Practical Tools for Continuous Quality Improvement (CQI) of Family Life Education Programs

Cynthia B. Wilson, PhD., CFLE
Michaley G. de Leon, B.S., CFLE

The Florida Center for Prevention Research

FCPR

@FLORIDA STATE UNIVERSITY

Michaley G. de Leon, CFLE
FSU Doctoral Student

Data Manager & CQI Lead

Cynthia B. Wilson PhD., CFLE
FCPR Executive Director

Principal Investigator for Multiple Evaluation Projects

ABOUT FCPR

Our **mission** is to provide evidence-based prevention services, conduct high-quality prevention research, and perform program evaluation in the areas of Family Life Education, alcohol and substance abuse prevention, and sexual violence prevention throughout Florida, with a special emphasis on rural and underserved populations.

https://fcpr.fsu.edu/

This or That

or

PRESENTATION OUTLINE

By the end of the presentation, participants will:

1. Understand the Continuous Quality Improvement (CQI) framework for prevention programs and how this applies to Family Life Education;
2. Examine best practices for CQI and resulting strategies, drawing from existing research and illustrated from the presenters' personal experience as program evaluators; and
3. Apply practical tools for implementing CQI in their own Family Life Education programs.
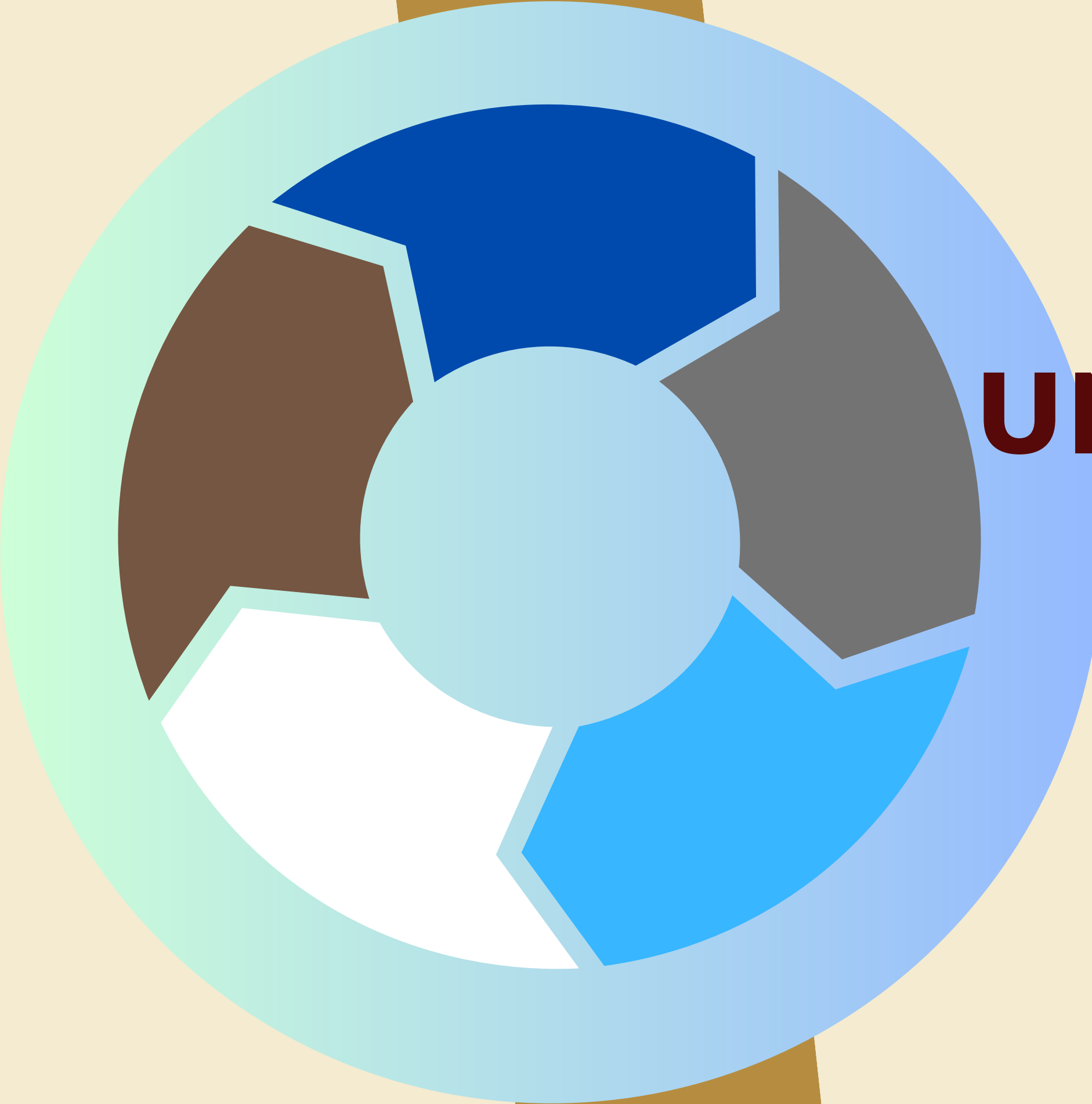
Getting to know you...

Go to menti.com or Scan Below
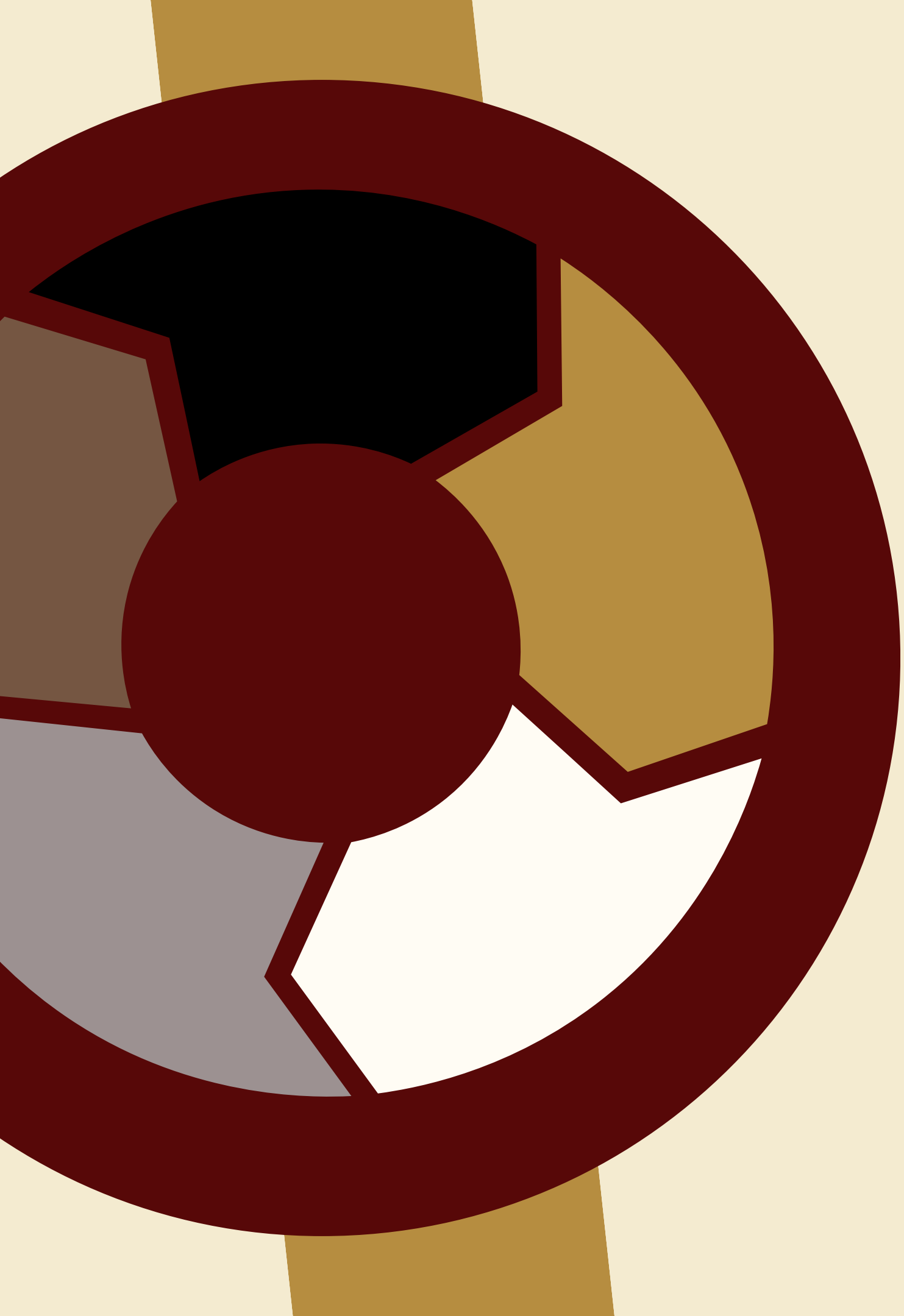
UNDERSTANDING THE CQI FRAMEWORK

