



**SRAETTA**

Sexual Risk Avoidance Education  
Training and Technical Assistance

# Series Four: Continuous Quality Improvement

## Recruiting and Retaining Youth in SRAE Programs

### Public Strategies

August 18, 2021



ADMINISTRATION FOR  
**CHILDREN & FAMILIES**

**FYSB** Family & Youth  
Services Bureau

# Welcome

## Moderator

Tracey Pike, Executive Director, Ascend

## Panelists

Nanci Coppola, D.P.M., M.S., Public Strategies

Cliff Baskerville SRAS, VP Choosing the Best Publishing

Jennifer Todd, R.N., Esq., University of Texas Health Science  
Center at San Antonio - UT Teen Health

## Nanci Coppola, D.P.M., M.S.

### Public Strategies

**Nanci Coppola, D.P.M., M.S.**, is a Senior Project Manager at Public Strategies. She previously served as Senior Legislative and Policy Advisor at the U.S. Department of Health and Human Services, Office of the Assistant Secretary for Health, Office of Population Affairs, where she worked on projects related to Adolescent Pregnancy Prevention and the Success Sequence. She also served as CEO of Program Reach, a nonprofit organization that provided SRAE programs in New York City. She is the author of six youth development curricula.



# Cliff Baskerville

## Choosing the Best Publishing

**Cliff Baskerville** is Vice President of the Southeast Region at Choosing the Best Publishing. Cliff has worked with thousands of teachers and teens throughout the country, conducting teacher trainings, school assemblies, peer retreats, and relationship trainings. Cliff has seen the immediate positive impact that teaching sexual risk avoidance and character education can make in the lives of teens.



# Jennifer Todd

UT Health San Antonio, UT Teen Health

Jennifer Todd, a registered nurse and attorney, is the Program Manager at UT Teen Health. She has provided oversight for 15 grants over the past 10 years that focused on Teen Pregnancy Prevention initiatives. She serves as the primary link between program components and community partners/schools and clinics, promoting community mobilization and educating program stakeholders in non-legislative policy. She has created various trainings programs and co-authored a curricula designed for teens.



# Objectives

**At the end of this webinar, participants will be able to:**

1. Understand how CQI can help to improve implementation of recruitment and retention strategies
2. Understand how to identify and analyze strengths and areas for improvement in recruitment and retention of youth participants
3. Identify additional CQI tools

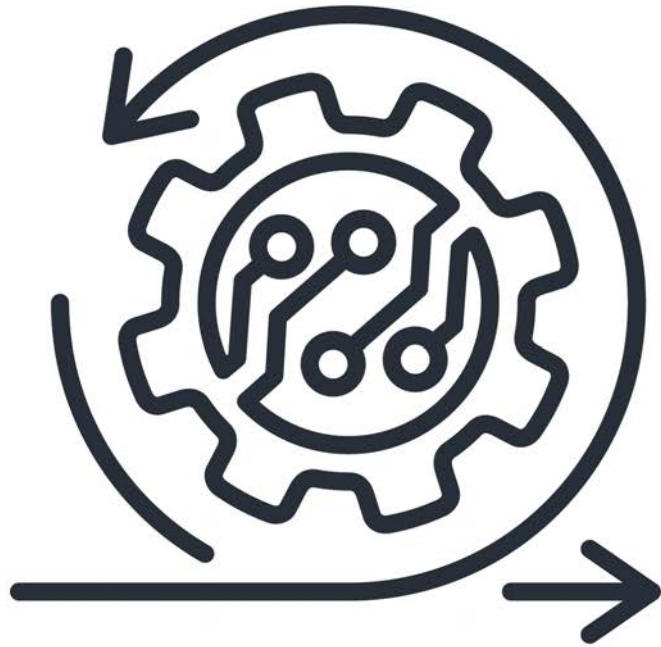
# Continuous Quality Improvement: Recruiting and Retaining Youth in SRAE Programs

**Nanci Coppola, D.P.M., M.S.**

Public Strategies



# What is Continuous Quality Improvement?



How would you describe CQI?

# Continuous Quality Improvement

- Internal evaluation approach targeted to strengthen core systems by identifying and analyzing strengths and problems
- Planned approach that can transform organizations by evaluating and improving systems
- Reasoned approach for improving program outcomes
- Rapid cycle process deployed to monitor internal strategies linked to improved outcomes



# Program Monitoring vs. CQI

Program Monitoring:

- Tracking performance measures
- Monitoring benchmarks

CQI goes further by focusing on:

- What you are doing
- What you will do if you are not meeting those benchmarks



**Data-Driven**

Requires data



**Ongoing**

Involves regular  
meetings

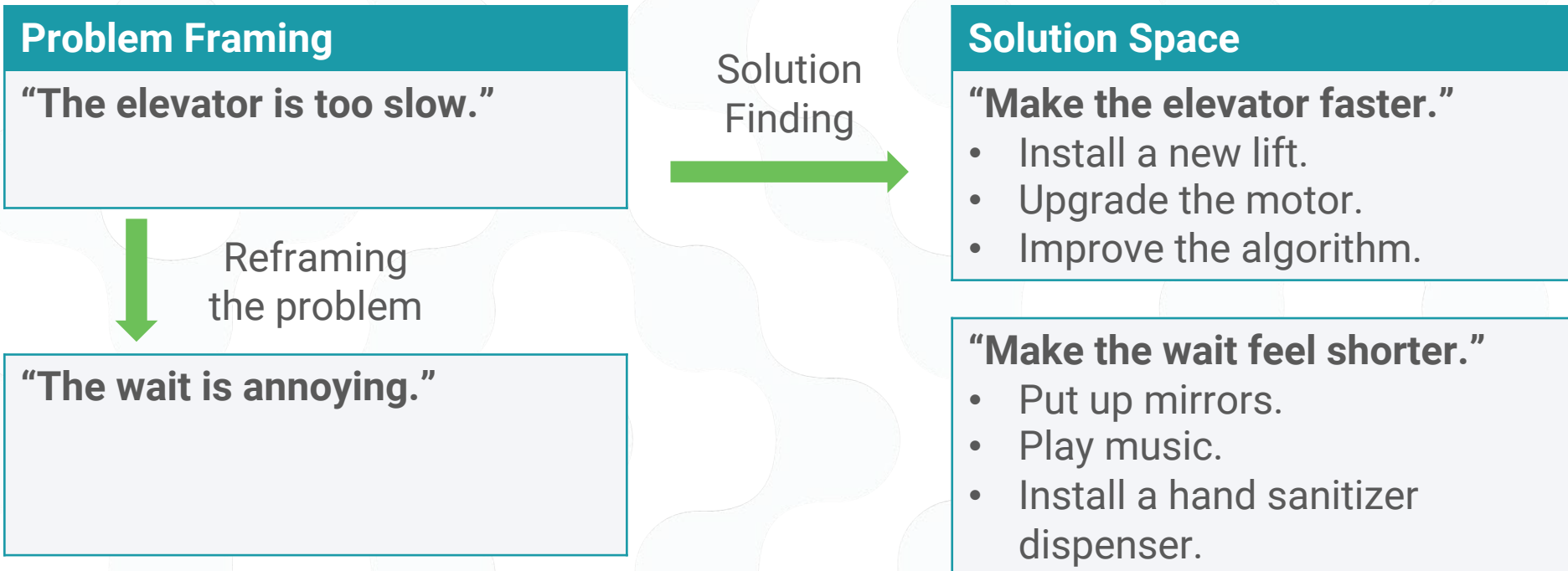
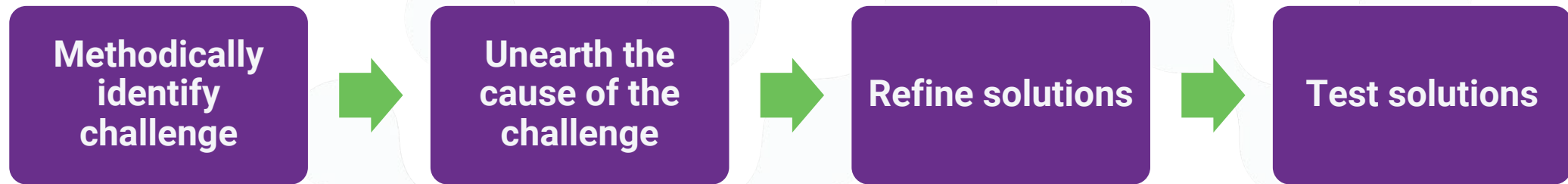


**Iterative**

Uses what is learned  
to improve



# Continuous Quality Improvement in Action



# How confident do you feel using CQI to improve program recruitment and retention?

Response options:

- A. Very confident
- B. Confident
- C. Somewhat confident
- D. Not confident

# PDSA Cycle

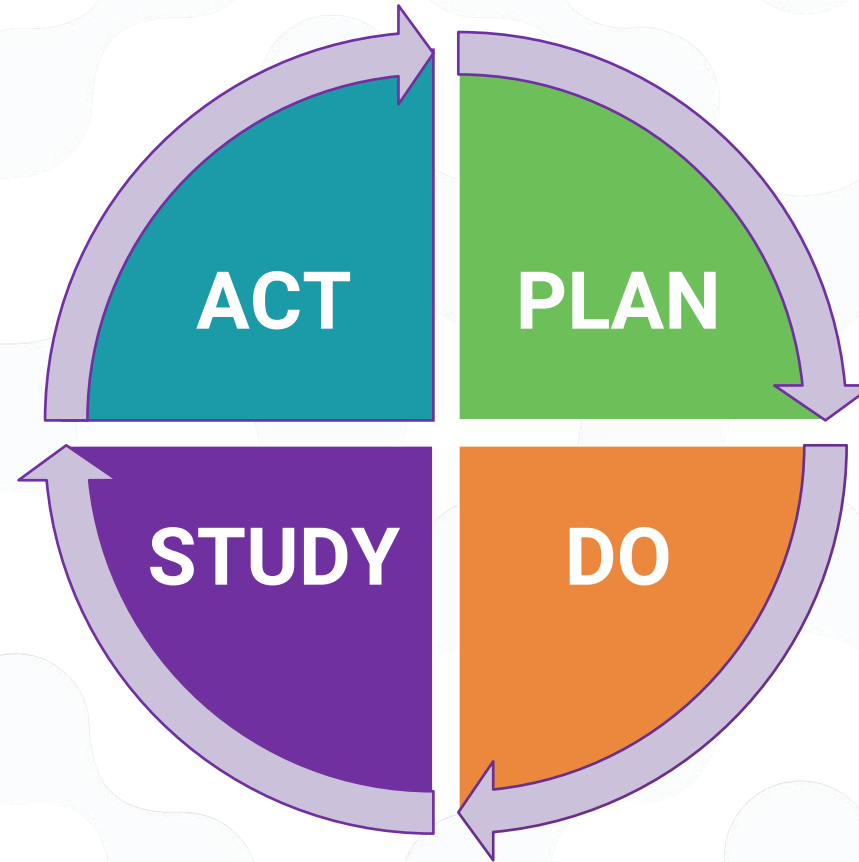
PLAN

DO

STUDY

ACT

CQI is a Continuous Cycle to Assess and Ultimately Improve Quality of Programming



W. Edwards Deming Institute. PDSA Cycle.  
<https://deming.org/explore/pdsa/>

# The Process:

Develop

Implement

Analyze

Reflect





## PDSA WORKSHEET

Full facility name:	Date of test:	Test Completion Date:
Overall organization/project AIM:		
What is the objective of the test?		

### PLAN:

Briefly describe the test:

How will you know that the change is an improvement?

What driver does the change impact?

What do you predict will happen when you run this test (what do you think will improve)?

### PLAN

List the tasks necessary to complete this test (what)	Person responsible (who)	When	Where
1.			
2.			
3.			
4.			
5.			
6.			

Plan for collection of data:

### DO: Test the changes.

Was the cycle carried out as planned? ☐ Yes ☐ No  
Record data and observations.

What did you observe that was not part of our plan?

### STUDY:

Did the results match your predictions? ☐ Yes ☐ No

Compare the result of your test to your previous performance:

What did you learn?

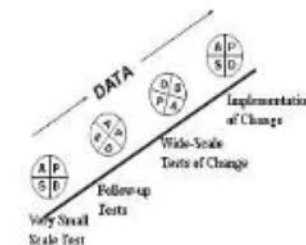
### ACT: Decide to Abandon, Adapt, Adopt

☐ Abandon: Discard this change idea and try a different one.

☐ Adapt: Improve the change and continue testing plan. Describe what you will change in your next PDSA:

☐ Adopt: Select changes to implement on a larger scale and develop an implementation plan and plan for sustainability

If you plan to adopt, describe plans for your next 2 - 3 PDSA cycles of follow-up tests and implementation?



# Uses for Continuous Quality Improvement

A CQI process can be used to improve any aspect of your program:

- Program implementation
- Curriculum
- Fidelity
- Youth engagement
- Staff retention
- **Youth recruitment**
- **Youth retention**



Why focus on quality  
improvement for  
recruitment and  
retention issues?



# Quality Matters



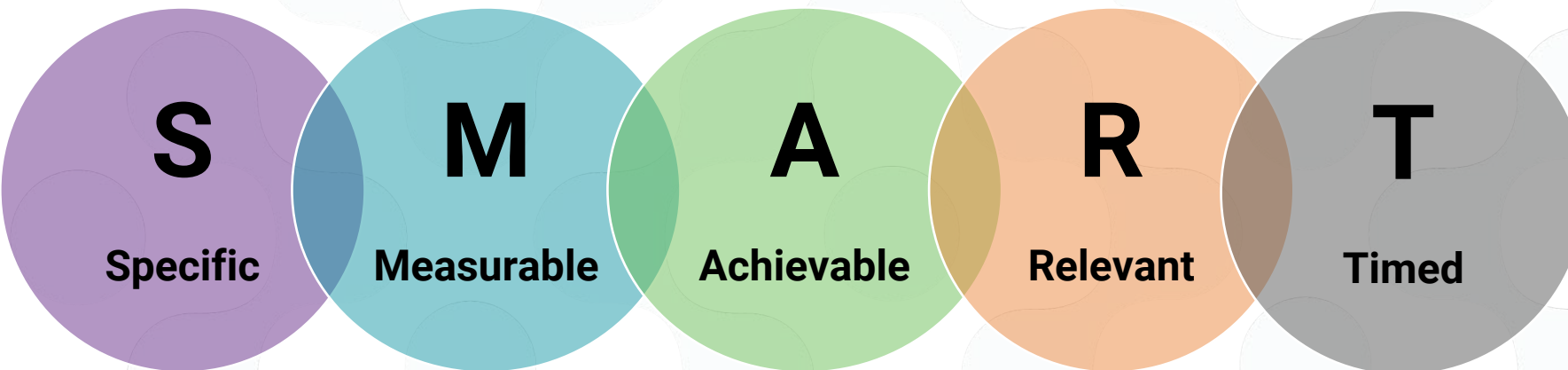
**“I have a delivery for you: 1000 pens with the slogan ‘Excellence is in the Details’ and 500 factory-second, slightly irregular coffee mugs that say ‘Quality Matters’.”**

# Quality Is Measurable

**Problem:** Although recruitment efforts have resulted in enrollment of sufficient numbers of youth to meet benchmarks, attendance consistently falls below the anticipated rate of 80% per session.

**Goal:** Increase attendance in youth program at Site XYZ from 60% to 70% of enrolled youth per session within 90 days.

Increase attendance in youth program at Site XYZ from 70% to 80% of enrolled youth per session within 180 days.



Doran, G. T. (1981). There's a S.M.A.R.T. Way to Write Management's Goals and Objectives. *Management Review*, 70, 35-36.



# Quality Is Malleable

A CQI strategy:

- Improves program quality
- Works across different types of systems as well as challenging conditions
- Appears to be sustainable and cost-effective

**malleable**

*adjective* | MAL-ee-uh-bul

capable of being altered or controlled



# CQI Tools

What the tools do:

- Identify and analyze strengths and problems
- Document processes for implementing, testing, and revising solutions

Other names for CQI Tools:

- Data-Driven Decision-Making
- Rapid Cycle Evaluation
- Plan-Do-Study-Act (PDSA)
- Learn-Innovate-Improve (LI2)

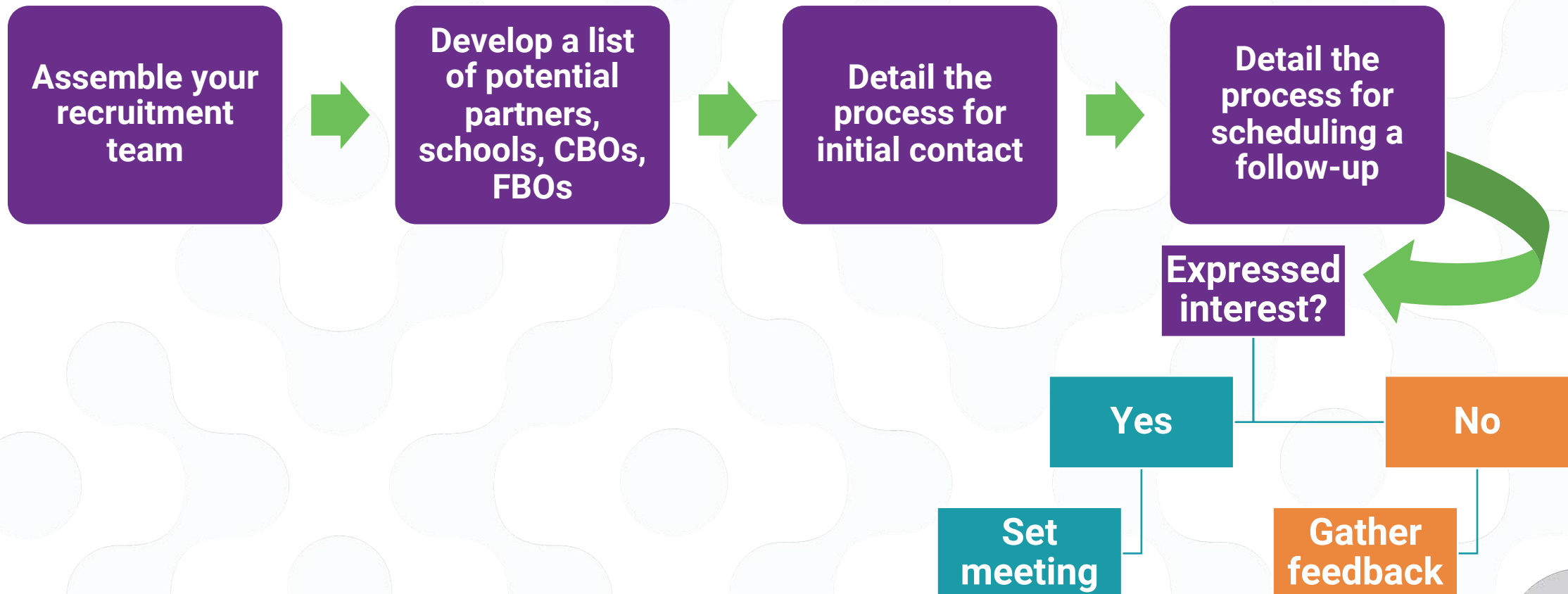


# Initiating a CQI Project

Before we conceptualize a project, it is essential to:

