



Using Data for Improved Results:

AUCD Webinar

January 24, 2012

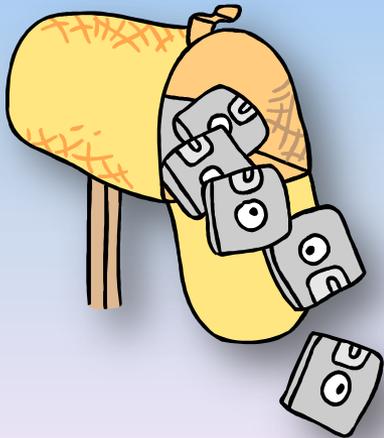
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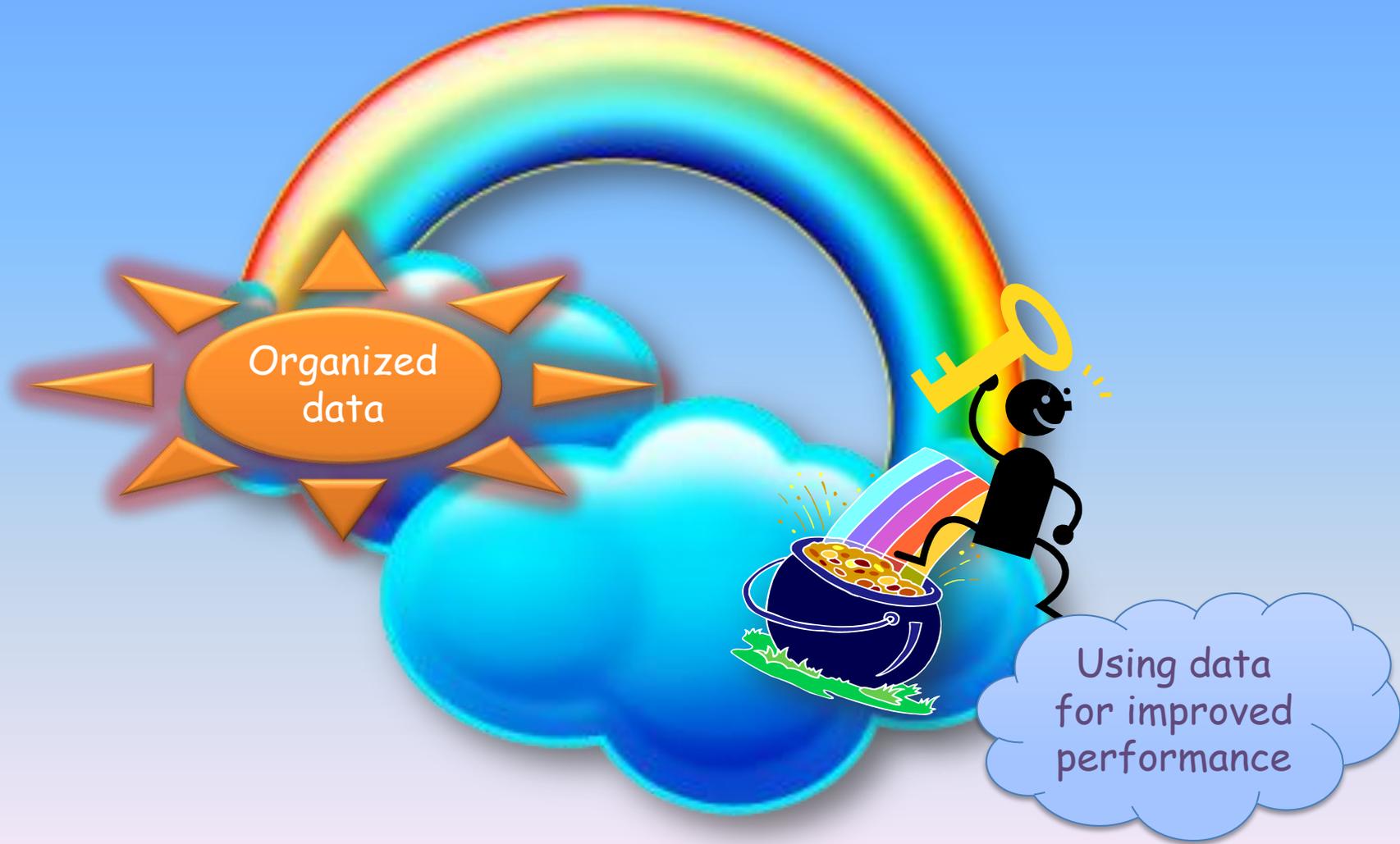
Ever find yourself.... Drowning in Data



