



Developing Internal Quality Improvement and Performance Management Training Modules

To Improve Organizational Efficiency and Effectiveness

Summary: This guidance document, developed in collaboration with the New Mexico Department of Health and the Public Health Foundation, presents a structured approach to developing internal quality improvement and performance management training modules aimed at enhancing organizational capacity. By tailoring training to staff needs, public health agencies can bolster competencies in data analysis, identifying improvement areas, and implementing strategies for enhanced performance.

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Introduction

This guidance document outlines a structured approach to developing internal quality improvement (QI) and performance management (PM) training modules. Training modules can enhance staff capabilities in QI and PM methodologies, ultimately improving organizational efficiency and effectiveness in delivering public health services.

State and territorial health agencies may plan to develop QI and PM training modules to:

- **Enhance staff skills:** By providing tailored QI and PM training, public health agencies can improve staff competencies in analyzing data, identifying areas for improvement, and implementing strategies to enhance performance.
- **Foster continuous improvement:** By equipping staff with QI and PM skills, agencies not only improve staff capabilities but also empower them to identify opportunities for enhancing service delivery and operational efficiency. Such support promotes a culture of continuous improvement, where employees are valued for their contributions and are integral to improving organizational effectiveness.
- **Increase employee engagement:** Investing in employee development through training modules can boost morale, engagement, and job satisfaction. Employees who feel supported in their professional growth are more likely to be motivated, productive, and committed to organizational goals.
- **Align with regulatory standards:** Many health departments must adhere to accreditation and regulatory standards emphasizing the importance of QI and PM practices. Developing internal training modules ensures that staff are knowledgeable about these standards and equipped to implement them effectively, facilitating compliance and accreditation processes.

This guide was developed in partnership with the New Mexico Department of Health (NMDOH) and the Public Health Foundation (PHF) based on NMDOH's experiences and lessons learned after developing its own internal QI and PM training modules. It is an adaptable roadmap that state and territorial health agencies can use to establish comprehensive QI and PM training modules, fostering a culture of continuous improvement and ensuring alignment with agency goals and objectives. This guide outlines six training module development milestones to consider on your journey. By following these adaptable processes, agencies can effectively plan and implement training initiatives tailored to their workforce's requirements.

Experiences from the Field

NMDOH designed its newly developed [QI and PM training modules](#) to cater to staff across various positions within the agency, ensuring alignment with their roles and responsibilities. By incorporating practical exercises, such as implementing relevant QI projects, the training modules aim to facilitate hands-on learning and skill development among employees. Furthermore, the training modules offer

recommendations for future QI and PM training, providing avenues for further exploration and advancement in these critical areas.

NMDOH accomplished this work by leveraging existing resources and partnerships, such as the [NMDOH Learning Management Center](#) and PHF's [TRAIN New Mexico training platform](#), which streamlined the development and dissemination process, enhancing accessibility and uptake among employees. NMDOH also used pilot testing and ongoing feedback mechanisms to ensure the efficacy and relevance of the training content. Additionally, following the Plan-Do-Check-Act (PDCA) cycle, regular review and improvement cycles will facilitate continuous refinement of the training modules, ensuring their ongoing effectiveness and alignment with agency goals and objectives. Overall, NMDOH's internal QI and PM training modules aimed to equip staff with essential skills and knowledge and contribute to a culture of continuous improvement and excellence within the public health agency.

From start to finish, the comprehensive development process NMDOH has outlined will take 18-24 months. Staff time and vision are essential to developing and implementing the modules.

- **January 2023:** Conduct needs analysis for QI and PM.
- **February 2023:** Establish goals and training objectives, and begin developing training modules.
- **April 2023:** Complete training module development.
- **November 2023:** Review of modules by QI council, launch of pilot, and review/adjustments based on feedback.
- **April 2024:** Publish on TRAIN NM.
- **April – November 2024:** Communicate launch to all staff.
- **November 2024:** Annual review and update.