- Understand the underlying problem in the community
- Explore the cause(s)

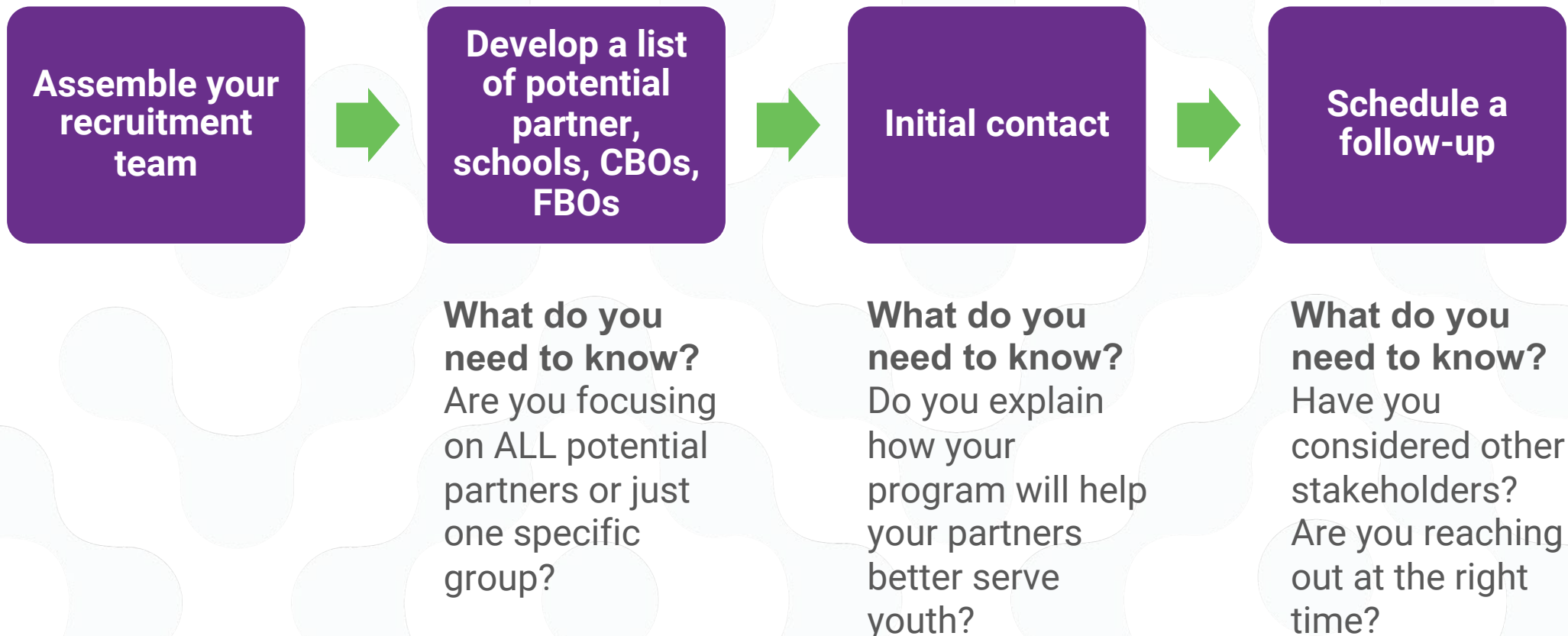
# Process Map: How to Approach Your Initial Outreach