Would you like to..... Sort through data more efficiently



Unlock the Key to Success



Agenda

- Overview of DAC Framework/Project
- Virginia Pilot and Training Modules
- Local Example
- Questions and Answers



DAC's Purpose

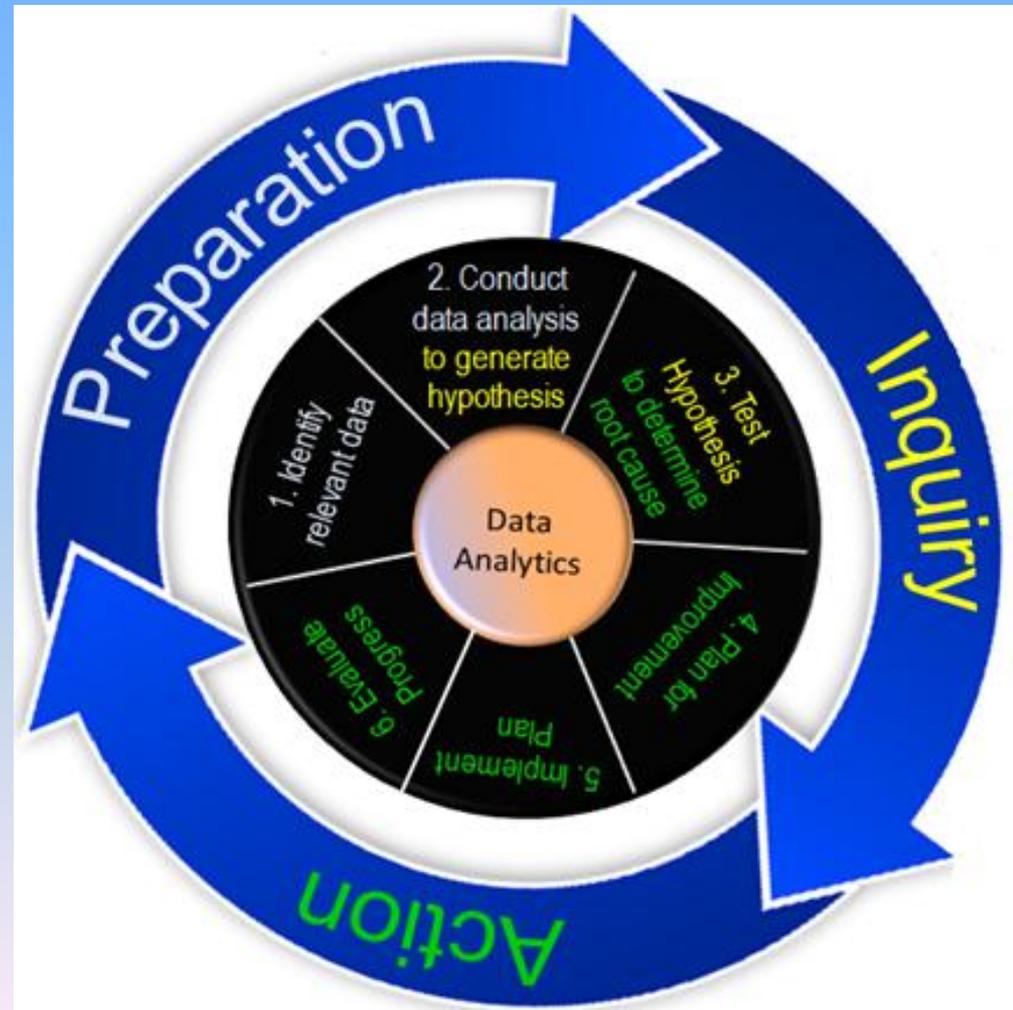
To support sustainable State and Local partnerships in the use of data to improve results



DAC Framework for Data Use

Consist of three phases w/ several steps:

- Preparation Phase
 1. Identify relevant data
- Inquiry Phase
 2. Conduct data analysis
 3. Determine Root Cause
- Action Phase
 4. Plan for improvement
 5. Implement Plan
 6. Evaluate progress



Participating States

Arizona
Part B

Illinois
Part B

Massachusetts
Part C

Minnesota
Part C and 619

North Carolina
Part B

North Carolina
Part C

Ohio
Part B

Virginia
Part C

Bottom Line

- State Implementation Team
- Local Implementation Team
- State-Local partnership
- Quality data
- Specific problem/issue
- Data-based decisions

