Prework Instructions: Family Retention

SFY20 HVSA CQI Learning Collaborative

These Prework assignments should be **completed as a team**. The following activities are intended to provide an overview of the Learning Collaborative objectives, reflect on your team's current processes and experiences, and prepare for Learning Session 1[1].

Prework Activities	Completed - ✔
Review Key Documents + Baseline Data	
Team Reflection Exercise	
Fishbone Diagram	
Team Storyboard – <mark>Due Oct. 21st, 2019</mark> – (email to home.visiting@dcyf.wa.gov)	

1. Review Key Documents:

- Begin by reviewing two key documents: 1) the **Learning Collaborative Charter** (pg. 3), and 2) **Family Retention Key Driver Diagram** (pg. 7).
- Contact Sarah Simpson at DOH (sarah.simpson@doh.wa.gov) to retrieve your Family Retention CQI baseline data

2. Team Reflection Exercise:

- *We hope the following questions will help prompt a thoughtful and open discussion about supporting family retention. Your Team Storyboard asks you to share a few highlights, but otherwise this is just for your team. It may be helpful for team members to jot their thoughts down on sticky-notes.*

  1. When you reflect on family engagement and retention, what are your strengths (individually/as a team)?
     a. Are there particular strategies you have implemented to support retention/engagement? What has been successful, even just a little bit? What strategies do you want to be sure to continue?
  2. There are many factors that influence a family's decision to continue in the program –
     a. What factors may encourage/incentivize families to remain engaged?
     b. What factors/barriers may contribute to families' decision to exit (positive or negative)?
     c. Of those barriers, where do you feel you can have an impact? (May be helpful to consult program data related to *exit reasons*)

3. Root Cause Analysis: Fishbone Diagram Activity

The team reflection activity should prepare you to complete the Fishbone Diagram. A Fishbone Diagram is a CQI tool used to visually analyze and identify potential *root causes* of a problem. There are 3 primary elements:

- **Backbone**: Connects to the problem or question being addressed
- **Ribs**: Main factors/categories involved
- **Bones/Branches**: Identify potential causes/contributing factors

Step 1: *Ribs* - Brainstorm and agree on at least 4 (could be more) primary categories related to family retention or "ribs" (E.g. family factors/experiences, external factors, home visitor factors, program factors, etc.)
**Step 2**: *Branches* – Focus on each "rib", or category, and get more specific. The "branches" should provide specific examples of each category/cause (E.g. Rib: family factors/experiences → Branch 1: family relocates)
Step 3: *Go Deeper* – For each "branch" ask "why?" – Why is this a contributing factor? Is this common or rare?

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[1] Learning Session 1 will take place during the All HVSA Meeting Nov. 6th, 2019

