Handouts for the Webinar

Getting Ready for CQI:
A Webinar for DSS Directors and
Child Welfare Program Managers

May 22, 2013

Presenters
NC DIVISION OF SOCIAL SERVICES
Kevin Kelley, Chief
Child Welfare Services Section

CATAWBA COUNTY DSS
John Eller, Director, and
Katie Turk, Child Welfare Program Manager

MCDOWELL COUNTY DSS
Phillip Hardin, Director, and
Lisa Sprouse, Child Welfare/Family Support Program Manager

Produced by
Family and Children’s Resource Program, part of the
Jordan Institute for Families
UNC-Chapel Hill School of Social Work

Sponsored by
NC Division of Social Services

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PRESENTED INFORMATION

**John Eller** is Director of Catawba County Social Services. A long time Rotarian, Mr. Eller also serves on the following boards: Catawba County United Way Executive Board of Directors, NC Association of County Directors of Social Services, Western Piedmont Workforce Development Board of Directors, Catawba County Community Child Protection & Fatality Prevention Team Co-Chair, and Catawba County Partnership for Children/Smart Start Executive Board. He and his wife Amy have been married for 13 years and have three children.

**Phillip Hardin** is Director of McDowell County Department of Social Services. A native of North Carolina, Mr. moved to Asheville from Atlanta in 1989, after missing the mountains and tiring of the big city. In addition to serving on numerous boards, Phillip and his wife Pam founded “Paws with a Purpose.” Through this organization they and their dogs Chessie and Elwood do therapy dog work, volunteering at hospitals, retirement homes, and in Buncombe County and Asheville City Schools.

**Kevin Kelley** has served as the Chief of the Child Welfare Section of the NC Division of Social Services since October 2011. Prior to that he served in the Child Welfare Section in numerous capacities over the past 13 years, including efforts to enhance the automation capacity of child welfare through what is now known as NC FAST. Kevin began his social work career in another state, but since 1995 North Carolina has been his adoptive home state. He worked at a NC county DSS for three years before moving to the Division. Kevin and his wife Toni have two children, a daughter who is a recent NC State graduate and a son who is a current NC State student.

**Lisa Sprouse**, Program Administrator of the Child Welfare Department at McDowell County Department of Social Services, has been a social worker for 26 years—5 years with Hospice of McDowell County and 21 years in child welfare at McDowell DSS. She serves on numerous committees and boards, including her county’s REAP Committee, the McDowell Multi-disciplinary Committee, Child Collaborative Committee, Reclaiming Futures Fellow, McDowell County Schools Parent Advisory Board, Gear Up Parent Advisory Board, and the Grace Community Church Benevolence Committee. Lisa and her husband have been married for 20 years and have one child.

**Katie Turk** is a Child Welfare Program Manager with the Catawba County Social Services. She has been with her agency for the last 12 years and has been a manager where she oversees CPS intake, investigations and CPS in- home for the last 3 years. Previously she was the CPS Forensic Supervisor for Catawba County and served on the Multi-disciplinary Team with the Catawba County Child Advocacy and Protection Center. She serves on a variety of community committees to help educate and prevent child abuse and neglect in Catawba County and across the state of North Carolina. She also serves as a Board Member of the NC Professional Society on the Abuse of Children (an affiliate of the national organization APSAC).
## Systemic Factors

<table>
<thead>
<tr>
<th></th>
<th>FY 2011 Statewide Performance Standard</th>
<th>NC’s Most Recent Performance</th>
<th>X County’s Most Recent Performance</th>
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</thead>
<tbody>
<tr>
<td>1. Annual social worker departure rate (excluding retirements, deaths, and reduction in force) [FY 2011 CW Staffing Survey]</td>
<td>15%</td>
<td>21.84%</td>
<td>0%</td>
</tr>
<tr>
<td>2. Child welfare staffing gap or surplus [FY 2011 CW Staffing Survey]</td>
<td>Meets</td>
<td>Meets</td>
<td>x</td>
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<tr>
<td>3. Increase in the annual percent of supervisors certified in child welfare supervision</td>
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<tr>
<td>4. Increase in the annual percent of managers certified in child welfare supervision</td>
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## Core Child Welfare Achievements