UNDERSTANDING THE CQI FRAMEWORK

What is Continuous Quality Improvement (CQI)?

"A decision to collect and analyze data continuously to monitor and adjust the program" (Hawkins et al., 2020).

"Identifying, describing, and analyzing strengths and problems and then testing, implementing, learning from, and revising solutions" (Mathematica, 2021).
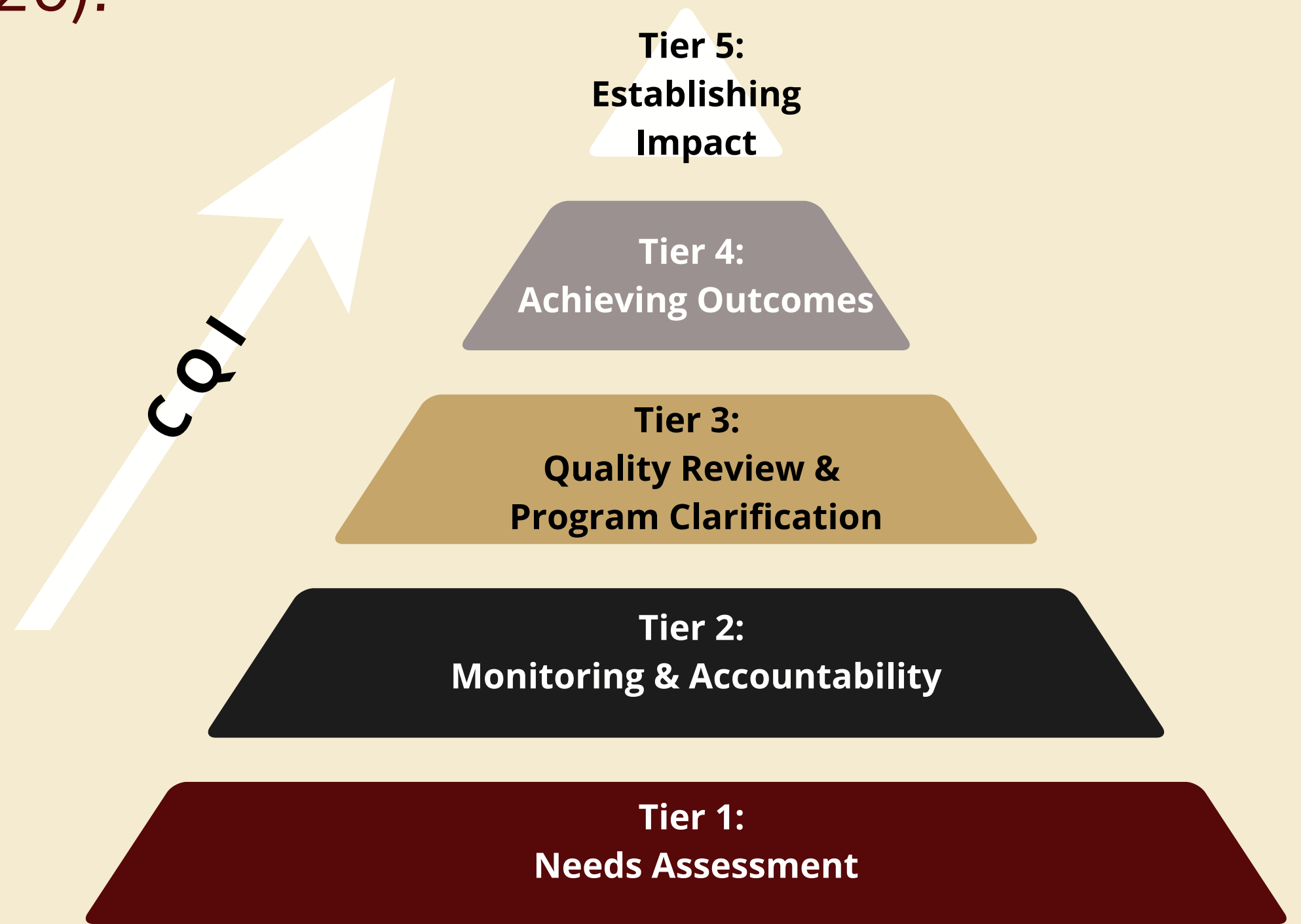
What is Continuous Quality Improvement (CQI)?

It is part of an ongoing, developmental process of Family Life Education evaluation (Hawkins, et al, 2020).

Tier 5:
Establishing Impact

Tier 4:
Achieving Outcomes

Tier 3:
Quality Review & Program Clarification

Tier 2:
Monitoring & Accountability

Tier 1:
Needs Assessment

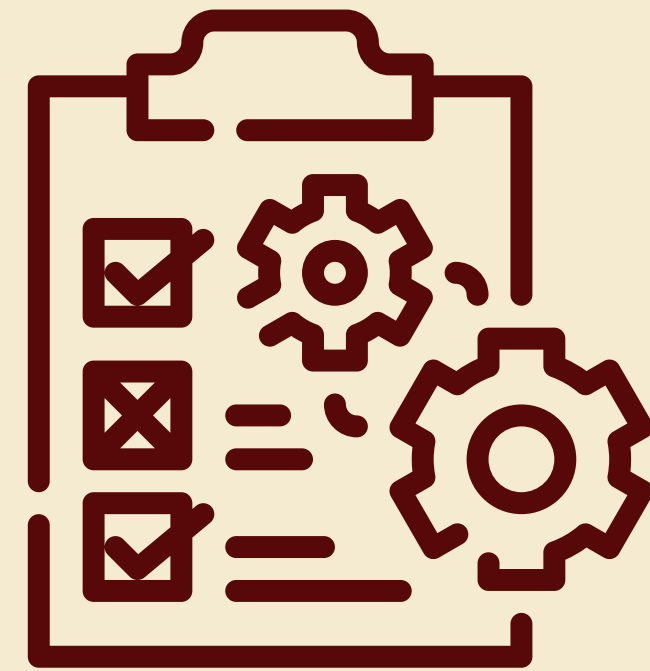**Five-Tiered Approach to Program Evaluation (Jacobs, 2003)**

What is Continuous Quality Improvement (CQI)?

