Session Objectives

- Explore the design of a community-based improvement collaborative
- Understand key considerations for teaching improvement methods in a community
- Draw lessons and strategies that can be applied to your own improvement efforts within an organization or community

Note: The presenters for this session have no conflicts of interest to disclose
Agenda

- Welcome and Introductions
- Context for Community-Based Improvement Work
- Set-up and Design of the Case Studies
- How to Teach Improvement Methods with Communities
- Lessons Learned
- Open Discussion

Session Presenters

- Afiesha McMahon, Sr. Project Manager, IHI
- Marie Schall, Sr. Director, IHI
- Maria Caban, Project Co-Director and Improvement Advisor, NYC DOHMH
- Gregory Vandenberg, Director of Giving and Community Engagement, US Venture Inc.
Understanding Success in Communities

Dimensions of Success

- Results: Goal or task accomplished
- Relationships: The quality of the connections between the people engaged in the work
- Process: The way or spirit in which work is carried out

Source: Interaction Institute for Social Change

What Does This Mean for Our Work?

Dimensions of Success

- Relationships:
  - Understanding community history and context
  - Politics and collaboration
  - Co-Production with community members
  - Balance of networking and connection and content
  - Change moves at the speed of trust

- Results:
  - Being comfortable with not having all the answers
  - "Nothing about this community, without this community"
  - Pace will be faster than you want it to; pace will be slower than you want it to

- Process:
  - Paying close attention to the pedagogical aspects of QI
  - Joy in the process
  - Understanding general capacity, motivation for change, as well as QI
  - Interdependency of context and content

Source: Interaction Institute for Social Change
The Set-up and Design for EYC and POINT

- What is the burning platform?
- Who are the stakeholders?
- What is the aim of the initiative?
- What is the theory of change?
- What is the measurement strategy?
- Which community-based organizations will participate?
María Cabán

- Project Co-Director and Improvement Coach, NYC Early Years Collaborative (EYC)
- Over 15 years of experience coordinating complex, multi-disciplinary projects and conducting program evaluation in academic and nonprofit settings
- Evaluation experience focused on utilization of mental health services, HIV/AIDS prevention and treatment, addressing housing instability, harm reduction and health promotion

There’s no health without mental health…

First Lady Chirlane M. McCray

**Guiding Principles**

1. Change the Culture
2. Act Early
3. Close Treatment Gaps
4. **Partner with Communities**
5. Use Data Better
6. Strengthen Government’s Ability to Lead
The Early Years Collaborative (EYC)

- An initiative of ThriveNYC “Partner with Communities” principle: embracing the wisdom and strengths of local communities by collaborating with them to create effective and culturally competent solutions.

- The effort to bring government and communities together to test locally-identified efforts to expand early-child wellbeing interventions is necessary and inspiring.

The Early Years Collaborative

- Two neighborhood collaboratives (South Bronx CD3 and Brownsville CD16)
- Each collaborative composed of 15-30 teams from local CBOs
- Teams work on improvement projects in their CBOs, strengthen partnership and measure progress (both individual and collective)
## EYC: Partners and Conveners

- Vision for the work:
  - Improve outcomes for young children
  - Promote collaborations at every level
  - Build capacity, work towards local sustainability

## How the Work of the EYC and Teams Fits Together

### Neighborhood Collaborative
- Identify a shared aim and measures
- Chart progress
- Strengthen connections and relationships; leverage resources
- Build will and capacity

### CBO Teams
- Identify a project/aim
- Meet as Team
- Test Changes
- Measure results
- Share progress and learning
- Get technical support from colleagues and EYC Staff
EYC: Our CBO Teams

