

Performance & Quality Improvement Newsletter

LaSalle School
Albany, NY

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Upcoming Topics:

- ◆ Satisfaction Surveys
- ◆ Strategic Plan
- ◆ The Alliance Residential Transformation Cohort
- ◆ Program Outcomes

Strategic Plan

Several staff are actively involved in strategic planning, strategic positioning and business planning to promote LaSalle's effectiveness and enhance our standing in the increasingly demanding and competitive environment. All staff contribute to the success of our programs and services, and the achievements of our clients. The following captures a very small, but important part of the strategic plan, and progress we are making therein.

MISSION: Through a dedicated and capable community of staff and associates, inspired by the faith and vision of Saint John Baptist de La Salle, La Salle School provides therapeutic, educational and supportive services designed to accomplish positive, personal growth and lasting change in the lives of youth and families in need.

VISION STATEMENT: We see a future where LaSalle further excels as a service provider of the highest quality within an efficient, effective and integrated system of care that assists families and their children so they realize lasting stability.

One theme that runs through our core domains (programs & services, workforce, administration and supports, leadership/Board and LaSallian Mission) is that all of our programs and departments have formal plans commensurate with their size and scope to achieve their goals and help us realize our mission

Samples of organizational goals and objectives:

- Achieve positive organizational culture and climate through positive job satisfaction reflected on survey results of 80% positive responses or better
- Maintain acceptable retention rates in core departments using comparative data from COFCCA the Alliance for Strong Families and Communities.
- Continue to pursue opportunities to strengthen our workforce through workgroups such as the Child Welfare Workforce Initiative
- Optimize work flow procedures, provide good communication, promote autonomy, participatory management practices, compensation and work load distribution
- Develop a more clear business plan for the Counseling Center
- Leverage the clinic licenses as Medicaid Redesign proceeds in NYS.
- Steadily increase clients to approximately 60 individuals in each outpatient program
- 80% of youth will be engaged and making sufficient progress
- 80% of residential youth will achieve their permanency goal upon discharge, or achieve successful discharge to a lower level of care

Performance and Quality Improvement (PQI) activities assist with achieving program and service area outcomes, and contribute to efforts to improve organizational climate and culture and staff and client satisfaction. PQI encourages the use of data and staff and stakeholder involvement to identify, establish and implement improvement practices that contribute to desired outcomes. This occasional newsletter will be one avenue to encourage staff involvement in PQI.

LaSalle's Alphabet Soup

A guide to the acronyms used on campus

ATPE: The Arts, Technology and Physical Education Center on the campus at LaSalle, often referred to as the "Tech Building"

CD Services: Chemical Dependency Services- the treatment for Alcohol and Substance Abuse that we provide as part of the OASAS licensed Outpatient Clinic. It is part of The Counseling Center at LaSalle.

CPS: Child Protective Services: The units operated by local social service districts charged with investigating reports of abuse and/or neglect of children with in families. The unit is also responsible for planning interventions necessary to insure the safety of children once abuse/neglect is identified

MSAR: Maximum State Aid Rate, the rate set by OCFS for the Board and Care services provided to children placed in residential care at LaSalle.

SMT: Service Management Team-LaSalle's management team, primarily consisting of senior managers of the various treatment programs at LaSalle. SMT is supervised by Anne Moscinski and meets weekly

853 School: The term used to describe certain approved, private non-public schools such as LaSalle. The "853" comes from the Chapter of the Legislation approved by New York which enabled schools to become recognized under state law for funding and curriculum



PBIS Updates

Field Day Planning-the PBIS Committee is working hard on the planning for the upcoming Field Day, which will take place on June 25th.

Events include:

- Obstacle Course
- Three Legged Race
- Water Balloon Toss
- Basketball and Volleyball
- And more

If you'd like to volunteer, contact Marilyn Alamillo

School-wide DIBS

Work continues on a plan to implement Daily Individual Behavior Sheets (DIBS) for all students in the school. This will allow staff to track daily in class behaviors, in addition to the other data we currently collect, in order to better identify those who are in need of tier two and tier three interventions and supports.

If you have any questions or suggestions as we work on the implementation process, please contact Jim Meyer.

Council on Accreditation Survey Results

As part of our comprehensive national accreditation, several groups were surveyed directly by COA: Trustees, Staff, clients, and Community Stakeholders (referral sources, licensing and State Oversight Agencies, colleagues in the community). We had a combined total of 139 responses and the results reflected very positive attitudes from staff, clients and the community. Findings have instructive value in terms of identifying strategies to improve job satisfaction and intensify our commitment to organizational climate and culture.