It is part of an ongoing, developmental process of Family Life Education evaluation (Hawkins, et al, 2020).

CQI

Tier 5:
Establishing Impact

Tier 4:
Achieving Outcomes

Tier 3:
Quality Review & Program Clarification

Tier 2:
Monitoring & Accountability

Tier 1:
Needs Assessment

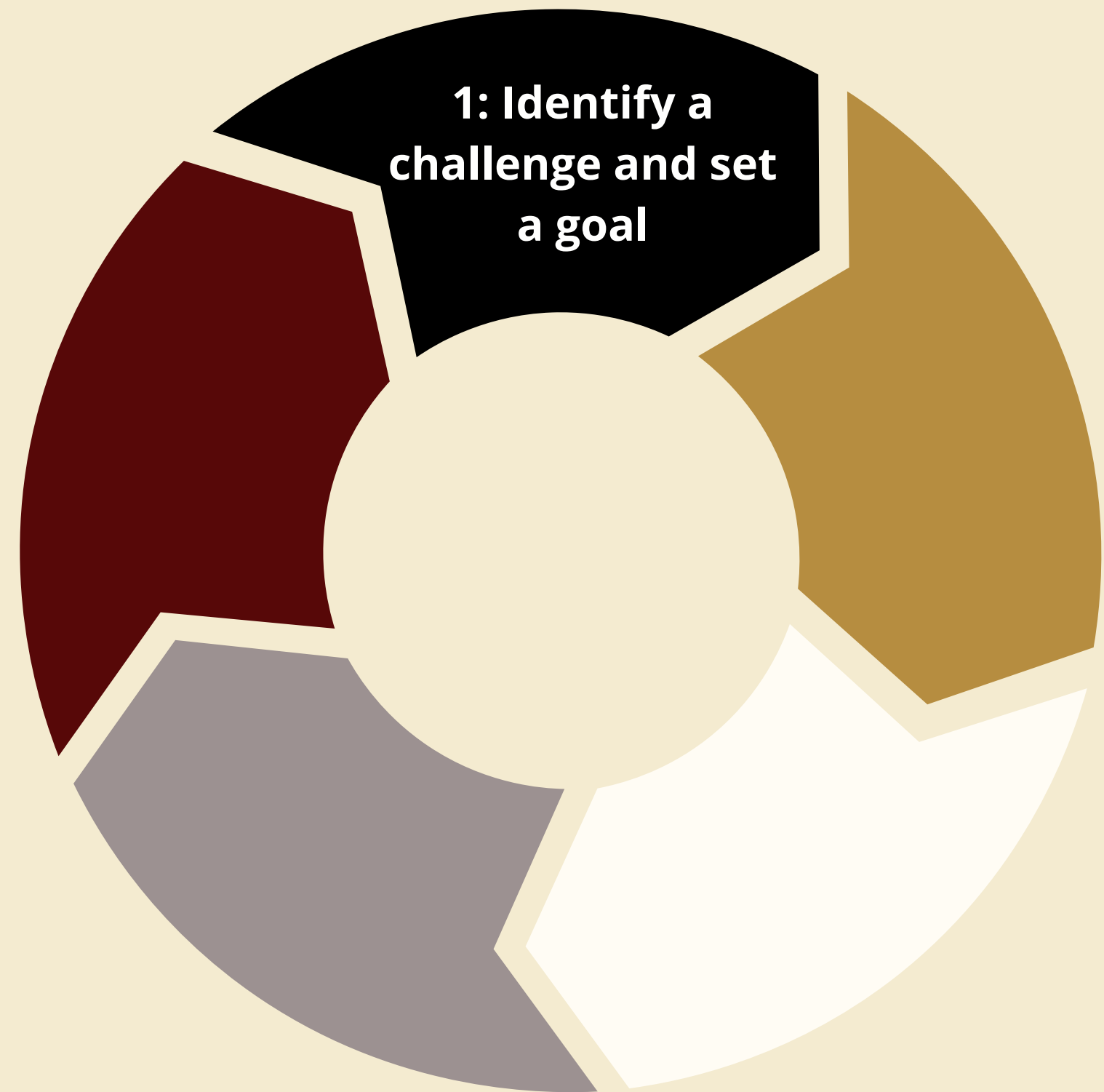**Five-Tiered Approach to Program Evaluation (Jacobs, 2003)**

Why is CQI Important?