### Prevention

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<tr>
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<th>FY 2011 Statewide Performance Standard</th>
<th>NC’s Most Recent Performance</th>
<th>X County’s Most Recent Performance</th>
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</thead>
<tbody>
<tr>
<td>5. Annual rate of reports of child maltreatment (per 1,000 children) [SFY 2012]</td>
<td>58.32</td>
<td>0</td>
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</tr>
<tr>
<td>6. Annual rate of child victimization (per 1,000 children) [SFY 2012]</td>
<td>14.96</td>
<td>0</td>
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### Child Protective Services

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<tr>
<th></th>
<th>FY 2011 Statewide Performance Standard</th>
<th>NC’s Most Recent Performance</th>
<th>X County’s Most Recent Performance</th>
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<tbody>
<tr>
<td>7. Annual % of maltreated children who are not repeat victims of indicated maltreatment [2012 Q1 – 2012 Q4]</td>
<td>94.6%</td>
<td>93.03%</td>
<td>0%</td>
</tr>
<tr>
<td>8. Annual % of CPS reports screened out [FY 2011 CW Staffing Survey]</td>
<td>33.24%</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>9. Annual % of children who enter foster care who are nonwhite [SFY 2012]</td>
<td>44.65%</td>
<td>0%</td>
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</tr>
<tr>
<td>10. Annual % of repeat maltreatment for children who receive in-home services</td>
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### Foster Care

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<thead>
<tr>
<th></th>
<th>FY 2011 Statewide Performance Standard</th>
<th>NC’s Most Recent Performance</th>
<th>X County’s Most Recent Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>11. Annual % of children in foster care who have not been maltreated by a foster parent or facility staff member [2012 Q1 – 2012 Q4]</td>
<td>99.68%</td>
<td>99.73%</td>
<td>0%</td>
</tr>
<tr>
<td>12. Annual % of foster youth in care for 12 months or less who have 2 or fewer placements [2012 Q1 – 2012 Q4]</td>
<td>86%</td>
<td>88.42%</td>
<td>0%</td>
</tr>
<tr>
<td>13. Annual % of foster youth in care for 12 months but less than 24 months who have 2 or fewer placements [2012 Q1 – 2012 Q4]</td>
<td>65.4%</td>
<td>68.37%</td>
<td>0%</td>
</tr>
<tr>
<td>14. Annual % of foster youth in care for more than 24 months who have 2 or fewer placements [2012 Q1 – 2012 Q4]</td>
<td>41.8%</td>
<td>39.06%</td>
<td>0%</td>
</tr>
<tr>
<td>15. Annual % of children in foster care who are nonwhite [2012 Q1 – 2012 Q4]</td>
<td>46.02%</td>
<td>0%</td>
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### Permanency

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<thead>
<tr>
<th></th>
<th>FY 2011 Statewide Performance Standard</th>
<th>NC’s Most Recent Performance</th>
<th>X County’s Most Recent Performance</th>
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</thead>
<tbody>
<tr>
<td>16. Annual % of children experiencing re-entries into foster care within 12 months of their discharge [2012 Q1 – 2012 Q4]</td>
<td>9.9%</td>
<td>5.90%</td>
<td>0%</td>
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</table>

### Reunification

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<thead>
<tr>
<th></th>
<th>FY 2011 Statewide Performance Standard</th>
<th>NC’s Most Recent Performance</th>
<th>X County’s Most Recent Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>17. Percentage of youth who achieve permanency through reunification within 12 months (assuming in care 8 days) [2012 Q1 – 2012 Q4]</td>
<td>75.2%</td>
<td>59.73%</td>
<td>0%</td>
</tr>
</tbody>
</table>
## CHID WELFARE ACHIEVEMENTS

