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*Applying Science to Strengthen  
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NIGERIANS AND AMERICANS  
IN PARTNERSHIP TO FIGHT HIV/AIDS  
**PEPFAR**

# Community Improvement Team Journal



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# Community Improvement Team Journal

Community Name \_\_\_\_\_

Local Government Authority \_\_\_\_\_

State \_\_\_\_\_

Start date of improvement activities \_\_\_\_\_

This community improvement team journal is intended to provide space for community improvement teams to document their process of improving care for vulnerable children. It is a companion to the Guide for Applying Improvement Methods to Implement the National Standards for Improving the Quality of Life of Vulnerable Children in Nigeria (called the “Guide” in this document). There are two major parts to this journal:

- **Part 1 Choosing a Service Area and Essential Actions for Improvement** – In this section, teams will record their analysis of all the service standards and their process of determining which service area and essential actions they will prioritize for improvement. Teams will set an improvement aim and overall measurement(s). This section corresponds to Sections 3.1, 3.2 and 4.1 of the Guide.
- **Part 2 Developing and Testing Changes** – Teams need to complete this section for each essential action separately. These pages can be copied for each essential action or the main points could be duplicated and recorded in a separate notebook. In this section, teams will analyze the process and problems (root causes) of the essential action, develop possible changes or actions to address those problems, prioritize and test changes, and record data to determine if they are improving care. This section corresponds to Sections 4.2, 4.3, 4.4, and 4.5 of the Guide.



## PART 1

# Choosing a Service Area and Essential Actions for Improvement

*(One time completion)*

## Team Composition

*Teams should fill in the name, position and contact information for each team member. This is intended to be a master list of team members. Team meeting attendance should be recorded separately. For guidance on forming teams, see Section 3.2 of the Guide.*

	Name	Position	Contact/phone number	Location
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				
16.				
17.				
18.				

## Identify the problem

Teams should use this section to document their decision about which service area and essential action(s) they will prioritize for improvement. This process is described in Section 4.1 of the Guide.

- What tool or tools did the team use to assess the current status of vulnerable children for the service areas?  
(CSI, household vulnerability assessment tool, others)

## Results of the assessment

Service	Problems identified	Initial identified causes of problem
Health		
Food and security		
Psychosocial support		
Protection		
Education and training		
Shelter and care		
Household economic strengthening		

## Service area and essential actions for improvement

Teams are advised to choose one service area for improvement at a time. It is recommended that they chose two or three essential actions to work on. However, teams should work on improving one essential action at a time. This is described in Section 4.1 of the Guide.

List the criteria the team used for prioritizing a service area for improvement:

Service area chosen for improvement:	Reason
Essential action chosen for improvement: <i>(number and description from National Standards)</i>	
Essential action chosen for improvement: <i>(number and description from National Standards)</i>	
Essential action chosen for improvement: <i>(number and description from National Standards)</i>	

Improvement aim: \_\_\_\_\_

*The aim should be specific, measurable, appropriate, realistic, and time bound.*

Measure(s): \_\_\_\_\_

*The last section of the journal provides space to clarify the definition, numerators, denominators, and collection plan.*

## PART 2

# Developing and Testing Changes

*(Complete separately for each essential action)*

## Analyze the problem

### Conduct analysis

*Use this free space to note the results of Why-Why-Why analysis, process flowchart or other root cause analysis (refer to guide annexes for instructions).*

*This is described in section 4.2 and Appendices 2 and 3. Consider including some notes on the following questions:*

- *What did the team learn were the biggest reasons for this problem?*
- *What problem seems to affect the majority of Vulnerable Children and caregivers?*
- *Was there any information discussed that was particularly new or insightful?*



*Analysis continued*

## Resource analysis

The team should discuss and note the resources available in the community to help solve this problem. For example, the team should consider all of the people and CBOs that could play a role in care, any financial or material support that may be available (such as savings groups, community funds, project), any LGA or state government programs or people that can provide assistance and/or any other resources that they could rely on (grant programs, etc).

Private (Individual philanthropist or companies)	CBOs	Financial	In-kind	Government	Other

## Develop changes for testing

Teams should complete these for one specific essential action. This is described in Section 4.3 in the Guide.

Service area \_\_\_\_\_

Essential action \_\_\_\_\_

Improvement aim \_\_\_\_\_

## Brainstorm solutions/changes

Team should consider the primary causes of the problem and brainstorm all the possible solutions. If a team needs to design a process from scratch, they can brainstorm all of the key steps, people and resources that need to be involved. If the team has done a Why-why-why analysis, this is the same as the last step in that process.

