



OFFICE OF THE ASSISTANT SECRETARY FOR HEALTH

# Tools to enhance your CQI work:

*Applying a CQI approach to site recruitment challenges*

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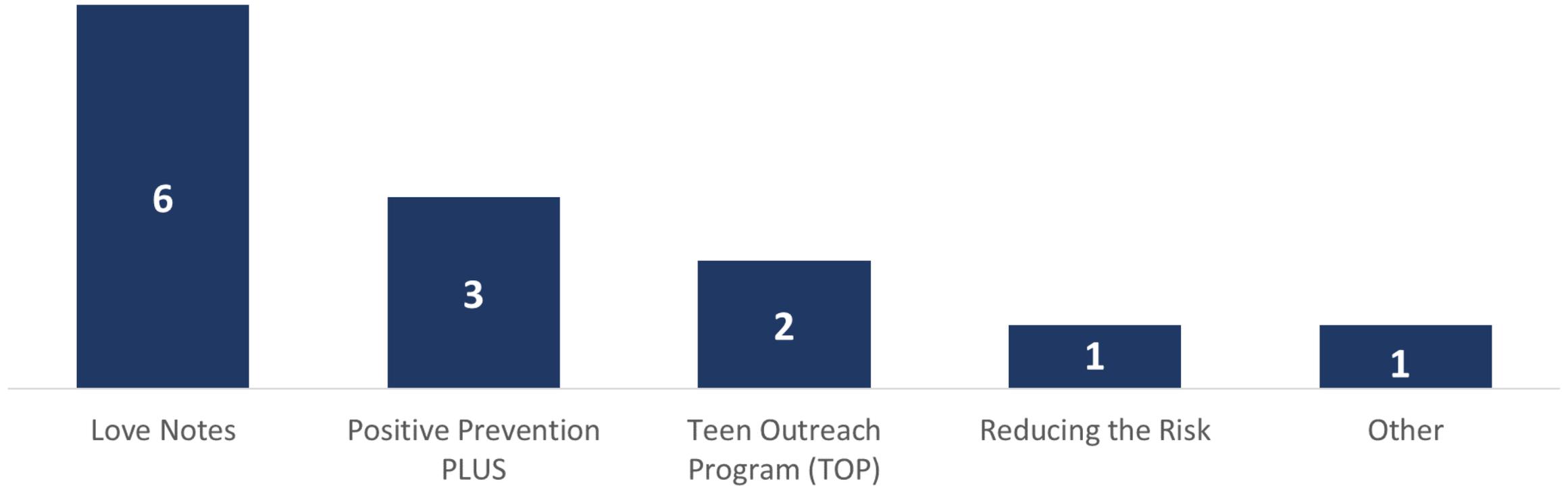


# Plan for today's session

- Review of CQI process: key takeaways from the fall webinar
- The challenge: site recruitment
- Understanding the problem
- Developing strategies
- Measuring the effectiveness of your strategy
- Questions



# Who is on the call?



# Poll: How comfortable are you with CQI?

- *What's CQI?*
- *I know of it, but I don't think I'm doing it right and/or don't know how to do it.*
- *I've lead or participated in CQI efforts, but I could use more information about how to do it effectively.*
- *I feel comfortable with it, but it always helps to learn more.*
- *I'm an expert in CQI!*



# Overview of the CQI process

- What is CQI?
- Program monitoring versus CQI
- CQI cycle
  - Create a team
  - **Plan**
  - **Develop strategies**
  - Test
  - **Assess**
  - Implement

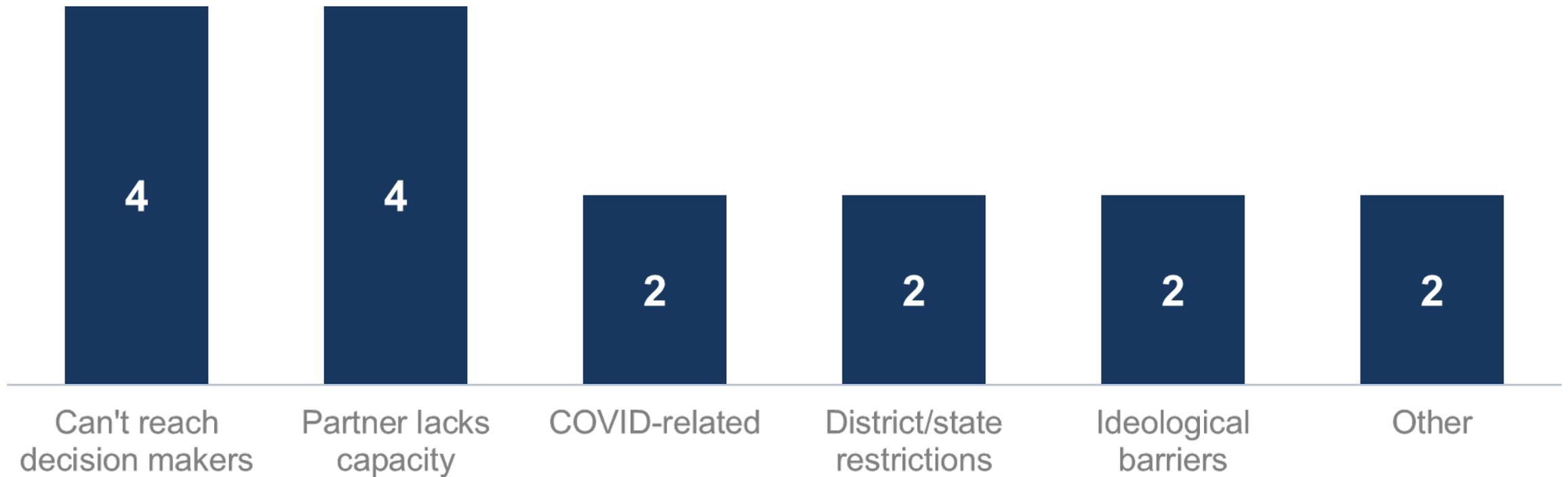


# Poll: Where are you having site recruitment challenges?

- *Schools*
- *Community-based organizations*
- *Faith-based organizations*
- *Other*
- *I'm not having site recruitment challenges. I'm here to contribute expertise!*