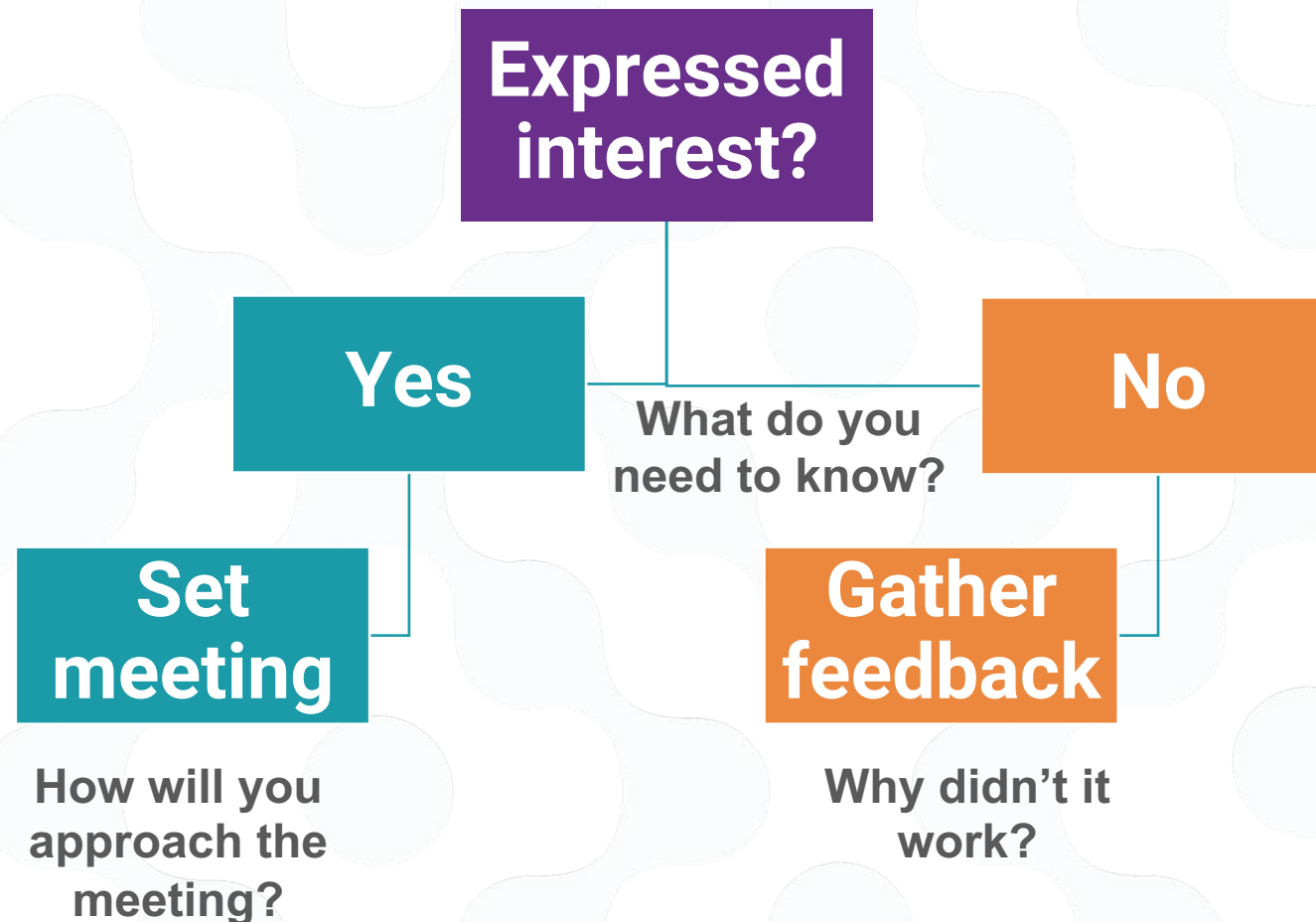
# Dissecting the Process Map



# Dissecting the Process Map



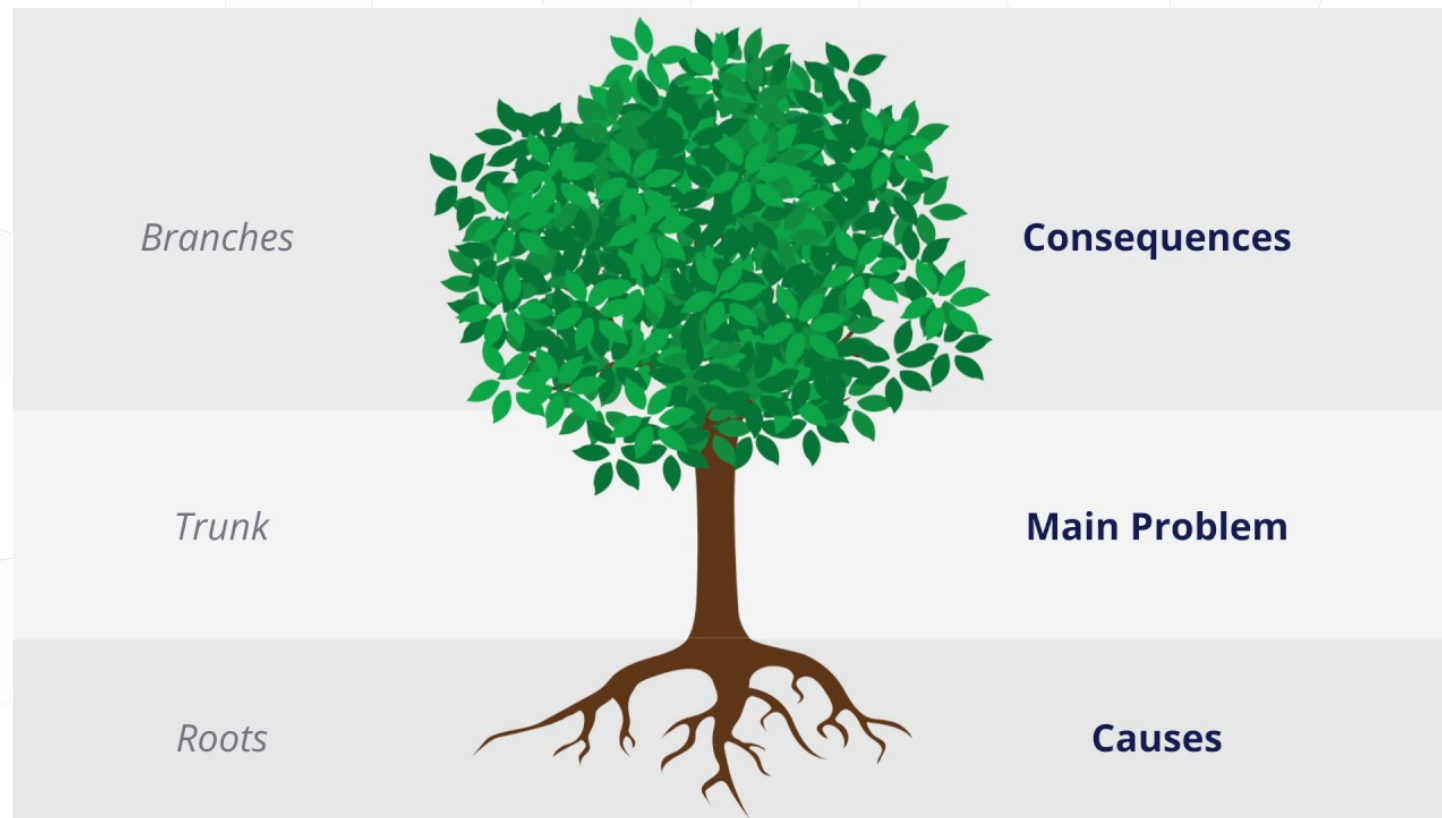
# Process Map: How to Approach Your Initial Outreach



# Specific CQI Tools

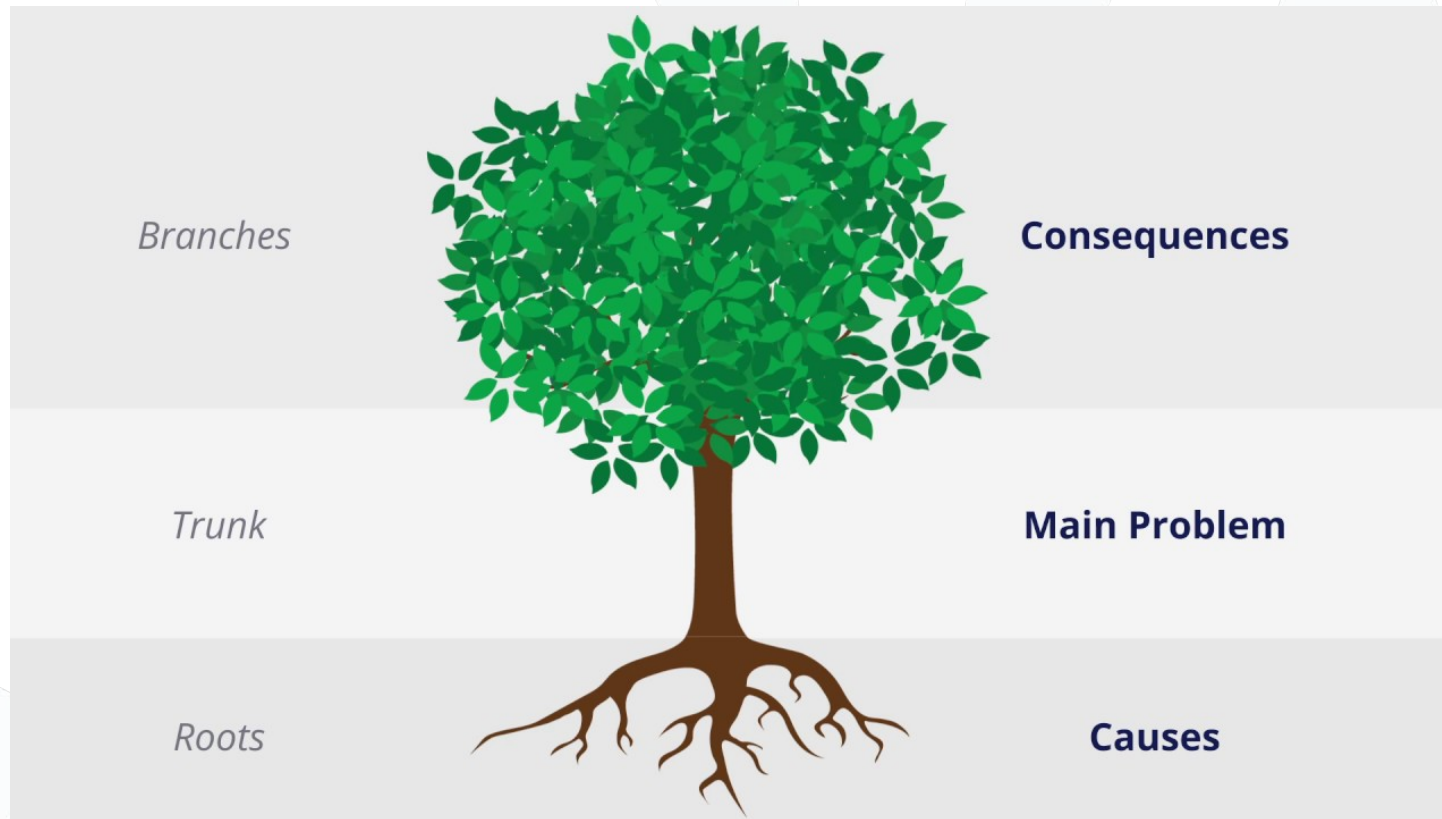
- Problem Tree Analysis
- 5 Whys
- Fishbone Diagram

# Problem Tree Analysis



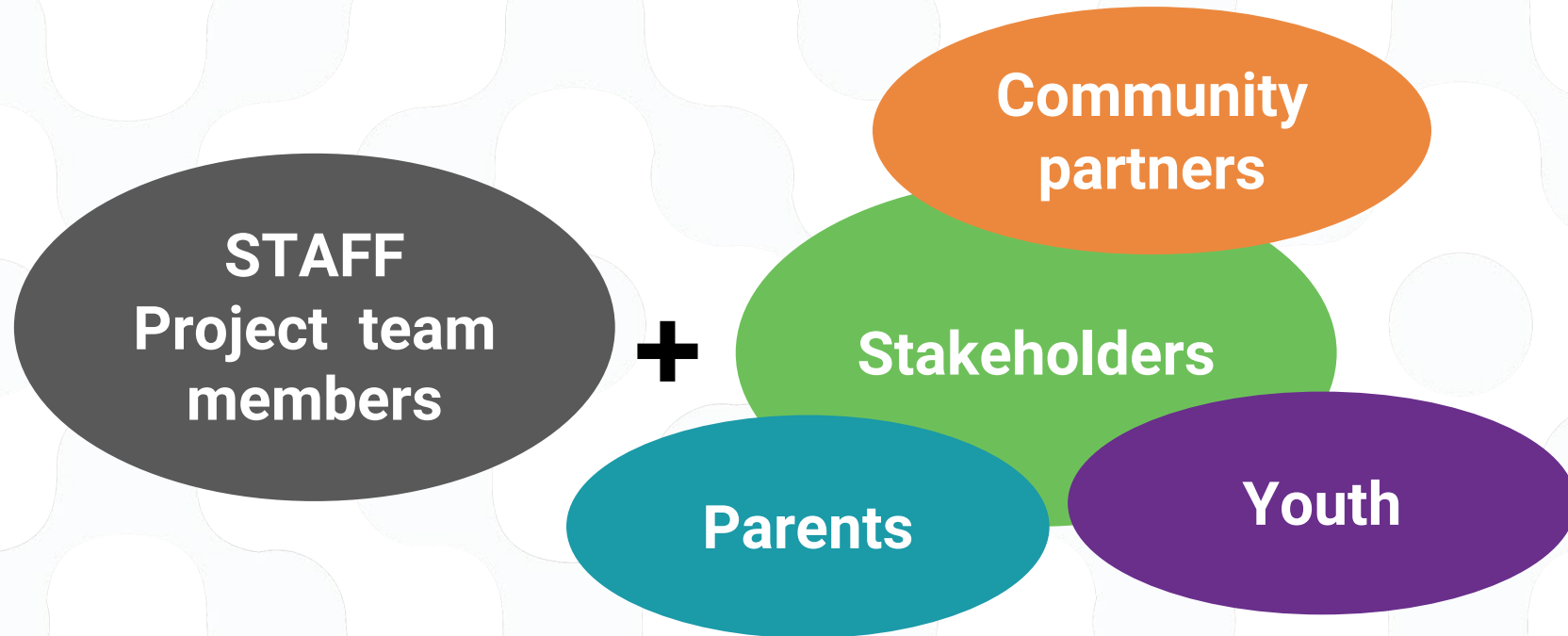
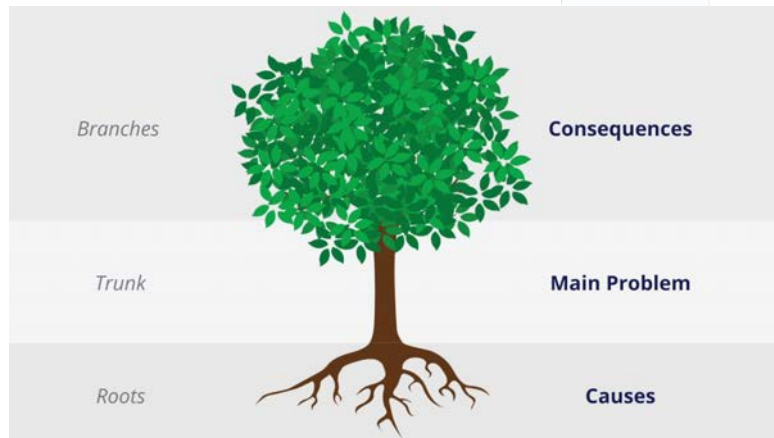
[https://www.youtube.com/watch?v=j\\_Y7D35H4](https://www.youtube.com/watch?v=j_Y7D35H4)

