

Department of Human Services

Contributing to a Statewide Continuous Quality Improvement System



Federal Prevention Plan Requirements

Continuous Quality Improvement

- CB expects a **description of how the state will develop and implement continuous monitoring processes and systems for each service.**
- For the Plan, CQI is **focused on fidelity monitoring, outcomes monitoring and a process to improve practice based on findings.**
- CB prefers details such as timelines for implementing CQI activities and how the jurisdiction is working with specific model purveyors

Evaluation

- A **rigorous evaluation strategy** within the Prevention Plan is always required for practices that are at **promising** or **supported** evidence level & practices that are not yet Clearinghouse approved but requested for **transitional payments.**
- Target population, theory of change, data collection and analysis plan
- **Evaluation of processes and outcomes at a minimum,** and potentially costs
- **Plans for reporting, disseminating and using findings**

Oregon Vision for Child Welfare Transformation

Guiding Principle 3: Utilizing Data with Continuous Quality Improvement Systems

Data-informed practice supported by continuous quality improvement and modernized information technology systems and tools is a cornerstone for a successful transformation.

This means strategies with:

- ✓ **A holistic continuous quality improvement (CQI) system**, based on implementation of evidence-based best practices in order to evaluate and improve child and family outcomes, as well as the delivery of services and supports on an ongoing basis.
- ✓ **Clear, uniform metrics** that align with the vision of the transformation, measure progress toward key goals and outcomes, and metrics that matter and are relevant to our children, families, partners, and Tribes.
- ✓ **Timely, accurate, useful and digestible data** to best understand progress, identify and close gaps, and continuously improve quality.
- ✓ **Championing the use of data** by managers to ensure people understand the value of data, have access, and use it effectively in decision making and in their day-to-day work.
- ✓ **User-friendly, effective information technology systems and tools** that make it easier to improve outcomes for children and families; keep them safely together; and, provide insight and analysis into what's working and what's not as to leverage advancements in research and technology.

Key Foundations of CQI

1. **Clear strategic objectives:** Articulated strategies and investments that are linked to measureable outcomes.
2. A well-defined **CQI process** that provides feedback to stakeholders and decision-makers to adjust programs, processes and policies through **Plan-Do-Study-Act cycles**.
3. Collection and analysis of good-quality **data**.
4. **Administrative supports** that drive the CQI process:
 - Organizational commitment and **culture** that is proactive, supports continuous learning
 - CQI policy & priorities

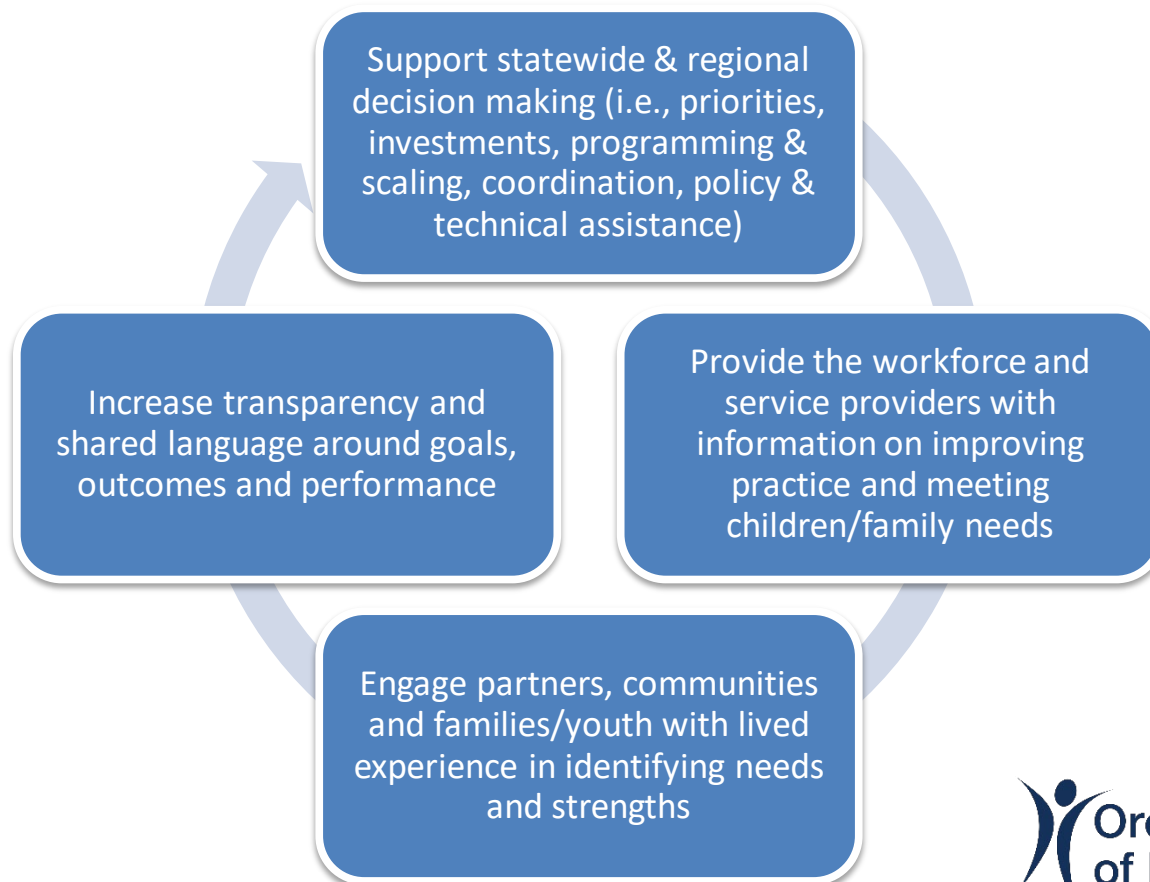
*“CQI is firmly grounded in the overall **mission, vision, and values** of the agency.”*