### Adoption

<table>
<thead>
<tr>
<th></th>
<th>Description</th>
<th>2012 Q1 - 2012 Q4</th>
<th>2012 Q1 - 2012 Q4</th>
<th>2012 Q1 - 2012 Q4</th>
</tr>
</thead>
<tbody>
<tr>
<td>18</td>
<td>Annual percentage of children who left foster care through adoption in last 12 months who were adopted within 24 months of their last entry into foster care</td>
<td>36.6%</td>
<td>36.55%</td>
<td>0%</td>
</tr>
<tr>
<td>19</td>
<td>Annual percentage of nonwhite children free for adoption who are adopted within 1 year of TPR [2012 Q1 – 2012 Q4]</td>
<td></td>
<td>72.01%</td>
<td>0%</td>
</tr>
<tr>
<td>20</td>
<td>Decrease in the annual percentage of adoptions that disrupt or dissolve</td>
<td></td>
<td></td>
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<tr>
<td>21</td>
<td>Increase in the annual percentage of TPRs that are finalized timely</td>
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</table>

### Transitions from Foster Care to Adulthood

<table>
<thead>
<tr>
<th></th>
<th>Description</th>
<th>2012 Q1 - 2012 Q4</th>
<th>2012 Q1 - 2012 Q4</th>
<th>2012 Q1 - 2012 Q4</th>
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</thead>
<tbody>
<tr>
<td>22</td>
<td>Percentage of youth aging out of care who have employment earnings in the first year after turning 18 [turned 18 2010 Q4 - 2011 Q3]</td>
<td></td>
<td>41.35%</td>
<td>0%</td>
</tr>
<tr>
<td>23</td>
<td>Annual percentage of eligible youth 18-21 who sign a CARS agreement</td>
<td></td>
<td></td>
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<tr>
<td>24</td>
<td>Percentage of eligible youth who pursue post-secondary education with NC Reach and ETV</td>
<td></td>
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</table>
**STAGES OF IMPLEMENTATION**

1. **Exploration and Adoption**
   
   *Goal of this stage:* To determine whether there is a match between community needs and resources in order to make a decision about moving ahead with proposed changes. This stage includes assessment of readiness.
   
   *What the research says:* Implementation outcomes are better when advantages are demonstrated to outweigh the disadvantages and positive future outcomes are demonstrated during the exploration stage (Panzano, cited in Fixsen, et al., 2005).

2. **Program Instillation**
   
   *Goal of this stage:* To prepare for implementation by putting in place structural supports needed to move to initial implementation. These supports can include funding streams, human resources, policy development, realignment of staff, obtaining needed technology, staff training, etc.
   
   *What the research says:* Planning for instillation in the exploration stage ensures adequate resources. Instillation has been largely ignored in human services when compared to other fields; this has led to failed implementation attempts in human services. On average this phase takes 2 to 6 months (Fixsen, et al., 2009).

3. **Initial Implementation**
   
   *Goal of this stage:* To support staff through the “initial awkward stage” of initial implementation through technical assistance and coaching (Joyce & Showers, 2002 cited in Fixsen, et al., 2005).
   
   *What the research says:* Positive outcomes have been linked to the extent to which an organization is seen as a learning organization, the type of decision making structures, and the availability of resources during the initial implementation phase. The degree of top management support during this phase is also related to implementation outcomes (McCormick 1995, cited in Fixsen, et al., 2005).

4. **Full Operation**
   
   *Goal of this stage:* To integrate new learning into all aspects of practices and policies at the individual, organizational, and community levels. New practices should become “accepted practice” (Faggin, 1985, cited in Fixsen, et al., 2005).
   
   *What the research says:* Fidelity of implementation is key to seeing in full operation the desired outcomes that were described during the exploration stage. During this stage monitoring of fidelity is an important component of reaching full operation.

5. **Innovation**
   
   *Goal of this stage:* To refine and expand on practices without creating “program drift” and threats to fidelity (Mowbray 2003, cited in Fixsen, et al., 2005).
   