<table>
<thead>
<tr>
<th>Bronx Teams</th>
<th>Brownsville Teams</th>
</tr>
</thead>
<tbody>
<tr>
<td>Association to Benefit Children</td>
<td>Brooklyn Community Services</td>
</tr>
<tr>
<td>Children’s Aid Society-EL</td>
<td>Brooklyn Public Library - Brownsville</td>
</tr>
<tr>
<td>Healthy Steps-Montefiore</td>
<td>Brownsville General Preventive</td>
</tr>
<tr>
<td>Jump Start</td>
<td>By My Side Birth Support</td>
</tr>
<tr>
<td>New York Public Library-Morrisania</td>
<td>CAMBA, INC-HP</td>
</tr>
<tr>
<td>Nurse Family Partnership-Montefiore</td>
<td>CAMBA, INC-SR</td>
</tr>
<tr>
<td>Phipps Family Reading Room</td>
<td>Caribbean Women’s Health Association, Inc.</td>
</tr>
<tr>
<td>Reach Out and Read of Greater NY</td>
<td>East New York Diagnostic</td>
</tr>
<tr>
<td>RFK CERC</td>
<td>Family Foster Care</td>
</tr>
<tr>
<td>Room to Grow</td>
<td>First Step NYC &amp; Shirley Chisholm &amp; Morris</td>
</tr>
<tr>
<td>South Bronx Early Head Start</td>
<td>Koppelman</td>
</tr>
<tr>
<td>South Bronx Healthy Families</td>
<td>HSB Classes</td>
</tr>
<tr>
<td>South East Bronx Neighborhoods Center</td>
<td>ICL</td>
</tr>
</tbody>
</table>

EYC: Aims

School Readiness Aim:
Through neighborhood-wide stakeholder coordination/collaboration, we aim to increase the number of children 0-3 and their families in Bronx CD3 and Brownsville CD16 receiving integrated, high quality health and social services that promote school readiness by 2017

Healthy Pregnancy Aim:
Reduce preterm births (<37 weeks) to women living in Brownsville from 13.3% (186) to 9.0% (126) by 2019
EYC: Measures

<table>
<thead>
<tr>
<th>CBO Teams</th>
<th>School Readiness Measures</th>
</tr>
</thead>
</table>
| Brooklyn (CD16) & Bronx (CD3) | Outcome: % of children 0-3 with developmentally appropriate Social/Emotional skills  
Access/Reach: # of children 0-3 in CD16/CD3 receiving services that promote school readiness |

<table>
<thead>
<tr>
<th>CBO Teams</th>
<th>Healthy Pregnancies Measures</th>
</tr>
</thead>
</table>
| Brooklyn (CD16) | Outcome: % of pre-term births to pregnant women in CD16 served by programs participating in EYC  
Reach: % of pregnant women in CD16 receiving services through programs participating in EYC  
Contextual Factors: % of pregnant women in CD16 experiencing housing instability  
Prenatal Health: % of pregnant women in CD16 accessing prenatal care in 1st trimester  
% of pregnant women in CD16 engaging in regular physical activity  
% of pregnant women in CD16 managing chronic conditions (hypertension, diabetes, etc.)  
Women & Men’s Health: % of women in CD16 who screen positive for mental health issues and are connected to treatment |

EYC: School Readiness Driver Diagram

[Diagram showing various drivers and outcomes related to school readiness, including access, parenting, environment, etc.]

[Text on the diagram includes terms like coordination, knowledge, skills, and health, with arrows connecting different components.]
Project Progress Scores

Greg Vandenberg

- Community Giving and Engagement Director at U.S. Venture, Inc.
- Chair, Poverty Outcomes and Improvement Network Teams (POINT) Initiative
- Former Ambulatory Manager for Children’s Hospital of Wisconsin and Fox Valley Children’s Mental Health Center
- 15 years nonprofit experience focused on mental health, suicide prevention, pediatric health and philanthropy.
Northeast Wisconsin

- $33 million raised in 31 years
- $3.6 million raised in 2016
- $3.0 in grants committed in 2016
- Thousands helped with a hand up and not a handout
- Needle on poverty is going the wrong way
### KEY DRIVERS OF POVERTY REDUCTION

- **adequate education**
- **Job and economic stability**
- **family support and social connectedness**
- **physical health**
- **psychological health and addiction support**
- **adequate human resources**

