

PRIMER HANDS ON- CHILD WELFARE

HANDOUT 9.1

Massachusetts Department of Social Services Continuous Quality Improvement Program (Discussion Guide for Learning Forums) and CQI Process Scenario

Deveney, W., Nicholson, J., & Massachusetts Department of Social Services and CQI Staff (2006). *Using Organizational Data to Create the Essential Context for System Transformation in Child Welfare.*

Using Organizational Data to Create the Essential Context For System Transformation in Child Welfare

William Deveney, Ph.D., Assistant Commissioner for Continuous Quality Improvement,

Massachusetts Department of Social Services and the CQI Staff

Joanne Nicholson, Ph.D., Professor of Psychiatry and Family Medicine, University of Massachusetts Medical School
and W. T. Grant Foundation Distinguished Fellow

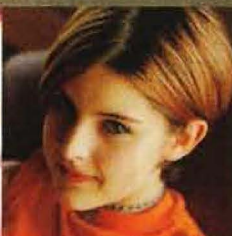
CQI Process Scenario

1. **Review data** — Area CQI Team receives quarterly CQI data.
 2. **Select area of critical inquiry** — CQI Team selects “placement stability.”
 3. **Brainstorm/develop Hypothesis 1** — “The high number of moves is due to children being placed in foster homes that already have 3 or more children living in the home.”
 4. **Determine appropriate data to test Hypothesis 1** — Area Resource Coordinator uses Flow Data Tool, identifies all children meeting the criteria of “high number of moves,” and creates a survey sample of 20.
 5. **Review findings** — placement instability unrelated to foster home volume; group with greatest instability are girls ages 14 to 16.
 6. **Brainstorm/develop alternative Hypothesis 2** — “Adolescent girls may have significant trauma issues that are related to placement instability.”
 7. **Test Hypothesis 2** — review the records and CANS data of adolescent girls with high number of moves; convene focus groups of adolescent girls and foster parents to explore trauma-related issues.
 8. **Review Findings** — 12 of the 15 girls exhibited PTSD related behavior as indicated by the CANS; focus groups confirm the prevalence and impact of traumatic experiences.
 9. **Develop Area Action Plan** — train foster parents and staff to (a) understand the impact of trauma; and (b) better manage adolescent behavior to avoid triggering PTSD symptoms.
 10. **Implement Area Action Plan** — (a) identify foster parent with expertise to provide peer coaching and support to other foster parents; (b) contact local mental health center to assist with on-going training; (c) request additional training for staff and foster parents through the CWI.
 11. **Roll-up to Regional Offices in Quarterly Learning Forums** — Area Team presents learning and Action Plans; Regional Management Team identifies and prioritizes resources to support Action Plans; Regional Team forwards learning and CWI resource requests to Central Office.
 12. **Roll-up to Central Office in Semi-Annual Learning Forums** — Regional Management Team presents Regional CQI Plan to Senior Staff, including requests for professional, programmatic, or policy development.
 13. **Develop Statewide CQI Report** — includes (a) review of performance, achievements, activities, learning, and areas for improvement; and (b) agenda for development based on priorities and resource availability.
 14. **Present Statewide CQI Report** — to Statewide Steering Committee, and feed back to DSS staff and the public.
-



Massachusetts
Department of
Social Services

CQI



Continuous Quality Improvement Program
Discussion Guide for Learning Forums

P1.0 Practice: Clinical Level

P1.1 Family Centered Practice	<ul style="list-style-type: none"> • How well are we doing engaging families? Empowering them? Building on their strengths and skills? Providing culturally competent services? • To what extent are families participating in decision-making and review forums? 	<ul style="list-style-type: none"> • Family Centered Behavior Scale • Foster Care Review Report • Lead Agency Report
P1.2 Clinical Functions	<ul style="list-style-type: none"> • How well are we doing at providing information, referral and follow-up services? • To what extent are we conducting comprehensive multi-disciplinary team assessments? Are our assessments strengths-based? Do our assessments include signs of safety and child developmental status? Do we have a solid understanding of family functioning, and the social-emotional functioning of children in the family and community? • Do our Service Plans clearly identify child and family strengths and needs? Are specific concurrent planning provisions included? • Are assessments and service plans developed in a timely fashion? • How are we doing at connecting families with appropriate community resources? 	<ul style="list-style-type: none"> • Quality Service Reviews • CANS
P1.3 Foster Family Support	<ul style="list-style-type: none"> • How well are we doing in providing support for our foster parents? Are foster parents fully informed about a child's needs and strengths at the time of placement? • Is there regular visitation to foster homes? • Are homestudies and renewals timely and comprehensive? • Is foster and biological family interaction encouraged and monitored where appropriate? • Are new foster parents well prepared for their roles? • Are foster parents satisfied with the ongoing training they receive? • Are foster parents encouraged to participate in foster care reviews? • How well are we doing in recruiting and retraining foster parents? • How well are we preparing children and families for placement? 	<ul style="list-style-type: none"> • Foster Parent Satisfaction Survey • MAPP Training Evaluation Forms • Foster Care Review Reports • Family Resource Unit Reports • Datamart