Why Virginia Embarked on this Process



Desire to
Improve
Results



Unanswered
Questions



State Level Activities

December 2009 VICC Meeting



APR Information presented to Stakeholder group



VICC focused on results of Indicator 5 and 6



VICC determined, in their role of advise and assist:



Focus on Child Find

April 2010 Leadership Academy



Meeting for Local System Managers and Infant Program Directors



Agenda included plenary sessions and workshops on data analysis process on the use of their own local data related to Child Find



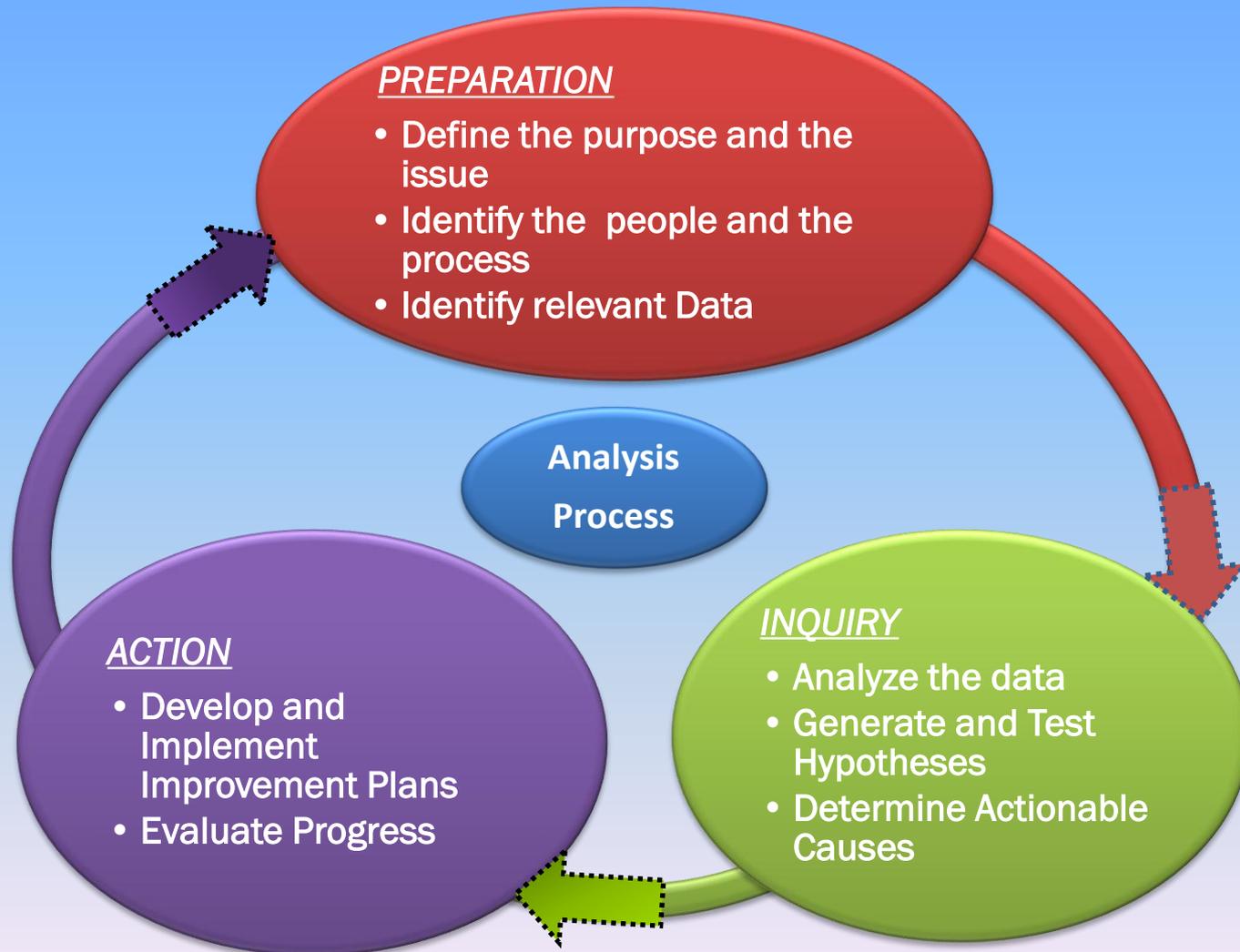
Desired outcome to have local system administrators incorporate data in day to day operations