### SECONDARY DRIVERS

- **accessible, affordable and quality education**
- **school readiness**
- **career pathway/employable job skills**
- **basic life skills**
- **adequate wages and benefits**
- **employability challenges**
- **access to affordable financial and insurance services**
- **parental engagement**
- **neighboring and community connections**
- **generational practices that promote self actualization**
- **social stigma and cultural norms**
- **reliable and affordable transportation**
- **affordable, quality child care**
- **affordable, quality housing**
- **support navigating complex systems**

### POINT Indicators Scorecard

#### Adequate Education

<table>
<thead>
<tr>
<th>Indicator</th>
<th># of low-income individuals</th>
<th># of individuals participating in GED classes</th>
<th># of low-income individuals receiving support to overcome barriers</th>
<th># of high school students participating in programs because they are at-risk for not graduating on time</th>
<th># of children who are newly identified this month as not developmentally on track to enter kindergarten</th>
</tr>
</thead>
<tbody>
<tr>
<td># of low-income Individuals completing workforce training this month</td>
<td>120</td>
<td>200</td>
<td>100</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td># of individuals participating in GED classes this month</td>
<td>700</td>
<td>150</td>
<td>100</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td># of low-income individuals receiving support to overcome barriers this month</td>
<td>700</td>
<td>150</td>
<td>100</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td># of high school students participating in programs this month because they are at-risk for not graduating on time</td>
<td>135</td>
<td>135</td>
<td>135</td>
<td>135</td>
<td>135</td>
</tr>
<tr>
<td># of children who are newly identified this month as not developmentally on track to enter kindergarten</td>
<td>7</td>
<td>0</td>
<td>6</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

#### Job & Economic Stability

<table>
<thead>
<tr>
<th>Indicator</th>
<th># of individuals who start employment this month with a salary &gt; $25,000/year</th>
<th># of clients your organization serves who have passed the probationary period for their employment this month</th>
<th># of individuals newly reporting predatory loans this month</th>
<th># of new applicants this month for energy assistance</th>
<th># of individuals receiving financial literacy services this month</th>
</tr>
</thead>
<tbody>
<tr>
<td># of individuals who start employment this month with a salary &gt; $25,000/year</td>
<td>4</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td># of clients your organization serves who have passed the probationary period for their employment this month</td>
<td>18</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>6</td>
</tr>
<tr>
<td># of individuals newly reporting predatory loans this month</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td># of new applicants this month for energy assistance</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td># of individuals receiving financial literacy services this month</td>
<td>135</td>
<td>135</td>
<td>135</td>
<td>135</td>
<td>135</td>
</tr>
</tbody>
</table>

#### Family Support & Social Connectedness

<table>
<thead>
<tr>
<th>Indicator</th>
<th># of individuals who resided congregate (meal site) or home-delivered meals this month</th>
<th># of youth from low-income families with support from a positive adult role model this month</th>
<th># of low-income individuals participating in parenting education or support group this month</th>
<th># of individuals using respite or caregiver support services this month</th>
</tr>
</thead>
<tbody>
<tr>
<td># of individuals who resided congregate (meal site) or home-delivered meals this month</td>
<td>1,147</td>
<td>2381</td>
<td>156</td>
<td>42</td>
</tr>
<tr>
<td># of youth from low-income families with support from a positive adult role model this month</td>
<td>1,147</td>
<td>2381</td>
<td>156</td>
<td>42</td>
</tr>
<tr>
<td># of low-income individuals participating in parenting education or support group this month</td>
<td>156</td>
<td>156</td>
<td>156</td>
<td>156</td>
</tr>
<tr>
<td># of individuals using respite or caregiver support services this month</td>
<td>42</td>
<td>42</td>
<td>42</td>
<td>42</td>
</tr>
</tbody>
</table>
### POINT Indicators Scorecard