# What are the main barriers you've encountered in recruiting partners?



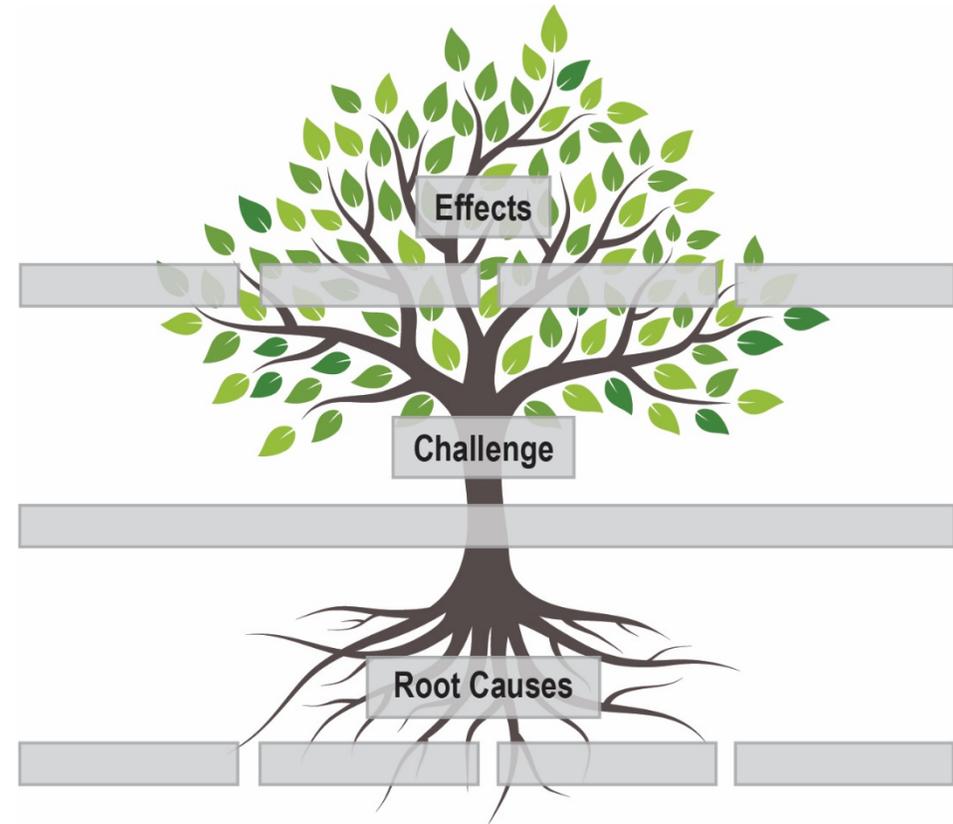
# Developing a specific aim

- **Challenge:** Site recruitment
- **Specific challenge:** We're having trouble getting traction for the program in schools
- **Specific aim:** Develop agreements ....
  - With at least two school districts (*achievable, realistic, measurable*)
  - In the five-county area (*specific*)
  - In the next six months (*time-bound*)



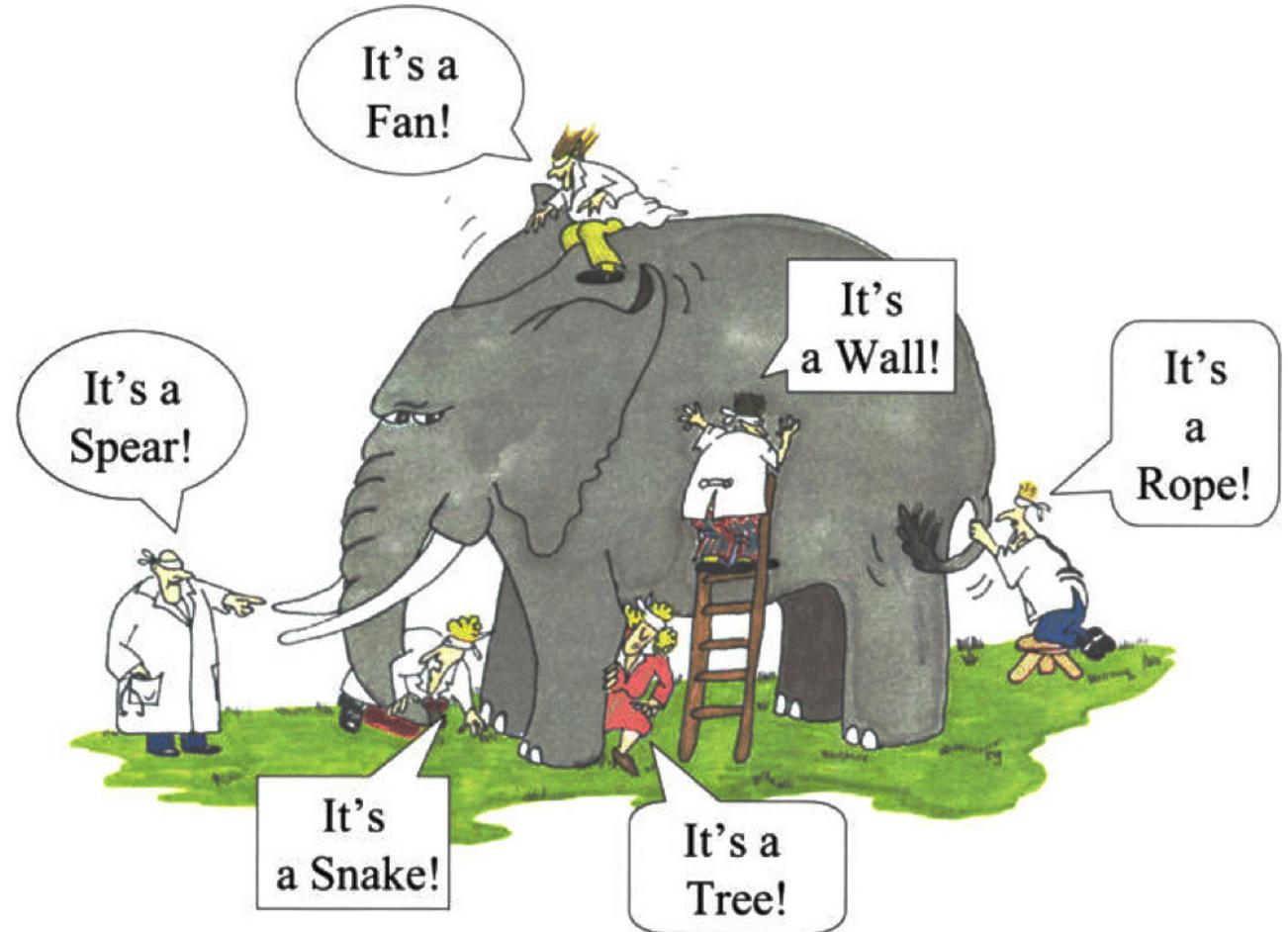
# Understanding the problem

- In review: problem tree analysis
- A tool for documenting root causes, breaking down challenges



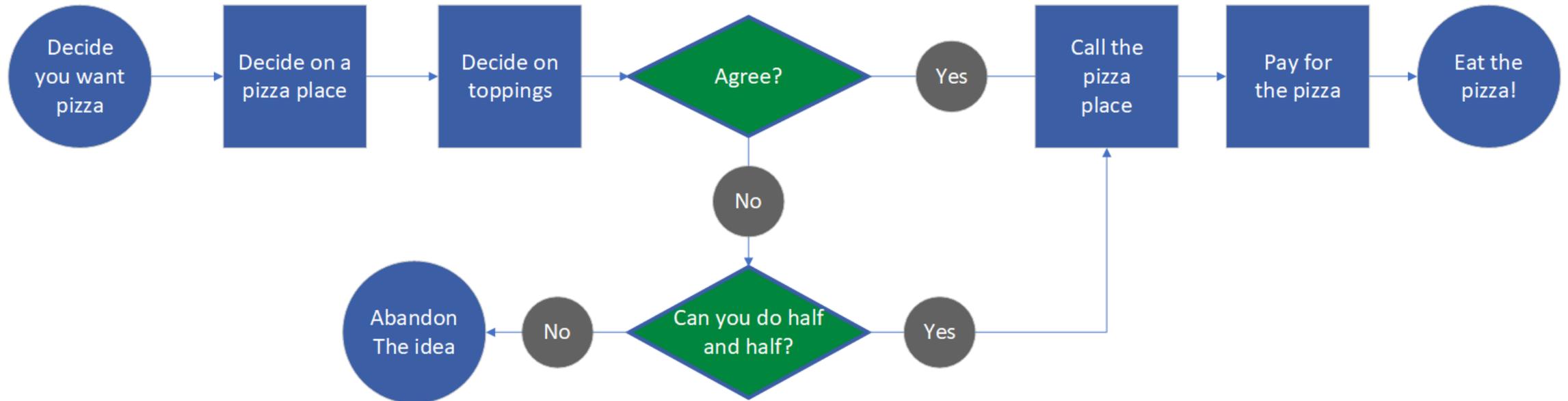
# Understanding the problem

- Combating solutionitis
- Additional tools
  - Process map
  - Empathy interview
  - Root cause analysis tools