Problems	Causes	Possible changes/solutions

## Testing Changes (PDSA)

### Prioritize a change idea to test

Team should consider the ideas that will best address the root causes, will serve the largest group of clients in need, will be easy to implement, will ensure consistent implementation of standards, and/or other criteria of their choosing. Team should note which idea they prioritized and the criteria they used to determine that. This now becomes a cyclical process. The teams prioritize a change which becomes the first one tested (record in table below). If this change does not lead to improvement or only partially leads to improvement, the team decides on the next change (#2) and so forth.

Teams now test changes and record some basic information about their PDSA cycles. This is described in Section 4.4 of the Guide.

	Change idea and Reasons/criteria	Plan (Who will test, scale, timeframe, measure, data collection plan)	Do (Observations or notes about testing the change)	Study (what does the data tell you about the effectiveness of this idea? See next section)	Act (will the team keep this change, adapt it, add another change idea to complement it, or try something new?)	Other notes
1.						
2.						
3.						
4.						
5.						

	<b>Change idea and Reasons/criteria</b>	<b>Plan</b> (Who will test, scale, timeframe, measure, data collection plan)	<b>Do</b> (Observations or notes about testing the change)	<b>Study</b> (what does the data tell you about the effectiveness of this idea? See next section)	<b>Act</b> (will the team keep this change, adapt it, add another change idea to complement it, or try something new?)	<b>Other notes</b>
6.						
7.						
8.						
9.						
10.						
11.						
12.						

## Measurement

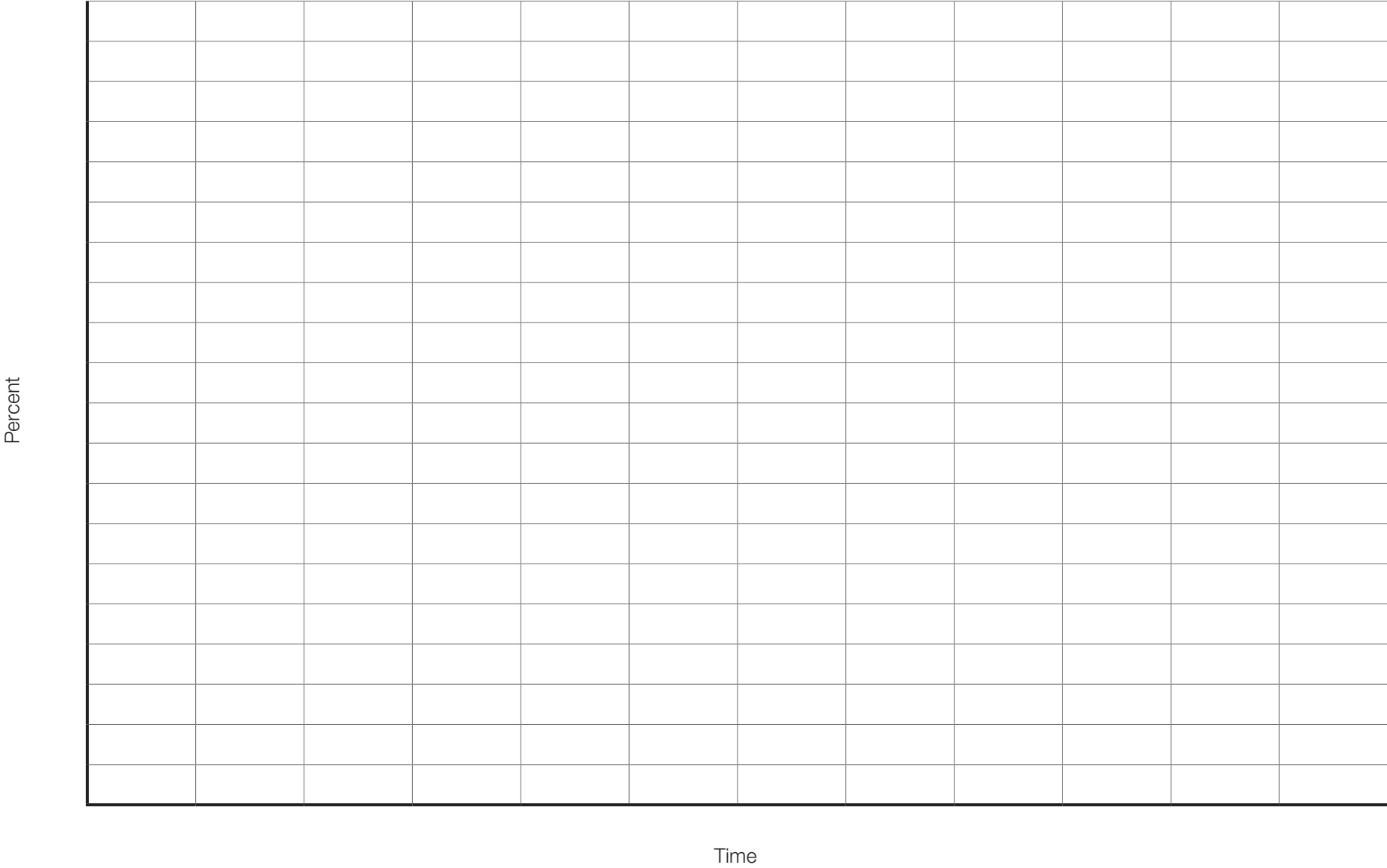
For each indicator, teams should complete the following information about the numerator, denominator and data collection plan. Teams should record the numerator, denominator and percent in the table provided and then plot the information on the graph. This is described in Section 4.5 of the Guide.