Fishbone Diagram

This is just a template, may also be completed on paper or a white board

Barriers to Family Retention or Engagement

Branch

Rib

2
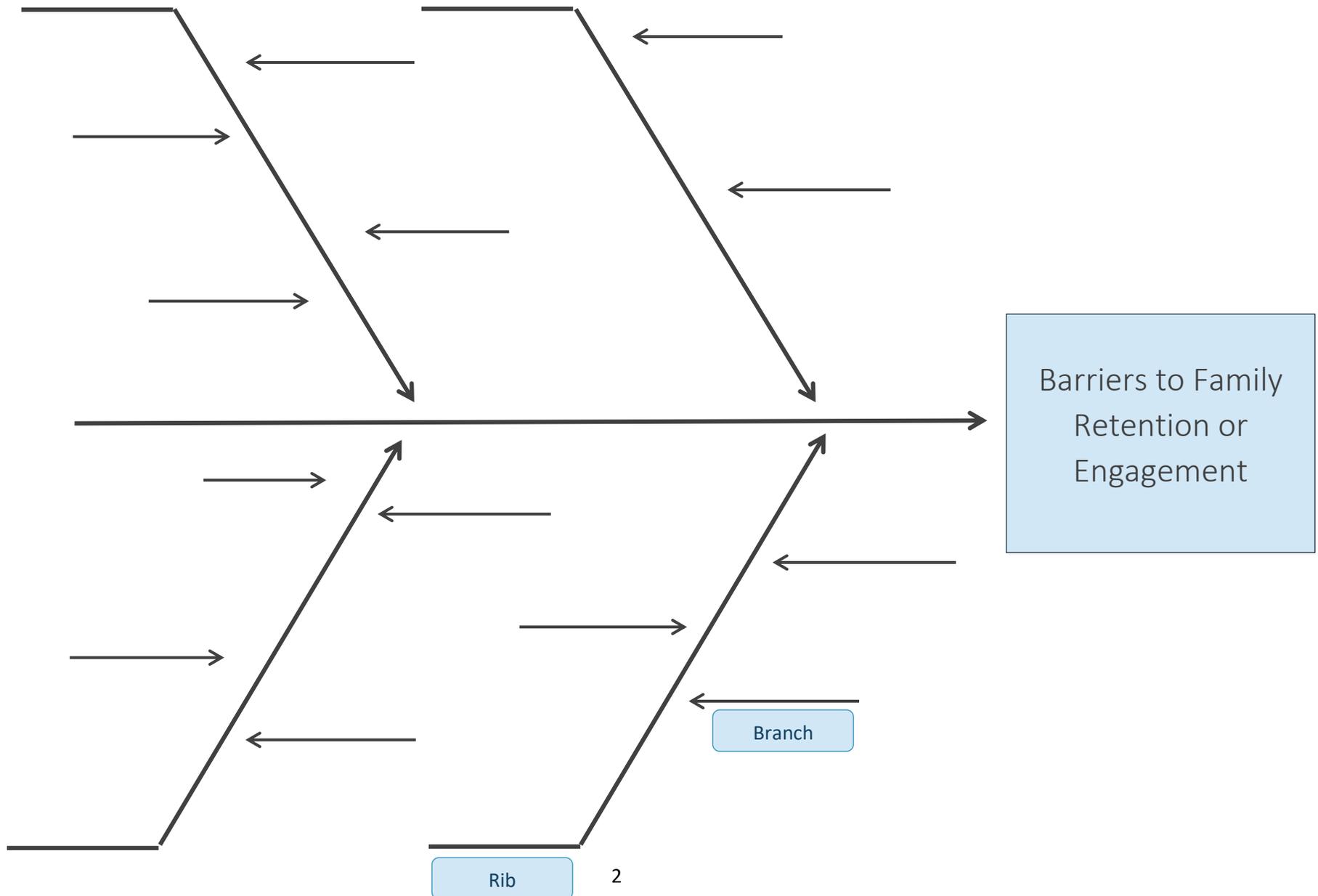
Project Charter: Family Retention

SFY20 HVSA CQI Learning Collaborative

What are we trying to accomplish?

Opportunity:

Family engagement is a continuum, beginning at outreach continuing through the time a family exits from the program. Successful engagement is dynamic, critical to supporting family outcomes, and depends on a multitude of factors. Though some factors may be outside our control (i.e. relocation, incarceration, program eligibility, etc.), there are still many key factors within our ability to influence and strengthen.

Through this CQI Learning Collaborative the HVSA is committed to creating space for home visiting teams to test new approaches and learn from one another to discover effective methods of family retention and engagement.

Objectives:

- ✓ Increase our understanding of factors that contribute to retention
- ✓ Address family barriers to program participation/engagement
- ✓ Consider the continuum of program participation (from recruitment to exit)
- ✓ Improve our ability to meet the needs of enrolled families
- ✓ Reflect on "successful" completion/engagement

Our Aim -

During the course of this Family Retention CQI Learning Collaborative, we will work to improve our rates of family retention, looking specifically at three enrollment milestones: 3 months, 6 months, and 12 months:[2]

> **Project SMART Aims:**
>
> - We will increase our **3 month** family retention rate from **75% to 85%**
> - Increase our **6 month** retention rate from **62% to 70%**
> - Increase our **12 month** retention rate from **44% to 50%**

What changes can we make that will lead to improvement?