- *Identify challenges and develop solutions in real time, while programs are in progress.*
- *Catch weaknesses before they have the opportunity to derail your project.*
- *Use data to communicate with implementation staff.*
- *Determine whether intended target audience is being reached to fullest potential.*
- *Provide highest quality programming to clients, which results in higher retention and impact.*
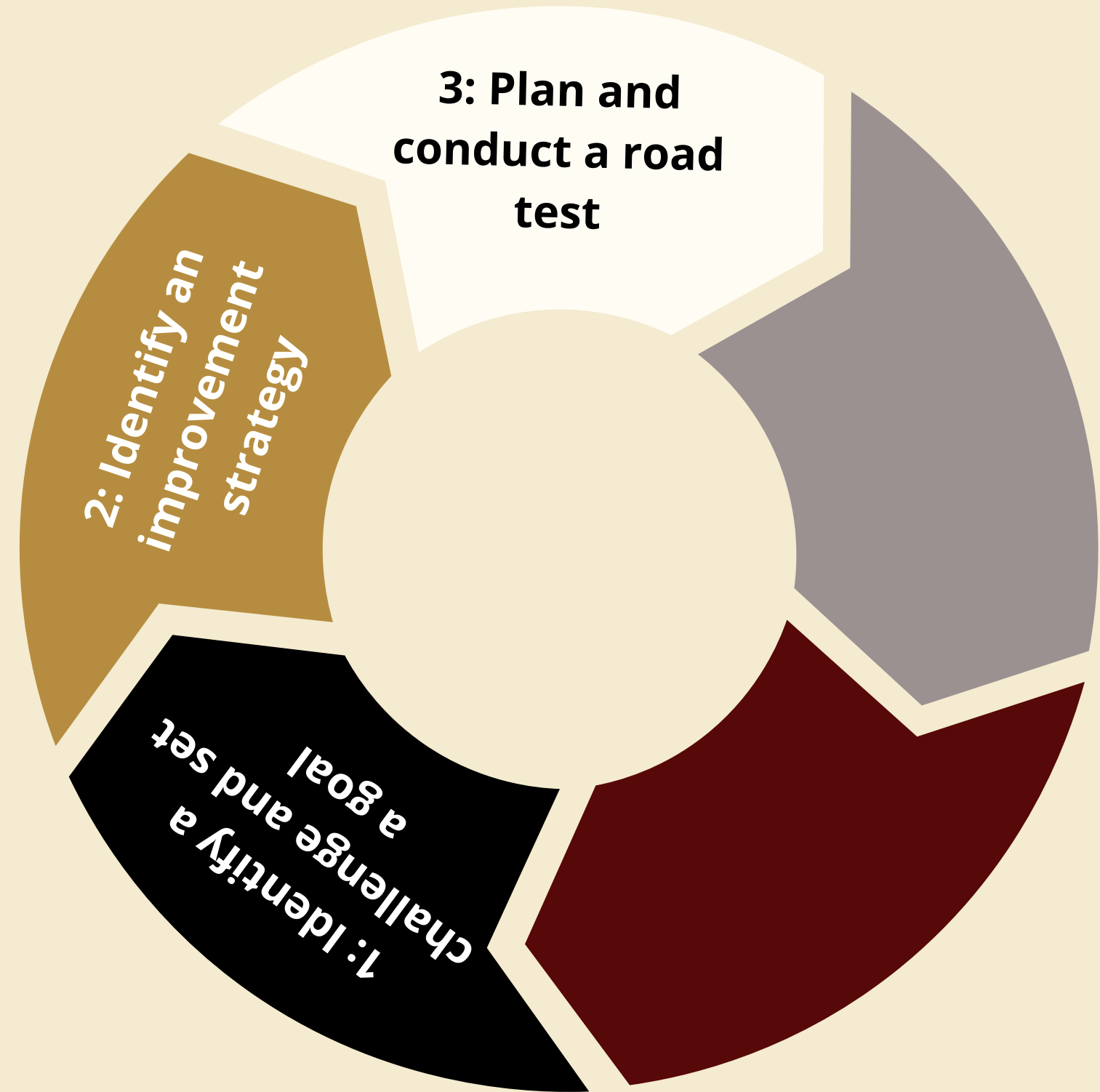*(Darling et al., 2022)*

Steps in the CQI Cycle

1: Identify a challenge and set a goal

(Mathematica, 2021)

Steps in the CQI Cycle

1: Identify a challenge and set a goal

2: Identify an improvement strategy

(Mathematica, 2021)

Steps in the CQI Cycle

3: Plan and conduct a road test

2: Identify an improvement strategy

1: Identify a challenge and set a goal

(Mathematica, 2021)

Steps in the CQI Cycle

4. Implement and monitor the strategy

3: Plan and conduct a road test

2: Identify an improvement strategy

1: Identify a challenge and set a goal

(Mathematica, 2021)

Steps in the CQI Cycle

5: Communicate results; plan next steps

1: Identify a challenge and set a goal

2: Identify an improvement strategy

3: Plan and conduct a road test

4. Implement and monitor the strategy

(Mathematica, 2021)

Steps in the CQI Cycle

1: Identify a challenge and set a goal

2: Identify an improvement strategy

3: Plan and conduct a road test

4. Implement and monitor the strategy

5: Communicate results; plan next steps

(Mathematica, 2021)

BEST PRACTICES FOR CQI
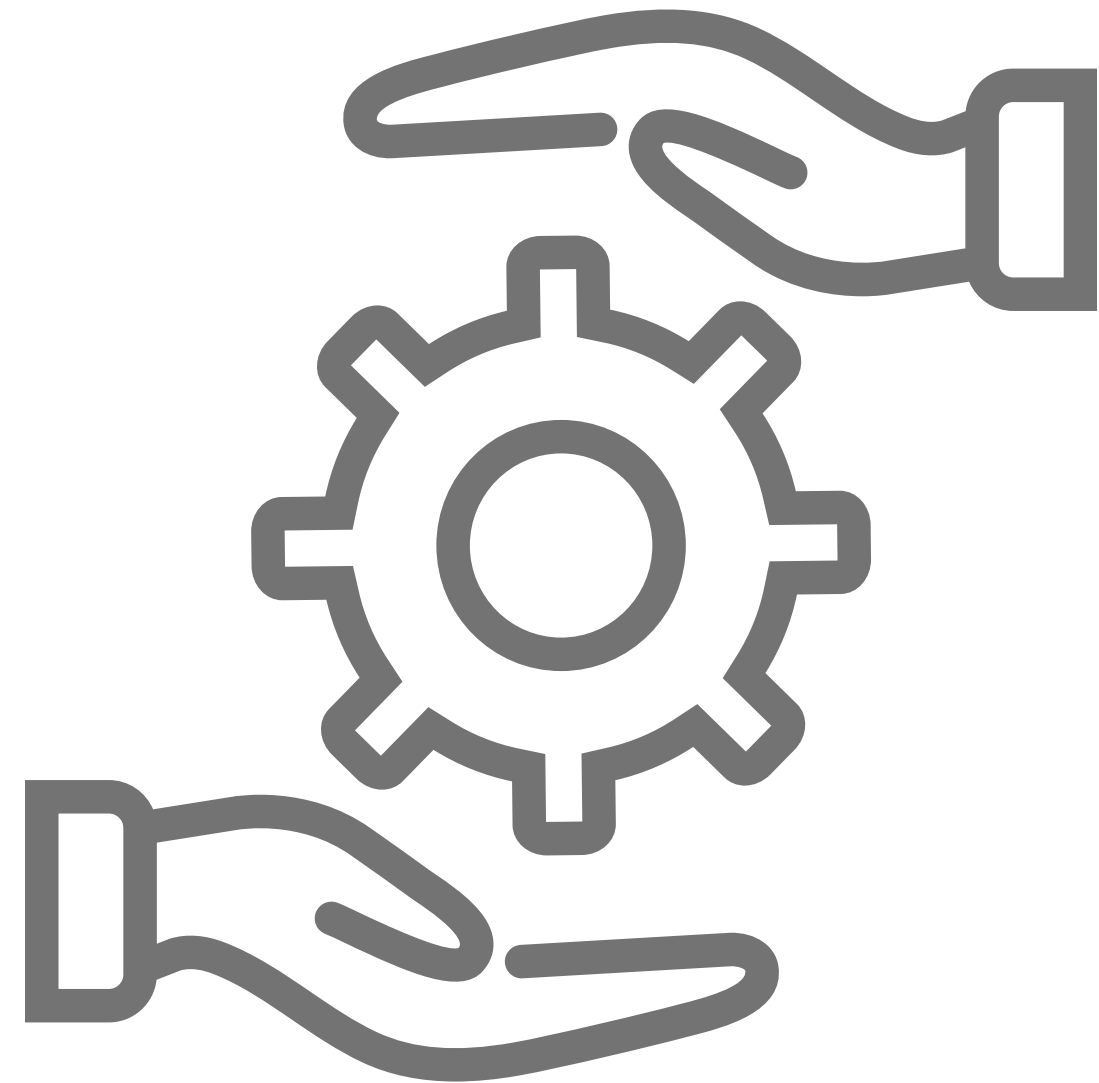
BEST PRACTICES FOR CQI

BEST PRACTICES IN CQI

Data Driven	Data is continuously collected and used to guide decisions in program implementation through multiple indicators of progress.
Goal Driven	Goal is improvement; Follows "Backwards program design", identifying the program goals and objectives and continuously evaluate if you are working towards the original goals.
Formative	Data is collected, analyzed, and shared continuously, while the program is still in progress, in real time.
Routine	Create a culture of CQI where it is organic, while also being intentional, systematic, and structured.