State and Local Level Activities

- Worked with DAC and state team to develop outline and content of training materials
- Continue to require Corrective Action Plans and Improvement Plans that required Localities to use data analysis process to develop strategies
- Continue to provide updated data for the VICC to review
- Continue to provide TA to localities



Infant & Toddler Connection of Virginia Data Analysis for System Improvement



Guide

Module 1: Overview

- Why engage in this process
- Types of data

Module 2: Preparation

- Define the purpose and the issue
- Identify the people and the process
- Identify relevant data

Module 3: Inquiry

- Analyze the data
- Generate and test hypotheses
- Determine actionable causes

Module 4: Action

- Develop and implement improvement plans
- Evaluate progress

Ways to Use Data

Identifying issues

Monitoring

System
oversight/management

System planning

Determining
Improvement activities

Proactive Versus Reactive

Both are Positive

Proactive

A process to review existing data to select priorities for program improvement.

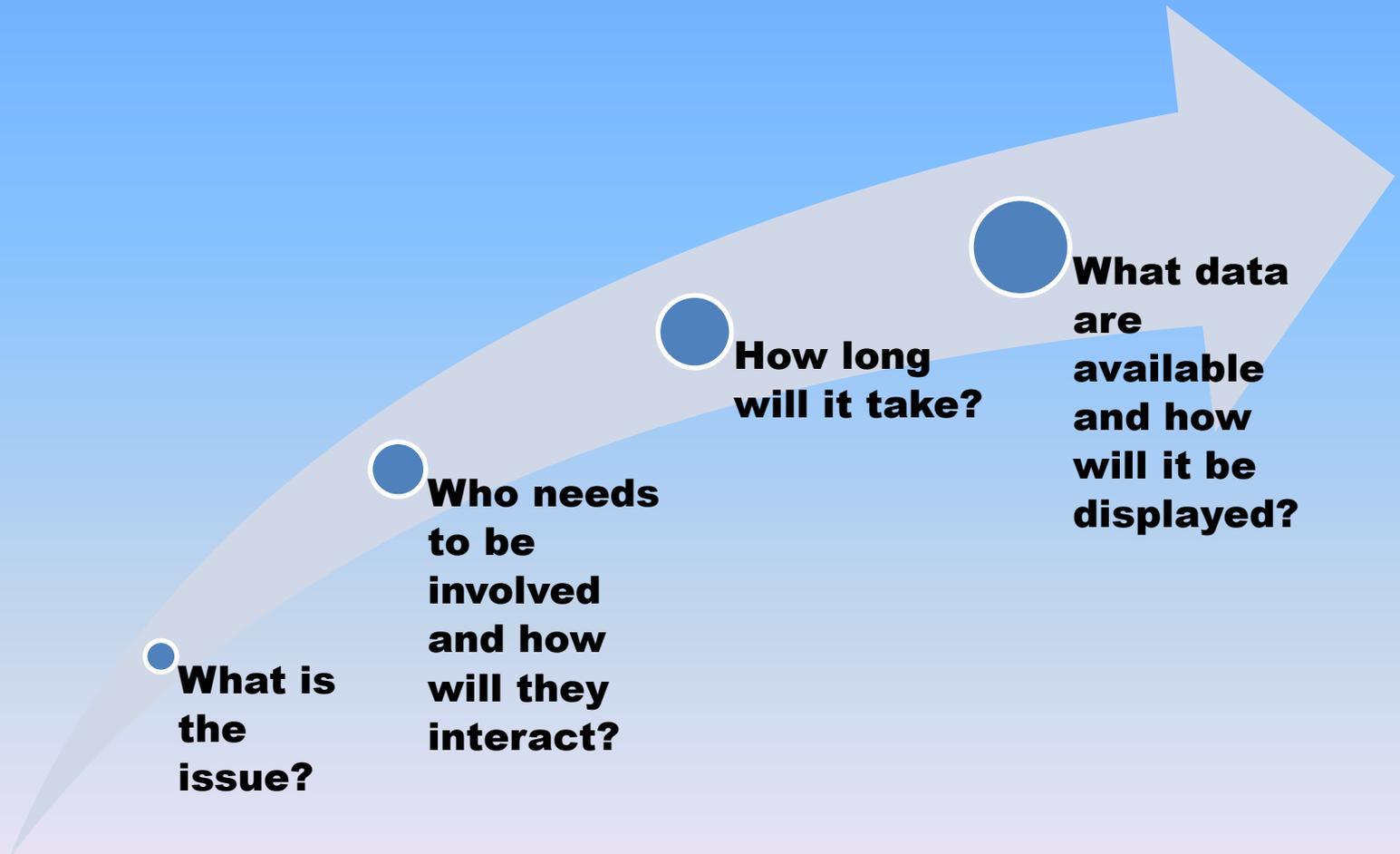
A process to determine program compliance and effectiveness.