Indicator 1	
Define numerator	
Numerator Source	
Define denominator	
Denominator Source	
Data collection plan (Note who collects data, frequency, on what form, how it is aggregated, who plots it, and when it will be analyzed and reviewed.)	

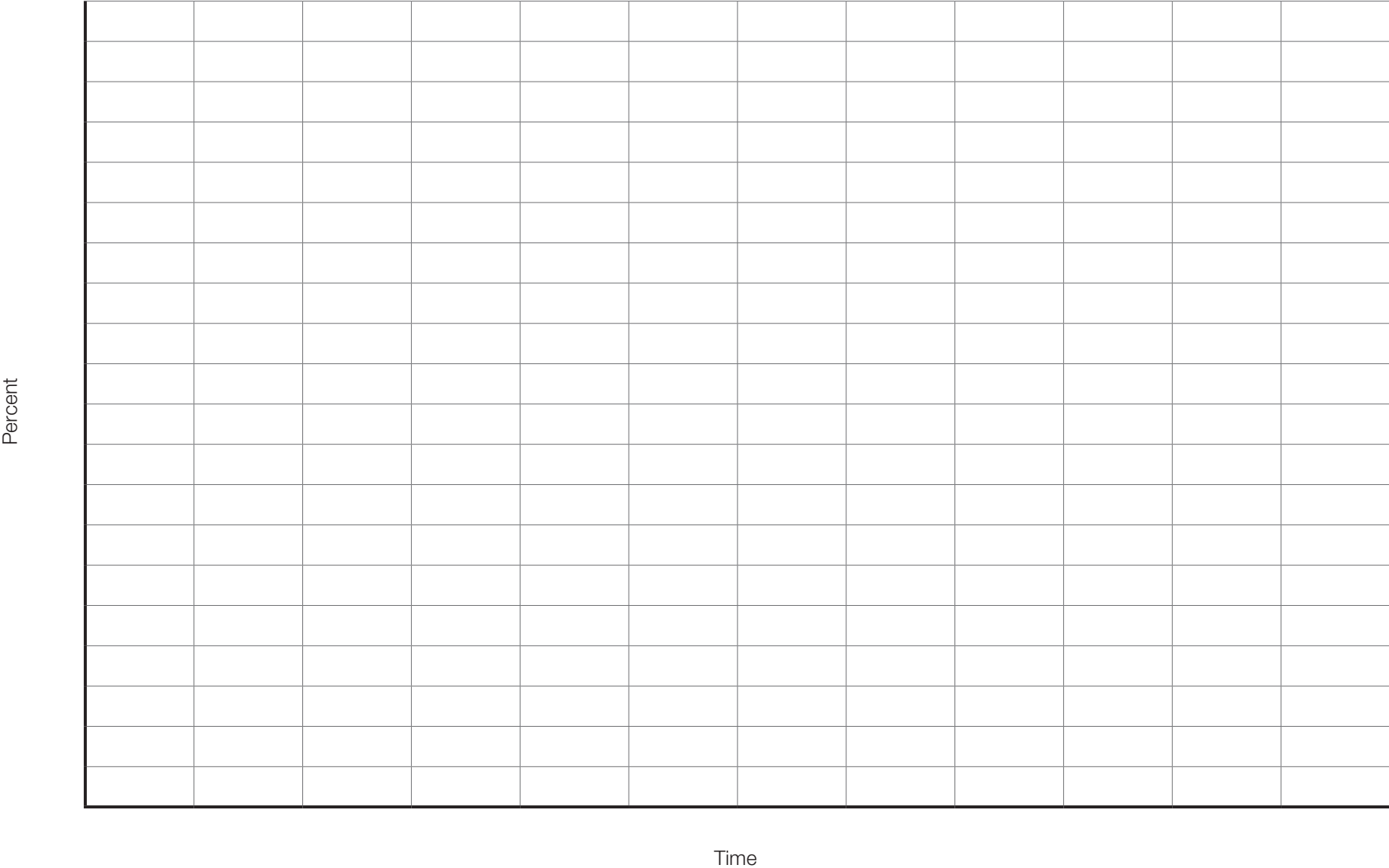
Date												
Numerator												
Denominator												
Percent*												

\* where applicable

Graph



Graph







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