(Darling et al., 2022; Frank Porter Graham Child Development Institute, 2020)

BEST PRACTICES IN CQI

|	
Strengths-Based	Celebrate successes, build on strengths, see what works and replicate.
Adaptive	Use feedback to inform adaptations to the program content and delivery.
Collaborative	Involves multiple perspectives and regular communication with implementations staff, evaluators, and stakeholders.

INDICATORS OF PROGRESS

REACH	Client Registration, Attendance, Retention, and Engagement from Intended Audience
QUALITY	How well the program was implemented; focusing more on implementation factors than outcomes, such as Delivery, Environment, and Engagement
FIDELITY	How well does the program or facilitator follow the curriculum as intended?
IMPACT	Baseline, Post, and Follow-up evaluations of intended client outcomes
COMPLIANCE	Additional grant requirements other than completion targets (e.g. Domestic Violence screenings)

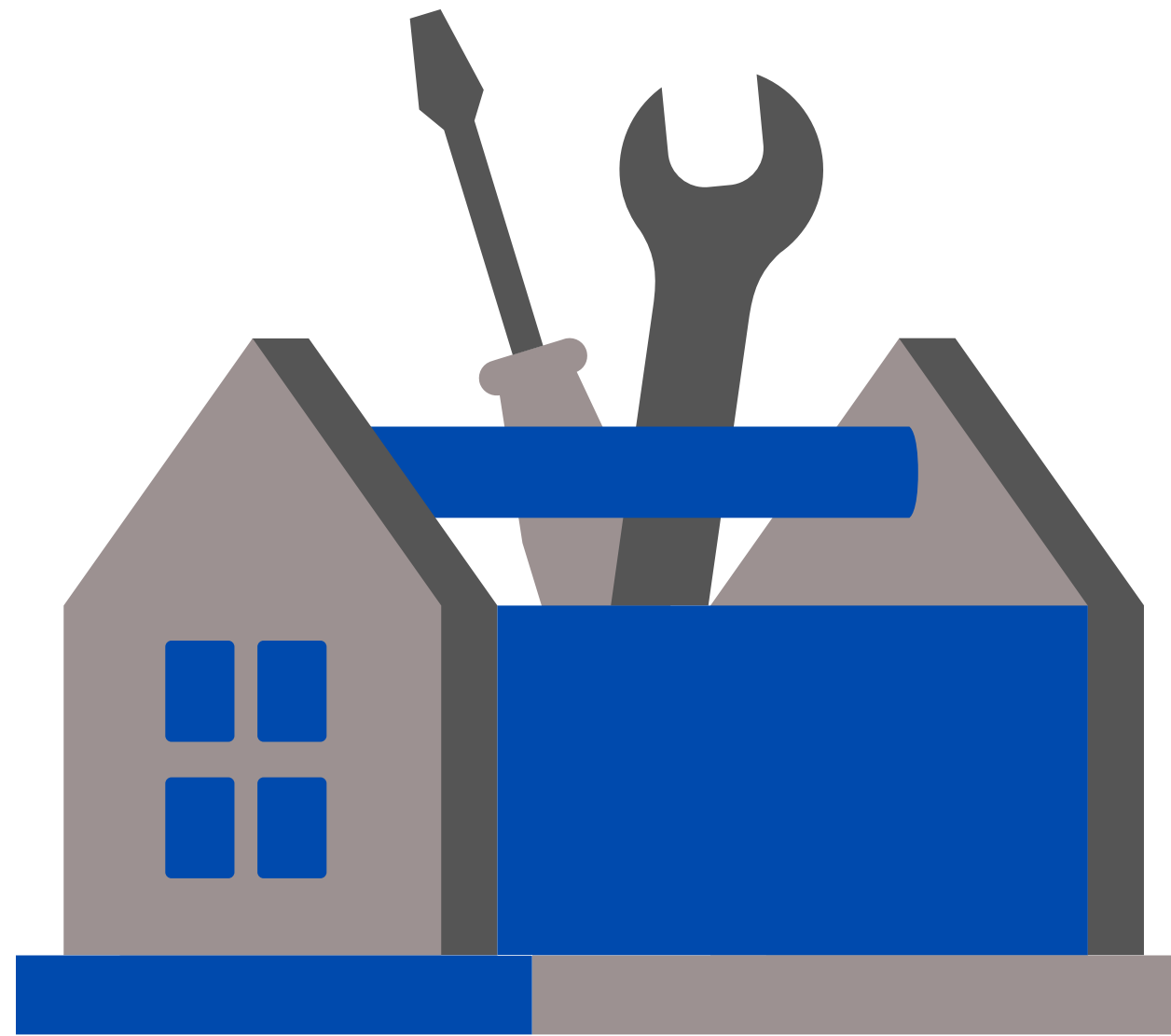(Darling et al., 2022; Frank Porter Graham Child Development Institute, 2020))

Quick CHECK-IN

Any questions so far?
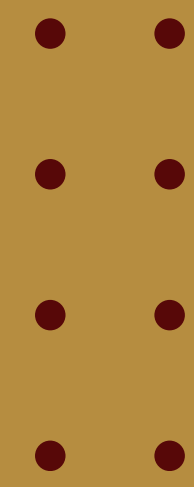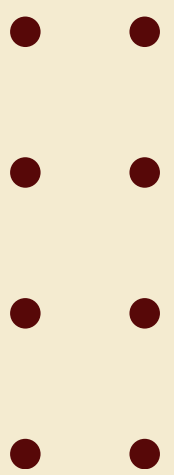
PRACTICAL TOOLS FOR IMPLEMENTING CQI IN FAMILY LIFE EDUCATION

PRACTICAL TOOLS FOR IMPLEMENTING CQI IN FAMILY LIFE EDUCATION

Practical Tools for CQI

What This Looks Like at FCPR

- *Resource Websites and Google Classroom Sites*
- *Monthly CQI Meetings with Program and Evaluation Staff*
- *Fidelity Monitoring using Observation Checklists*
- *Facilitator Implementation Surveys*
- *Real Time Feedback in Multiple Forms*
    - *Staff-Accessible Spreadsheets*
    - *"End of Series Snapshot"*
- *Building on Strengths (e.g. Knuckles)*