Reactive

A process used to respond to a state identified problem.

A process used to respond to a locally identified problem.

Steps in Preparation



What is the issue?

Who needs to be involved and how will they interact?

How long will it take?

What data are available and how will it be displayed?

Issue Description

This should be a clear concise statement of the issue/problem to be addressed by the team.

Three Important Criteria for Success

Data Quality

- Ensure that your data are valid
- Ensure that your data are reliable

Data Driven

- Follow the data where it leads you
- Only make data-based decisions

Data drives Action

- Leave Inquiry when you have determined Actionable Cause(s)

Initial Analysis

Let's Find Out:

WHO?

WHAT?

WHERE?

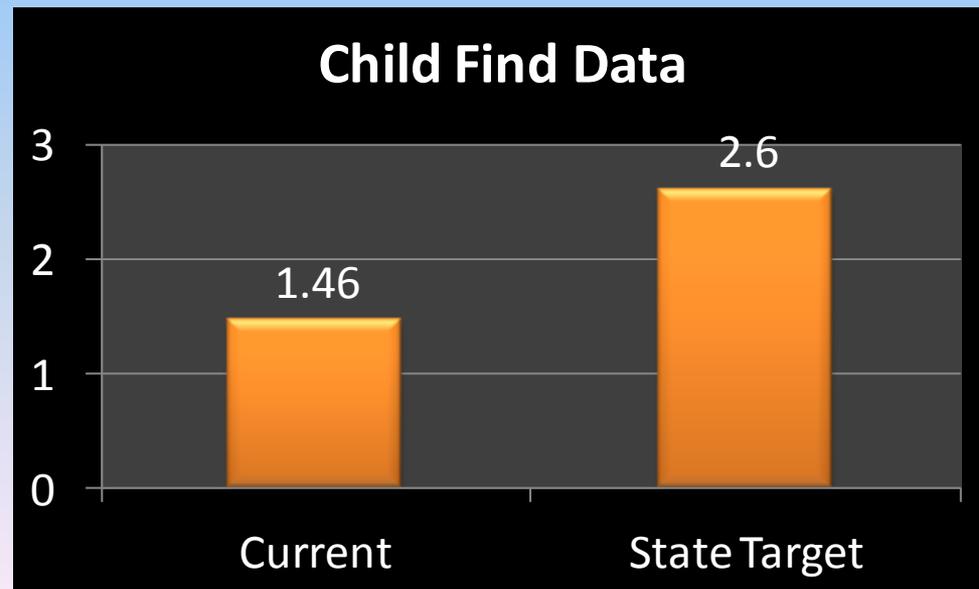
WHEN?





The Issue

The local system is not meeting the state child find target of 2.6%. The local system is serving 1.46% of the 0-3 population, which is only 56% of the state target.



How Drill Down Helps Us

Reduce the amount of data to the most
Relevant Information

Understand that ***Relevant Information*** =
information that is related to the
problem or issue of concern

Goal: Gather the evidence necessary to
answer “**why**” the problem exists



Referral Outcome by Referral Source

Referral Sources	Eligibility Determination Completed			Eligibility Determination Not Completed			Total Referral Source
	Ineligible	Eligible	Total	Unable to Contact	Declined Eligibility Determination	Total	
Health	0	9	9	3	4	7	16
DSS	1	5	6	2	7	9	15
Physician/ Hospital	1	10	11	4	13	17	28
Parent	3	10	13	2	7	9	22
Other	1	8	9	1	2	3	12
Totals	6	42	48	12	33	45	93

*A hypothesis is a proposition set forth as an explanation for the occurrence of a phenomena (**problem**) to guide investigation; a mere assumption or educated guess.*

Source: Dictionary.com

Examples of a Hypothesis



If parents have a better understanding of the EI program, **then** they will be more likely to consent to eligibility determination.

If referral sources had a more accurate understanding of the EI program **then** appropriate referrals would be more likely.



Hypothesis Testing: *Guiding Questions*

What procedures might have contributed to current performance?

Is there any information that would lead us to reject or accept each hypothesis?

Given our data picture, are there any other possible explanations we might pose?

What data if any, do we still need to collect to determine our actionable causes?