   *What the research says:* Innovation will be more successful if attempted after a period of skillful practice with fidelity to the original model (Winter & Szulanski, 2001, cited in Fixsen, et al., 2005).

6. **Sustainability**
   
   *Goal of this stage:* To continue to implement accepted practices through periods of internal and external change in order to support continued effectiveness (Fixsen, 2005).
   
   *What the research says:* Activities related to building sustainability must be part of every stage from exploration on; they should never end. Expanding support must occur throughout implementation (Khatri & Frieden, 2002, cited in Fixsen, et al., 2009).
<table>
<thead>
<tr>
<th>Domain</th>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
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<tr>
<td><strong>Climate</strong></td>
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<tr>
<td>1.</td>
<td>Managers and supervisors in our agency use data as a tool to understand and improve current practices.</td>
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<td>2.</td>
<td>All staff in our agency are encouraged to participate in problem solving.</td>
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<td>3.</td>
<td>Senior agency leadership communicates a clear vision for the future.</td>
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<td>4.</td>
<td>All staff understand how data is connected to outcomes for children and families.</td>
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<tr>
<td>5.</td>
<td>Meetings are productive opportunities to improve practice.</td>
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<td>6.</td>
<td>Agency leaders demonstrate the same practices they expect of staff.</td>
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<tr>
<td>7.</td>
<td>Agency leaders hold staff accountable for improving practice.</td>
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<tr>
<td>8.</td>
<td>The DSS Board is engaged in agency practice and continuous quality improvement.</td>
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<td>9.</td>
<td>Opinion leaders in our agency openly support the need to improve agency practice and outcomes.</td>
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<tr>
<td>10.</td>
<td>Agency leaders clearly communicate expectations.</td>
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<tr>
<td>11.</td>
<td>Channels of communication work well and support collaboration across units.</td>
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<tr>
<td><strong>Most staff members in our agency...</strong></td>
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<tr>
<td>12.</td>
<td>…have the skills needed to analyze and interpret data using charts and graphs.</td>
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<tr>
<td>13.</td>
<td>…trust each other and cooperate effectively.</td>
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<td>14.</td>
<td>…are comfortable with technology.</td>
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<tr>
<td>15.</td>
<td>…see themselves as personally responsible for improving outcomes for children and families.</td>
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<tr>
<td>16.</td>
<td>…believe that changes in the agency are needed to improve outcomes for children and families.</td>
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<td>17.</td>
<td>…are flexible and open to change.</td>
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<tr>
<td>18.</td>
<td>…would describe themselves as “comfortable with data.”</td>
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<tr>
<td>19.</td>
<td>…have regular opportunities to update and improve skills.</td>
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<td>20.</td>
<td>…are supported in taking on leadership roles.</td>
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<tr>
<td><strong>Staff Attitude and Capacity</strong></td>
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<tr>
<td>21.</td>
<td>Data shared in our agency is useful for making decisions about our practices and programs.</td>
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<tr>
<td>22.</td>
<td>We have adequate time to review and analyze data.</td>
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<tr>
<td>23.</td>
<td>Technology in our agency is up-to-date and useful for data collection and analysis.</td>
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<tr>
<td>24.</td>
<td>The right groups of people are meeting together to discuss data and problem solve.</td>
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<tr>
<td>25.</td>
<td>In our agency, rules and regulations do not get in the way of improving outcomes.</td>
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<tr>
<td>26.</td>
<td>Staff have access to information and research on best practices in child welfare.</td>
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<td>27.</td>
<td>We have enough staff to focus on improving outcomes.</td>
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<tr>
<td><strong>Resources</strong></td>
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<td>28.</td>
<td>We have strong support for our work from our community partners.</td>
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<td>29.</td>
<td>Key stakeholders are involved in decision making at our agency.</td>
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<td>30.</td>
<td>We have the right community partners on board for becoming more achievement-focused.</td>
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<tr>
<td>31.</td>
<td>Community partners view our agency as the leader in improving outcomes for children and families.</td>
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<tr>
<td>32.</td>
<td>Community partners share a common vision with our staff.</td>
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<tr>
<td>33.</td>
<td>Community partners are committed to working with us for the long term.</td>
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REFERENCES


