

**How to access Continuous Improvement tools on the portal:**

Log onto the portal at : [strivetogetherportal.org](http://strivetogetherportal.org)

Go to the "Resources" tab at the top of the page.

Underneath the orange "StriveTogether Resources" bar click the "StriveTogether Resources tab" (all the way to the right)

In the "StriveTogether Toolkits" section click "Continuous Improvement"

Navigate the tabs under the "Continuous Improvement" Section on the left to learn more about continuous improvement!



# Continuous Improvement

**StriveTogether**  
Every child. Cradle to career.

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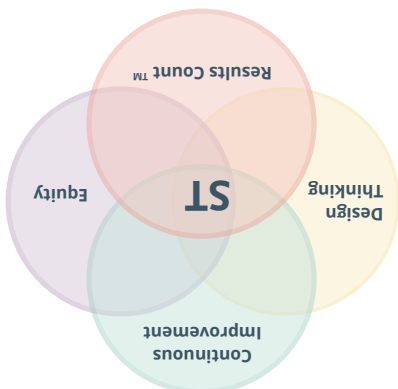
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**Structured Continuous Improvement Process:** Centered around PDSA (Plan, Do, Study, Act) cycles, the simplest form of continuous improvement protocols, our collaborative improvement process helps move cradle to career partnerships from identifying the problem and intended result to scaling and spreading successful practices.

**Results Count™:** Pioneered by the Annie E. Casey Foundation, Results Count™ is a change management approach that provides cradle to career partnerships with the tools and techniques needed to successfully support community partners or work collaboratively to make changes that will produce measurable results for each community-level outcome.

**Equity Focus:** Identifying and working to eliminate disparities the core collaborative improvement methodology infuses equity work throughout the process to ensure partnerships are working to support the student populations who need it the most.

**Design Thinking:** Also known as human-centered design, design thinking is a creative problem solving approach that provides tools and techniques for engaging the people you are trying to impact and also provides resources on how to collect, analyze and use qualitative data.



**What is StriveTogether's Collaborative Improvement Methodology?** Based on the experience of cradle to career network members, we have created a continuous improvement methodology that combines a structured continuous improvement process with Results Count™, equity and design thinking tools and techniques. This unique methodology allows partnerships to use continuous improvement practices collaboratively and at the systems level.





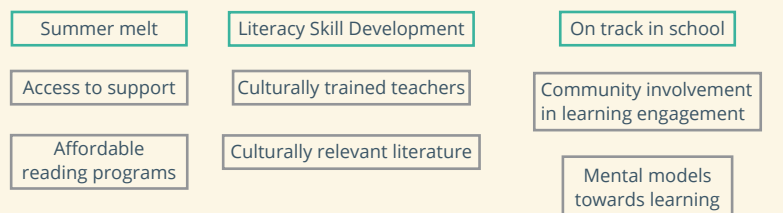

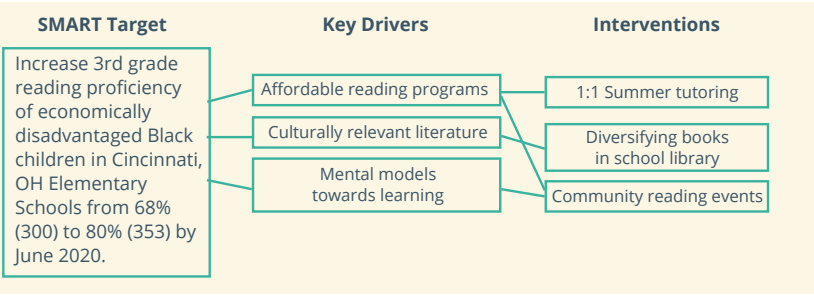



- Why Use StriveTogether's Collaborative Improvement Approach?**
- Creates a formal process for continuous improvement to be implemented in a collaborative manner across organizations.
  - Integrates a variety of tools and techniques aimed at addressing some of the most significant challenges including authentic collaboration, community engagement in problem solving, and the use of both qualitative and quantitative data.
  - Accelerates progress on impacting community-level outcomes.
  - Moves collaborative action network members to action.