New Data to Be Collected



Review procedures for collecting records on families that declined



Review Early Intervention records from families that declined to determine why



Review disaggregated data from physicians to determine patterns of referral and referral outcomes



Review disaggregated data to determine when in the process families decline

Interviews with Parents who Declined Eligibility Determination and/or Services



Some families reported that the initial contact with EI was confusing and did not provide enough information

Some families wanted to receive services through a private agency

Some families didn't understand the difference between EI and CPS

Some families felt their physicians did not provide a complete explanation of EI and need for referral

Record Review Results



Of the 12 families that did not have eligibility determined because they were unable to be contacted, records indicated an attempt to contact all families by phone was made. Of these:

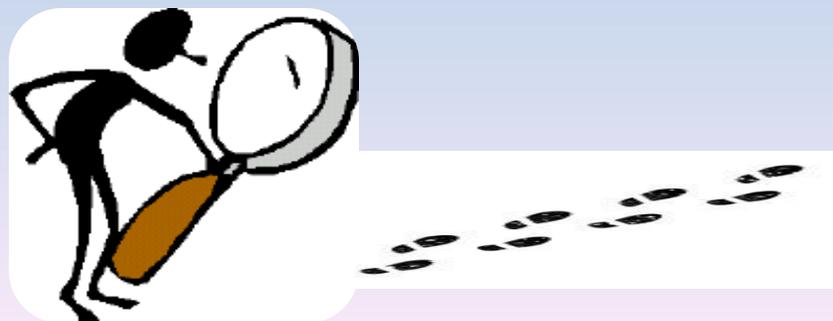
- 5 had disconnected/incorrect phone numbers and 7 messages were left
 - 1 Additional phone attempt was made on 5 of the 7 numbers where messages were left
- 9 had letters mailed to the home address



Pediatrician Referral Patterns

Some community pediatricians are not referring at all.

- 3 of the major pediatric practices are referring families to the EI program.
- 4 major pediatric groups are not referring to the EI Program
- 8 pediatricians referred to Part B rather than Part C



What Happens Next

Inquiry

Analyze the data

Generate and Test Hypotheses

Determine Actionable Causes

Actionable Causes



1. Local procedures and activities are not adequate to contact families.
2. Intake service coordinators are not providing adequate information to families to help them make initial decisions.
3. Several large physician groups are not referring families and in one group one new physician is not referring at all

Actionable Causes Help us..

- ✓ Resolve the issue
- ✓ Eliminate meaningless effort
- ✓ Conserve resources
- ✓ Identify efficient and effective strategies
- ✓ Move to Improvement

Getting Ready for *Action*

At this point we have:

- ✓ gathered the data,
- ✓ analyzed it
- ✓ generated and tested hypotheses
- ✓ determined Actionable Causes

What Happens Next

Action

Develop and Implement
Improvement Plans

Evaluate Progress

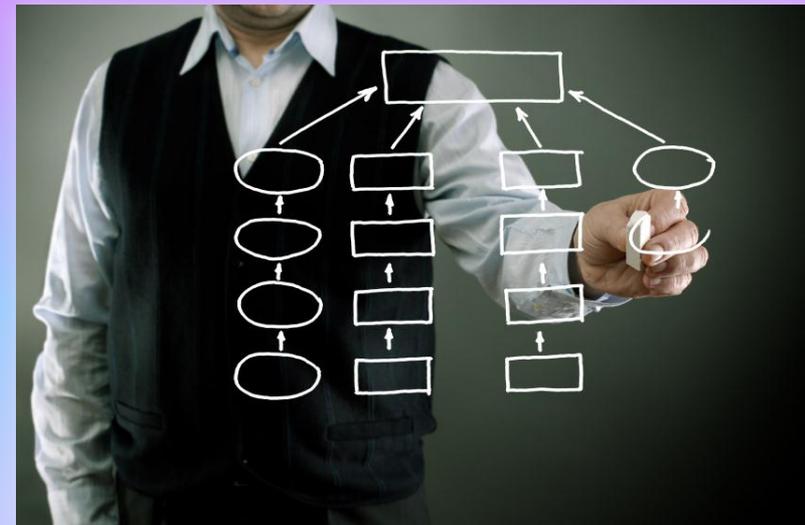
IMPROVEMENT PLAN



What is an improvement plan and why develop one?