Milestone 1: Ensure Leadership Buy-In

Ensuring leadership buy-in is essential to developing internal QI and PM training modules. It sets the tone from the top, reinforcing a culture of quality, learning, and growth. Leadership endorsement can provide the necessary resources to do this work, overcome resistance to change, and model any behavior changes required as part of this work. Leaders provide strategic direction, monitor progress, and hold employees accountable, building trust and engagement throughout the agency. Leadership buy-in is essential for effectively developing and implementing the training modules, aligning them with organizational goals, and driving lasting improvements in quality and performance.

Strategies

- **Highlight the organizational benefits:** Gain leadership buy-in by presenting a compelling case for how the QI and PM training modules align with the public health agency's goals, mission, and strategic objectives. Emphasize the potential impact on improving quality, efficiency, and

performance, ultimately leading to better outcomes for the agency, its employees, and its stakeholders.

- **Engage leaders early and often:** Involve key stakeholders, including leadership, from the outset of the planning process. Seek their input, address concerns, and demonstrate how QI and PM training modules will address organizational needs and priorities. Keep leaders informed and engaged throughout development to ensure their buy-in and support.

Experiences from the Field

In the NMDOH context, securing leadership buy-in was instrumental to crafting robust internal QI and PM training modules. Key leadership involved in the development process included the director and deputy director of the Office of Policy and Accountability, the director of workforce development, the director of the Human Resource Bureau, the manager of strategic planning and performance management, and the senior leadership of the QI Council.

NMDOH's pivotal role as an accredited health department inherently facilitated strong leadership endorsement, as leaders were already well-versed in and supportive of QI and PM concepts through the accreditation journey. This support was further solidified by state mandates dictating the department's commitment to QI endeavors. Leadership's proactive involvement spanned from delineating organizational QI and PM priorities to greenlighting essential infrastructure and resources. Specifically leadership support of the QI and PM training modules included:

- Signing off on the QI plan.
- Championing successful project outcomes.
- Facilitating employee advancement through sponsorships for higher learning initiatives.
- Integrating QI and PM training into employees' professional development trajectories.
- Actively celebrating project successes.

Milestone 2: Conduct Needs Assessment and Analysis

Conducting a needs assessment and analysis is essential when developing internal QI and PM training modules to ensure that the training modules effectively address the agency's specific needs and challenges. The needs assessment aims to identify the current agency landscape and any QI- or PM-related gaps in knowledge, skills, and competencies among employees. By thoroughly analyzing these needs, public health agencies can tailor the training modules to target areas needing improvement, aligning them with strategic objectives and operational goals. Additionally, the needs assessment provides valuable insights into organizational strengths and weaknesses, enabling informed decision-making regarding resource allocation and module design.

Strategies

- **Identify the target audience:** Identify a specific group or groups of employees as the primary audience for the QI and PM training modules. Depending on the organizational structure and objectives, this could include frontline staff, managers, supervisors, or other relevant personnel.
- **Gather data:** Gather information to validate the necessity for QI and PM training among the identified target audience. This data may include surveys to assess current knowledge and skills, interviews to understand job-specific challenges, and analysis of job descriptions to identify requisite skills or performance gaps related to QI and PM practices. This comprehensive data collection ensures you tailor the training modules to meet your agency's unique requirements.
- **Analyze current training and resources:** Evaluate the department's existing QI and PM training initiatives and review resources such as training manuals, guides, tools, and templates. Assess the effectiveness of current training programs and identify any areas for improvement or expansion.
- **Review organizational plans and accreditation requirements:** Review any accreditation requirements relevant to QI and PM practices to ensure you are in compliance and alignment with organizational standards. Additionally, you should examine any existing documents, such as a QI plan, workforce plan, health improvement plan, and strategic plan to identify overarching goals and priorities that should inform your training module design. For example, do any QI or PM training goals already exist in a QI or workforce plan? Does an existing strategic plan or health improvement plan include any goals about QI or PM processes that may inform training needs?