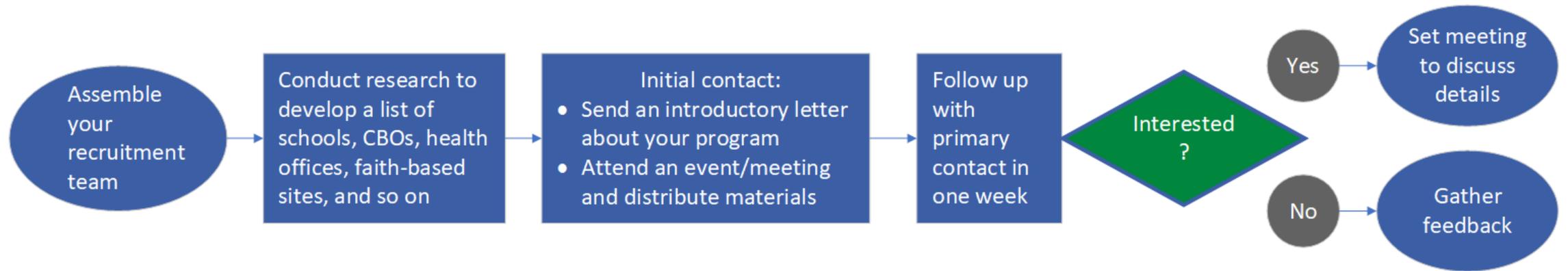


# Tool for understanding the problem: Process maps

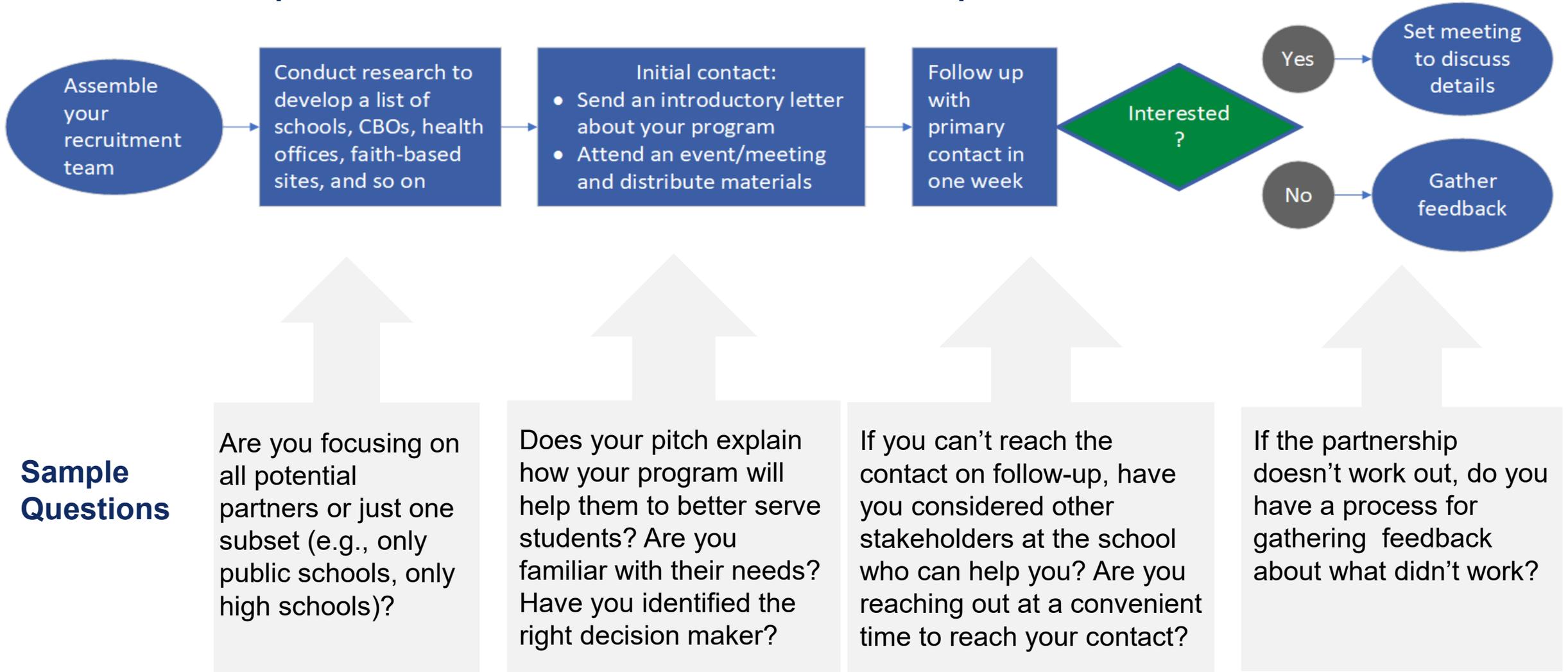
Example: What is the process for ordering a pizza with someone else?



# Process Map: Process for initial outreach to partners



# Process Map: Process for initial outreach to partners



# Tool for understanding the problem: Empathy interviews

- **What?** Informal conversations to gather the perspectives of those involved with an issue
- **What makes an empathy interview different?**
  - Example: designing a better toothbrush