*“A high-quality **CQI process** is one that incorporates the rigorous use of evidence at each stage.”*

*“A **CQI system** is a coherent set of structures, functions, policies and procedures that facilitate the CQI process....[It] is the supportive context inside which the CQI process runs”*

Expected Results of Well Functioning Statewide CQI Systems

CQI provides the evidence and structure for proactive understanding and strategic action



Brainstorming to Enhance Oregon's Statewide CQI System: Initial Steps

Structure

- Is there an existing structure in which statewide CW CQI can be a major function? (e.g., Family First Implementation team, other interagency/multiple level teams?)
- If a new structure is needed, what could it look like?
- What resources/organizational commitments are needed to support the structure's functioning and sustainability?
- What cadence would support CQI processes?

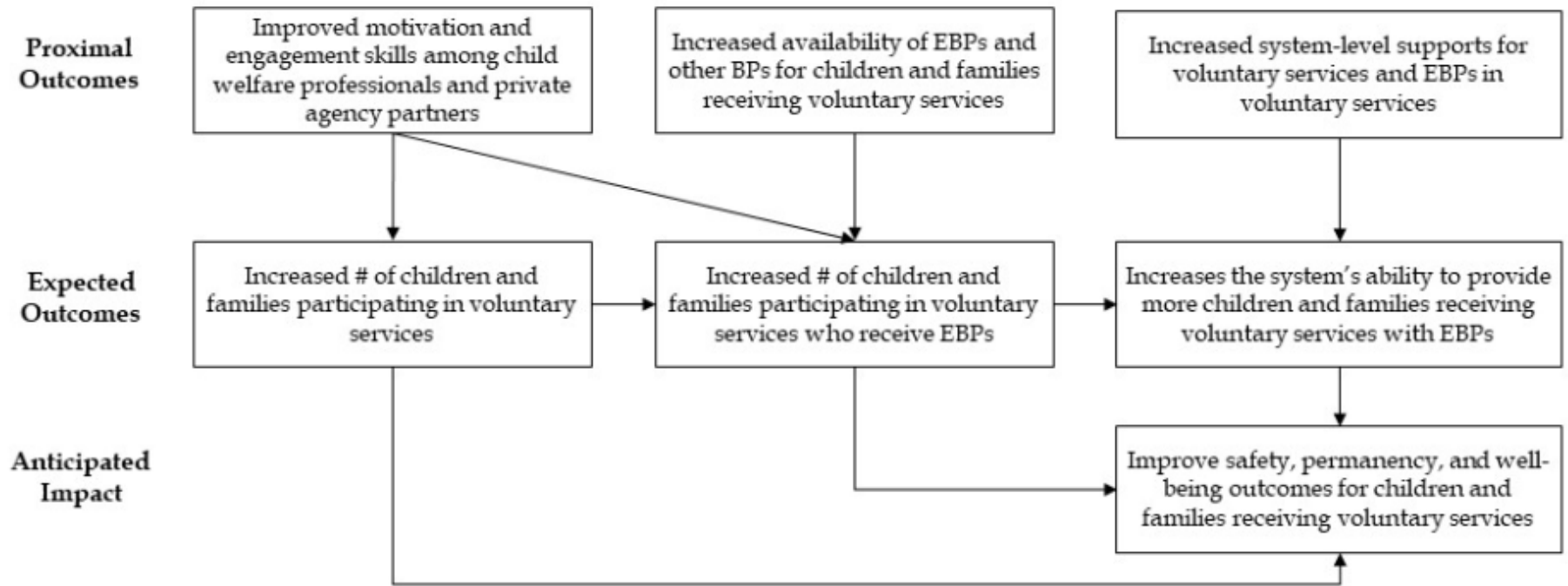
Process

- What are the existing statewide processes that use evidence to inform proactive child welfare strategies (e.g., CFSR, Business Process Review)?
- Do these existing processes include all aspects of PDSA? If not, what would be needed to make them more comprehensive?
- What new processes may be needed?
- How do we ensure culturally responsiveness and race equity with our processes

