

**Assessment Data and Quality Improvement Techniques:
Tools for Improving Community Health Plans and Outcomes
9:00 a.m. – 4:00 p.m.**

Goal: Equip participants with information and tools to successfully interpret and apply assessment results to health improvement planning and quality improvement processes.

Objectives: Using the results of a variety of assessments, participants will be able to:

- Describe relevance of various data sources to community and quality improvement plans.
- Identify and apply methods for interpreting data, assessing importance of health issues, and setting priorities.
- Outline components of an effective action plan.
- Identify and apply methods for measuring progress.

Time	Topic/Activity	Presenter	Handouts
8:30 – 9:00 a.m. Registration	Sign in and Networking Flip chart paper will be posted near the registration table with various kinds of plans identified. Ask participants to place dots under each of the plans they are currently involved.		Sign-in sheet Dots Flipchart paper
9:00 – 9:15 a.m. Using a Performance Improvement Process	Introduction of participants Review agenda Collect final lunch orders Provide an overview of the process Describe that we will be using the DOH Performance Improvement Process as the model for improvement. <ul style="list-style-type: none"> • Gather data • Analyze data • Identify priorities • Create and implement plan of action • Evaluate plan of action Performance improvement is a way of looking at, and addressing gaps in a	Chris	Copies of agenda Copies of DOH Performance Improvement Process; Turning Point Matrix; Plan-Do-Check-Act model for improvement

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	<p>public health system, organization, or program's performance over time. Initiating a performance improvement process will help you to:</p> <ul style="list-style-type: none"> • Improve the products and services provided to citizens; • Obtain better results when working to improve products; • Improve efficiencies in your processes; • Address performance gaps; and • Sustain the improvements you've made. 																						
9:15 – 9:45 a.m.	<p>Identify data sources and discuss their use in planning activities</p> <p><u>Activity</u></p> <p>1) Discuss the different kinds of plans that are in progress from among the participants (e.g. community health improvement planning; strategic planning; program planning)</p> <p>2) Identify data sources that participants brought (e.g. Local Public Health System Assessment (LPHSA); County Performance Snapshot)</p> <p>3) Discuss relevance of each type of data to the development of these plans (e.g. strengths, OFIs)</p> <table border="1"> <thead> <tr> <th>Plan / Data Source</th><th>Health Profile</th><th>LPHSA</th><th>CPS</th></tr> </thead> <tbody> <tr> <td>CHIP</td><td>Strengths/OFIs</td><td>Strengths/OFIs</td><td>Strengths/OFIs</td></tr> <tr> <td>Strategic plan</td><td>Strengths/OFIs</td><td>Strengths/OFIs</td><td>Strengths/OFIs</td></tr> <tr> <td>Business plan</td><td>Strengths/OFIs</td><td>Strengths/OFIs</td><td>Strengths/OFIs</td></tr> <tr> <td>Program-specific plan</td><td>Strengths/OFIs</td><td>Strengths/OFIs</td><td>Strengths/OFIs</td></tr> </tbody> </table>	Plan / Data Source	Health Profile	LPHSA	CPS	CHIP	Strengths/OFIs	Strengths/OFIs	Strengths/OFIs	Strategic plan	Strengths/OFIs	Strengths/OFIs	Strengths/OFIs	Business plan	Strengths/OFIs	Strengths/OFIs	Strengths/OFIs	Program-specific plan	Strengths/OFIs	Strengths/OFIs	Strengths/OFIs	JoAnn	<p>Flipchart paper</p> <p>Markers</p> <p>LPHSA results</p> <p>County Performance Snapshot</p> <p>BRFSS</p> <p>Community Needs Assessment</p> <p>CHD agency or program strategic plan(s)</p>
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<p>9:45 a.m. – 11:30 a.m.</p> <p>Interpreting the Data</p>	<p>Presentation / Whole Group Exercise: Finding Meaningful Results</p> <p>Discuss ways to identify outliers:</p> <ul style="list-style-type: none"> • Quartiles • rankingsHP2020 • worst or best 3 <p>Remind participants to look at magnitude and trend.</p> <p>Ask the group to review the Gadsden County reports:</p> <p>a) Using the different reports, identify the outliers. Are they strengths? OFIs?</p> <p>b) Compare findings from the different data sources:</p> <ul style="list-style-type: none"> • How does information from other datasets validate or support my findings? • How does information from other datasets challenge or contradict my findings? • How does the additional information from other data offer a different perspective or help me understand my findings? <p>c) What story do the data tell when taken altogether? Do you need any additional data to tell the full story? Consider subpopulations (geography, sex, race/ethnicity, age, socio-economic status)</p> <p>Each table contributes 2-3 OFIs to master chart at front of room.</p> <p><u>Team Activity</u></p> <p>If time allows, do same activity in teams with own data.</p>	<p>Teresa / Chris</p>	<p>Gadsden County Dataset for each table</p> <p>Worksheet</p>
<p>11:30 a.m. – 2:00 p.m.</p> <p>Priority Setting and Working</p>	<p>Working Lunch Break</p> <p>Setup lunch exercise – use dots (each person gets $(n-1)/2$ dots (with n=number of OFIs presented) on the tables to identify the top $(n-1)/2$ OFIs that they find important. They will get ## of dots which they can “spend” anyway they wish (all on one or spread out). This to be done during the</p>	<p>Sonal / Daphne</p>	<p>Copies of PowerPoint presentation</p> <p>Newsprint or plotter size copy of matrix</p>

