

Continuous Quality Improvement (CQI) Tool

Adapted with permission from The RAND Corporation, 2007.

Program Name: Making Proud Choices (Fayetteville Youth Network)

Name of Person Completing Form: [Program Coordinator]

Date: 07/01/08

PROGRAM IMPLEMENTATION

Who and when?	
What time period are you reporting on?	<u>March – May 2008</u>
Who did you plan to reach with your program?	<u>Fayetteville High School students</u>
A. Number:	<u>96</u>
Age/Grade:	<u>Ages 13-18, Grades 9-12</u>
Other Relevant Characteristics:	<u>N/A</u>

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How well was the program attended?
B. How many attended your program even once? 86
In general, did you offer all of the intervention activities that were planned for this time period (e.g., did you maintain fidelity)? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
If you answered No, about what percent of the program was actually delivered (for example, how many sessions were delivered out of the total number of sessions planned)? _____

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PROCESS EVALUATION

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C. How many people participated in the evaluation? : <u>80</u>	% of target: <u>83%</u> $(C/A \times 100)^1$	% of served: <u>93%</u> $= (C/B \times 100)^2$
Who took part in the evaluation? (check all that apply) <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Program Facilitators or Staff <input type="checkbox"/> Program participants (all of them) <input checked="" type="checkbox"/> Program participants (some of them) <input checked="" type="checkbox"/> Others Evaluation Consultant 		
How well does your evaluation represent the population you served? (check one) <ul style="list-style-type: none"> <input type="checkbox"/> Not at all well <input type="checkbox"/> Somewhat well <input checked="" type="checkbox"/> Very well 		

¹ C = the number of people who participated in the evaluation. A = the number of participants you planned to reach with your program. To generate this percentage, use the formal above, C divided by A, times 100.

² C = the number of people who participated in the evaluation. B = the number of participants that attended your program even once. To generate this percentage, use the formal above, C divided by B, times 100.

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PLANNING PROGRAM IMPROVEMENTS

CQI Questions	Answers to CQI Questions	What will you do differently next time?
<p>1) Do you need to do another needs assessment? Is your needs assessment data still current and relevant to your population? Have the needs of your priority population/resources in the community changed? Were the data from your needs assessment consistent with what you saw and heard in the program?</p>	<p>No, there is still a need for the program to help youth decrease frequency of sexual activity and increase use of condoms for sexually active youth</p>	<p>N/A</p>
<p>2) Do you need to change your program goals and desired outcomes or priority population? Do you need to change the behaviors you are targeting? Do you need to change the determinants you are addressing? [Review your BDI Logic Model.]</p>	<p>No, the original overall goal of decreasing frequency of sexual activity and increasing use of condoms for sexually active youth is still relevant</p>	<p>N/A</p>
<p>3) Should you consider new science-based programs? Should you make other improvements to your program?</p>	<p><i>Making Proud Choices</i> worked well with our youth population, and so for now.</p> <p>We are interested in continuing the work we started with these youth, by continuing to offer sex education programs throughout their high school tenure. We would like to complete this entire GTO process for our youth who have already completed the <i>MPC</i> program, to identify needs, select and implement another science-based program, and evaluate it. We are also interested in differentiating the programs we offer based on age/grade.</p>	<p>N/A, but plans for future work, to use GTO to implement future programs, again</p>

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CQI Questions	Answers to CQI Questions	What will you do differently next time?
<p>4) Does the program continue to fit with your priority population, organization (both philosophically and logistically) and your stakeholder community? If not, why not? Can adaptations be made?</p>	<p>Yes, the program continues to meet the needs of many young people as well as those of the parents and the community, but early research indicates that there is a significant developmental difference in how 9th graders (ages 13-14) learn vs. how teens 16 and older learn.</p>	<p>We would like to complete this entire GTO process for our youth who have already completed the <i>MPC</i> program, to identify needs, select and implement another science-based program, and evaluate it. We also want to differentiate the programs we offer based on age/grade.</p>
<p>5) Do you have the resources to do the program well? Has there been a shift in resources?</p>	<p>The most demanding part of the program is time and effort needed to recruit and train volunteer peer facilitators needed to assist in delivering the curriculum. Because we used groups slightly larger than originally used with <i>MPC</i>, we followed the suggested adaptation of using peer facilitators as well.</p>	<p>We might reconsider this adaptation. <i>MPC</i> is still proven to be effective without peer facilitators, if the groups are small enough. This however, would require more salaried staff support. We will continue to research this option.</p> <p>We will also build in more time to recruit peer leaders.</p>
<p>6) How well did you plan? What suggestions do you have for improvement?</p>	<p>We followed the 10 steps of GTO, which helped us considerably in our planning. In our work plan specifically however, we might add more detail to capture the preparation adult and peer facilitators need to do, beyond initial curriculum training.</p>	<p>Plan for more preparation time for adult and peer facilitators.</p>

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<p>7) How well did you follow the plan you created? Did you implement the program with fidelity? What were the main conclusions from the process evaluation?</p>	<p>Adult and peer facilitators followed the curriculum quite well. As this was their first time using this curriculum, we expect them to be even better facilitators the next time we implement the program.</p> <p>We did find the staff fidelity logs to be a helpful instrument, although sometimes we did wish there was more detail there.</p>	<p>We'll continue to train facilitators, as well as support them more in their preparation to facilitate.</p> <p>We plan to prepare more staff training on using these logs so that we can obtain even more detail next time.</p>

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CQI Questions	Answers to CQI Questions	What will you do differently next time?
<p>8) How well did the program reach its outcomes?</p>	<p>We found that the youth who completed the <i>MPC</i> program were more likely to decrease sexual activity, and among those who were sexually active, they were more likely to increase use of condoms.</p> <p>One unintended, but positive outcome was the increased confidence level in the student leaders as well as improvement in the skills.</p> <p>While some outcomes were not reached according to our initial outcome objective statement percentages, we realized some participant knowledge and attitude was higher at baseline, and positive change did still occur.</p>	<p>With just a few changes in our recruitment, training, and program support, we believe we can continue to deliver this program.</p> <p>With completion of GTO for <i>MPC</i> “graduates,” we believe we can expand this program.</p> <p>We did realize that we want to make improvements to our outcome objective statements, as well as our survey tools. We want to be able to better capture data relevant to our outcome objective statements, and we want to better capture a range of change (i.e., ask questions using a range/scale rather than yes/no, to capture changes in degree, from baseline). We also want to modify our outcome objective statements to better reflect participant baseline knowledge and attitudes, as well as be more realistic.</p>