# Problem Tree Analysis

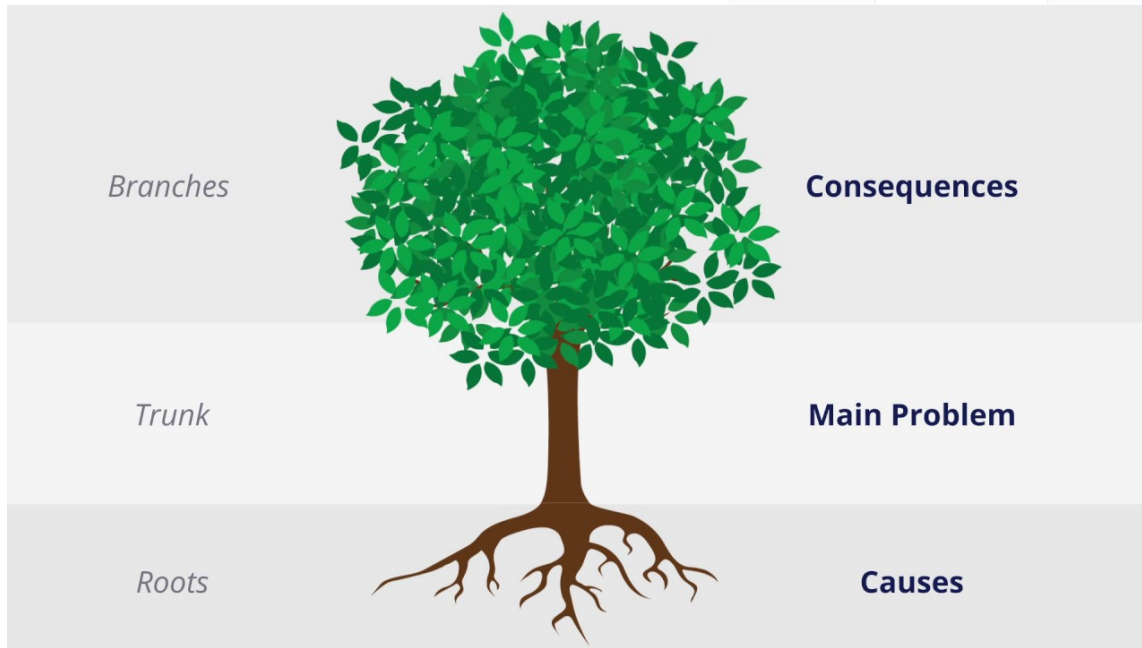


We start by identifying the problem and the need for developing a solution.

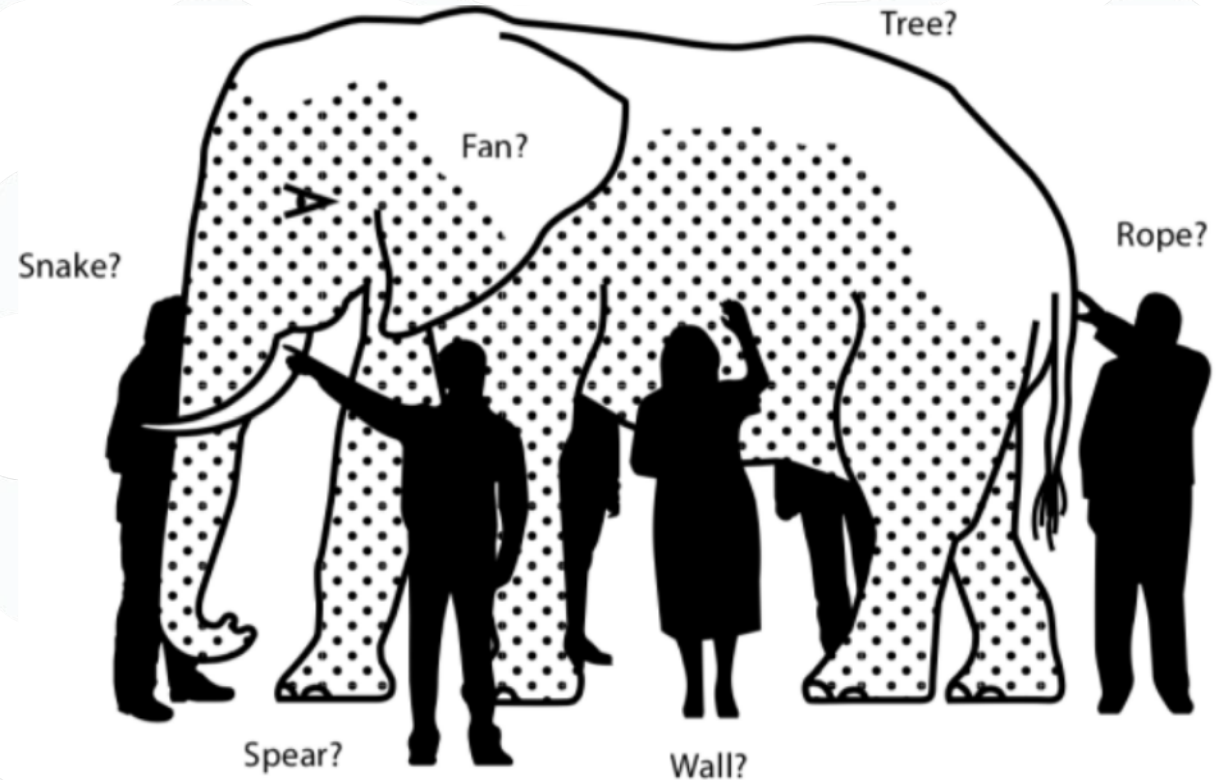
# Identifying the Problem and Finding Solutions



# Why we use a team approach to identifying the problem!



[https://www.youtube.com/watch?v=j-\\_Y7D35H4](https://www.youtube.com/watch?v=j-_Y7D35H4)

