County Name: <u>Wyoming</u>   **Date of Plan:** <u>9/17/14</u>

☒ **Initial**

☐ **Update**

Instructions: *Please refer to Section XIX of the Quality Service Review Manual for further assistance in developing the County Improvement Plan (CIP).*

Section I. Team Members
(List the members of the Sponsor Team and members of the Implementation Team(s) and identify co-chairs with an asterisk, if applicable): Brian Waugh, Jacqui Maddon, Gene Caprio, Kiesha Martin, Patty Skrynski and Howard Heise

Section II. Background and Development of the Desired Future State including Priority Outcomes
(Provide a detailed narrative about the process that was implemented during the development of the CIP. Who was involved? What data was reviewed? How did you analyze your data? How were the outcomes determined and prioritized? List and describe the overarching outcomes that were identified. NOTE: Outcomes can be limited to approximately two to four priority areas.)

- **Outcome # 1:** To Improve the truancy rate among all children who have been identified as truant or are at a high risk for truancy in Wyoming County. Academic status and educational stability were chosen as they were two of the lowest indicators on our third round of QSR. Educational stability was 71% acceptable and 29% unacceptable while academic status was 0% acceptable and 100% unacceptable. Two of the five cases reviewed were school age children. Both children have multiple health problems, which has resulted in missing many days of school. One of the children is receiving homebound instruction this school year. The agency is revamping our truancy protocol as well as changing from a private provider to an in house provider.

- **Outcome # 2:** Efforts to Timely Permanency. This is an indicator that the agency has been working on for the past two years. Our third round of QSR showed a 100% acceptable for this indicator, however there are cases that were not reviewed where timely permanency has been and continues to be an issue for this agency. The caseworkers work very hard with families to help them overcome the problems that made placement necessary. Drug and alcohol issues as well as mental health issues continue to take over and put parents on a backward course.

- **Outcome # 3:**
- **Outcome # 4:**

Section III. Plan Strategies and Action Steps to be Implemented and Monitored

(The purpose of the plan is to remind leadership and work team(s) of commitments made, track accountability, and monitor progress. There are essentially three types of continuous improvement planning – quick wins, which can start being identified and implemented as gaps are being identified, mid-term improvement planning, and longer term improvement planning.)

Outcome # 1: To improve the truancy rate among all children in the county								
STRATEGIES[i]	ACTION STEPS[ii]	INDICATORS/ BENCHMARKS[iii]	EVIDENCE OF COMPLETION[iv]	PERSON(S) RESPONSIBLE[v]	TIMEFRAME[vi]	RESOURCES NEEDED[vii]	STATUS[viii]	MONITORING[ix]
To improve the academic status of all truant and high risk for truancy children in the county not only active children with the agency but others as well.	To hire a truancy caseworker. To have the truancy caseworker attend all the Truancy Elimination Plan meetings. The truancy caseworker will follow up on all referrals to the agency that are for truancy only.	Truancy will be addressed early on. Families will be involved with the Truancy Elimination Plan.	The agency will see a reduction in the number of truancy referrals. Students will have greater academic success.	Truancy caseworker and supervisor along with cooperation from the schools.	New program will begin January 1, 2015	New caseworker	Director will request the Civil Service list and begin the process of hiring a worker.	Director will monitor the new hire and oversee the truancy program.

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Outcome # 2 : Efforts to Timely Permanency

STRATEGIES[x]	ACTION STEPS[xi]	INDICATORS/ BENCHMARKS[xii]	EVIDENCE OF COMPLETION[xiii]	PERSON(S) RESPONSIBLE[xiv]	TIMEFRAME[xv]	RESOURCES NEEDED[xvi]	STATUS[xvii]	MONITORING[xviii]
To continue to use Safety and Risk Assessments as a tool to help in the decision making and in deciding when to return children home. To have training on Choosing the Permenancy Goal.	Complete Choosing the Permanency Goal training.	During supervision the caseworker will demonstrate the ability to use the SA and RA to make permanency plans for children in placement. The CW will demonstrate the ability to choose the most appropriate goal for the child and have a plan to finalize that goal.	All CW will have cpompleted the training and children in placement will have the appropriate goal.	SWAN- LSI will do the training. The CW and supervisior are responsible for implementing what they learned as well as for using the SA and RA appropriately.	Training is scheduled for October 17, 2014 at the agency. SA and RA are used continually.	No additional resources are needed at this time.	Training is scheduled.	Director and CW Supervisor will monitor the Caseworker's application of what they learned as well as using SA and RA.

	To participate in Transfer of Learning following the completion of the Choosing the Gial training.	During supervision the caseworker will demonstrate the ability to use the SA and RA to make permanency plans for children in placement. The CW will demonstrate the ability to choose the most appropriate goal for the child and have a plan to finalize that goal.	All CW's will have participated in the TOL session to identify using the knowledge and skills that they learned in the training.	CWRC Program Improvement Specialist OCYF Representative Caseworkers Supervisor Director	Approximately 3-4 weeks after the training on October 17, 2014.	No additional resources needed.	In progress.	Director and Supervisor will continue to monitor application and furather efforts needed as identified.

Month and Year for the next state-supported Quality Service Review: June 2016
State-supported QSRs must occur at least every 3 years, but frequency cannot occur more than once every year.

1**Strategy**: The overall approach/plan to achieve the outcome. Several strategies may be identified for each, but should all connect to the particular outcome you are trying to achieve.

ii **Action Steps**: Clear and specific steps to be taken to achieve the strategy. There may be several action steps identified for each particular strategy.

iii **Indicators/Benchmarks**: These indicate how the strategies and action steps will impact the outcome as well as indicating how progress is measured.

iv **Evidence of Completion**: Evidence that verifies that each individual action step has been completed.

v **Persons Responsible**: The individual who is responsible for completing each individual action step.

vi **Timeframe**: Expected time of completion for each individual action step. Consider Quick Wins (completed in 30 days), mid-term improvements (completed in 6 months); and longer-term planning and continuous improvement goals.

vii **Resources Needed**: Resources needed to achieve the strategy or action step. May include, but is not limited to, financial resources, partnerships with technical assistance providers, and staff resources.

viii **Status**: Progress toward completion of each action step upon review of the County Improvement Plan.

ix **Monitoring**: Although monitoring occurs after implementation, how a plan is to be monitored is actually established during the development of a plan. After the written plan is developed, the continuous improvement team takes increasing ownership of the improvement efforts. Continuous improvement teams should outline how they will monitor progress and communicate monitoring methods to staff and key stakeholders. Examples of monitoring:
- Implementation Reviews: Measure accomplishments
- Impact Reviews: Measure actual vs. expected impact
- Lessons Learned Review: Address new and emerging questions
- After Action Reviews: What worked, What did not work, What to do differently

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