Favorable

- LSS provides culturally sensitive services
- LSS respects the confidentiality of the persons it serves
- LSS is known for its integrity and ethical practices
- LSS work with other community organizations to advocate on behalf of the people it serves
- Personnel are qualified and competent in the performance of their jobs
- My job responsibilities are clearly outlined in my job description
- I receive regular supervision
- I have participated in on the job activities that enhanced my knowledge and skills
- I participate in quality improvement activities within the organization
- Outcome data is used to improve services for consumers

Less Favorable

- I receive annual performance evaluations
- LSS implements changes based on the feedback received from personnel
- I receive information on program outcomes that is useful to me in working with persons served

SOAR Corner

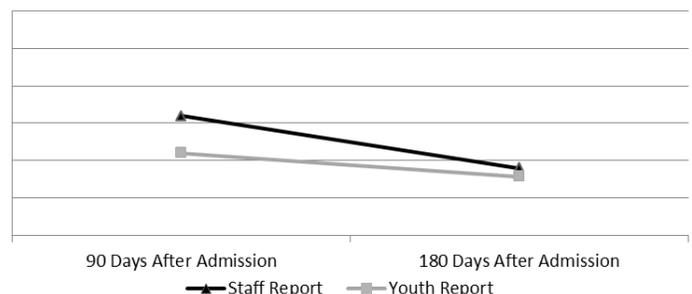
For this quarter’s newsletter, we thought it might be useful to provide staff with some information about the SOAR project in general, as there are a number of new staff that might not have heard a lot about the project. The goal of SOAR is to improve the quality and conditions of life for LSS and SAI clients and their families by making services more effective in achieving outcomes that agency staff and clients have agreed are desirable. The SOAR approach is to systematically measure client characteristics, staff interventions, and client outcomes. This provides information to aid in case planning for individual clients, enables the agency to analyze the actual relationships between services and outcomes, and to make program adjustments so that program expectations are met or exceeded. In order to do this, the agencies need reliable measures of what has occurred during the youth’s stay. To this end, the project developed the Data Informed Practice Process (DIPP) to improve the gathering of information about each youth. Part of this process involves a survey completed by staff at regular time periods.

The Need for Multiple Respondents

Many of the youth come to LSS with different perceptions of what is “normal” and “acceptable” behavior. For example, many often fight with or are disrespectful to others, but they do not usually see why this is a problem or they minimize the effects these behaviors have. This is why the staff perspective is key to understanding changes in youth behavior. Staff can help provide insight into both the actual behaviors of the youth and can help demonstrate the differences in the youth’s perceptions about their behavior. Both of these can be used to help structure services to improve the youth’s behavior.

For example, the diagram to the right shows a large difference in youth and staff perception of youth aggression 90 days after admission. Information like this could be used by staff to help tailor treatment to help the youth better understand when he is being aggressive and the impacts that aggression has on others. By 180 days, staff and youth both report a decrease in aggression and the staff and youth reports indicate similar levels of aggression. This shows that something is working for this youth! Other parts of the survey and client record can help us determine what it is that is working so that we can continue to help this youth.

John Doe's Aggression Frequency while in Residence



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Staff Satisfaction Surveys

This survey was developed and conducted by Workplace Dynamics, a research survey company that surveys workplace employees nationally. A national benchmark of 85 similarly-sized non-profit human and social services organizations was culled from Workplace Dynamics 2014 database of 6,000 organizations for comparison purposes. 97 staff responded, for a total of about 45%.

We received valuable information in several areas, including how employees feel about their day-to-day job, their managers, compensation, role differentiation, work load, team work, opportunities for career development, and more.

Top Ratings:

- I feel genuinely appreciated at LaSalle School
- My job makes me feel like I am part of something meaningful
- I am confident about my future at LaSalle School
- I believe LaSalle School is going in the right direction
- LaSalle School operates by strong values and ethics

Our lowest ratings

- I feel well-informed about important decisions concerning LaSalle School
- At LaSalle School, we do things efficiently and well
- New ideas are encouraged at LaSalle School

Alliance Residential Treatment Cohort-Staff View of Family Engagement

Between March and May of 2015, fourteen focus groups of various staff from clinical, residential, and school programming were convened to discuss goal one "LaSalle will engage families and their children and helped lead them toward stability." Each focus group was asked the following questions:

- From your perspective, what would an engaged family look like?
- What barriers do you think keep families from being engaged in treatment?
- What can LaSalle do to increase family engagement?
- What do you think family stability means?
- What barriers do you think families face in trying to achieve stability?
- Are there things that LSS could do to help families we serve to reach stability?

Much of what staff suggested falls in line with current research and perspectives in the field, adding significant support to the viewpoint of staff. This means that despite the differences between departments within the agency, staff at LaSalle are unified in their ideas about caregiver engagement and stability and are in line with best practices in the field, which is a great place to be.

In the coming weeks, we will be distributing a survey to counties and other agencies responsible for placing youth to determine what they would like to see in terms of family engagement.

Another next step is to finish compiling the results and generate the final report. This report will go beyond just reporting the results, but will also discuss future directions for our work with families aimed at increasing engagement.

Thanks to all staff who participated in the focus groups, your help was instrumental.