#### Physical Health

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Jan</th>
<th>Feb</th>
<th>Mar</th>
<th>Apr</th>
<th>May</th>
<th>Jun</th>
<th>Jul</th>
<th>Aug</th>
<th>Sep</th>
<th>Oct</th>
<th>Nov</th>
<th>Dec</th>
</tr>
</thead>
<tbody>
<tr>
<td># of emergency room visits for non-emergency care this month</td>
<td>1117</td>
<td>966</td>
<td>1105</td>
<td>954</td>
<td>1119</td>
<td>1059</td>
<td>904</td>
<td>906</td>
<td>819</td>
<td>857</td>
<td>927</td>
<td>843</td>
</tr>
<tr>
<td># of low-income individuals starting to practice a new healthy behavior this month</td>
<td>16</td>
<td>14</td>
<td>14</td>
<td>12</td>
<td>21</td>
<td>37</td>
<td>23</td>
<td>28</td>
<td>63</td>
<td>33</td>
<td>40</td>
<td>32</td>
</tr>
</tbody>
</table>

#### Psychological Health & Addiction Support

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Jan</th>
<th>Feb</th>
<th>Mar</th>
<th>Apr</th>
<th>May</th>
<th>Jun</th>
<th>Jul</th>
<th>Aug</th>
<th>Sep</th>
<th>Oct</th>
<th>Nov</th>
<th>Dec</th>
</tr>
</thead>
<tbody>
<tr>
<td># of individuals not following their mental health treatment plan this month</td>
<td>9</td>
<td>21</td>
<td>16</td>
<td>13</td>
<td>11</td>
<td>13</td>
<td>10</td>
<td>12</td>
<td>13</td>
<td>11</td>
<td>11</td>
<td>6</td>
</tr>
<tr>
<td># of drug or alcohol-related hospitalizations or overdoses this month</td>
<td>21</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>1</td>
<td>9</td>
<td>3</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td># of individuals this month reporting &quot;more than 3 poor mental health days in past 30 days&quot;</td>
<td>88</td>
<td>130</td>
<td>76</td>
<td>63</td>
<td>50</td>
<td>40</td>
<td>53</td>
<td>87</td>
<td>21</td>
<td>32</td>
<td>10</td>
<td>15</td>
</tr>
<tr>
<td># of individuals newly receiving treatment or support this month for adverse childhood experiences</td>
<td>99</td>
<td>115</td>
<td>7</td>
<td>11</td>
<td>8</td>
<td>10</td>
<td>12</td>
<td>31</td>
<td>10</td>
<td>8</td>
<td>5</td>
<td>15</td>
</tr>
</tbody>
</table>

#### Adequate Human Services

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Jan</th>
<th>Feb</th>
<th>Mar</th>
<th>Apr</th>
<th>May</th>
<th>Jun</th>
<th>Jul</th>
<th>Aug</th>
<th>Sep</th>
<th>Oct</th>
<th>Nov</th>
<th>Dec</th>
</tr>
</thead>
<tbody>
<tr>
<td># of low-income individuals making positive, incremental movement toward self-sufficiency</td>
<td>310</td>
<td>414</td>
<td>331</td>
<td>362</td>
<td>367</td>
<td>356</td>
<td>336</td>
<td>385</td>
<td>381</td>
<td>296</td>
<td>287</td>
<td>213</td>
</tr>
<tr>
<td># of low-income individuals who have experienced transportation as a barrier to their self-sufficiency or basic needs this month</td>
<td>555</td>
<td>491</td>
<td>572</td>
<td>417</td>
<td>548</td>
<td>514</td>
<td>541</td>
<td>643</td>
<td>588</td>
<td>511</td>
<td>532</td>
<td>509</td>
</tr>
<tr>
<td># of families receiving subsidized child care this month</td>
<td>168</td>
<td>175</td>
<td>14</td>
<td>13</td>
<td>374</td>
<td>380</td>
<td>374</td>
<td>414</td>
<td>404</td>
<td>398</td>
<td>409</td>
<td>82</td>
</tr>
<tr>
<td># of individuals paying more than 31% of their monthly income for housing this month</td>
<td>13</td>
<td>12</td>
<td>13</td>
<td>11</td>
<td>14</td>
<td>35</td>
<td>33</td>
<td>22</td>
<td>22</td>
<td>14</td>
<td>20</td>
<td>23</td>
</tr>
</tbody>
</table>