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Lunch	<p>working lunch break.</p> <p>Allow 45 min for dots and lunch logistics</p> <p><u>Activity</u></p> <p>We select the top 3 OFIs to be used by the groups based on the dot voting.</p> <ul style="list-style-type: none"> Follow directions on the handout – each group works on all 3 OFI’s and one pre-assigned criterion Posting the OFI and scores on the “Master Matrix” in the room. We then calculate out which OFI ‘wins’ – that OFI is brought forward for action planning – everyone working on the same OFI for action planning... Ask questions: <ul style="list-style-type: none"> What stood out about the exercise? What was hard about the exercise? How could/would you use this back in your community? What kind of changes would you need to make the exercise most effective for your community? Can ask specific questions about which OFI did you choose, why, what worked and didn’t work. What other criteria would you use/add? 		<p>Dots</p> <p>Tape</p> <p>Markers</p> <p>Large post-it notes</p> <p>Index cards</p> <p>Flipchart</p> <p>Copy of blank priority matrix</p>
<p>2:00 – 3:15 p.m.</p> <p>Action Planning</p>	<p>Before creating the plan of action, consider who needs to be involved in the development of the plan (discussion from floor)</p> <p><u>Presentation</u></p> <ul style="list-style-type: none"> Who is our target population? What activities will be incorporated? Do we have the resources to address the activities? Who will be responsible for monitoring the plan? How will we evaluate our efforts? 	<p>Cathy/Chris (Volusia)</p> <p>Cathy/Betty (Tallahassee, Sarasota)</p>	<p>Copy of Powerpoint</p> <p>5 Whys worksheet</p> <p>Sample, completed 5 Whys</p> <p>Flipchart paper</p> <p>Markers</p> <p>Sample, action plan templates</p>

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	<p>Discussion of Root Cause Analysis/5 whys</p> <p>Before selecting activities targeting your priority(s), it's important to determine what the root cause of the problem is. What we usually see are the symptoms and not the underlying cause of the problem.</p> <p>Give kitty cat example. Work through Overweight adults example as group</p> <ul style="list-style-type: none"> Adults who are overweight do not eat healthy. <ul style="list-style-type: none"> <i>Because</i> they eat foods high in fat. <i>Because</i> they are cheaper than buying healthy foods. <i>Because</i> fresh fruits and vegetables are too costly. <i>Because</i> fresh fruits and vegetables are not available except at grocery store. <i>Because there are no farmer's markets in the county.</i> <p>3) Are there data sources to support the root cause?</p> <p><u>Activity</u></p> <ul style="list-style-type: none"> Ask participants to write at least 2 problem statements for one OFI on worksheet. Ask each group to go through 5 whys for each problem statement. Once root cause has been identified, ask them to list a data source that supports the root cause OR determine if they will need to gather data to determine if root cause is valid. Ask 2 or 3 participants to report out <p><u>Presentation (cont'd)</u></p> <p>A plan of action includes:</p> <ul style="list-style-type: none"> Strategic priority Goals and objectives Strategies Activities Timeframes for each activity Person responsible for activity(s) 		<p>Action plan template printed on plotter paper</p> <p>Resource list of evidenced-based and model practices</p>

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	<ul style="list-style-type: none"> Evaluation indicators <p>When creating the action plan:</p> <ol style="list-style-type: none"> 1) Have a limited number of clear goals. 2) When possible, select strategies that are evidence-based (review resource of evidence-based/model practices) 3) Decide what success would look like and how you will measure progress. <p>Discuss Martin county example – point out that the objective is just a measurable version of the ‘evidence of success</p> <p><u>Activity</u></p> <p>Have action plan template printed on plotter paper and posted on the wall. Ask participants to develop one goal, one objective, strategy, activities, and 2-3 measures for their action plan. Report out if time.</p>		
<p>Evaluation 3:15-3:45</p>	<p><u>Presentation (cont’d)</u></p> <p>Critical to evaluate progress toward objectives on regular and realistic basis. You need to have a plan for your evaluation just like you have a plan for your activities – can be combined or separate.</p> <p>Data collection for both evaluating and monitoring can be done in various ways:</p> <ul style="list-style-type: none"> Surveys or questionnaires Focus groups or interviews Check sheets Observations Pre/post tests <p>Review Martin county example. Tell story about project and how strategies were constantly modified based on observations.</p> <ul style="list-style-type: none"> Discuss lessons learned (observing various activities children were engaging instead of active vs. inactive Why was it important to capture the weather conditions? Time of 	<p>Cathy/Chris (Volusia) Cathy/Betty (Tallahassee, Sarasota)</p>	

Time	Topic/Activity	Presenter	Handouts
	<p>day? Teacher engagement?</p> <p><u>Group Activity</u> Discuss DeSoto county project.</p> <ul style="list-style-type: none"> • What are some other ways of evaluating progress toward success? • What would we measure? • How would we monitor progress on strategy/activities? <p><u>Presentation (cont'd)</u> 1) What was the impact? 2) If data is trending <i>adversely</i>, determine if strategies or activities require changes. If so, document the changes so you know when and what changes were made. 3) If data is moving in a positive direction, sustain the progress. 4) Communicate to stakeholders.</p>		
3:45 – 3:55 p.m.	Workshop Evaluation	JoAnn	Evaluations
4:00 p.m.	Adjourn		