Participants

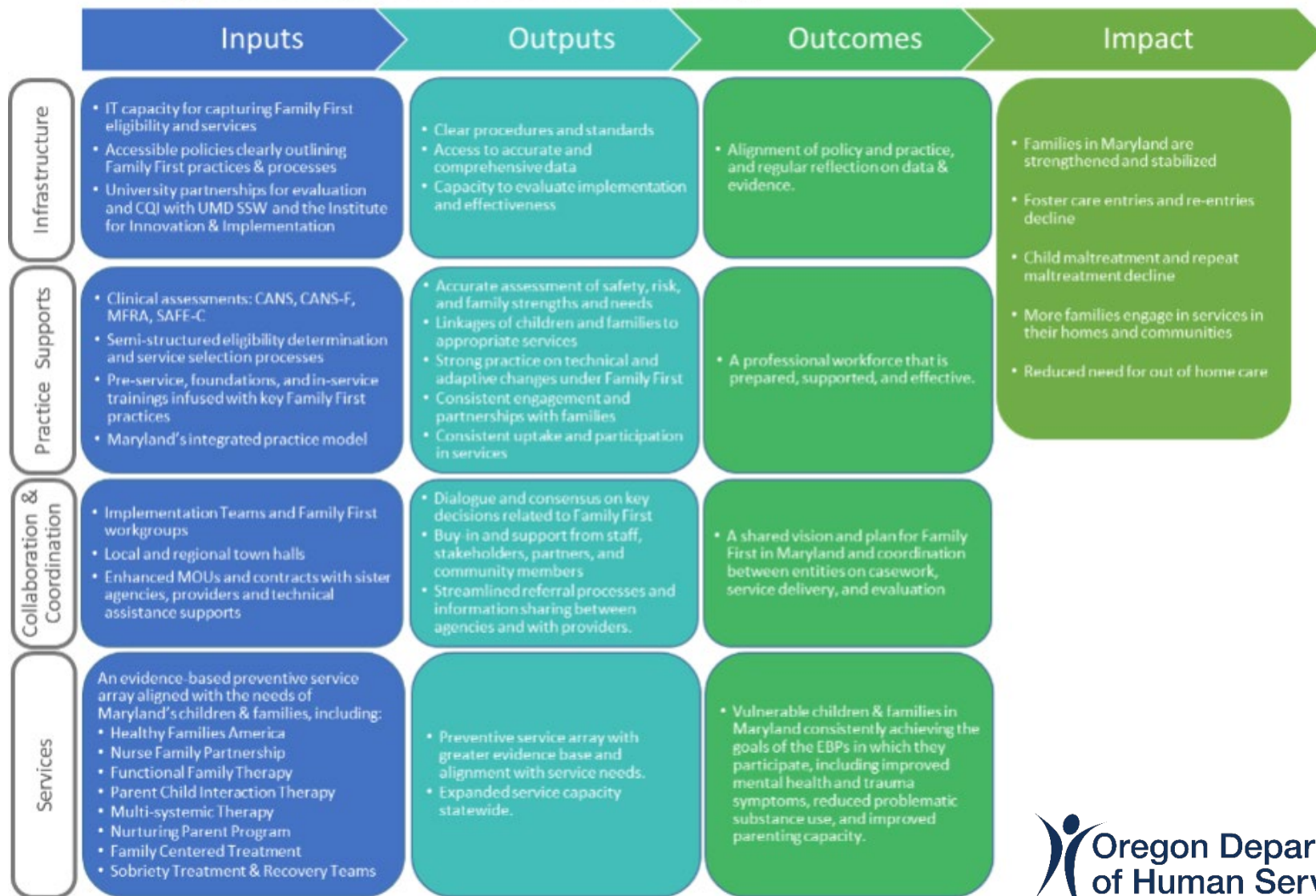
- Who could serve in lead facilitator roles for CQI at various levels (state regional, providers, community)
- Who are key participants in statewide CQI beyond the facilitators?
- What does inclusion of family and youth voice and diversity of perspectives suggest for CQI participation?
- What resources and skill enhancement may participants need to fulfill their roles?

Example of Plan Theory of Change: Illinois



Example of Plan Theory of Change: Maryland

Appendix B: Maryland's Prevention Plan Theory of Change



Brainstorming to Enhance Oregon's Statewide CQI System: Next Steps

Research Questions

- What is our Plan Theory of Change for implementing the selected EBPs?
- What are our overarching research questions related to the implementation of the EBPs via the Prevention Plan (e.g., process, child/parent outcomes, system capacity, cost?)
- How do these questions relate to other research questions currently explored in child welfare?

Evidence

- What data/evidence do we need beyond those generated by the EBPs to answer our research questions?
- Does that data/evidence exist currently in administrative systems?
- Are there other data collection strategies /sources we can leverage to include new data/evidence needed?