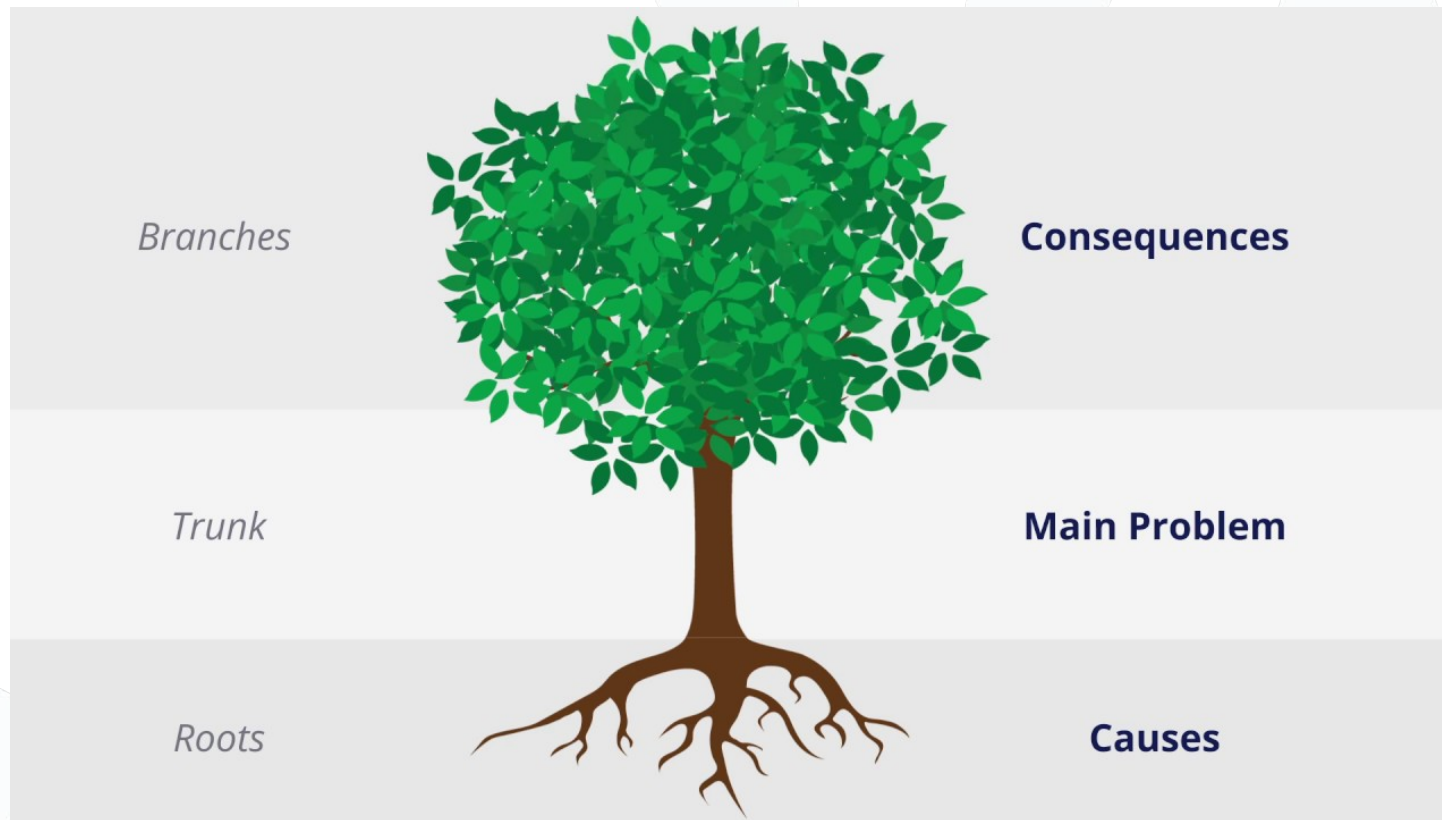


<https://fs.blog/elephant/>

**Without a team approach, we cannot see the whole picture.**

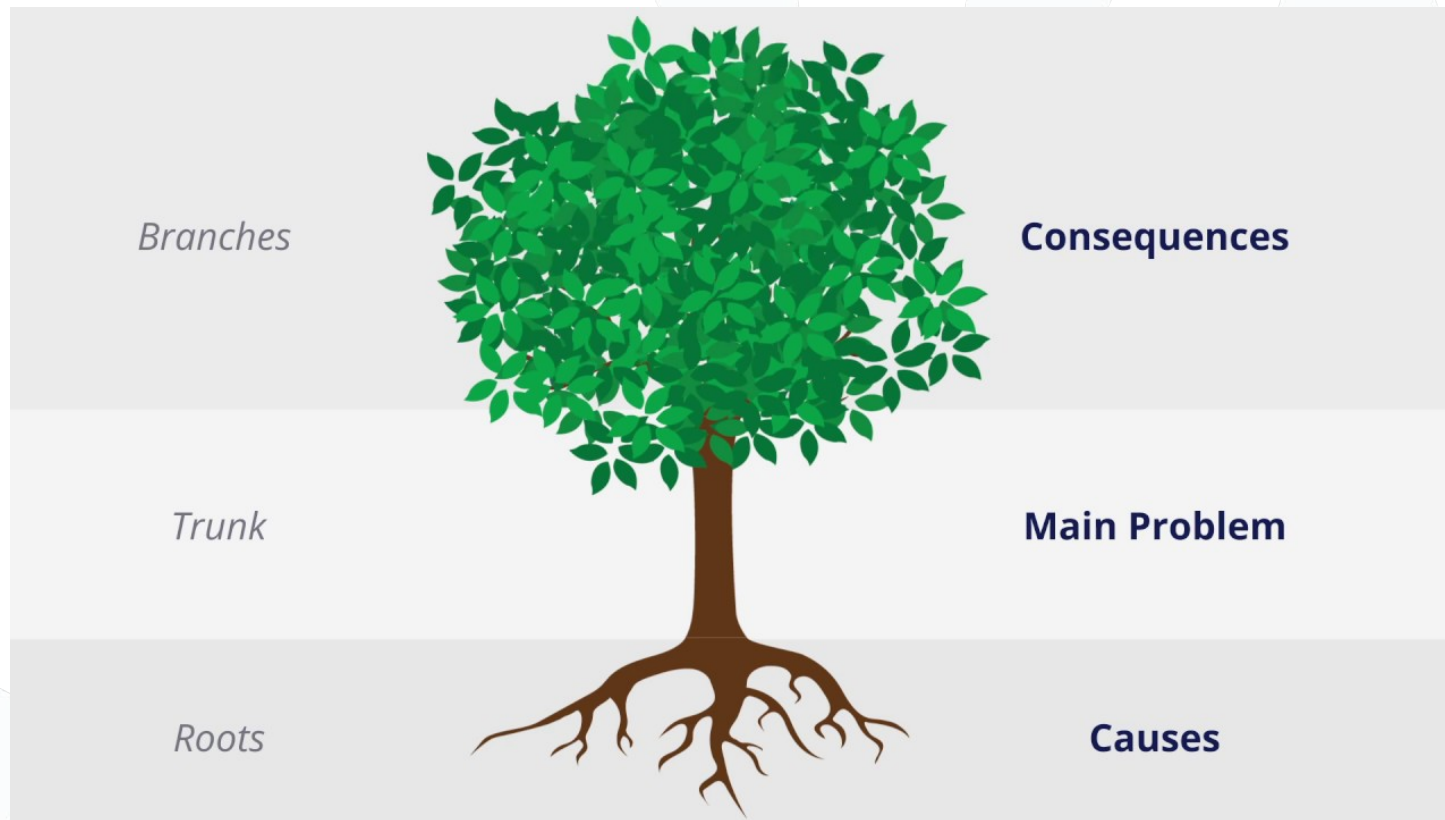


# Problem Tree Analysis



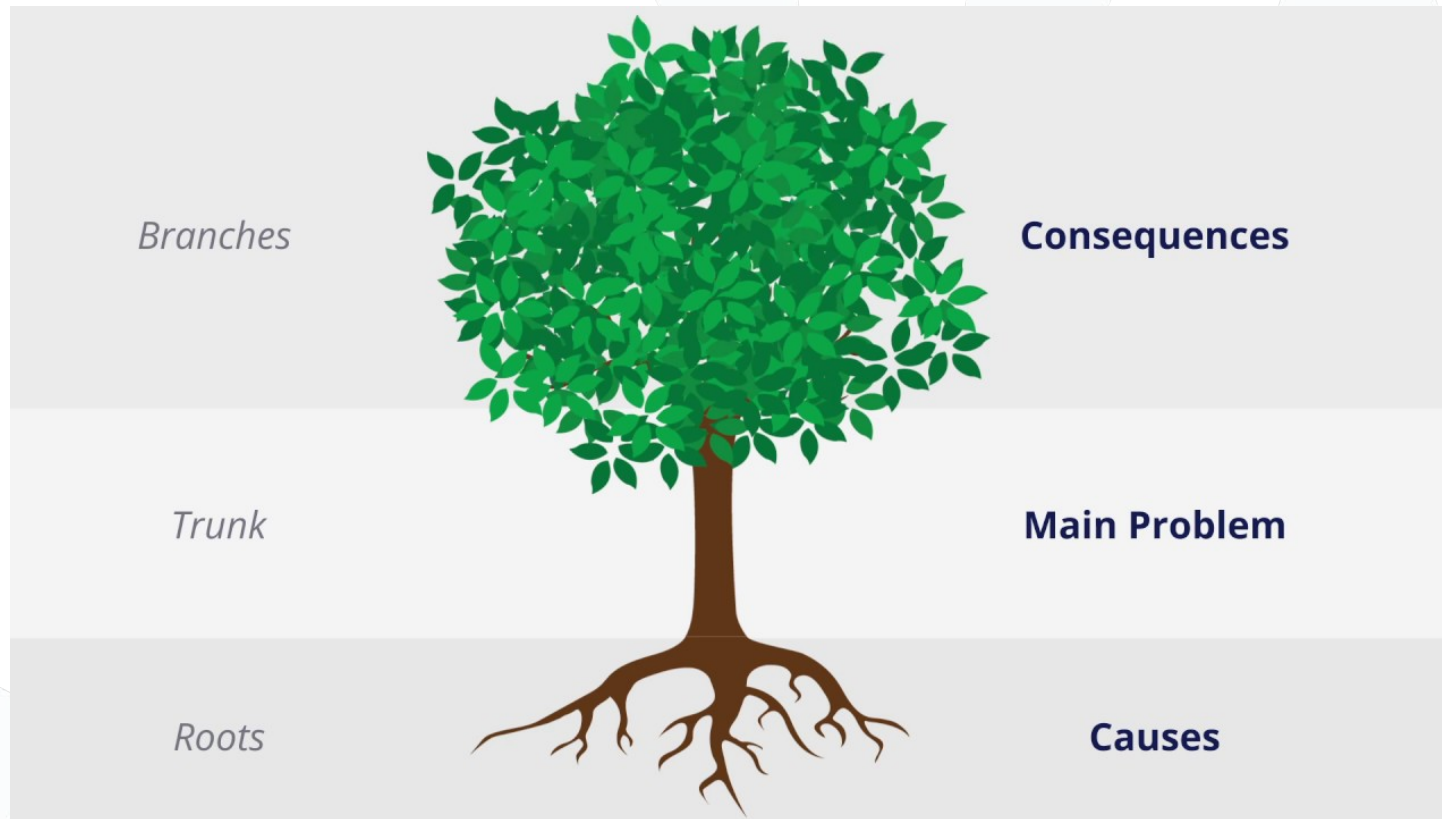
Identify the focal problem.

# Problem Tree Analysis



Identify the causes.

# Problem Tree Analysis



Identify the consequences of the problem and possible solutions.

# 5 Whys

What is the problem?

