**Annual CBC Lead Agency CQI Report Outline**

1. **Introductory Section**

Describe your agency’s **capacity** for performing QA and CQI tasks, including language on staffing, budget, performance and performance improvement goals, timeframes, and any organizational capacity resource tool employed to assess capacity.

Provide graphics and supporting language on the qualitative and quantitative **outcome measures and performance metrics** your agency measures towards the child outcome goals of safety, permanency, and well-being. Include the benchmark targets for each measure and metric such as national, statewide, or locally developed standards.

1. **Performance Improvement**

Describe the agency’s systematic process to review practice trends and performance and employ performance improvement strategies including outcomes and measures routinely reviewed and with what frequency.

Provide supporting tables and graphs that provide an analysis and evaluation of performance trends over time (for example 3 to 5 years) across multiple service delivery and management factors as locally determined. The following grouping of practice trends should be addressed:

1. Safety
2. Permanency
3. Well-being
4. Local Practice Trends in response to RSF and Florida CQI data
5. **Findings**

Provide narrative and graphics that describe annual findings of the outcome measures and performance metrics measured to the benchmark targets.

Describe QA findings over time (i.e. 3 to 5 years). Address the agency’s strengths/promising practice trends and areas needing improvement based on the synthesis of data collected through various QA reviews and any other sources of information that measure local performance.

The summary must be evaluative[[1]](#footnote-1) in nature – not simply descriptive in a narrative format. It should not be a “cut and paste” of findings from the review tools or a re-hash of review questions in bullet fashion with performance shown by percent achieved for a standard.

1. **Gaps Between Findings and Benchmarks**

Describe the gaps in performance on metric(s) compared to benchmarks, and an analysis of the exploration of root causes for the underperformance of the metric(s). Explain any interventions that have been identified to correct, and any actions towards the implementation of intervention(s). Describe research and evidence-based sources to identify or suggest intervention(s).

1. **Intervention findings**

If intervention(s) was/were implemented to address gap(s), describe any correlative or causative affect in the improvement of the measured metric. Explain why correlation or causation was identified. Please describe any unintended consequences of the intervention implementation.

If interventions were not implemented to address gaps, describe how the agency will react to the analysis of findings. For example, will the findings be addressed in the annual update of the Quality Management Plan or in the local Quality Improvement Plans?

1. *Evaluative Language* presents judgments; assesses status and outcomes; gauges, ranks, and rates performance over time. Using evaluative language addresses how well the agency is doing; is the agency’s policies and practices providing quality service delivery and producing positive outcomes for children and families? A combination of descriptive and evaluative language offers a reliable picture of the system of care. It shares a narrative story and outlines characteristics. [↑](#footnote-ref-1)