# Tool for understanding the problem: Empathy interviews

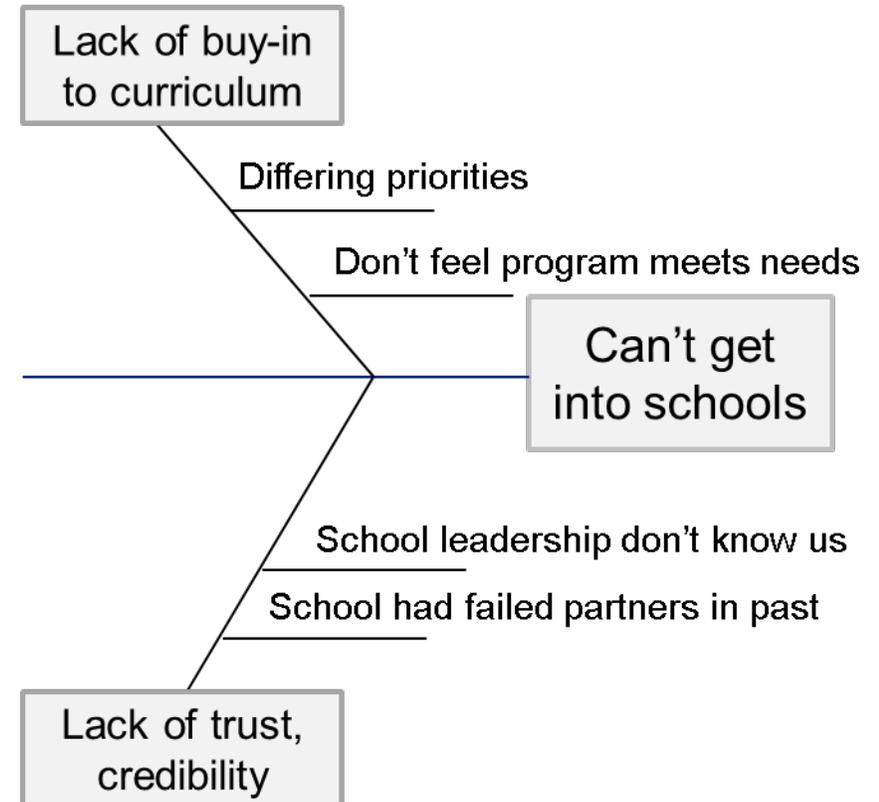
- Think about whom you need to interview
  - In addition to typical users, think about the extremes
- Prepare for the interview
  - Although it's an informal conversation, come prepared with a few questions
  - For a template, see an [example](#) from Stanford's d.school
- Document key insights
  - What did you learn that provides useful information about the problem?



# Understanding the problem: A few other tools

- Structured tools for digging into root causes
  - Fishbone diagram
  - The 5 “whys”

## Fishbone Diagram



# Understanding the problem: A few other tools

- Structured tools for digging into root causes
  - Fishbone diagram
  - The 5 “whys”

## The 5 Whys

**Problem:** Can't get in schools

Why

Lack buy-in

Why

Don't feel it meets needs

Why

Leadership aren't aware of extent of problem

Why

We haven't communicated the extent of the need

Why

*Add another if you need to go deeper*



## Discussion: Choose a tool

- Scenario #1: Statistics on teen pregnancy rates in your county demonstrate a need for teen pregnancy prevention programming. However, the prevailing attitude in the county is that you don't talk about issues like teen pregnancy. What's a tool we covered that you could use to inform improvement strategies?

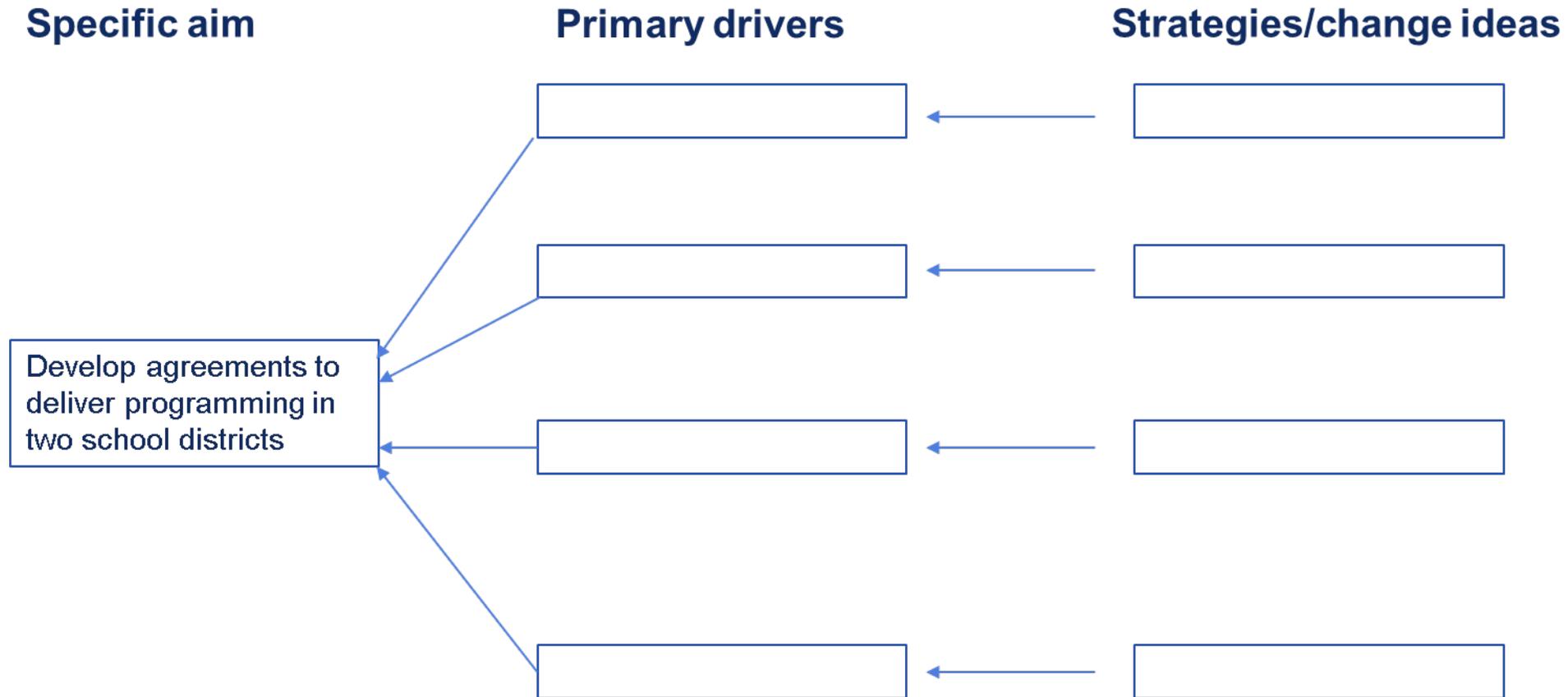


## Discussion: Choose a tool

- Scenario #2: Your team has trouble establishing partnerships. What tool might you use to strengthen your approach?