Experiences from the Field

NMDOH's needs assessment revealed essential insights into the necessity of, instructional methodologies for, and content for the internal QI and PM training modules. The assessment included a review of organizational directives and statutory obligations. Leadership directives outlined in [New Mexico Statute 9-7-6](#) mandated NMDOH to conduct quality assurance and improvement activities, including participation in accreditation programs, and provide training to enhance operational efficiency. Next, both the 2017 Public Health Workforce Interests and Needs Survey and the 2020 NMDOH Core Competencies Gap Analysis strongly recommended training across all levels of the public health agency. The results of these assessments indicated that executives expressed a need for training in managing organizational change. At the same time the assessments indicated supervisors and managers sought to apply QI processes to enhance programs and services, and non-supervisory staff highlighted the importance of participating in QI practices to improve agency programs and services. Additionally, the 2021 Public Health Workforce Interests and Needs Survey (PHWINS) reaffirmed the need for change management training, with all participants emphasizing its importance across all levels of the agency.

More targeted assessment efforts focused on performance management coordinators and QI council members. NMDOH used the SurveyMonkey platform to gauge QI council members' training backgrounds and experiences. NMDOH used a qualitative needs analysis, informed by experiences and observations, supplemented quantitative data to more comprehensively understand training

requirements. Future targeted surveys and assessments will identify training needs in other segments of the NMDOH workforce, as well.

NMDOH also reviewed existing resources on the NMDOH intranet—such as the QI toolkit page, which has tools, templates, and recorded webinars on QI and PM alongside newly available resources like PM trainings from the New Mexico Department of Finance and Administration and the New Mexico Legislative Finance Committee. This review indicated an opportunity to augment training module resources with [ASTHO's Quality Improvement Learning Series](#), [Data Visualization for Performance Improvement Learning Series](#), [Introduction to Process Improvement](#), and [Change Management e-Learning Course](#). Concurrently, NMDOH reviewed the QI plan to ensure the alignment of any new training resources.

As part of the needs assessment, NMDOH decided that QI and PM were essential to workforce development and employee professional growth and plan to explore incorporating these concepts into staff professional evaluations. NMDOH also recognized that the evolving public health business environment, highlighted by recent surveys and the implementation of the Mass Ingenuity consultant enterprise management system, necessitates adept change management and continual improvement strategies. NMDOH reviewed [Public Health Accreditation Board Standards and Measures](#) to help inform key QI and PM expectations.

Ultimately, all of these findings underscored the imperative for NMDOH to develop comprehensive QI and PM training modules to equip its workforce with the skills and knowledge needed to navigate and excel in the dynamic landscape of public health.

Milestone 3: Collaborate with Partners

Collaborating with internal and external partners when developing internal QI and PM training modules serves several vital purposes. Partners bring expertise, resources, and diverse perspectives, enriching the content and effectiveness of the QI and PM training module. Additionally, partnering with external organizations or experts can help ensure the training curriculum remains up to date with industry best practices and emerging trends. Public health agencies can also develop comprehensive and impactful QI and PM training modules by leveraging partners' strengths.

Strategies

- **Identify potential partners:** Identify potential partners who can contribute to developing and supporting the QI and PM training modules. These partners could include other government agencies, professional associations, academic institutions, private sector entities with relevant expertise and resources, or paid consultants.
- **Assess compatibility and alignment:** Evaluate potential partners based on their compatibility and alignment with your agency's QI and PM goals, values, and objectives. Look for organizations or individuals whose mission and expertise complement the training modules' potential focus areas and target audience.