RESOURCES FOR LEARNING MORE

National Child Welfare Resource Center for Organizational Improvement (NRCOI)
A national resource center (NRC) funded by the Children’s Bureau to provide free, on-site training and technical assistance (T/TA) to State and Tribal child welfare agencies. Through training, technical assistance, research and evaluation, it helps agencies improve management and operations, expand organizational capacity and promote service integration. We focus T/TA in six primary areas, including Quality Improvement. http://muskie.usm.maine.edu/helpkids/

August 27, 2012 Information Memorandum from the CB

Video: Getting Ready for CQI: Lessons Learned from North Carolina REAP Pilot Counties
North Carolina began an effort to create a more achievement-focused child welfare system in 2009. The effort was called REAP: Reaching for Excellence and Accountability in Practice. In this video, leaders from two agencies share their insights about how to successfully prepare for and implement a CQI approach in child welfare. http://fcrp.unc.edu/videos.asp
GETTING READY FOR CQI
A webinar for child welfare agency directors and administrators

Click on the link to download the handouts:
May 22, 2013 webinar handouts

Agenda
1. Brief orientation & introductions
2. Important context for CQI
3. State-level CQI efforts
4. Why is readiness so important?
5. How do we get ready?

Presenters:
Kevin Kelley
NC Division of Social Services
Phillip Hardin & Lisa Sprouse
McDowell Co. DSS
John Eller & Katie Turk
Catawba Co. DSS

Producers:
Mellicent Blythe
Phillip Armfield
John McMahon

Introductions
Important Context for CQI

What do we mean by CQI?

"An ongoing process by which an agency makes decisions and evaluates its progress" (Watson, 2005).

In an agency that has successfully implemented a CQI approach, all agency staff and key community partners are comfortable and well practiced in using a standard model to analyze data and develop goals and action steps.

Why this, why now?

1) Why we do this work: to make a measurable difference in lives of children and families
2) Increasing internal and external pressure for accountability
Necessary elements of CQI Systems:
I. Foundational administrative structure
II. Quality data collection
III. Case record review data & process
IV. Analysis & dissemination of quality data
V. Feedback to stakeholders & decision makers and adjustment of programs & processes

REAP & Other State-Level CQI Efforts

To date: 17 Pilot DSS Agencies
New tools for county assessment & planning:
• Data Dashboard with 24 Achievements
• 4-Step CQI cycle that includes:
  ♦ Community CW Assessment
  ♦ Community CW Achievement Plan
  ♦ Based on community’s strengths and needs
  ♦ Developed with internal and community partners
  ♦ Targeted training and TA provided by NCDSS
REAP Trainings

“Becoming Achievement Focused” (BAF)

First Three Months

REAP Orientation/Kick Off 1 Day

BAF 1: Readiness & Implementation 2 Days

BAF 2: Coaching Skills 2 Days

BAF 3: Using Data Effectively 2 Days

Coaching Skills Train-the-Trainer 1 Day

Adv Data Skills 1 Day

REAP Trainings

1. Adopt Outcome Measures and Goals. Complete Community Assessment
2. Collect data and information
3. Review, analyze and interpret data
4. Apply Learnings: Complete Achievement Plan

4-Step CQI Cycle for Child Welfare

Data Dashboard

- 24 Achievements on Data Dashboard
- NC’s priorities for coming year:
  1. Timeliness to Permanency
  2. Elevating Outcomes Related to Well-Being
- Division working on Readiness Assessment & CQI plan for itself

NC Division of Social Services and the
UNC-CH School of Social Work
**State-Level Efforts**