**What is Continuous Improvement?** At StriveTogether, we believe that continuous improvement is an ongoing effort to improve services and supports for children and families over time in order to improve a community level outcome. These efforts can seek "incremental" improvement over time or "breakthrough" improvement all at once. StriveTogether's continuous improvement process is called *Collaborative Improvement*.





# Collaborative Improvement Process:

Steps:	Key questions to consider:	Examples:																								
 <p><b>Identify the Problem and Intended Result:</b> State the problem and the change the community would like to achieve at the outcome level.</p> <p><b>Tools/Techniques:</b> Aggregated and disaggregated community-level outcome data, Outcomes that have been prioritized by partnership</p>	<ul style="list-style-type: none"> <li>- What's the overall result you want?</li> <li>- How will you know a change occurred?</li> </ul>	<p><b>Community-level Outcome:</b> Third Grade Reading Proficiency</p> <p><b>Result:</b> All children will read proficiently by the end of 3<sup>rd</sup> grade.</p> <p><b>Indicator:</b> Number &amp; percent of 3<sup>rd</sup> grade students scoring proficient or higher on the state third grade reading test.</p> <p><b>Measure:</b> Third Grade Reading (Achievement Assessment)</p>																								
 <p><b>Understand Current Conditions:</b> Learn what the data is telling you, pinpoint existing disparity gaps and identify partners engaged in the work.</p> <p><b>Tools/Techniques:</b> Outcome and key indicator data, Whole population data, Aggregated and disaggregated 5-year trend data, Bright spot data, Insights from stakeholder interviews, Questionnaires or surveys, Results at the Center chart to identify partners engaged and needed, Process mapping, Empathic interviews</p>	<ul style="list-style-type: none"> <li>- What is your whole population?</li> <li>- What disparities currently exist?</li> <li>- What do the children/parents/teachers/program providers think about the problem?</li> <li>- What partners are engaged in the work?</li> </ul>	<p><b>Whole Population: 6,856; 9th -12th grade students enrolled in CCS</b></p> <table border="1"> <thead> <tr> <th>By Grade Level</th> <th></th> <th>%</th> <th>Numbers</th> </tr> </thead> <tbody> <tr> <td></td> <td>9th Grade</td> <td>26.6%</td> <td>1,823</td> </tr> <tr> <td>By Race/Equity</td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td>African American/Black</td> <td>59.7%</td> <td>3,747</td> </tr> <tr> <td>By Economic Status</td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td>Economically Disadvantaged</td> <td>70.8%</td> <td>4,753</td> </tr> </tbody> </table>	By Grade Level		%	Numbers		9th Grade	26.6%	1,823	By Race/Equity					African American/Black	59.7%	3,747	By Economic Status					Economically Disadvantaged	70.8%	4,753
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 <p><b>Develop Targets:</b> Set the focus and goal of your work.</p> <p><b>Tools/Techniques:</b> Egg chart, Disaggregated data, SMART/Target setting</p>	<ul style="list-style-type: none"> <li>- Is your target focused on improving the outcome for a demographic population or aimed at reducing/eliminating a disparity?</li> </ul>	<p><b>Global Target:</b> Increase third grade reading proficiency for students at Camden City Schools from 73.4% (1,142) to 95% (1,478) by June 1, 2020.</p> <p><b>SMART Target:</b> (specific, measurable, aspirational &amp; attainable, relevant, time bound) Increase third grade reading proficiency for African American students from 57% (595) to 65% (690) by June 1, 2015.</p>																								
 <p><b>Analyze Factors:</b> Understand the what that helps produce or influence the current situation.</p> <p><b>Tools/Techniques:</b> 5 Why, Fishbone diagramming, Simple FMEA, Process mapping and/or Empathic Interview, Pareto chart, Empathic interviews</p>	<ul style="list-style-type: none"> <li>- What factors would improve/decrease your area of focus?</li> <li>- Which factors specifically impact your demographic area of focus?</li> <li>- What stakeholders have you engaged in order to know that these are the factors that are impacting your target population?</li> </ul>	<p><b>Third Grade Reading Proficiency Factor Analysis for Economically Disadvantaged Youth Enrolled in CCS</b></p> 																								