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### Teaching Quality Improvement in Community Settings

- Learning about community assets
- Developing community examples to teach improvement methodology
- Designing collaborative activities to support community organization's learning
EYC: Teaching QI

- CBO Teams’ Feedback
- QI in Practice
- Documenting and learning from PDSAs & Run Charts
- Storyboards

EYC: Feedback

- Participation
  Your participation in EYC provides value to you
  21% Strongly Agree & 58% Agree
- Biggest Participation Challenge
  79% “Allocating the Time”
  11% “Feeling unprepared to discuss project”
- Monthly Reports
  Helpful method to guide your learning
  63% “Somewhat helpful”
  5% “Very helpful”
EYC: Learning Sessions

- Most valuable activity: 79% Learning Sessions

**South Bronx Early Head Start**

- Aim (for this exercise):
  - Increase socialization attendance
- Steps in the Process:
  - Referrals (internal and external sources)
  - Intake/eligibility and Enrollment
  - Engagement: home visitors inviting families; call or text reminders; participation in new parent orientation
  - Attendance at socialization sessions/events (e.g., field trips)
- Learned
  - Age groups made: Separate families of NICU infants from non-NICU
  - Needs were identified, e.g., transportation

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EYC: QI in Practice…By Teams

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EYC: QI in Practice…By Teams

- **Aim:** Achieve 85% daily attendance rates at home base, toddler rooms and 3’s classes; reduce chronic absenteeism by 25% within S. Bronx region by February 2017.
- **People:**
  - Staff (1 family advocate/team and 1 home-based educator)
  - Directors
  - Parents
- **Materials:**
  - Script drafted
  - Dashboard Report
  - Chronic absentee list from last year
- **Equipment:**
  - Desktops, laptops
  - Server
  - Internet
  - Phones
- **Methods/Procedures**
  - Staff not following script
  - Case note documentation not taking place
  - Inaccurate/incomplete data reporting, etc.
- **Measurement:**
  - Case note tracking of indication of script usage
  - Daily attendance
  - Monthly Dashboard Report
- **Environment:**
  - Office space
  - Play group area for socialization
  - Parents home for home visits

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EYC: QI in Practice…By Staff

**Top Collective Project Ideas**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A.</td>
<td>Mental Health and Stress Reduction</td>
</tr>
<tr>
<td>B.</td>
<td>Coordination of Services</td>
</tr>
<tr>
<td>C.</td>
<td>Coordination of Services/Referrals</td>
</tr>
<tr>
<td>D.</td>
<td>Utilization of Services</td>
</tr>
<tr>
<td>E.</td>
<td>Attendance &amp; Chronic Absenteeism</td>
</tr>
<tr>
<td>F.</td>
<td>Early Education Transitions</td>
</tr>
<tr>
<td>G.</td>
<td>Secure Attachment</td>
</tr>
<tr>
<td>H.</td>
<td>Family Engagement: 2 Generations (more than enrollment completion)</td>
</tr>
<tr>
<td>I.</td>
<td>Access to Basic Needs</td>
</tr>
</tbody>
</table>
EYC: Shared Learning Storyboard

**AIM**
What are we trying to accomplish and by when?

To increase the number of families at the weekly toddler story time from 2 to 25 by September 2016. Our long term aim is to have 50% of story time families returning weekly by December 2016.

**PDSA**
What change can we make that will result in progress towards the aim?

**MEASURES**
How will we know we are making progress towards the aim?

**OUTCOME**
1. Number of families attending each story time
2. Number of families returning at each session

**PROCESS**
1. Feedback from participants about what made them attend or return to the program; [participants are 2-3 year olds enrolled in a preschool]
2. Feedback from participants about how they found out about the program.