**At risk of not hitting target for number of youth to be served**

(1) Why did this occur?

**Enrollment numbers are below what was anticipated at this point in project year**

(2) Why did this occur?

**Recruitment rates are falling short of projected number of youth to be served**

(3) Why did this occur?

**We have fewer sites than originally anticipated**

(4) Why did this occur?

**Two sites withdrew from programming due to change in leadership**

(5) Why did this occur?

**There is a lack of community awareness of and appreciation for the work that our organization does**



# 5 Whys

What is the problem?

**At risk of not hitting target for number of youth to be served**

What is the solution?

**Schedule staff time and resources to promote our program and the work we do within the community**

(1) Why did this occur?

**Enrollment numbers are below what was anticipated at this point in project year**

(1) How do we do this?

**Schedule focus groups with stakeholders to understand messaging that works for the community**

(2) Why did this occur?

**Recruitment rates are falling short of projected number of youth to be served**

(2) How do we do this?

**Develop a recruitment and retention plan that includes a community-wide marketing effort**

(3) Why did this occur?

**We have fewer sites than originally anticipated**

(3) How do we do this?

**Spread the word about the organization, the programs we deliver, and our positive outcomes**

(4) Why did this occur?

**Two sites withdrew from programming due to change in leadership**

(4) How do we do this?

**Build a sense of community awareness for the organization**

(5) Why did this occur?

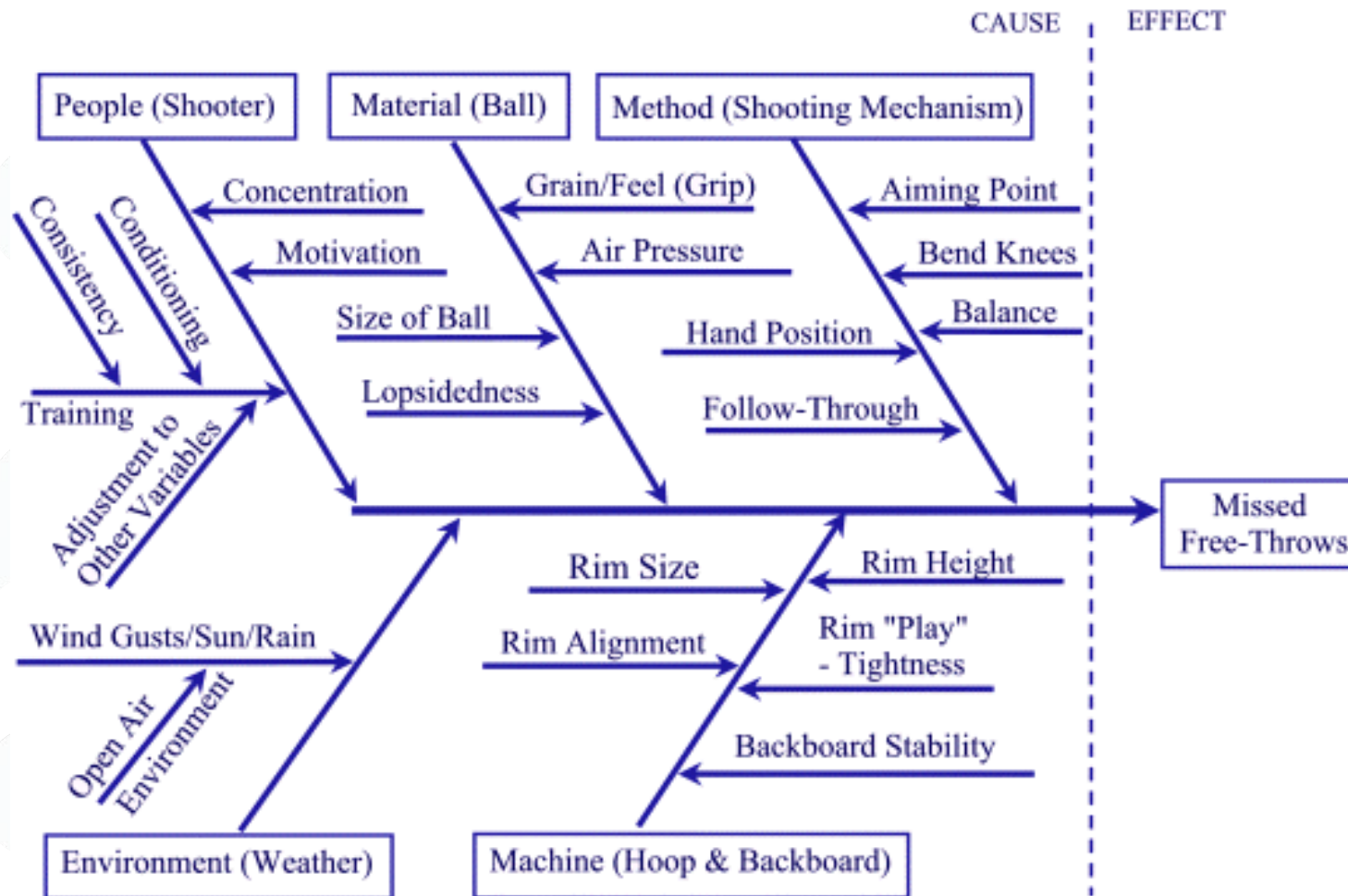
**There is a lack of community awareness of and appreciation for the work that our organization does**

(5) How do we do this?

**Generate an appreciation for the contributions the organization makes to the well-being of the youth we serve**



# Cause and Effect “Fishbone” Diagram



Ishikawa, K. (1982). Guide to Quality Control. 2nd rev. English ed. Tokyo: Asian Productivity Organization.

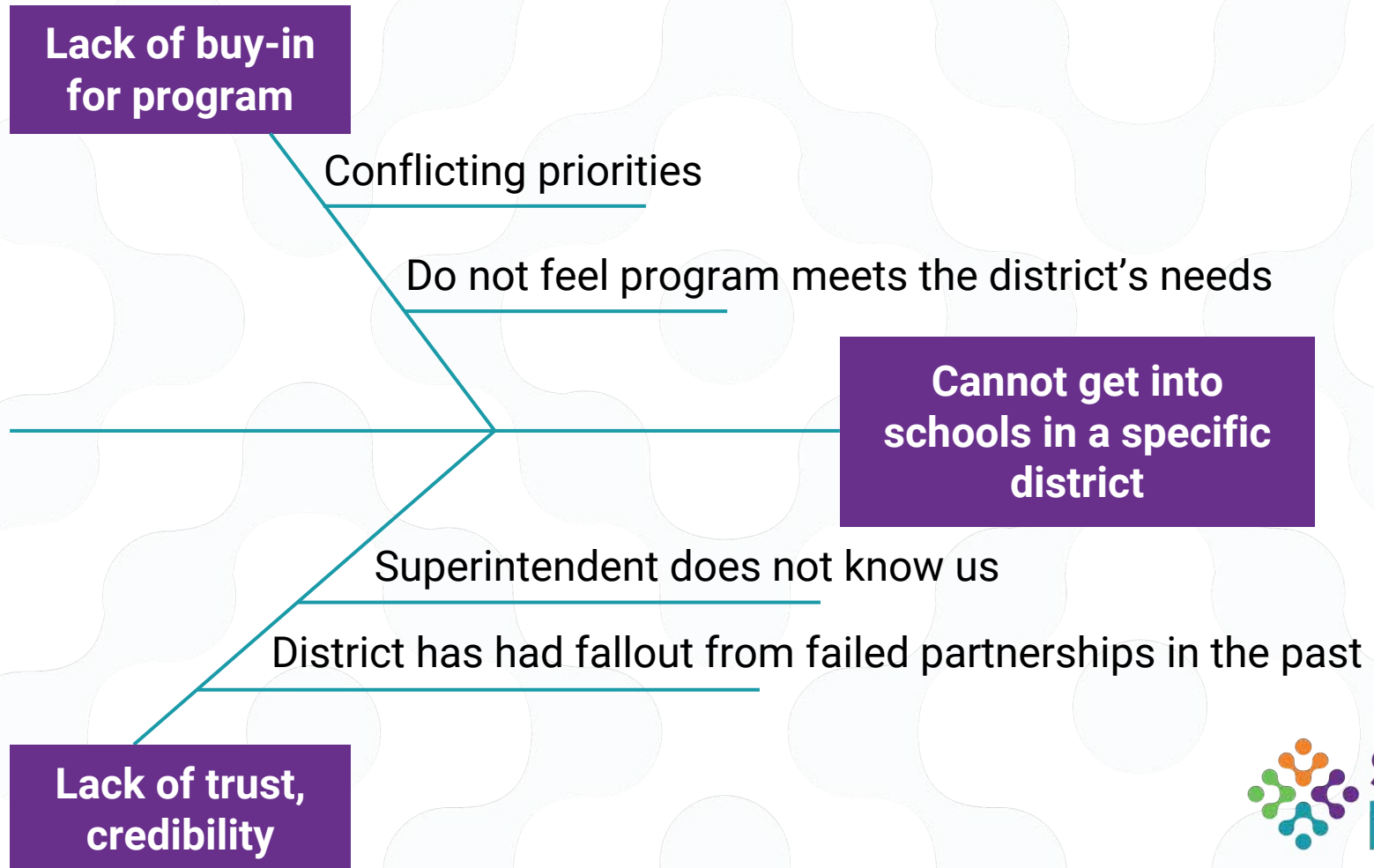


# Cause and Effect “Fishbone” Diagram

1. Using a team-wide approach, agree on a problem statement (effect).
2. Brainstorm the major categories of causes of the problem.
3. Write the categories of causes as branches from the main arrow.
4. Brainstorm and log all the possible causes of the problem using the branches of the fishbone.
5. Use the 5 Whys to search for root causes.
  - Write sub-causes branching off the causes.
  - Continue to ask "Why?" and generate deeper levels of causes.
6. Leave the chart on the wall for a few days, encouraging the team to continue adding to the diagram.
7. When the group runs out of ideas, focus attention to places on the chart where ideas are few and develop a plan for building out those areas.