Basic Components of an Improvement Plan

- **Goals and Benchmarks**
- **Activities**
- **Timelines**
- **Person(s) Responsible**
- **Resources**
- **Evidence of Change**



Writing the Plan

Must be measurable



Must include activities that will be followed-up, monitored, and maintained by the locality to ensure that the expected changes take place



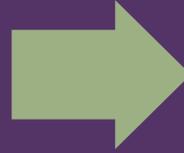
Must be specific (Who will do it?, What will be done? How will it be documented? When will it be done?)



Develop Goals

STEP 1

- Review current baseline data for your issue and think about how to define success.



STEP 2

- Decide how long it should take to move from baseline to a level that equals success.

The Goal



Within 24 months, the locality will serve 2.0% of the population of children birth to three.

The desired result is an increase from 1.46% to 2.0% which is an increase of 0.54% of children birth to 3 and their families receiving Early Intervention Services.

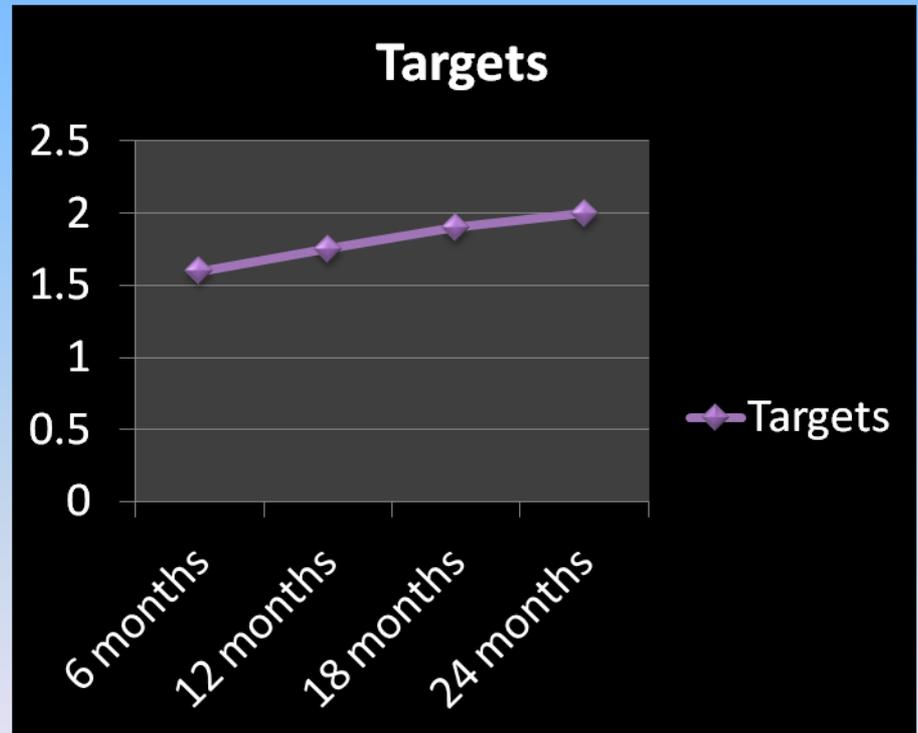
The Benchmarks



❖ Set smaller increases during the first 6 months and then gradually increase.

❖ Set as a timeline

- In 6 months 1.60%
- In 12 months 1.75%
- In 18 months 1.9%
- In 24 months 2.0%



Tasks for Successful Planning



- Plan activities to address each actionable cause.

- Set realistic timelines for each activity.

- Build accountability by deciding who is responsible and resources needed.

- Determine how you will know if you are being successful.

What are the Evidences of Change?





Activities for Actionable Cause

Local procedures and activities are not adequate to contact families.

Review intake and closeout procedures from state and selected localities.

Develop new procedures based on that review

Provide training for intake staff on new procedures



Now

Let's Develop Plans for Timelines, Persons Responsible, Resources and Evidence of Change for Each Activity



Develop Plans: Local procedures and activities are not adequate to contact families.

Activity	Timeline from Plan Start	Resources	Evidence of Change	Person Responsible
Review intake and closeout procedures from state and selected localities.	30 days	<ul style="list-style-type: none"> • State procedures • Local examples of procedures 	List of needed procedures based on review	Director Workgroup
Develop new procedures based on that review	60 days	Lists of current and needed procedures	New procedures developed	Director Workgroup
Provide training to intake staff on new procedures	90 days	Intake staff Director Training staff	<ul style="list-style-type: none"> • Workshop Completed • Evaluation Completed 	Director Training Staff