# Developing strategies: Driver diagrams



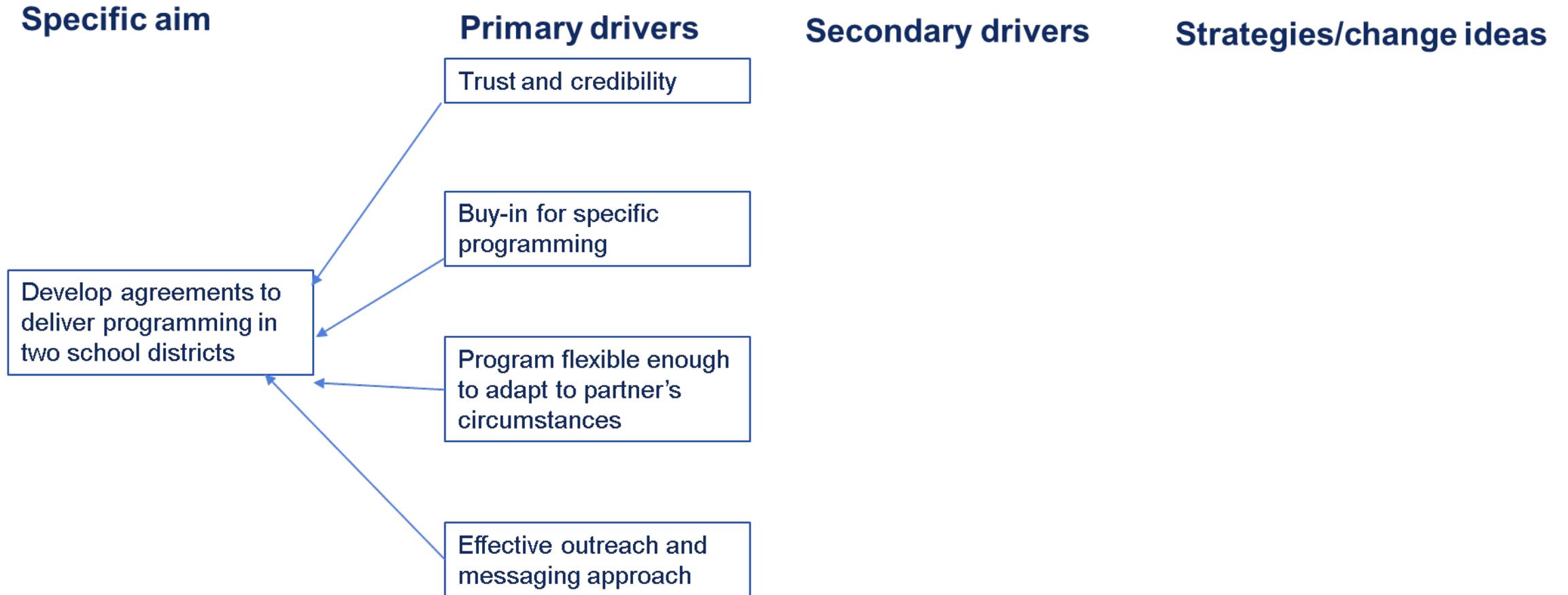
Adapted from Carnegie Foundation for the Advancement of Teaching



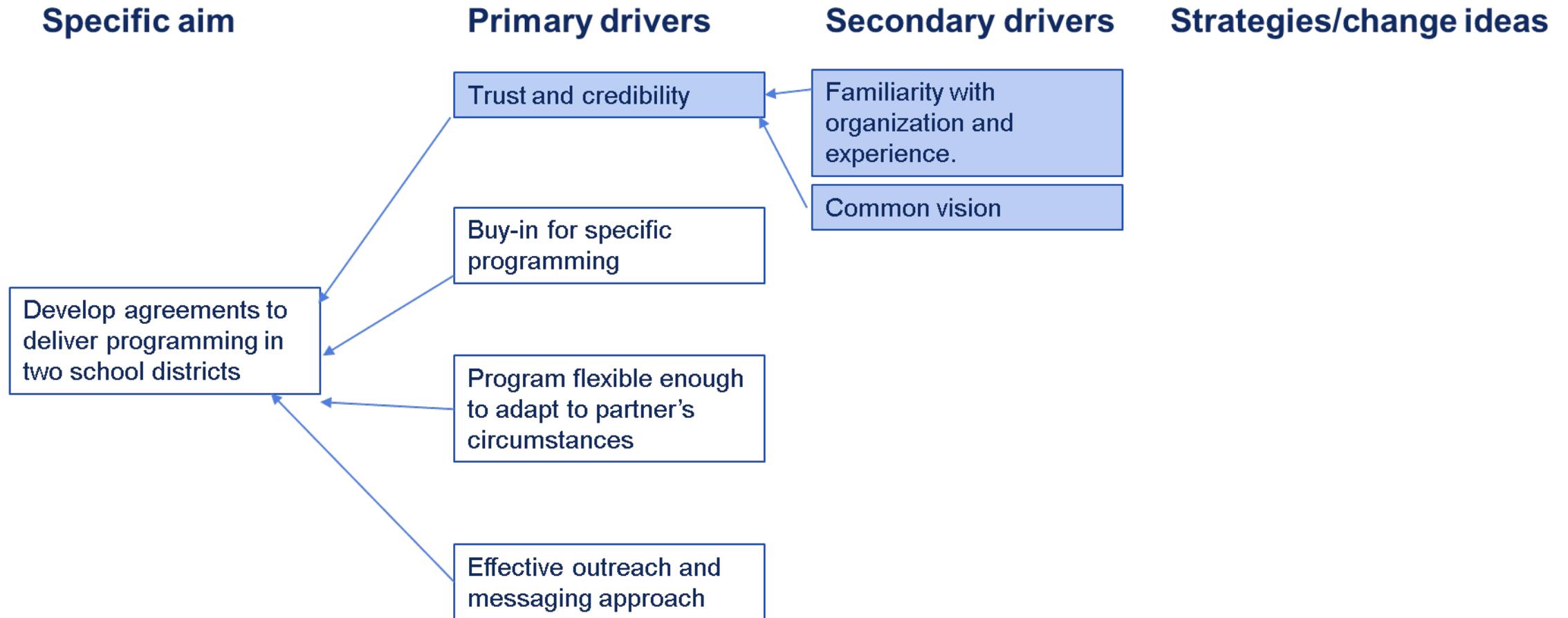
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# Developing strategies: Driver diagrams