**TA Gateway**

An online portal for receiving, tracking, and evaluating TA requests and responses
- Analyze and improve accuracy, consistency, & effectiveness of TA provided by NCDSS
- Identify patterns of requests in order to provide targeted consultation for a specific county or state-wide staff development or policy clarification
Currently being piloted by REAP counties to refine system

**State-Level Efforts**

**Quality Case Reviews**

- Following the federal instructions and lessons learned from REAP, NC DSS is developing a model for Quality Case Reviews (QCR)
- Using ideas and input from counties about successful models already in place
- Will replace state CFSR process

**State-Level Efforts**

**Staff Development: ncswLearn.org**

- Attendance and completion rates used to plan type, location, and number of training events each year
- Participant Satisfaction Forms (PSFs) guide trainer development, curriculum revisions, and use of training sites
- Individualized Training Assessment (ITA) can be used by workers and supervisors to select and prioritize trainings needed to develop worker competencies
Why Is Readiness So Important?

15+ years of research on implementing new approaches/models
A process, not an event
Stages: begin before starting something new and extend to full integration of new practice
Critical activities exist for each stage
It takes time (2 to 4 years is typical)

Implementation Science & Readiness

Why do I need to know about implementation?

Key activities at each stage make it more likely practice change will succeed
Skipping stages can lead to setbacks & wasted effort
A cure for cancer is useless without an effective device for delivering the medicine
Successful child welfare practices are useless without an effective and sustainable way to deliver them
Implementation is the device
**REAP Implementation**

1. Getting ready
2. Doing
3. Sustaining

**Stages of Implementation**

1. Getting ready
2. Doing
3. Sustaining

**How Do We Get Ready?**
Key Areas of Readiness for CQI

1. Agency climate
2. Staff attitudes and capacity
3. Resources
4. Community partners

Key Areas of Readiness for CQI

1. Agency Climate

The collective attitude or perceptions shared by employees about their work environment.

Parallel process in organizations

- Management
- Supervisors
- Workers
- Families/Children
Panel: Agency Climate

Use your chat pod:
1. What are you doing in your agency to develop a positive agency climate and one that supports CQI efforts?
2. What are your biggest challenges in this area?
3. What questions do you have for the panel about agency climate at the state or local level?

Key Areas of Readiness for CQI

2. Staff Attitudes and Capacity

- Degree to which staff believe that change is needed
- Staff agreement that this is the right change to make
- Willingness of staff to change
- Ability of staff to engage in new practices

Panel: Staff Attitudes & Capacity

Use your chat pod:
1. What are you doing in your agency to develop staff attitudes and capacity around the use of data and community engagement?
2. What barriers have you encountered or would you expect?
3. What questions do you have for the panel about staff attitudes and capacity at the state or local level?
3. Resources
Amount and effective use of resources including:
- Human
- Financial
- Technology
- Equipment
- Skills
- Time

Panel: Resources
Use your chat pod:
1. What are you doing in your agency to re-allocate or develop resources (staff, time, money, support, etc.)?
2. What are your biggest challenges in this area?
3. What questions do you have for the panel about resources for CQI at the state or local level?

4. Community Partnerships
- Number of partners on board
- Partners’ perceptions about change
- Level of commitment to ongoing work
- Level of agreement about goals
- Clarity of roles and expectations
Panel: Community Partners

Use your chat pod:

1. What are you doing in your agency to develop or strengthen community partnerships and support for your CQI efforts?
2. What barriers have you encountered or would you expect?
3. What questions do you have for the panel about community partners at the state or local level?

Transfer of Learning

Use your chat box…

1. What is one small thing you will do this week to assess or develop your agency’s readiness for CQI?
2. What can the Division or your peers do to support you in this?

Questions and Answers
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Final Steps

1. Please take a brief survey
   - We will provide link for those logged on
   - Can also access thru ncswlearn.org

2. To receive training credit, you must "Complete Course" WITHIN ONE WEEK
   - Log in to www.ncswlearn.org
   - Select "PLP"
   - Select "Webinars"
   - Click "Enter"
   - Click "Complete Course" button