P2.0 Practice: Managerial Level

P2.1 Management Team Effectiveness	<ul style="list-style-type: none"> • How well are we doing at building our management teams at area, regional and central office levels? • How well are our teams functioning in terms of leadership, decision-making, problem-solving, conflict resolution, etc. 	<ul style="list-style-type: none"> • Teamwork Self-Assessments • 360 Degree Feedback instruments
P2.2 Regional Office Supports for Practice	<ul style="list-style-type: none"> • How well are regional offices doing in providing support for area clinical and managerial functions. • How useful/effective are the clinical consultation services provided by regional offices? Legal services? Administrative services? Human Resources Development? 	<ul style="list-style-type: none"> • Area Office Feedback
P2.3 Central Office Supports for Practice	<ul style="list-style-type: none"> • How well is the central office doing in providing supports for regional and area clinical and managerial functions? • How is the Child Welfare Institute doing in preparing new social workers for practice? In building the skills of supervisors, line staff and managers? • Is the practice and outcome data provided to regions and areas timely and useful? • How useful/effective are the clinical consultation and Human Resource Development services provided to regional and areas? • Is the financial/budget information provided to regions and areas timely and useful? • How effective are we in helping areas and regions build community resources? Promote family involvement? How effective are we in articulating and disseminating policies in a timely fashion? • How well are we doing in working with external constituencies and developing interagency relationships? 	<ul style="list-style-type: none"> • Regional and Area Office Feedback • Training Evaluation Forms

P 3.0 Practice: Systemic Level

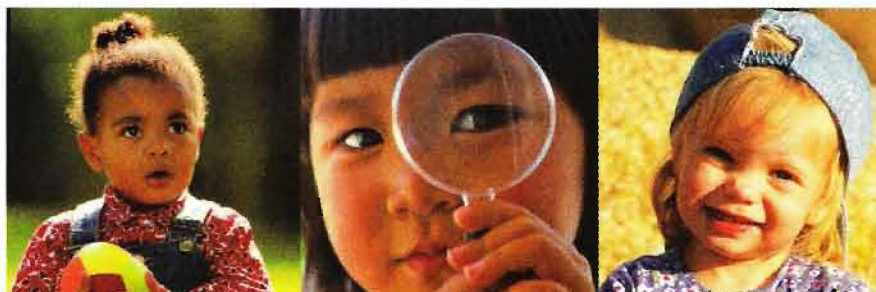
P3.1 Family Networks Functioning	<ul style="list-style-type: none"> • How well are network providers doing in meeting the needs of referred children and families? Are the services provided of sufficient intensity, frequency and duration? Are children and families receiving the right level of care? • Are network providers engaging families and practicing in a family-centered way? • How effective are the Lead Agencies and Regional Resource Centers in brokering and monitoring services for children and families? • Are there providers who are using evidence-based models of service delivery? Are these "preferred providers?" • Are networking services timely, and available to children and families when needed? • Do network agencies deliver services with fidelity to espoused program models? • Do network agencies have internal quality assurance/quality improvement mechanisms and procedures? • Are provider staff well-trained? Do they participate in continuing education offerings? • Are provider and DSS staff functioning as a service team? 	<ul style="list-style-type: none"> • CANS Data • Quality Service Reviews • Lead Agency Reports
----------------------------------	---	---

01.0 Outcome: Safety

01.1 Recurrence of Maltreatment	<ul style="list-style-type: none"> • How well are we doing protecting children from further abuse or neglect? What percentage of children had a second supported investigation of abuse neglect within 6 months of case opening? Within 6 months of case closures? What percentage of children were abused or neglected while in our care? 	<ul style="list-style-type: none"> • Datamart Report
---------------------------------	---	---

02.0 Permanency

02.1 Preservation of Family relationships	<ul style="list-style-type: none"> • How well are we doing in maintaining family connections for children? What percentage of children were never placed during the time a family case was open? What percentage of children were reunited with their parents within 12 months of their removal? What percentage did not re-enter care within 12 months of their return home? • When children do enter out-of-home care, what percentage are placed with their siblings? What percentage are placed in or near their home communities? What percentage have regular (monthly) visits with their parents, and/or other family members? • When children are placed, what percentage are placed with kin/extended family members? 	<ul style="list-style-type: none"> • Datamart Reports
02.2 Placement Stability	<ul style="list-style-type: none"> • How well are we doing at ensuring that children have stability in their living situations? What percentage of children have had more than 2 placements during a twelve month placement period? • How well are we doing at ensuring that children have other permanent living arrangements when they cannot return home? What percentage have legal guardians (within 2 years of being in care)? What percentage were adopted (within 24 months of having that goal identified) or matched with a pre-adoptive family (within 6 months of identifying and adoption goal)? What percentage of adoptions remain stable (for at least 1 year)? 	<ul style="list-style-type: none"> • Datamart Reports



03.0 Child Well-Being

03.1 Enhanced Family Capacity	<ul style="list-style-type: none"> How well are we doing at strengthening parents' abilities to provide structure, supervision, appropriate discipline and nurturing care for their children? Are we helping parents work through/resolve problems related to substance abuse, mental health, domestic violence? Do parents have a better understanding of their children's strengths and developmental needs? 	<ul style="list-style-type: none"> CANS reports Quality Service Reviews
03.2 Child Physical, Social and Emotional Health	<ul style="list-style-type: none"> How well are we doing in ensuring that children receive timely medical/dental exams and services? Do children with mental health needs have reduced levels of symptomatology and improved levels of functioning? To what extent? Are children achieving at school a level commensurate with their abilities? Do they have improved levels of attendance and reduced incidence of school discipline? 	<ul style="list-style-type: none"> CANS reports Quality Service Reviews
03.3 Life Skills and Lifelong Connections	<ul style="list-style-type: none"> For youth leaving our care at age 18, how well are we doing in ensuring that they have skills to successfully navigate the transition to adulthood? What percentage have self-care and daily living skills? Pre-employment (e.g. job search, interviewing) skills? What percentage are employed? Have stable and adequate housing? What percentage of youth leaving care have a stable and close relationship with a supportive, caring adult? 	<ul style="list-style-type: none"> Ansell Casey Life Skills Instrument Adolescent Outreach Report