**Team Members**
- Paul Levy (Head Librarian) – plevy@bklynlibrary.org
- Samantha Rosa – srosa@bklynlibrary.org
- Robert Fox – rfox@bklynlibrary.org
- Maura Powers-Smith

**Brooklyn Public Library**
Brooklyn: School Readiness & Secure Attachment

**AIM**
What are we trying to accomplish and by when?

**PDSA**
What change can we make that will result in progress towards the aim?

**MEASURES**
How will we know we are making progress towards the aim?

**OUTCOME**
1. Number of attendees at storytime

**PROCESS**
1. Feedback from participants about what made them attend or return to the program;
2. Feedback from participants about how they found out about the program.

**Team Members**
- Paul Levy (Head Librarian) – plevy@bklynlibrary.org
- Samantha Rosa – srosa@bklynlibrary.org
- Robert Fox – rfox@bklynlibrary.org
- Maura Powers-Smith

**Lessons Learned**
Including participants in the development of the flyer has helped to shape what information is necessary and how to best display the information. We need to become more creative in where and how we distribute the flyers.

**SUCCESS STORY**
We have gradually changed our marketing tactics by including different information on our flyers such as the presence of air conditioning in our library.

**Early Years Collaborative**

**Lessons Learned**
- Feedback from participants about what made them attend or return to the program;
- Feedback from participants about how they found out about the program.

**SUCCESS STORY**
We have gradually changed our marketing tactics by including different information on our flyers such as the presence of air conditioning in our library.
POINT: Teaching QI in Community Setting

- Issues we face engaging nonprofits and other service organizations
- Corporate success and buy in with CI was a leverage point
- UFO
- Recap of Learning Sessions

Methods for Building QI Capacity
EYC: Building QI Capacity Through Training

- Teams:
  - QI Bootcamp
    This is a three-day intensive improvement skills training designed for new teams in the collaborative.
  - QI Basics Training
    This is a three-hour session that covers the basics of QI and help groups apply them to their projects in a small group setting. Serves as a catch up session targeting new team members or individuals who want a QI refresher.

- Staff:
  - Improvement Coach Professional Development Program

EYC: Building QI Capacity for Interns

- Project Assistants (PAs)
  - Public health and social work

- IHI Open School Courses
  - The Open School offers introductory, intermediate, and project-based learning online courses in quality, safety, leadership, the Triple Aim and patient-centered care.

- Monthly QI Coaching Session
  - Designed for staff and PAs to gain skills and confidence in coaching and/or providing coaching support to the NYC EYC teams in their improvement work.
EYC: Building QI Capacity for QI Teams

- In-person QI Group Coaching
  - Refine aim and measures
  - Identify change ideas
  - Document PDSAs
  - Create run charts
  - Document learning
  - Next steps

Current state of CI support

Oshkosh Corporation and Appvion

POINT: Building QI Capacity with Continuous Improvement Coaches

- Initial plan for Improvement Advisors
- Oshkosh Corporation and Appvion
- Current state of CI support
POINT: Building QI Capacity

- Project Director Role
- Relationship Building
- All Team Calls and Coaching Calls
- Storyboards

Lessons Learned

- Getting buy-in
- Creating communication plans and feedback loops
- Meeting teams where they are
- Celebrating successes and fail forward moments
EYC: Lessons Learned

- Buy-in and communication
  - Continued engagement
  - Newsletters, 1-1 phone calls, 1-1 visits, group sessions
- Being flexible with where teams are, how they’re able to engage
  - Continued training and basic support
- Ongoing Feedback
  - Teams were working on projects as individual CBOs and are now shifting to working on a collective projects
  - What works and what doesn’t

EYC: Lessons Learned, con’t

- Managing the work:
  - QI work with limited (human and financial) resources
  - Competing needs within the organization
  - Dealing with turnover or reallocation of staff within CBOs
- Engage additional support
  - Preparing the next generation of QI coaches
- Share Learning
- Acknowledge accomplishments
POINT: Lessons Learned

- Equity
- Discipline of PDSA and Run Charts
- Voice of the individual

POINT: Video Recap
Q&A

Thank You!

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