# Developing strategies: Driver diagrams

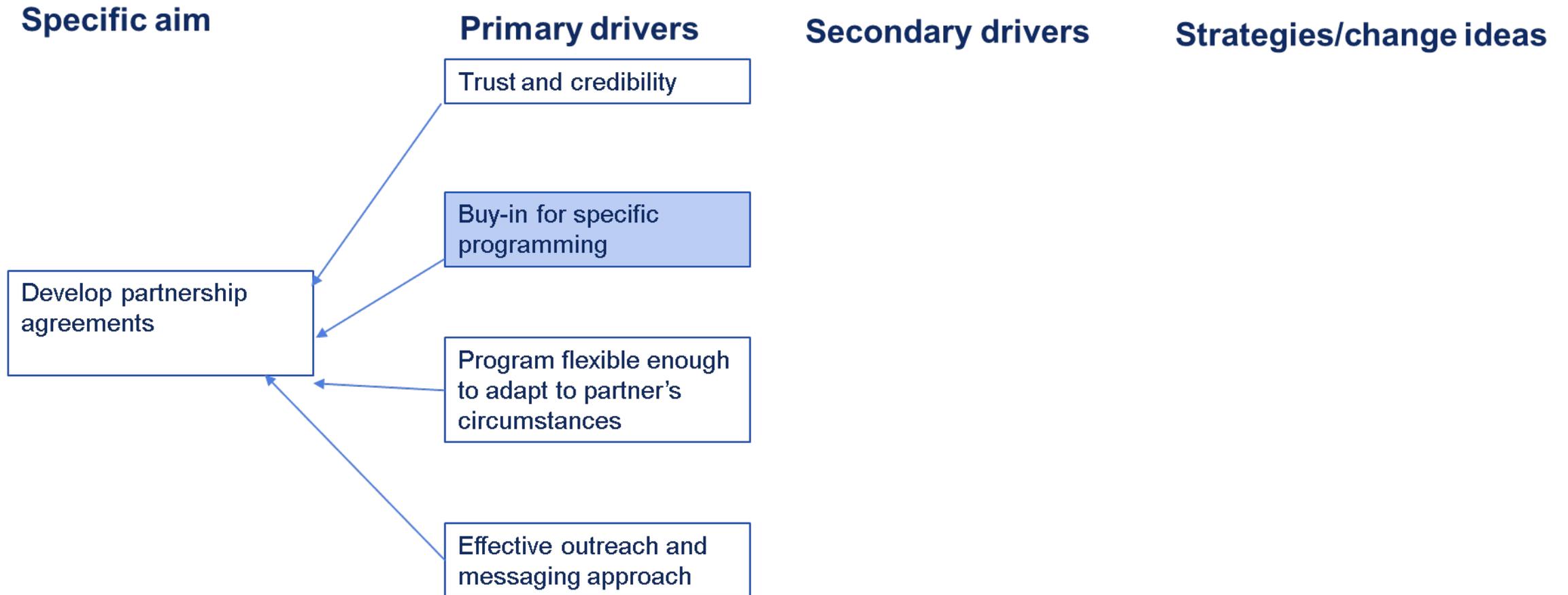


# Developing solutions: Where to find ideas?

- Consult the literature/field
  - Check out Google Scholar, HHS.gov OPA TPP resource site, or the TPP19 toolkit
  - See [this resource](#) for tips on how to conduct effective literature searches
- Your staff
- Other practitioners/TPP grantees



# Discussion: Practice developing drivers



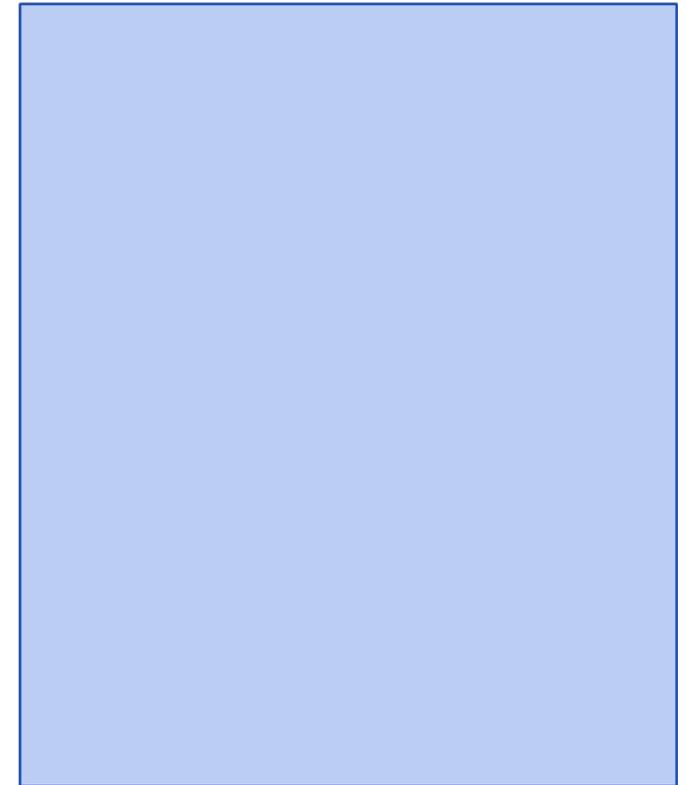
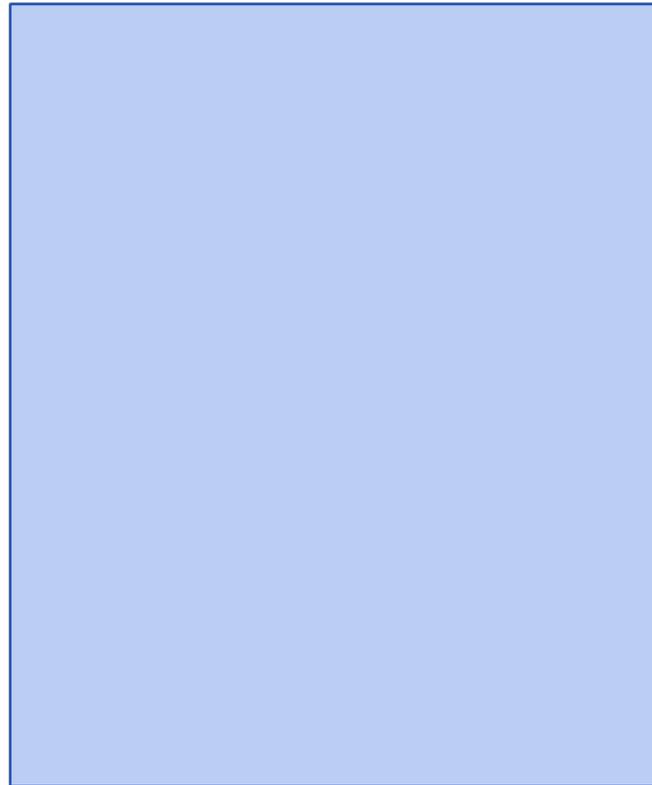
# Discussion: Practice developing drivers

**Primary drivers**

**Secondary drivers**

**Strategies/change ideas**

Buy-in for specific programming



# Measuring success: The four types of measures

	What they tell you	When to track	Walking through an example: Develop tailored talking points
<b>Process measures</b>	Was the strategy implemented as intended?	While implementing your strategy	# of site meetings in which staff came prepared with site-specific talking points
<b>Primary driver measures</b>	Are the process changes linked to interim outcomes?	Immediately after implementing strategy	# of schools in which the team has cultivated at least one supporter/champion ( <i>building buy-in driver</i> )
<b>Outcome measures</b>	Are we reaching our ultimate aim?	Post-strategy	# of MOUs developed with school partners
<b>Balancing measures</b>	Did the strategy lead to any unintended impacts?	While implementing post-strategy	Interviews to reveal that creating talking points tailored to each site is labor intensive and takes away from other tasks

Adapted from Carnegie Foundation for the Advancement of Teaching



# Discussion: Process measures

- **Challenge #1:** Potential partners lack openness to the idea of teen pregnancy prevention programming
- **Strategy #1:** Record former participants speaking to how they benefited from the program and share the video as part of your outreach materials..
- **Primary driver:** Building buy-in
- **Definition reminder:** Is the strategy being implemented as intended?
- **Questions:**
  - How will we know whether this strategy is being implemented as planned? What can we track?



# Discussion: Primary driver measures

- **Challenge #1:** Potential partners lack openness to the idea of teen pregnancy prevention programming
- **Strategy #1:** Record former participants speaking to how they benefited from the program and share the video as part of your outreach materials.
- **Primary driver:** Building buy-in
- **Definition reminder:** Has our strategy helped us to make progress toward the primary driver that we're targeting?
- **Questions:**
  - How will we know whether we're building buy-in with potential partners?
  - Are there data we already have or new data we can collect to understand whether we're building buy-in?