In support of these aims, this CQI Learning Collaborative will focus on a set of evidence-informed and innovative strategies intended to strengthen the following Primary Drivers of family retention:

1. Competent, supported, and trauma-informed workforce to support effective family engagement
2. Trusting and effective partnership between home visitor and family
3. Intensive and effective strategies for early engagement with newly enrolled families
4. Workforce resilience, engagement and retention
5. Engagement of family voice and parent leadership in home visiting

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[2] *Baseline data reflects caregivers enrolled in SFY18, and only reflects results for LIAs participating in this collaborative. Data are provisional, results only include data from programs that submit data to the DOH SQL data system. Data from non-SQL sites will be added for final analyses by November.*

For more details about each of these drivers, please take a look at the Key Driver Diagram on the last page of your Prework Packet. **A more detailed version of the Key Driver Diagram with specific change ideas and resources will be provided at Learning Session 1.**

How will we know a change is an improvement?

To assess progress toward our shared aims of increased retention, each team will report on a set of collective measures monthly. Teams will be provided with a detailed data tracker and data visual tools. Project measures will support teams in tracking progress toward the project aims, inform decision-making, and prompt reflection and learning. Proposed Measures:

> Measure #1: Caseload
> Measure #2: Client Retention Milestones
> Measure #3: Exits – per month, avg. length of enrollment
> Measure #4: Families participating in early engagement strategies
> Measure #5: Family Voice

Expectations: Participating in a Learning Collaborative -
July 1st 2019 – June 30th 2020

Thrive/Ounce Washington, DCYF, and DOH will:
- Provide education and training on quality improvement methods and data tracking and interpretation
- Offer regular coaching on quality improvement topics through access to subject-matter experts
- Coordinate and facilitate connection and collaboration across participating teams
- Provide monthly Action Period reports to teams to share progress

Participating teams are expected to:
- Connect the goals of the collaborative work to achieve team objectives
- Complete prework activities to prepare for Learning Session 1 – including a team storyboard
- Send a core team (preferably 2 members, supervisor and home visitor) to Learning Session 1[3]
- Identify approach for home visiting team members to share CQI responsibilities
- Perform tests of change through rapid-cycle PDSA methods
- "Share seamlessly, steal shamelessly" – this is a *collaborative* learning process, we are all here to teach and learn
- Present the team's experiences and results during Learning Sessions 2 (April/May) and 3 (July) to celebrate successes and learnings
- Participate in monthly Action Period calls/webinars with peers, subject matter experts, and HVSA team members to review measurement, engage in learning, and problem-solve obstacles as they arise
- Work hard, implement change, and have fun ☺

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[3] Learning Session 1 will take place during the All HVSA Meeting Nov. 6th, 2019

Appendix

Learning Collaborative Model:

Prework

Prework is an important aspect of the CQI Learning Collaborative and should be completed as a team. This part of the process helps ensure our efforts are targeted and in alignment with the broader aim. Prework activities are intended to prompt and guide reflection of your **current experience and practice**.

- Reflect on current process/practice
- Review Project Documents (Charter and Key Driver Diagram)
- Root Cause Analysis
- Team Storyboard – **Due October 21st**

Learning Sessions

Throughout the CQI Learning Collaborative, members of your team will participate in three Learning Sessions, the first during the All HVSA Meeting scheduled November 6th, 2019. Learning Sessions 2 and 3 will take place mid-point and at the conclusion of our project. The Learning Sessions will provide opportunities for:

- Subject matter learning
- Deepening knowledge of improvement strategies
- Dialogue with peers about successes, barriers and lessons learned
- Strategic support for planning PDSAs

Action Periods

Action Periods take place between Learning Sessions, during which teams test and implement changes in their local settings. Teams will submit monthly PDSA progress reports and participate in monthly topic-based calls/webinars to share information and learn from peers. The purpose is to sustain collaboration and peer support throughout the learning collaborative.

