

Continuous Quality Improvement Project

CQI STAFF TRAINING

STATE

<p>Alabama</p>	<p>The State QA Unit is available to provide training on the protocol process to County Coordinators and County QA Committees. They also offer a periodic adjunct reviewer training during which they ask County staff to attend a 2-day training on the review process. This training provides the State staff better opportunity to tap into a pool of individuals who may be able to assist with county reviews throughout the year.</p> <p>Additionally, the Office of QA sponsors meetings of County QA Coordinators for the purpose of providing T/TA in areas common to all counties. For example:</p> <ul style="list-style-type: none"> • Instruction in data analysis and interpretation; • Guidance in organizing and maintaining county QA operations; • Supporting county QA Committees; • Internal tracking systems (e.g. ISPs, etc.); • Recruitment and retention of QA members; and • Training to increase capacity. <p>State QA staff have opportunities to attend training throughout the year in the form of state conferences or meetings. New state QA staff are trained by their supervisor at the inception of their employment and receive continuous training as needs are identified or policies/protocols change. The state QA manager has opportunities to attend Federal conferences each year the latest being the Citizen Review Panel conference in Washington DC in April 2012.</p>
<p>Arizona</p>	<p>Training for CQI staff is completed by the Practice Improvement Manager and experienced PI Specialists. When a new PI Specialist is hired, he or she is trained on the case review process, which includes learning all instruments and practice standards. All CQI staff attend monthly meetings with the Manager. These meetings also serve as training opportunities. For example, the group may jointly review a case and then discuss individual differences in findings. They may also train on CFSR composite measures, Excel or Access skills, writing quarterly reports, etc. Additional data analysis skill building opportunities are optional because the amount of data analysis completed by each PI Specialist varies. At minimum, the State requires that PI Specialists to be familiar with CFSR measures and the agency's primary performance measures, and be able to create charts to present and explain the data.</p> <p>The PI Manager reviews all cases handled by newly hired PI Specialists to ensure accuracy. The Manager provides detailed feedback to the PI Specialist on the quality of each case review. Once the PI Specialist has gained considerable experience in reviewing cases, the Manager pulls one to two cases per quarter to review. This process helps to maintain integrity in the reviews, serves as a training opportunity for new and veteran reviewers, and improves inter-rater reliability.</p>

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Colorado

All ARD staff meet on a monthly basis for a two and one half day consistency training in a central office. Guest speakers will come in to train on various topics. For example, a trainer from the Division of Child Welfare came in to provide the risk assessment training given in the counties. The purpose of these trainings is to ensure that the ARD staff are using the same concepts and language being used in the counties. Reports are run on data within each county to track consistency in reviewers' responses. Staff have discussions around differences in responses that are wider than expected due to normal variation in cases.

Inter-rater reliability is also addressed at the monthly meetings. All reviewers will review the same case, and statistics are calculated determining the percent of agreement and inter-rater reliability. Staff then discuss their responses to each individual question as a group. These conversations focus on applying both what the reviewers know around state policies and rules, the instructions on the review tool, and how reviewers determined their response to each question. This helps increase the consistent application of state policy and the instrument to each individual review. Lastly, these meetings serve as an opportunity to discuss CQI concepts on a broader scale and the ARD's role in the State system.

The ARD staff shadow workers in the field from time to time. This helps the ARD staff remain current on practice and to be more empathetic about the challenges facing workers as well as improve their abilities to tie in intent with the data.

Connecticut

Each Division is responsible for training their own new staff. The majority of training takes place on the job. Occasionally, there are outside training opportunities for CQI staff.

District of Columbia

Training of QA Unit staff depends on job function. Those working on QSRs must complete a two-day training and on-the-job training (shadowing another reviewer). Those working on other QA functions are trained by shadowing other staff. Every year the QSR unit conducts at least one two-day training on the QSR model for internal and external staff, in addition to "refresher" courses for those who have been trained but have not reviewed recently. Trainees include staff from private agencies, the Collaboratives, and all levels of CFSA management, including program managers and administrators.

There are a few data analysis trainings offered through the District, including training on the use of Access and Excel. Several QA staff have been training on Tableau (software used throughout the District for management activities). QA staff are also encouraged to participate in outside trainings and workshops.

Florida

QA reviewers are required by contract to be trained and certified within six months of beginning work in a QA position. Training is provided to QA managers during the quarterly regional meetings.

Georgia

As the process of implementing regional CQI teams was rolled out, very specific training was provided to regional CQI facilitators. They were trained on Gilbert's Performance Engineering Model which promotes the idea that before you start to build your solutions, you have to drill down to find out what the problem really is. All

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facilitators were asked to use this model for the first year to work on issues around well-being. They understand that the nuts and bolts of their work relies in services to families and quality of contacts with children, parents and providers so felt that well-being would be the best area to focus on initially. Facilitators were also provided a pure facilitation skills training as well as an overview of implementation science.