# Recruitment Example



# What Does Success Look Like

- Did we build buy-in?
- Are our strategies being implemented as intended?
- Are the process changes linked to interim outcomes?
- Are we making progress toward our target?

# Best Practices for Continuous Quality Improvement

**Cliff Baskerville**

Vice President  
Choosing the Best Publishing



# Four Elements of Recruitment and Retention

## Clear Vision and Expectations

- Plan – Develop
- Do – Implement
- Study – Evaluate
- Act – Refine



# Four Elements of Recruitment and Retention

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## Effort

- Prepared
- Relatable
- Current



# Four Elements of Recruitment and Retention

## Clear Vision and Expectations

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## Quality

- Soundness
- Relevance
- Reflection



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- Do – Implement
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- Act – Refine

## Quality

- Soundness
- Relevance
- Reflection

## Effort

- Prepared
- Relatable
- Current

## Fully Engaged

- You
- Students
- Your Program



# Four Recruitment and Retention Barriers

## 1. Give up on creativity

- I can't compete with other distractions (TV, music, media, lack of funding, etc.).
- It's easier to just keep doing what we've been doing.



# Four Recruitment and Retention Barriers

1. Give up on creativity

## 2. We set our own standard

- Lack of updates (medical inaccuracy)
- Lack of relevance (pics, designs, videos, lack of engagement and inclusivity)



# Four Recruitment and Retention Barriers

1. Give up on creativity
2. We set our own standard

## **3. People should just appreciate what we do**

- No one else is doing it but me
- This topic is not in my perceived job description



# Four Recruitment and Retention Barriers

1. Give up on creativity
2. We set our own standard
3. People should just appreciate what we do
- 4. People just begin to accept barriers**
  - No pressure to provide effective and engaging material
  - Teens are not excited about your program
  - Teachers are not enthusiastic about teaching your program
  - Only goal is to fulfill state health requirements



# Four Recruitment and Retention Barriers

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# Best Practices for Continuous Quality Improvement

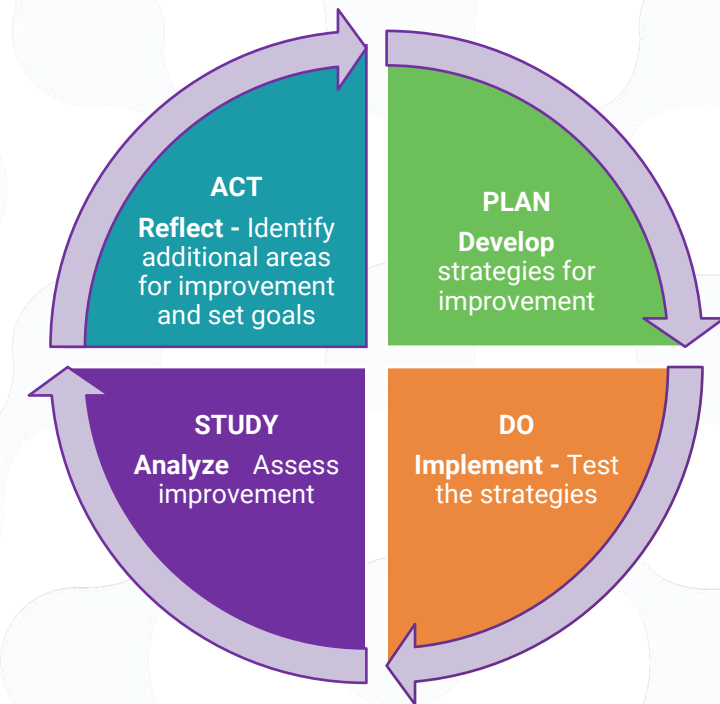
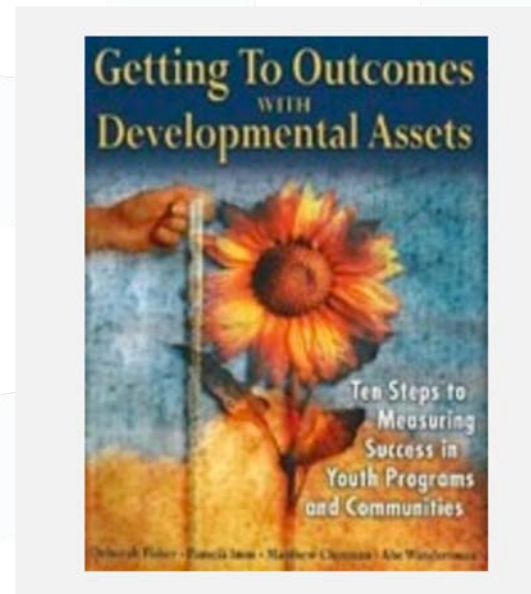
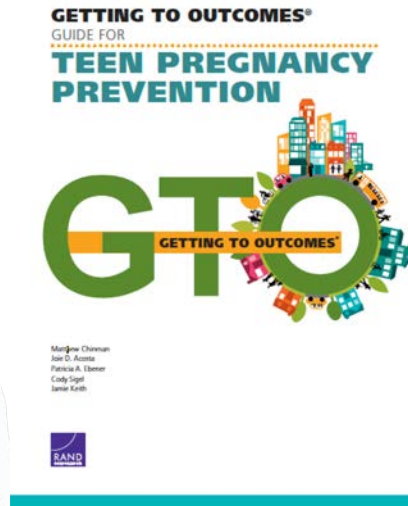
**Jennifer Todd, R.N., Esq.**

University of Texas Health Science Center at San Antonio  
UT Teen Health



# Best Practices for Using CQI in Program Design and Implementation

Start with a framework that works for you and your community.



Reference: Rand.org



# Best Practices for Using CQI in Program Design and Implementation (PDSA)

**PLAN** - Gather your information about the program.

- Review your program design, performance measures, and know your partner's SMART goals.
- UTTH puts together folders that contain the project summary, curriculum overview, implementation template, and goals for the year.

**DO** - Communicate, communicate, communicate.

- Utilize email, text messaging, Zoom, and phone calls with the **programmatic strategies** including SMART goals, implementation, training, recruitment and retention, and process for CQI from the beginning.
- UTTH has an assigned Health Educator for each partner, and the health educators are responsible for the communication.
- Meet in person with administrators, teachers, and parents.



# Best Practices for Using CQI in Program Design and Implementation

**STUDY** - Look at goals, performance measures (in real time), and observations.

- Assess performance measures as implementation is occurring, assess partner's SMART goals, review observation forms to identify areas for improvement.
- UTTH utilizes IDEAS and REDCap (both databases to review performance measures, including observations in real time) during observations to identify any programmatic adjustments.

**ACT** - Communicate, communicate, communicate.

- Review the identified areas for improvement and meet with your partner to communicate the findings.
- UTTH will work with both facilitators (if regarding observation data) and administrators to review areas for improvement and let partners know where they are in reaching their goals.
- Twice per year we provide a performance measure summary that includes their goal, the actual number of youth reached, retention, and the facilitator observation and fidelity score.



# Examples of CQI Strengths and Challenges for Recruiting and Retaining Youth

## Strengths

- Real-time check-ins
- Missing data reports
- Targeted areas of improvement

## Challenges

- Lack of staff proficient in producing CQI reports
- Lack of CQI tools to assess attendance
- Facilitators do not complete attendance logs



# Examples of the Roles Staff Members Play in the CQI Process

It takes an entire team to ensure CQI, but it starts with strong leadership!

- Evaluator
- Biostatistician
- Health educator



# QUESTIONS?



# Resources

[Youth Program Quality Assessment.](#) David P. Weikart Center for Youth Program Quality.

[Youth Program Quality Monitoring Tool.](#) Policy Studies Associates.

[Learning About Quality.](#) 5 Whys.

[PDSA Worksheet](#)



# References

Doran, G. T. (1981). There's a S.M.A.R.T. way to write management's goals and objectives. *Management Review*, 70, 35-36.

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SAS Institute Inc. (2015). SAS/QC® 14.1 User's Guide. Cary, NC: SAS Institute Inc.

Serrat, O. (2017). The five whys technique. In Knowledge Solutions. Springer, Singapore.  
[https://doi.org/10.1007/978-981-10-0983-9\\_32](https://doi.org/10.1007/978-981-10-0983-9_32)

The W. Edwards Deming Institute. PDSA Cycle. <https://deming.org/explore/pdsa/>



# Continued Learning

Watch for the release of a tip sheet to extend your learning on innovative strategies for recruiting and retaining youth in SRAE programming.

Additionally, there will be a Cluster Call on September 1, 2021 to facilitate conversation among SRAE grantees on practical strategies, challenges, and questions related to this topic.

# The Exchange

- Resources
- Comment Wall
- Events Calendar
- Training Opportunities
- Technical Assistance
  - Contact your Federal Project Officer to request TA.



# Contact

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**THANK YOU!**  
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**CHILDREN & FAMILIES**

**FY SB**

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