- **Establish collaborative relationships:** Contact identified partners to explore opportunities for collaboration. Initiate discussions to establish collaborative relationships, outlining the partnership's objectives, scope, and expectations. Clarify roles and responsibilities and develop a shared understanding of how each partner will contribute to the training module.
- **Leverage shared resources and expertise:** Use partners' shared resources and expertise to enhance the quality and effectiveness of the training modules. Such resources may include access to training materials, subject matter experts, facilitators, trainers, funding opportunities, technological infrastructure, or just an outside perspective.

Experiences from the Field

NMDOH had already established a collaborating partner relationship with PHF thanks to a 2016 Public Health Foundation (PHF) QI and PM training and PHF's assistance developing and presenting two QI and PM webinars and a related workshop in 2018. More recently, PHF provided guidance and feedback on NMDOH's QI and PM training modules, NMDOH incorporated PHF's [Public Health Quality Improvement Encyclopedia](#) into the modules, and NMDOH also adopted the [PHF TRAIN](#) learning management system, which was critical to the accessibility and delivery of NMDOH's modules.

NMDOH had a similarly-established collaborative partnership with ASTHO, including previous work on accreditation and performance improvement. ASTHO also collaborated with PHF and NMDOH on the 2018 QI and PM webinars and workshop mentioned above. More recently ASTHO has provided guidance and feedback on the current QI and PM training modules, and ASTHO video trainings are integrated into the QI and PM training modules.

NMDOH also leveraged key internal partners, including the director and advanced trainer staff at the NMDOH Learning Center, who were integral in producing the final online product placed on TRAIN NM. Additionally, the communications team for NMDOH's Office of the Secretary will help market the training to NMDOH employees and promote employee recognition for successful projects.

Milestone 4: Develop Training Curriculum and Materials

A well-designed curriculum provides structured learning experiences tailored to the specific needs and objectives of the agency, ensuring that employees receive comprehensive and relevant training. By developing engaging and interactive training materials, such as presentations, manuals, guides, and online resources, public health agencies can facilitate effective learning and knowledge retention among employees. Furthermore, developing training curricula and materials standardizes training delivery, ensuring consistency and coherence across the agency. Ultimately, investing in developing high-quality training materials empowers employees to apply QI and PM principles in their work, contributing to enhanced performance, efficiency, and outcomes within the public health agency.

Strategies

- **Develop SMART learning objectives:** Begin by developing Specific, Measurable, Achievable, Relevant, and Time-bound (SMART) learning objectives for the QI and PM training modules. These objectives should clearly articulate what participants can accomplish after completing the training. They should also be based on the needs assessment and analysis results.
- **Align with organizational goals:** Ensure that the learning objectives align closely with the goals and priorities of the agency's QI and PM initiatives. By aligning training objectives with organizational objectives, you ensure the training is relevant and contributes directly to achieving desired outcomes.
- **Determine training products:** If applicable, determine the tangible products or outputs you would like participants to complete during the training, such as completed QI and PM projects aligned with organizational priorities. Such training products help participants understand the practical application of the training and provide a clear focus for their efforts.
- **Consider prerequisites:** Identify any prerequisite courses or knowledge areas participants should have before enrolling in the training modules. Consider how you will support individuals in completing these prerequisites.
- **Identify tools and resources:** Identify appropriate QI and PM tools, methodologies, and resources you will highlight during training. Select tools aligned with the training objectives and relevant for participants to apply in their work.
- **Establish timelines:** Establish realistic completion timelines for employees to achieve training objectives and product milestones. Such clarity helps participants stay on track and achieve training goals within a reasonable timeframe.
- **Develop content:** Develop or adapt content for the training series that meets learners' needs and program goals. Content formats may include presentations, handouts, case studies, exercises, and other instructional materials that provide relevant information and practical guidance.
- **Design interactive activities:** Design interactive and engaging training activities to promote learner participation. Consider incorporating group discussions, role-playing, simulations, and hands-on exercises to reinforce learning and encourage active participation.
- **Ensure inclusivity:** Design training materials with language and tones that are inclusive and clear for learners from diverse backgrounds. Use plain language and avoid jargon or technical terms that may be unfamiliar to participants.
- **Align with professional competencies:** Ensure the training content aligns with relevant professional competencies and accreditation measures, if applicable. Such alignment ensures participants develop the skills and knowledge necessary to meet professional standards and requirements.