Hawaii

The CQI Project does not have a formal training system for new hires, particularly because of the Project's size. The most recent hires have had substantial interaction with the Project prior to employment and therefore needed only to familiarize themselves with the new job responsibilities. For ongoing training, staff participate in all related DHS-sponsored trainings. Members of the team also attend conferences, including the Conference on Violence, Abuse and Trauma and Hawaii's Pacific Evaluation Association Conference.

Idaho

Regional Case Review Level I reviewers are pulled from a broad range of areas in the State; they include: frontline workers, community partners, university partners, CASA workers, guardian ad litem, Keep Children Safe panel members, Citizen Review Panel members, imbedded trainers, etc. In addition to the mandatory introductory training ([CQI Reviewer Training Power Point](#)), all Level I reviewers receive on-site training from Level II reviewers, following what is described as an apprentice-like model. Level II reviewers are typically senior clinical staff from central office. The specific training given to Level I reviewers and the high level of expertise of Level II reviewers helps to address inter-rater reliability in the State. Additional training is provided on an as-needed basis for Chiefs of Social Work, regional review teams, and Level I and II reviewers.

Illinois

Most training for CQI staff is provided on-the-job. Illinois is now exploring some training options focused on data analysis.

Indiana

Performance & Quality Improvement (PQI) staff received an initial training from the Child Welfare Policy and Practice Group (CWPPG) and continue to make adjustments to the QSR training curriculum for certification. Staff may attend any training put on by Staff Development (e.g. new initiative trainings) and any free-of-charge outside trainings related to PQI.

CWPPG helped the State develop their PQI reviewer training curriculum. Over time, PQI staff have become responsible for facilitating the qualified reviewer training for new reviewers. The curriculum is adjusted regularly to address areas of weakness in the training. All changes are run through Staff Development to make sure that the training is on target and approved for training hours.

Iowa

Most training is informal and conducted in-house. Those staff who are skilled in a particular area will lead others. For example, one staff person has been involved in three of the federal CFSRs and so she has become the lead person on day to day operations involving the CFSR. Additionally, the Bureau Chief conducts training on the Lean/Kaizen business process tools. This is organized starting with a classroom training, and the remaining experiential learning process takes two years to complete. Participants learn the tools, observe their use and then begin adding them to their daily tasks. Once a participant has demonstrated expertise in the tools, he/she is able

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<p>Kansas</p>	<p>to operate more independently.</p> <p>The Performance Improvement (PI) Coordinator/Manager provides training to case readers on the review protocol. Performance Management (PM) Group meetings also serve as an opportunity for case readers to discuss the protocol and any discrepancies in their interpretations of rules and regulations. Additionally, some statistical and CQI related trainings are available through the State training system.</p> <p>Kansas' 2011 APSR describes a Data Summit held in March 2011:</p> <p>Sponsored by Casey Family Programs, this "data summit" provided an opportunity to create improvements in practices and programs by using data and critical thinking to identify areas of need and strategies for building success. Dr. M. Paula Daoust, PhD, spoke about the need to allow time for data analysis and critical thinking. Sharing examples from Prevention, Preservation and Permanency, participants learned how data was captured and analyzed to develop these projects and how it is being used to measure progress toward improved outcomes for children and families. Project participants shared their efforts and successes, including the impact of using data to identify and measure progress toward critical outcomes.</p> <p>Central office hosts an informal monthly meeting called "Data Dabbles" which features interesting topics related to data use. The purpose of this meeting is to increase interest and excitement around data.</p>
<p>Kentucky</p>	<p>The State's ability to train CQI Specialists has been limited by budgetary constraints. Periodically, the State has been able to bring CQI Specialists together for training to cover topics, including: manipulation of data, spreadsheet work, technical skills, and best practice.</p> <p>All new hires in the Family Support or Protection and Permanency departments receive training on the CQI process during their new employee orientation. Regional training coordinators provide this training. Ongoing CQI training is provided to regions by their CQI Specialists, including principles of CQI, how to use the minutes tracking system, and how to input CQI information. Some CQI Specialists also provide onsite technical assistance to their regions.</p>
<p>Maine</p>	<p>Training offered to Performance and Quality Improvement (PQI) staff is based on current needs and initiatives. For instance, PQI staff participated in the CFSR training with other State members when that was being offered. In 2006/2007, there were PQI Committee Programs developed within each district. PQI staff received training on facilitation to help with this process.</p>
<p>Michigan</p>	<p>Division of Continuous Quality Improvement (DCQI) analysts will be trained on DCQI-related activities (e.g. quality assurance and improvement protocols for CPS, foster care, adoptions, etc.). Program-specific training (e.g. CPS, foster care) is offered by the Child Welfare Training Institute to those analysts who need refresher courses. There is also some training on facilitating a DCQI team and other non-DCQI specific topics.</p>