# Discussion: Outcome measures

- **Challenge #2:** Potential partners often say they're interested but don't have the time
- **Strategy #2:** Shorten the length of sessions but increase the total number of weeks to implement in order to better fit a partner's availability
- **Primary driver:** Flexibility in adapting to partner needs
- **Definition reminder:** Did we reaching our specific aim?
- **Questions:**
  - What should we measure to determine whether we reached our aim?



# Discussion: Balancing measures

- **Challenge #2:** Potential partners often say they're interested but don't have the time
- **Strategy #2:** Shorten the length of sessions but increase the total number of weeks to implement in order to better fit a partner's availability
- **Primary driver:** Flexibility in adapting to partner needs
- **Definition reminder:** Did the strategy lead to any unintended impacts?
- **Questions:**
  - What other parts of the program may be impacted by this strategy?
  - What could we track to determine whether other parts of the program are being impacted?



# Resources: CQI tools

## The overall process

- Though focused on education, [this free course](#) from the University of Michigan and the Carnegie Foundation is broadly applicable and goes more deeply into improvement science techniques

## Investigating the problem

- [Empathy interviews](#)
- Process maps: [An overview](#)
- [More on design thinking](#) (e.g., additional useful activities for brainstorming strategies and facilitating conversations about root causes):
- Fishbone diagram [template](#)
- 5 Whys [template](#)



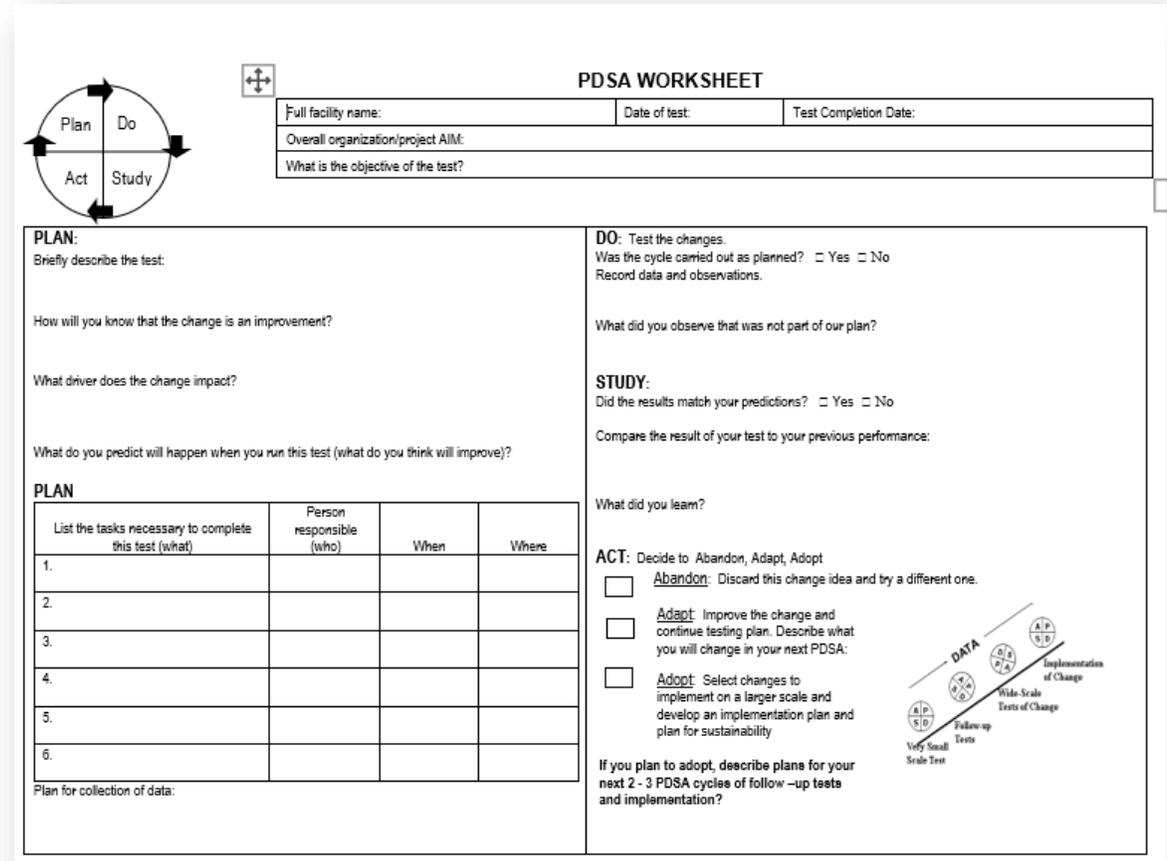
# Resources: CQI tools (cont.)

## Developing strategies

- Driver diagram [information and template](#)

## Measuring success

- Exit tickets [primer](#)
- Example of [a PDSA sheet](#)



**PDSA WORKSHEET**

Full facility name: \_\_\_\_\_ Date of test: \_\_\_\_\_ Test Completion Date: \_\_\_\_\_

Overall organization/project AIM: \_\_\_\_\_

What is the objective of the test? \_\_\_\_\_

**PLAN:**  
Briefly describe the test:  
  
How will you know that the change is an improvement?  
  
What driver does the change impact?  
  
What do you predict will happen when you run this test (what do you think will improve)?

**DO:** Test the changes.  
Was the cycle carried out as planned?  Yes  No  
Record data and observations.  
  
What did you observe that was not part of our plan?

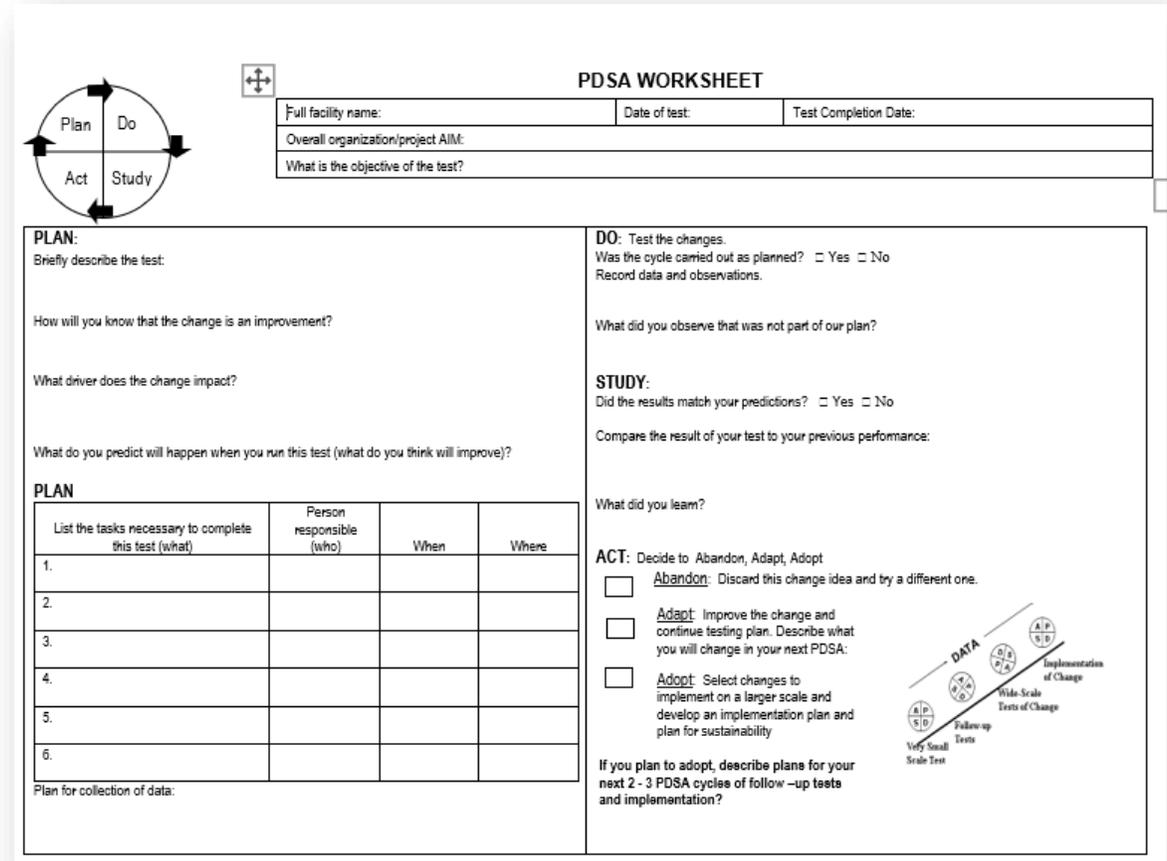
**STUDY:**  
Did the results match your predictions?  Yes  No  
  