Experiences from the Field

NMDOH developed separate modules for QI and PM training, recognizing their distinct yet interconnected roles in achieving organizational excellence. Each module begins with entry-level sessions for all employees and progresses to specialized courses for performance management coordinators, supervisors, or managers. These modules culminate in additional career development

opportunities, fostering a culture of continuous improvement and performance excellence. By using existing resources and developing new tools, such as the NMDOH intranet QI and PM toolkit, NMDOH aimed to ensure its staff were equipped with the templates and examples to effectively carry out their projects. Based on the needs assessment and analysis, NMDOH identified and incorporated a training curriculum that focused on several essential QI and PM tools and resources. These included:

- [Aim statements](#)
- [Project charters](#)
- [Fishbone diagram/Cause and effect diagram](#)
- [A3 problem-solving tool](#)
- [Storyboards](#)
- [Pareto Charts](#)

Through this holistic approach, NMDOH wanted to empower its workforce to drive meaningful outcomes in public health initiatives, leveraging the interconnection of QI and PM to enhance processes and address challenges effectively.

Milestone 5: Implement and Incorporate Training

Incorporating new QI and PM training modules in a way that aligns with an agency's assessed needs and training goals will optimize staff skills and enhance performance outcomes. Additionally, to ensure sustainability, it's important to consider both existing and new structures, systems, and programs in the integration of your new QI and PM training modules. Leveraging existing structures and systems and exploring new initiatives where needed, ensures a seamless integration process that maximizes resources and fosters long-term sustainability.

Strategies

- **Decide on the training structure and platform:** Choose a platform for hosting training modules and materials, whether on an in-house platform or by utilizing existing resources from partners. This step is essential for aligning training methods with organizational goals, ensuring the accessibility and effectiveness of training materials, and optimizing resource utilization.
- **Establish an employee recognition program:** Create an employee recognition program to reward successful completion of the training modules and QI and PM projects. Recognizing and celebrating employees' achievements boosts morale and engagement and reinforces the value and importance of QI and PM initiatives within the public health agency.
- **Provide mentorship and support:** Ensure that employees who are experienced in QI and PM can assist and mentor other employees through their projects. Experienced mentors can help employees navigate challenges, apply best practices, and achieve meaningful outcomes in the QI

and PM projects by providing guidance, support, and expertise. Such support fosters a culture of learning, collaboration, and continuous improvement.

- **Plan integration into training programs:** Implement and incorporate training modules into departmental training programs (e.g., through employee onboarding, management training, annual training, professional development opportunities, etc.) to maximize the reach and impact of QI and PM initiatives within the public health agency.
- **Develop a communication plan:** Develop a communication plan to promote the training module to employees, raise awareness, generate interest, and encourage participation. Effective communication strategies, such as email announcements, intranet postings, and staff meetings, help convey the training modules' value, benefits, and logistics while addressing employees' questions or concerns. Communicating about the training modules during the planning, implementation, and evaluation processes will help support effective change management and buy-in. Leadership support during this work is essential, and communication from leadership about the training modules can be very impactful (see the Ensure Leadership Buy-in section).
- **Save training resources in a central location:** Establish shared files or pages on the intranet dedicated to QI and PM training and integrate existing resources to enhance the accessibility, visibility, and usability of the training materials. By centralizing training resources and tools, public health agencies can provide easy access for employees, facilitate self-directed learning and development, and promote ongoing engagement with QI and PM initiatives.
- **Build a project library:** Develop a library of completed QI and PM projects for future reference and customization. Documenting and archiving completed projects, including methodologies, outcomes, and lessons learned, enables agencies to leverage past successes, identify trends, and inform future training and improvement initiatives.