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Minnesota	<p>There is no formal training program for QA Unit staff. There is self-directed learning, sharing of research and resources and a culture of learning exists to constantly ensure staff are well informed. Some Unit staff participate in the National Child Welfare Resource Center for Organizational Improvement's Quality Improvement Peer Network.</p>
New Mexico	<p>All CQI staff have to fulfill the basic training required by the agency. Individual training is provided to staff as they join the Quality Assurance Unit so that they are brought up to speed with the requirements of the job. Staff attend all agency mandated trainings as well as additional training offerings so they can be abreast to what is happening within the agency. Staff were also encouraged to participate in the Federal CFRs to expand their knowledge of the system and to see how some of the instruments used during the process.</p>
New York	<p>The CQI Unit staff receive focused training based on current initiatives, priorities, strengths and areas needing improvement. There has been SPSS training for staff. New staff members are trained in advanced analytics, particularly the use of longitudinal cohort data in determining outcomes.</p>
Oklahoma	<p>The majority of CQI Unit staff begin their positions with previous training on CQI, having had ongoing instrument and reviewer training in the field. Within the first month or two of assuming their new position, CQI staff receive upfront training on the process and the instruments. Additionally, an experienced reviewer will serve as an onsite mentor/coach during the staffers first few reviews. The CQI Unit has monthly staff meetings during which they discuss CQI processes and activities.</p> <p>The CQI Unit is also integrally involved in child welfare training in the State. For each training that is rolled out, the CQI Unit has either been involved in the development of the training or has attended it.</p>
Pennsylvania	<p>There are training opportunities for those in the CQI effort's leadership roles, including: professional development, technical assistance from national experts, webinars, and participation in NRCOI's Peer Network.</p>
South Dakota	<p>The State does not have formal training or curricula around CQI. Reviewers participate on a group phone call one month prior to the review to go through expectations and preparations. They also receive a Reviewer Binder with several preparatory materials.</p>
Tennessee	<p>All employees, from the regional administrators to the frontline workers, are involved in the CQI process. All Department of Children and Families employees must complete CQI training on an annual basis. The training is administered through a web-based training program and covers generic concepts regarding CQI. Additionally, all new employees must complete a 45-minute CQI training within the first week of employment. This training is conducted by the regional coordinator and aims at introducing the employee to the various opportunities to join a CQI team.</p> <p>Skill building opportunities for Tennessee's CQI Unit are provided as needed. There are some opportunities through the Department of Human Services (e.g. courses on SPSS, Excel).</p>

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In January 2011, the State hosted a one-week training for all CQI Coordinators during which they discussed Quality Circles and Quality Practice Teams. The training began with a full day of DiSC (Dominance, influencing, Steadiness, and Conscientiousness) training, which was designed to get everyone thinking about strategically building CQI teams based on each members own work style and personality. CQI coordinators were also trained on the Department's Performance Improvement Plan, Field Focus, and using Quality Service Review data to improve outcomes for children and families. Ruth Huebner and NRCOI's Peter Watson gave the group an overview of CQI in the nation and discussed the State's strengths and opportunities. Tennessee tries to offer a large CQI training once per year.

Texas

New hires on the CFSR Team receive one-on-one training from veteran team members. All new QA Specialists are paired up with experienced specialists for their first few reviews. The majority of training is on the job. If additional training is needed, the Team has access to the Department of Family and Protective Services' (DFPS) Training Division. Monthly calls are held with the entire CFSR Team, as well as with the Program Improvement (PI) Specialists alone. Meeting minutes are kept for all calls. The Team also maintains a FAQ sheet for PI Specialists, which is updated regularly.

New hires on the Investigations Team also receive mentoring during their first few case reviews. On occasion, the Team has trained with DFPS's Training Division. As QA Analysts are spread across the State, the Team holds monthly phone calls to review cases and ensure that everyone is on the same page with the instrument. Meeting minutes are kept for all calls.

Virginia

In 2011, the CQI Unit trained approximately 40 hours on audio and video workshops from the American Society for Quality's Annual Conference. These workshops covered many subjects, including quality theory and quality tools. The Unit also trains on policy and practice changes in the State on an as needed basis.

West Virginia

There is no specific training program for Office of Planning and Quality Improvement (DPQI) staff. New reviewers are paired with mentors to teach them the federal instrument and all of the supplementary policies and procedures from the State. New reviewers are paired with tenured reviewers during reviews until the new reviewers achieve inter-rater reliability.

Wisconsin

CQI Specialists attend numerous trainings, most of which are provided by the State's Regional Training Partnerships. CQI Specialists and our statewide network of QSR peer case reviewers attend a two day training with Ray Foster, Director of Human Systems and Outcomes (HSO). This is followed by two week-long QSRs during which each trainee is assigned a coach/mentor to model and teach them the various case reviewer duties, skills and competencies. Case reviewers who can demonstrate them are awarded certification, enabling them to receive a stipend of \$200.00 per day on subsequent reviews. Paul Vincent, Director of the Child Welfare Policy and Practice Group (CWP&PG) has provided the section with two one-day trainings on coaching and mentoring (2006 and 2011). Peer reviewers are also being trained on the State's safety assessment and planning model in order to generate consistency in their understanding of safety during case reviews.