- Rapid Cycle PDSA Testing
- Monthly PDSA Reporting
- Monthly Data Updates
- Monthly Topic Webinars

Resources

Issue Brief: Engaging Families in Home Visiting, Institute for Child and Family Well-Being, University of Wisconsin Milwaukee; https://uwm.edu/icfw/engaging/

8 Factors that Influence Participation and Engagement (Wisconsin FFHV Program):

- Motivation
- Specific Needs
- Family Instability
- Employment
- Early Outreach
- Staff Characteristics
- Staff Turnover
- Supervision

"Sustained participation is linked to, but also distinct from, family engagement. Engagement is a dynamic, interpersonal process that changes based on interactions between clients and home visitors over time." – *Issue Brief: Engaging Families in Home Visiting*, Institute for Child and Family Well-Being, University of Wisconsin Milwaukee; https://uwm.edu/icfw/engaging/

Engagement and Retention in Voluntary New Parent Support Programs: Final Report (Daro, McCurdy & Nelson, 2005)

Program, retention is influenced by a range of factors, including:

- *Needs/Expectations Met* - Objective experiences: Participants will stay in a program longer if services are provided on a regular basis, if they receive incentives (or have concrete needs met), if they have a consistent provider, and if the program delivers what it claims or promises to provide.
- *HV/Client Relationship* - Subjective experiences: Participants stay longer if they like their home visitor and feel "connected" to the provider and comfortable in the program.
- *HVs Equipped* - Provider characteristics: Participants will remain when service providers are competent, well trained, and experienced in presenting the material.
- *Trauma Informed and Culturally Responsive Programs* - Program characteristics: Programs adhering to *best practice* standards and demonstrating a respect for local cultural norms and customs will retain a higher proportion of their participants.
- *Community Needs* - Community characteristics: Families living in more chaotic communities may be less likely to access and remain in voluntary support programs for an extended time period.

DRAFT **Key Driver Diagram**: Family Retention – SFY20 CQI Learning Collaborative

SMART Aim Statement	Primary Drivers	Secondary Drivers	Notes/Team Reflection

HVSA Shared Aims:
 	
We will increase our 3 month family retention rate from **75% to 85%**
 	
Increase our 6 month retention rate from **62% to 70%**
 	
Increase our 12 month retention rate from **44% to 55%**
	1. Competent, supported, and trauma-informed workforce to support effective family engagement	1. Comprehensive and ongoing training opportunities for HVs and Supervisors related to:
		  – Core competencies
		  – Communication skills
		  – Motivational Interviewing (MI)
		  – Culturally responsive services
		2. Timely and effective supervisory and organizational support for HVs, including Reflective Supervision
		3. Training, coaching, and consultation to implement and support trauma-informed practice (e.g. NEAR@Home, FAN)	

	2. Trusting and effective partnership between Home Visitor and Family	1. HVs are attuned and responsive to evolving family needs 2. Programs are adaptive and flexible in service delivery style, hiring and training to meet the diverse needs of families 3. Father engagement 4. Process/protocol to facilitate family transfer to new HV	
	3. Intensive and effective strategies for early engagement with newly enrolled families	1. Positive and welcoming recruitment process for all families 2. Adaptations to provide culturally appropriate and responsive services 3. Increased frequency of visits in first three months 4. Early connection of families to desired resources	
	4. Workforce resilience, engagement and retention	1. Prioritization and protected time/resources to cultivate resilience, stress management, wellness, and self-care 2. Camaraderie and teamwork – social cohesion, shared understanding, and trusting relationships 3. Opportunities for team members to engage in leadership roles	
	5. Engagement of family voice and leadership in home visiting	1. Opportunities and supports for families/parents to participate in leadership 2. Families actively involved in defining program success 3. Routine processes to incorporate family voice in program decision-making	