Experiences from the Field

NMDOH's approach to implementing and incorporating its internal QI and PM training modules combined in-house materials with existing training from partners and collaborators. NMDOH selected Articulate software and PHF's TRAIN NM platform to construct and deliver the training series, ensuring the accessibility and effectiveness of training materials. Utilizing resources from the NMDOH Intranet QI Toolkit page, the agency ensured that appropriate documentation and forms were readily accessible for QI and PM projects. NMDOH helped acknowledge employees' achievements in completing the training series and QI and PM projects through an employee recognition program and the agency QI plan's communication plan. NMDOH's QI council members and staff well-versed in QI tools and processes also mentored employees through their QI projects. NMDOH hosted the training modules on TRAIN NM, where it was accessible to all employees as part of the plan to integrate the training into departmental training programs.

Milestone 6: Test, Evaluate, and Adapt

The purpose of testing and evaluating when developing internal QI and PM training modules is to ensure the training program's effectiveness, relevance, and impact. Testing allows public health agencies to

assess the clarity, usability, and functionality of training materials and activities, ensuring they meet the learning objectives and address the target audience's needs. Evaluation helps agencies gauge the training program's success in achieving its intended outcomes, such as improved knowledge, skills, and performance in QI and PM practices. By systematically testing and evaluating the training program, public health agencies can identify areas for improvement, refine training materials and delivery methods, and ultimately enhance the overall quality and effectiveness of each training module.

Strategies

- **Develop and implement an evaluation plan:** Develop and implement an evaluation plan to assess the effectiveness of the training series and QI and PM projects. The evaluation plan should outline specific objectives, methodologies, data collection methods, and timelines for assessing various aspects of the training program, such as learning outcomes, participant satisfaction, and learning application in real-world scenarios. By systematically collecting and analyzing evaluation data, agencies can gain insights into the training program's strengths and weaknesses and make informed decisions for improvement.
- **Construct learner assessments:** Construct learner assessments that directly relate to learning objectives to reinforce learning and measure acquired knowledge and skills. Assessments should align closely with the learning objectives and cover key concepts, principles, and competencies taught in the training modules. By providing opportunities for participants to demonstrate their understanding and proficiency, assessments help reinforce learning and identify areas for further development.
- **Establish a team for QI project assessment:** If applicable, establish a team to assess employees' completed QI projects to provide feedback on each project's practical application and each participant's understanding of the learning material. The assessment team should consist of experienced QI and PM professionals who can evaluate the projects' quality, feasibility, and impact on organizational goals and priorities. By reviewing project outcomes and providing constructive feedback, the assessment team can help employees apply their learning in real-world settings and drive meaningful improvement within the public health agency.
- **Test courses from an end-user perspective:** Test the training modules from an end-user perspective to identify technical or usability issues and ensure a seamless learning experience. Such testing involves piloting the courses with representative learners and gathering feedback on the content, navigation, interactivity, and overall user experience. By soliciting input from end users, agencies can identify areas for improvement and make necessary adjustments to enhance the effectiveness and usability of the training course.
- **Review and analyze evaluation data:** Review and analyze evaluation data collected from various sources, such as surveys, assessments, and project evaluations, to identify trends, patterns, and areas for improvement. Public health agencies should systematically analyze evaluation data to identify strengths and weaknesses in the training program, assess participant satisfaction, and measure the impact of the training on individual and organizational performance. Agencies can make data-driven decisions for training improvement and continuous learning and development by leveraging evaluation data.

Experiences from the Field

NMDOH adopted a systematic approach to testing and evaluating its training modules to ensure they were effective and relevant. Initially, NMDOH conducted a pilot user program, inviting selected employees to participate in the training series and provide feedback. This feedback was invaluable, serving as the foundation for editing and adjusting the training materials better to meet the needs and preferences of the learners. Moving forward, the implementation plan includes considering integrating the training series as a compulsory requirement for employees whose roles necessitate proficiency in QI and PM practices. Additionally, as part of the continuous improvement process, NMDOH has scheduled a comprehensive review of the training series for one year post-completion and annually thereafter, following the [PDCA` cycle](#). This iterative approach ensures that the training modules evolve in alignment with organizational goals and employee needs, ultimately driving enhanced performance and quality improvement efforts across the department.