HMRE Resources Website

&

Google Classroom

MONTHLY CQI MEETINGS

May 2022 CQI Meeting Recording

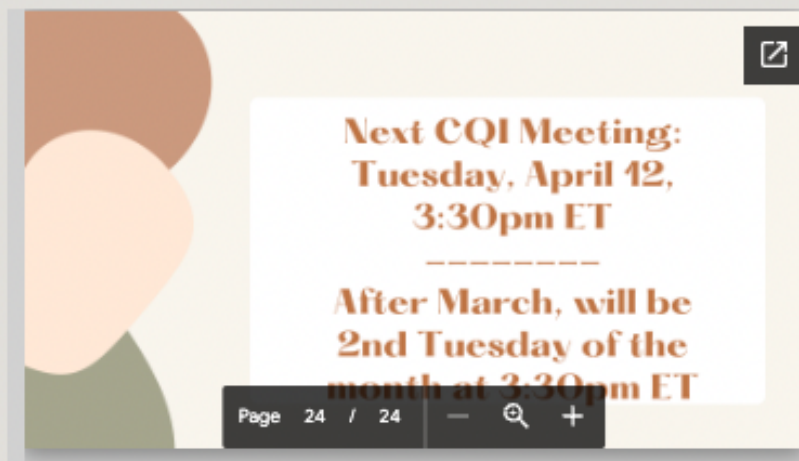May 2022 CQI Slides

April 2022 CQI Meeting Recording

April 2022 CQI Slides
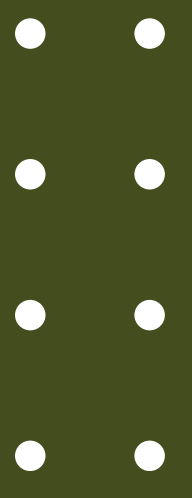

March 2022 CQI Meeting Recording

March 2022 CQI Slides

Why are Scheduled CQI Meetings Important?

1 . Makes CQI a priority

2 . Allows for strategizing as a cohesive team

3. Helps catch problems early

Let's give some
Knuckles

- North and NEFL completed both LYW & AOM, and NWFL for completing LYW
- Knuckles to everyone who came and participated in the Random Assignment Training
- Northeast FL sent in their first Random Assignment pilot spreadsheet from an AIM class! Great Job!

What do you think?

End of Series Snapshots (EOSS)

- Have they been helpful in visualizing program outcomes?

- Is there any other information you would like added to them?

Numbers to Date By Region

North FL

BENCHMARK	# COUPLES
Attended First Session	110
50% Completion	101
80% Completion	62
100% Completion	62
Within 1 Session	95

95 Couples

South FL

BENCHMARK	# COUPLES
Attended First Session	57
50% Completion	56
80% Completion	49
100% Completion	46
Within 1 Session	54

54 Couples

Northeast FL

BENCHMARK	# COUPLES
Attended First Session	138
50% Completion	131
80% Completion	88
100% Completion	74
Within 1 Session	113

113 Couples

Northwest FL

BENCHMARK	# COUPLES
Attended First Session	155
50% Completion	130
80% Completion	87
100% Completion	70
Within 1 Session	97

97 Couples

Overall: 359 Couples within 1 Session; Year 2

Program Outcomes

Effect Size Chart Comparing Entrance and Exit Surveys
(Represents all classes that ended before 5/9/2022)

Variable/Subscale	N	Rev?	Mean Ent	Mean Exit	Diff	POP*	Sig.	All LTL Offices Effect size**	North Effect size**	Northwest Effect size**	Northeast Effect size**	South Effect size**
BetterMarried	772	R	3.66	3.76	0.1	29.4%	<.001	0.203	0.068	0.279	0.278	0.167
LivingTogetherSame	774		1.48	1.47	-0.01	0.4%	0.445	0.027	0.16	0.068	0.11	0.191
PositiveConflictManagement	736	R	22.01	23.23	1.22	20.4%	<.001	0.385	0.3	0.436	0.506	0.218
NegativeConflictManagement	752	R	11.95	10.39	-1.56	19.4%	<.001	0.525	0.486	0.618	0.586	0.295
HighRiskConflict												
Spouse blamed/yelled	751		3.83	3.39	-0.44	10.6%	<.001	0.322	0.296	0.462	0.271	0.132
I blamed/yelled	758		3.85	3.36	-0.49	11.8%	<.001	0.342	0.337	0.543	0.22	0.139
SatisfactionwithPartnerConflict	765	R	2.09	2.42	0.33	36.3%	<.001	0.56	0.425	0.676	0.549	0.455
Partner trust/affection	733	R	16.52	16.55	17.6	0.9%	<.001	0.497	0.475	0.608	0.497	0.252
Partner intimacy	755	R	10.09	10.54	0.45	23.6%	<.001	0.32	0.312	0.412	0.321	0.127
RelationshipSatisfaction	769	R	2.51	2.71	0.2	40.8%	<.001	0.397	0.307	0.526	0.425	0.079
ViewMarriageLifelong	770	R	3.78	3.86	0.08	36.4%	<.001	0.177	0.059	0.238	0.152	0.236
Coparenting	214	R	6.77	7.09	0.32	26.0%	<.001	0.273	0.377	0.266	0.077	0.247
Average								0.336	0.300	0.428	0.333	0.212

*A "R" in the Rev? column indicates we reverse-scored that variable/subscale

**Overall Percent of Potential (POP) score - which measures what % of total movement was realized

**Cohen's D absolute values were reported. (All directions (+/-) were to be expected.)

Effect Size = Magnitude of treatment impact

Interpreting Effect Size	
Relative Size	Effect Size
Negligible	<0.2
Small	0.2
Medium	0.5
Large	0.8

