how frequently you plan to review the data
<b>Give examples here of how you will study your CQI Action—what will you study, how, when</b>			



## 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: \_\_\_\_\_

1) How did you study the impact of your CQI Action? (e.g., did you use surveys, look at databases, gather/make observations?)

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?)

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?)

4) Were you able to tell whether your CQI Action made a difference? (Check one)

YES



5a) Given these results, what is your next step? Will you ...  
(Check one).

**Adopt** CQI Action – It worked! Plan to make CQI Action permanent.

**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.

**Discontinue** CQI Action – It did not work. Go back to the Program Analysis Worksheet and develop a new CQI Action.

NO



5b) Did you ask the right questions/  
capture the right information?

YES



5c) Was your data accurate  
and credible?

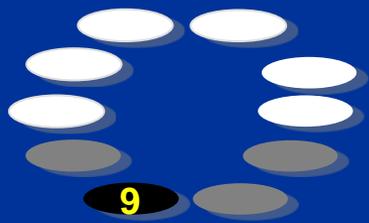
YES



5d) Is there any other reason for your findings? Go back to 5a.

NO → Revisit metrics, data sources,  
and monitoring

NO → Examine data for reporting  
errors/rethink data sources



# ***GTO Step 9: Continuous quality improvement***

## ***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?**



## Q & A

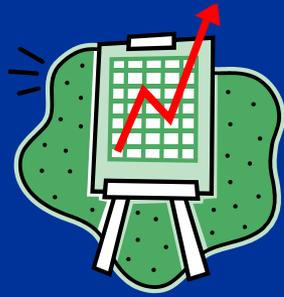
- We welcome your questions and comments
- Use the Q&A box to the right of your screen to submit your questions
  - Enter your question in the text bar at the bottom of the Q&A box
  - Click the “thought bubble” icon to send your question to RAND

# *Agenda*

- **What is GTO?**
  - **What is CQI?**
  - **How to plan, implement, and evaluate a CQI project**
- **Resources**

# Resources

- GTO Manual – <http://www.rand.org/publications/TR/TR101>
- Little GTO –  
[http://www.rand.org/content/dam/rand/pubs/technical\\_reports/2007/RAND\\_TR101.2.pdf](http://www.rand.org/content/dam/rand/pubs/technical_reports/2007/RAND_TR101.2.pdf)
- GTO for Systems of Care –  
<http://digitallibraries.macrointernational.com/gsd/collect/evaluati/index/assoc/HASHce52.dir/doc.pdf>
- Evaluating the Impact of Prevention and Early Intervention Activities on the Mental Health of California's Population  
[http://www.rand.org/pubs/technical\\_reports/TR1316.html](http://www.rand.org/pubs/technical_reports/TR1316.html)
- Institute for Healthcare Improvement  
<http://www.ihl.org/Pages/default.aspx>
- Center for Quality Assessment and Improvement in Mental Health  
<http://www.cqaimh.org/>
- Future GTO CQI webinars – **December 12**



## Q & A

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- 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

# ***Contacts***

- For questions about GTO contact Patricia Ebener
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# Thank You!