 <p><b>Identify Interventions:</b> Develop targeted and universal strategies for making an improvement.</p> <p><b>Tools/Techniques:</b> Key Driver Diagram, 4-Blocker decision making, "How might we" activity, Ideation, Results at the Center chart</p>	<ul style="list-style-type: none"> <li>- What partners do you need to engage to complete the intervention(s)?</li> <li>- Which of your interventions are universal? Which are targeted?</li> <li>- How will you engage stakeholders in developing these interventions?</li> </ul>																									
 <p><b>Test Interventions:</b> Perform PDSA cycles to identify best practices and strategies that are most successful at impacting the target.</p> <p><b>Tools/Techniques:</b> Plan-Do-Study-Act (PDSA) Cycles, Run Charts, PDSA Ramps, Performance Measures</p>	<ul style="list-style-type: none"> <li>What data will show a change has occurred?</li> <li>Who do you need to engage to ensure your intervention(s) reach your target population?</li> <li>What feedback from stakeholders could help improve the intervention(s)?</li> </ul>	<p><b>PDSA #1: Tutor Training</b></p> <p><b>Plan:</b> Train tutors on Tuesday at noon</p> <p><b>Do:</b> Invites sent, 5 people trained, 15 no-shows, 60% satisfied with training</p> <p><b>Study:</b> Find out why only 5 people attended</p> <p><b>Act:</b> Bad time for training - Wednesdays are better</p>																								
 <p><b>Monitor and Improve:</b> Continue to monitor data and make improvements to interventions until they are ready to scale.</p> <p><b>Tools/Techniques:</b> Plan-Do-Study-Act ramps, Run charts, Performance Measures, Process mapping, Empathic interviews, Pareto Chart, Results at the Center Chart</p>	<ul style="list-style-type: none"> <li>How are you tracking your work in order to know an improvement is being made? How frequently?</li> <li>Are your interventions impacting the target population you have selected?</li> <li>How do you know disparity gaps are closing?</li> </ul>	<p><b>PDSA #1: Tutor Training</b> → <b>PDSA #2: Tutor Training</b> → <b>PDSA #3: Tutor Training</b></p> <p><b>PDSA #1:</b> Plan: Train tutors on Tuesday at noon Do: 5 people trained, 15 no-shows, 60% satisfied Study: Find out why only 5 people attended Act: Schedule next training for Wednesday</p> <p><b>PDSA #2:</b> Plan: Train tutors on Wednesday at noon Do: 20 people trained, 3 no-shows, training ran over 20 min, 45% satisfied Study: Find out why only 45% satisfied Act: Collect activity suggestions</p> <p><b>PDSA #3:</b> Plan: Train tutors on Wednesdays at noon with more activities Do: 22 people trained, 1 no-show, 80% satisfied, ended on time Study: Training was successful Act: Identify next school for tutor training</p>																								
 <p><b>Scale and Spread Successful Interventions:</b> Know what interventions to spread and implement a plan for successful scale and spread.</p> <p><b>Tools/Techniques:</b> Egg Chart, Results at the Center Chart, Performance Measures, Key Driver Diagram</p>	<ul style="list-style-type: none"> <li>What specific, target population effective practices emerged?</li> <li>What is your plan for scaling and spreading effective practices? How will you communicate this work to the community?</li> <li>Who do you need to engage in order to scale your work?</li> </ul>	<table border="1"> <thead> <tr> <th>Promising Practice</th> <th>Scale to</th> <th>Plan for Scale</th> <th>Partners Needed</th> </tr> </thead> <tbody> <tr> <td>Tutor Training</td> <td>District Wide</td> <td>Meet with district for sign-off Meet with school principals Meet with school-based resource coordinators Begin planning trainings in Aug. Run PDSAs on trainings in order to ensure best implementation possible</td> <td>School resource coordinators Tutoring program providers Volunteers Faith-based leaders Teachers</td> </tr> </tbody> </table>	Promising Practice	Scale to	Plan for Scale	Partners Needed	Tutor Training	District Wide	Meet with district for sign-off Meet with school principals Meet with school-based resource coordinators Begin planning trainings in Aug. Run PDSAs on trainings in order to ensure best implementation possible	School resource coordinators Tutoring program providers Volunteers Faith-based leaders Teachers																
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