NMDOH has implemented several strategies to ensure that its continual improvement and follow-up are effective and relevant. The training series is regularly featured as an agenda item for monthly QI council meetings, providing a platform for ongoing discussions, feedback, and updates on the training program. Additionally, NMDOH continually monitors utilization data from TRAIN NM to track the number of accesses to the QI and PM training modules, enabling insights into training engagement and popularity. NMDOH collects employee feedback through student evaluations in TRAIN NM for each training session, allowing continuous improvement based on participant insights. Moreover, NMDOH tracks students' progress in completing their QI and PM projects and how often NMDOH adopts and implements ideas from these projects, providing tangible measures of training impact. NMDOH also established and maintains a QI and PM library, encompassing lessons learned, tools, and methodologies utilized, to further support ongoing learning and reference for new projects,. NMDOH's plans for continual improvement also involve expanding the QI and PM training modules and fostering continued collaboration with partners and other health departments, ensuring that the training modules remain dynamic, responsive, and aligned with evolving organizational needs and industry best practices.

Lessons Learned

NMDOH has gleaned valuable insights from the process of creating the QI and PM training modules that it's used to enhance its training module planning, development, and implementation. The agency has recognized the benefits of collaboration with external organizations, leveraging ready-made training resources to expand its departmental capabilities efficiently. Emphasizing the importance of long-term sustainability, NMDOH has opted for a cautious approach, avoiding direct links to external web-based training to mitigate potential disruptions caused by updates. NMDOH plans to conduct pilot programs, gathering customer feedback to refine content, address technical issues, and ensure effectiveness. Looking ahead, the agency intends to review the training series annually, incorporating user feedback through the PDCA cycle and aligning training content with critical documents such as the agency's QI plan, workforce development plan, and strategic plan. By piloting the training with a diverse group of employees, NMDOH has aimed to capture varied perspectives, fostering continual improvement. The agency has committed to leveraging its learning management system, TRAIN NM, to disseminate

training materials and gather ongoing student feedback. A robust communication strategy will promote training availability and celebrate program successes over time.

As we conclude this guide, it's important to emphasize that NMDOH remains committed to adaptability and continuous improvement. Even as we provide this framework for developing internal QI and PM training modules, NMDOH acknowledges that its processes constantly evolve based on internal testing, review, and evaluation. We encourage health agencies to approach their training initiatives with a similar mindset of flexibility and openness to refinement. By continually assessing and adjusting approaches, we can ensure that our workforce remains equipped with the skills and knowledge to drive success and excellence in public health endeavors.

Resources Noted

- [TRAIN.org](#)
- [TRAIN New Mexico](#)
- [ASTHO: Quality Improvement Learning Series](#)
- [ASTHO: Data Visualization for Performance Improvement Learning Series](#)
- [ASTHO: Introduction to Process Improvement](#)
- [ASTHO: Change Management eLearning Course](#)
- [Public Health Accreditation Board \(PHAB\) Resources](#)
- [Public Health Quality Improvement Encyclopedia](#)
- [PHF: Create an AIM Statement or Problem Statement](#)
- [PHF: Team Charter](#)
- [American Society for Quality: Fishbone Diagram](#)
- [American Society for Quality: A3 Report](#)
- [Minnesota Department of Health: Quality improvement storyboard](#)
- [American Society for Quality: What is a Pareto Chart?](#)
- [PHF: The ABCs of PDCA](#)

Additional Resources

- [CDC Quality Training Standards](#)
- [ASTHO Resources](#)
- [PHF Resources](#)