of AIM Classes Scheduled April-June 2022

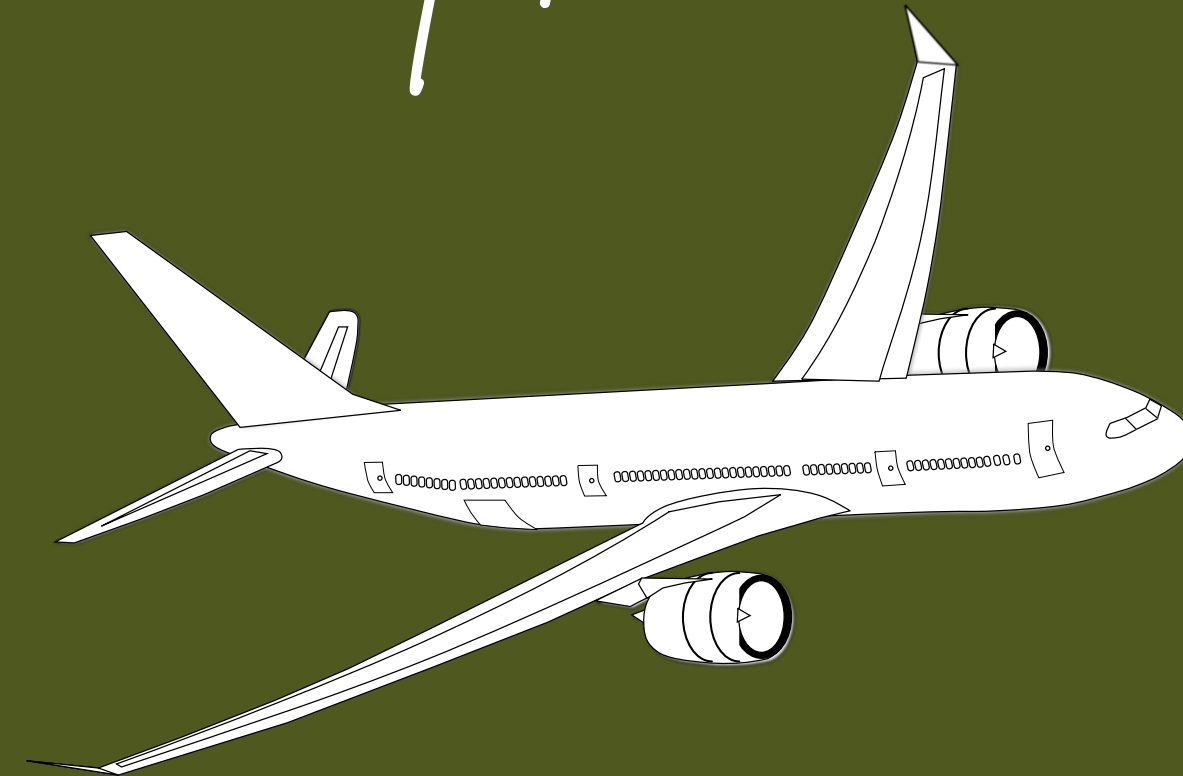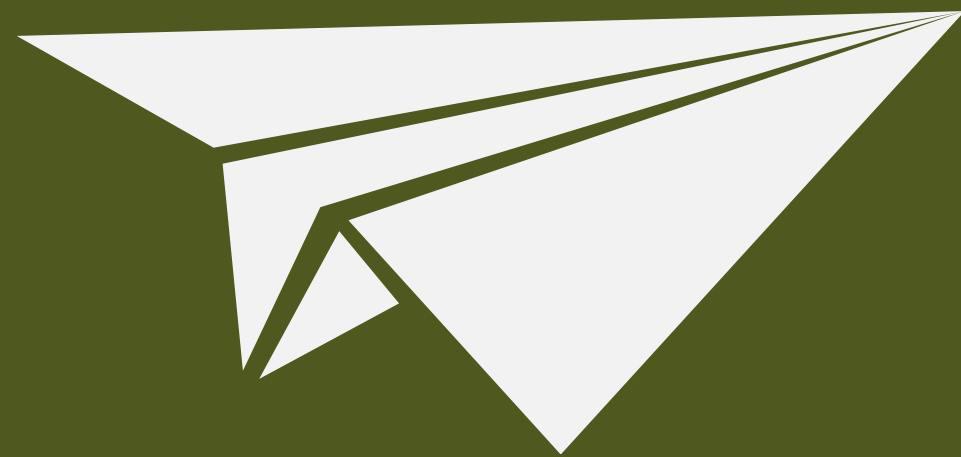| North FL	South FL	Northeast FL	Northwest FL
5	1	6	3

Total = 15

How do we get from

Here to Here

Pilot: Getting the RCT "Off the Ground"
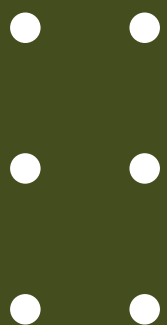
Lessons Learned...

Pilot Classes

Recruitment and implementation strategies?

Local Evaluation Status and Service Assignments?

Random Assignment Training and Piloting Questions?

Other Successes or Challenges to Discuss?

Practical Tools

"End of Series Snapshot"

Sent to partner offices one week after the program series ends to track real time progress indicators

REACH

IMPACT

COMPLIANCE

Autogenerated from spreadsheet look-up!

ADVENTURES IN MARRIAGE
END OF SERIES SNAPSHOT

Session Series Name:	All Nations Church January 14		
Series ID:	57103	Region	North Florida
Session Series Begin:	1/14/2022	Session Series End Date:	2/5/2022
Facilitator Name:	Allen Adams, Carol Adams	Series Format:	Wknd-3 sess

Coaches

Avg no. of coaches at each workshop per session	0

DV Screen

No. of attended clients screened for DV	39
% of attended clients screened for DV	89%

Registered/Attendees

	Individual Level	Couple Level
No. registered on AIMClasses	82	41
No. of 1st Session Attendees	44	22
% of 1st Session attendees to registrants	54%	54%

Completion Rates

	Individual Level	Couple Level
No. completing 50%	34	17
% completing 50%	77%	77%
No. completing 80%	23	11
% completing 80%	52%	50%
No. completing 100%	23	11
% completing 100%	52%	50%
No. of completed couples within 1 session		17
% of completed couples within 1 session		77%

Makeup Sessions

Total no. of missed sessions	27
No. of missed sessions NOT MADE UP	27
Total no. of makeups entered	0
% of makeups completed	0%

Helpfulness of Program (1-5)

Session Avg:	4.68
Region Avg:	4.67
LTL Avg:	4.55

Color Key for POP Scores

Negative
0% to 9.99%
10% to 19.99%
20% to 29.99%
30% to 39.99%
More than 40%

Improvement for Co-Parenting

%Improvement		POP
10%	Session Avg:	61%
	Region Avg:	69%
	LTL Avg:	60%

Overall Improvement for Marriage

%Improvement		POP
8%	Session Avg:	20%
	Region Avg:	39%
	LTL Avg:	29%

Relationship/Marriage Outcomes

Better for Parents to be Married (D1a)

Entry	Exit	%imprvmt	POP	Reg Avg	LTL Avg
3.71	3.86	4%	52%	54	44

Living Together Same (D1b)

Entry	Exit	%imprvmt	POP	Reg Avg	LTL Avg
1.63	1.27	22%	15%	3	1

Positive Conflict Management (D5a-g)

Entry	Exit	%imprvmt	POP	Reg Avg	LTL Avg
22.65	23.09	2%	8%	21	23

Negative Conflict Management (D6a-e)

Entry	Exit	%imprvmt	POP	Reg Avg	LTL Avg
12.27	10	19%	29%	36	27

Partner Blame/Yell (D7-a-b)

Entry	Exit	%imprvmt	POP	Reg Avg	LTL Avg
3.98	3.45	13%	13%	24	20

I Blame/Yell (D8a-b)

Entry	Exit	%imprvmt	POP	Reg Avg	LTL Avg
3.81	3.55	7%	6%	16	17

Satisfaction with partner conflict (D9)

Entry	Exit	%imprvmt	POP	Reg Avg	LTL Avg
2.21	2.41	9%	25%	54	39

Partner Trust/Affection (D10a-3/D11a-e)

Entry	Exit	%imprvmt	POP	Reg Avg	LTL Avg
16.55	17.32	5%	22%	46	31

Partner Intimacy (D11a-c/D12a-c)

Entry	Exit	%imprvmt	POP	Reg Avg	LTL Avg
10.36	10.36	0%	0%	50	27

Relationship Satisfaction (D12/D13)

Entry	Exit	%imprvmt	POP	Reg Avg	LTL Avg
2.43	2.68	10%	44%	64	48

View Marriage as Lifelong (D13/D14)

Entry	Exit	%imprvmt	POP	Reg Avg	LTL Avg
3.86	3.86	0%	0%	63	49

Reg Avg = Regional Average POP Score
LTL Avg = Live the Life Average POP Score

Practical Tools

Fidelity Checklists

Monitor progress indicators in site visits

QUALITY
FIDELITY
COMPLIANCE

(Form adapted from SRAE Observation Checklist)

Educator(s) Observation Form | Facilitator Name: **Location:** **| Date:**

For the Observer: This form measures the fidelity and quality of program delivery. Use the guidelines below when completing the observation form and do *not* change the scoring provided; for example, do not circle multiple answers or score a 1.5 rather than a 1 or a 2. **Complete the observation form after *viewing the entire session.***

1. In general, how clear were the explanation of activities?

☐ 1 Not Clear	☐ 2	☐ 3 Somewhat Clear	☐ 4	☐ 5 Very Clear
Most participants do not understand instructions and cannot proceed; many questions asked.		About half of the group understands, while the other half ask questions for clarification		90-100% of the participants begin and complete the activity/discussion with no hesitation and no questions.