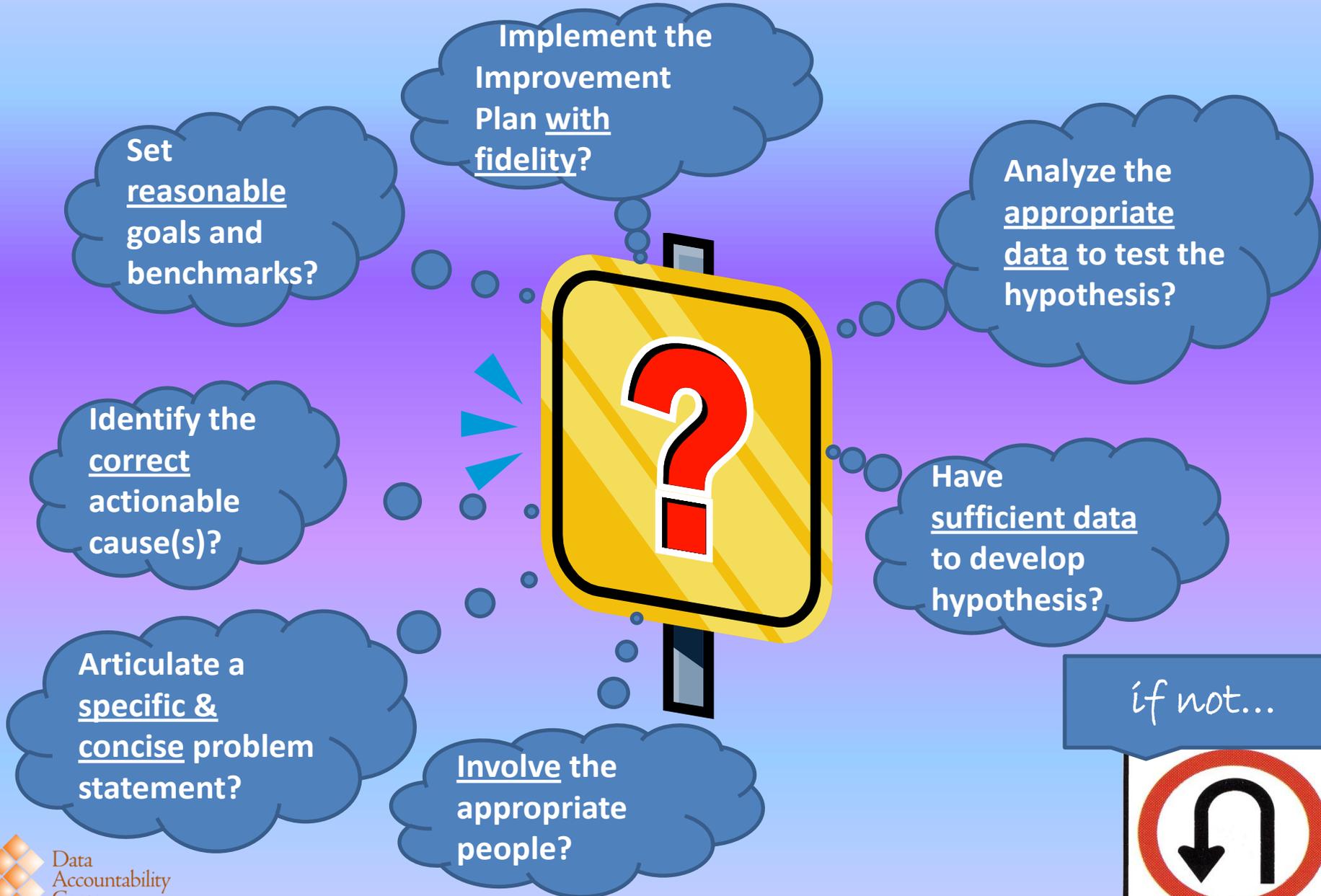
What Happens Next

Action

Develop and Implement
Improvement Plans

Evaluate Progress

Re-evaluate: Did we...



Things to Remember

States can assist local agencies/programs to remember:

- ✓ **It is all about improved quality of services for children and families**
- ✓ **Hard to let go of traditional improvement planning**
- ✓ **Hard to let go of your own sense of what the problem/solution is**
- ✓ **Follow the data where it leads you**
- ✓ **Ask the difficult questions**
- ✓ **Create an environment where solutions are generated**

Final Considerations



Does the team have:

- ✓ a plan to ensure sustainability over time?
- ✓ strategies to keep the work fresh/ongoing?
- ✓ routine checks to review data to ensure sustainability?
- ✓ strategies to 'raise the bar'?



Any
Questions?

It's Your Turn!