Compare the result of your test to your previous performance:  
  
What did you learn?

**ACT:** Decide to Abandon, Adapt, Adopt  
 **Abandon:** Discard this change idea and try a different one.  
 **Adapt:** Improve the change and continue testing plan. Describe what you will change in your next PDSA:  
 **Adopt:** Select changes to implement on a larger scale and develop an implementation plan and plan for sustainability

If you plan to adopt, describe plans for your next 2 - 3 PDSA cycles of follow-up tests and implementation?

List the tasks necessary to complete this test (what)	Person responsible (who)	When	Where
1.			
2.			
3.			
4.			
5.			
6.			

Plan for collection of data: \_\_\_\_\_



# Resources: Site recruitment

- [Recruiting and retaining districts](#)
- [Recruiting and retaining schools](#)

**EVALUATION TECHNICAL ASSISTANCE BRIEF**  
for OAH & ACYF Teenage Pregnancy Prevention Grantees

June 2015 • Brief 9

**Recommendations for Successfully Recruiting and Retaining District Participation in a Teen Pregnancy Prevention Impact Evaluation**

Nearly all school districts require research to be approved before conducting a program evaluation in their schools. Schools do not have the authority to consent to participate in a program evaluation. Permission must first come from the district superintendent or secretary. This brief provides guidance on obtaining district approval to participate in a teen pregnancy prevention (TPP) program implemented in a school setting. This guidance is designed to be compliant with district regulations and to inform districts of their role in the evaluation. There is a follow up brief that provides recommendations for recruiting schools available here.

In this brief, we suggest a sequence of steps to gain districts' interest in and ultimately approval for an impact evaluation. The steps include (1) planning, (2) initial contact, (3) preparing a research application, (4) preparing a Memorandum of Understanding (MoU) and (5) contacting schools (Figure 1). We present steps in a question-and-answer format, with best practices for recruitment highlighted throughout.

**Figure 1. District Recruitment Process**

**1** Planning → **2** Initial Contact → **3** Preparing a Research Application → **4** Preparing an MoU

**Step 1: Planning**

In the planning phase of district recruitment, the key steps are to:

- Find contact information for key district staff
- Examine the district's research review process
- Prepare materials for the initial contact with the district
- Secure letters of support from stakeholders, if possible

**Which key people should I contact at the district?**

The first step in the planning stage is to get the contact information for the district superintendent, the deputy superintendent, or an assistant superintendent who oversees curriculum and instruction. Nearly all district websites have this information available, although finding it can take some digging. Superintendents are normally very busy so we recommend starting with an assistant superintendent or the deputy superintendent.

You should also get contact information for the district executive assistant or secretary. They can be excellent to help identify the best contact person and ensure you reach that person.

**How can I learn about the district requirements for reviewing research?**

Almost all districts will require a research application. Before contacting the district representative, check the website to see if the district has an application process. If you can't find instructions for a research application or are unsure whether the district representative is the best person to contact, then plan to ask the district representative if they have such a requirement. Doing this homework at the planning stage will add legitimacy to your initial contact by showing you understand the district's processes and procedures.

**EVALUATION TECHNICAL ASSISTANCE BRIEF**  
for OAH & ACYF Teenage Pregnancy Prevention Grantees

June 2015 • Brief 10

**Recommendations for Successfully Recruiting and Retaining School Participation in a Teen Pregnancy Prevention Impact Evaluation**

This brief is a complement to the brief on "Recommendations for Successfully Recruiting and Retaining District Participation in an Impact Evaluation," which is available here. This brief shows a sequence of suggested activities that can be undertaken after obtaining district approval—to recruit schools to participate in a teen pregnancy prevention (TPP) impact evaluation. These activities are similar to the steps used for district recruitment; both aim to secure interest and participation in the evaluation. Engaging schools in the recruiting process can help ensure high quality participation throughout program delivery and data collection.

The steps for obtaining school participation in an impact evaluation are: (1) Planning, (2) Initial Contact, (3) Additional Communication/ Stakeholder Meeting, and (4) Obtaining a Memorandum of Understanding (MoU) (Figure 1). Below, we present each step in a question-and-answer format, with best practices for recruitment highlighted throughout.

**Figure 1. School Recruitment Process**

**1** Planning → **2** Initial Contact → **3** Additional Communication/ Stakeholder Meeting → **4** Obtaining an MoU

**Step 1: Planning**

In the planning phase of school recruitment, the key steps are to:

- Identify potential schools to participate in the study
- Prepare materials for the initial contacts with the schools
- Secure letters of support from the district, if possible, to make a compelling case to the schools that their participation is valued and important

**What should be considered when identifying potential schools?**

The first step in the planning stage is to identify schools within the district that meet the study's inclusion criteria. For example, two common criteria used in TPP impact evaluations are:

1. The number of students who are eligible to be served
2. Whether the school is currently offering TPP programming

Identifying which schools are eligible for recruitment early on can save time and resources. Much of the information needed to determine schools' eligibility (for example, school size) can be obtained online. After you begin contacting schools, continue to review the study criteria to determine whether the schools will be able to implement the study.

**What kind of materials should I prepare for initial contact with the schools?**

The purpose of the initial contact with schools is to briefly explain the study and the program and to interest them in participating. We recommend preparing two initial documents: (1) an introductory letter and (2) accompanying additional details (for example, a frequently asked questions [FAQ] document).

- **Introductory letter.** This letter should provide basic information about the study and the program, addressing the key points of the study but not going into detail. It can be an adaptation



# Tools: Online facilitation and process maps

- Facilitation
  - [Mural](#)
  - [Miro](#)
- Process maps
  - PowerPoint, [Creatly](#), [Lucid Chart](#)



# For more information

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- Daniel Friend: [dfriend@mathematica-mpr.com](mailto:dfriend@mathematica-mpr.com)



# Thank you!



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