Notes:

2. To what extent did the educator(s) keep track of time during the activities?

☐ 1 Not Well	☐ 2	☐ 3 Well	☐ 4	☐ 5 Very Well
Educator(s) does not have time to complete the material (particularly at the end of the session); regularly allows discussions to drag on (e.g., participants seem bored or begin discussing non-related issues in small groups).		Misses a few points; sometimes allows discussions to drag on.		Completes all content of the session; completes activities and discussions in a timely manner (using the suggested time limitations in the manual, if available)

Notes:

6. How well did the facilitator stay true to the curriculum?

☐ 1 Poor	☐ 2	☐ 3 Average	☐ 4	☐ 5 Excellent

Notes:

7. Rate the overall quality of the program session.

☐ 1 Poor	☐ 2	☐ 3 Average	☐ 4	☐ 5 Excellent

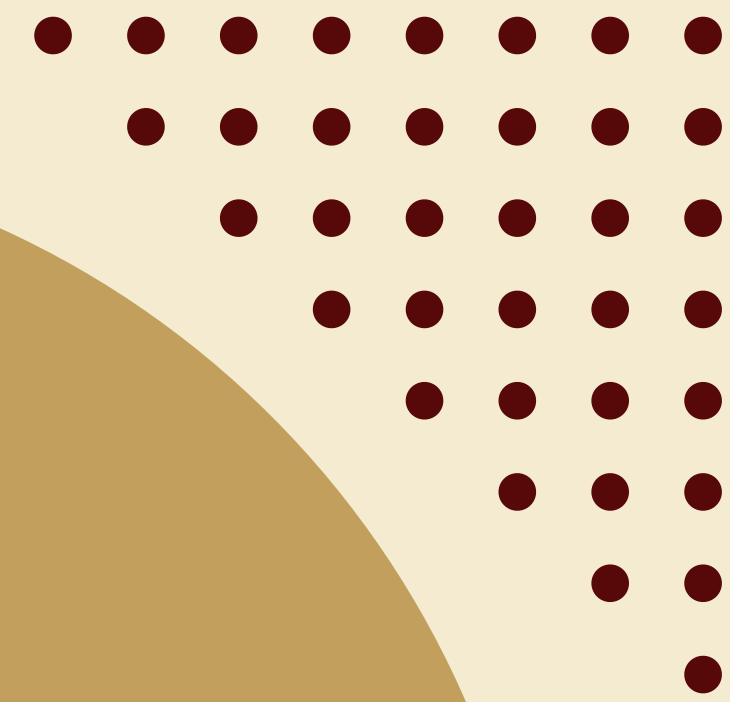Notes:

Goal of FLE:

Improving

Family

Well-Being

(Darling, et al., 2019)

KEY TAKEAWAYS FOR CQI IN FLE

Goal of FLE:
Improving
Family
Well-Being

Goal of CQI:
*Improving FLE
Programs*

(Darling, et al., 2019)

(Hawkins, et al., 2020)
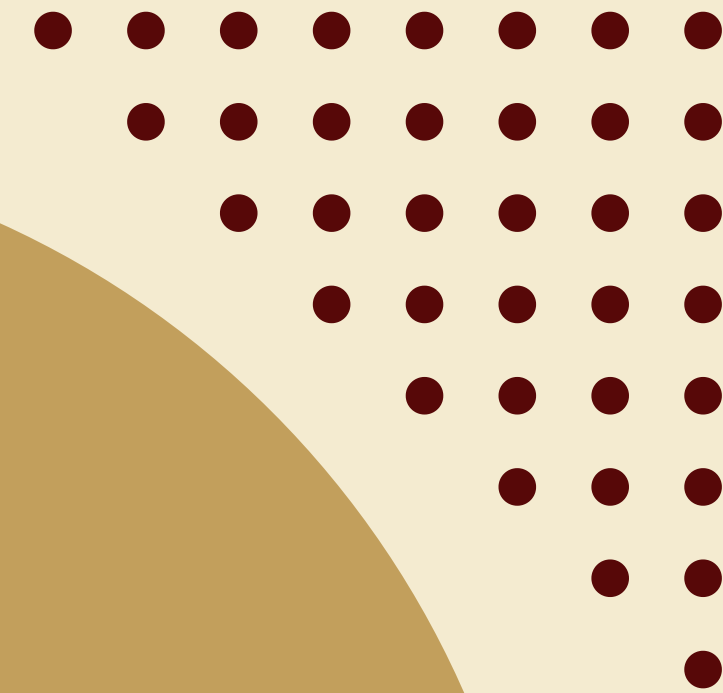
MORE INFORMATION

If you would like access to the resources we shared today, please email FCPR.

CONTACT US

📍 2200 Old St. Augustine St. Tallahassee FL. 32301

📞 850-296-7403

🌐 https://fcpr.fsu.edu/
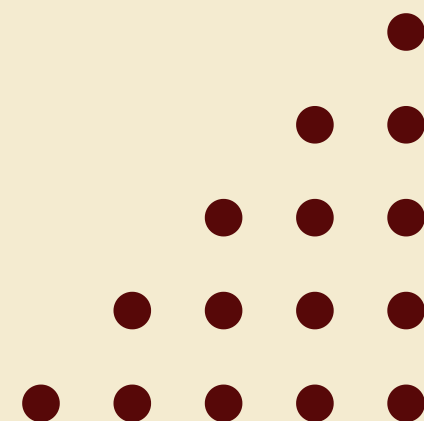
✉️ fcpr@fsu.edu

THANK YOU

Do you have any questions for us?

fcpr@fsu.edu

REFERENCES

Darling, C. A., Cassidy, D., & Ballard, S. M. (2022). *Family life education: Working with families across the lifespan* (4th ed.). Waveland.

Darling, C. A., Cassidy, D., & Rehm, M. (2019). The foundations of family life education model: Understanding the field. *Family Relations, 69*(3), https://doi:10.1111/fare.12372

Hawkins, A. J., Clyde, T. L., Doty, J. L., Avellar, S. (2020). Best practices in family life education program evaluation. *Family Relations, 69*, 479-496, https://doi.org/10.1111/fare.12420

Jacobs, F H. (2003). Child and family program evaluation: Learning to enjoy complexity. *Applied Developmental Science, 7*(2), 62-75.

Frank Porter Graham Child Development Institute (2020). *Continuous quality improvement best practices* [Handout]. https://www.hmrfgrantresources.info/sites/default/files/2022-04/CQI-BP.pdf

Mathematica (2021). *Getting started with continuous quality improvement* [PowerPoint slides]. https://www.hmrfgrantresources.info/sites/default/files/2021-09/2.23.21_BUILD_CQI_Webinar_508%20compliant.pdf