

2021 Plan-Do-Study-Act (PDSA) Collaborative on Quality Visits Project Report

Background

From September 2021 through April 2022, the Organizational Process Improvement (OPI) unit at the Wisconsin Child Welfare Professional Development System (WCWPDS) facilitated a Plan-Do-Study-Act (PDSA) Collaborative. In a PDSA Collaborative, local child welfare agencies send a team comprised of Child Protective Services (CPS) and/or Youth Justice (YJ) professionals and a supervisor(s) to learn how to implement organizational change using the PDSA model. All agency teams in the Collaborative focus on the same topic but choose and test their own practice changes.



What is the Plan-Do-Study-Act Model?

Based on the steps of the scientific method, Plan Do Study Act (PDSA) is a four-stage problem-solving model used for improving a process or carrying out a change. PDSA focuses change efforts by helping teams to define their goal, systematically plan a change, evaluate outcomes using qualitative and/or quantitative metrics, examine implementation lessons, and advance positive changes in a subsequent cycle.



PDSA Collaborative Topic Selection

A statewide advisory committee, the Continuous Quality Improvement Advisory (CQI) Committee, used multiple data sources and activities including Wisconsin's Child and Family Services Review data, eWiSACWIS reports, a child protective service worker flash survey, systems mapping, and root cause analysis to choose the PDSA Collaborative topic and formulate the PDSA Collaborative's mission and goals.

2021 PDSA Collaborative Topic & Mission

The topic of the 2021 PDSA Collaborative was improving the quality of visits with children, families, and out-of-home care providers. ***The mission of the 2021 PDSA Collaborative is to have intentional, purposeful, and goal-directed visits with children, parents, and out-of-home care providers that are respectful, tailored to the unique needs of the child and family, and reflect critical-thinking about assessment and case planning in order to build trusting relationships.***

To learn more, read the PDSA Collaborative Charter: <https://wcwpds.wisc.edu/organizational-development-unit/organizational-process-improvement/plan-do-study-act-pdsa-collaborative/>

Theory of Change and Components of a Quality Visit

The Capacity Building Center for States' (CBCFS) theory of change shows how quality visits impact child and family outcomes. Three of the seven core components of a quality CPS/YJ professional visit as defined by the CBCFS were chosen by the CQI Advisory Committee as focus areas for the 2021 PDSA Collaborative. The three focus areas represented the committee's assessment of greatest potential growth areas and allowed opportunities for shared learning between teams.



Source: [Capacity Building Center for States \(2017\). Defining Quality Contacts.](#)

The 2021 PDSA Collaborative chosen focus areas and goals were:



1

Preparation and planning ahead of visits tailored to circumstances of child, youth, or family

Goal 1a: Direct-practice staff thoroughly understand components of prep & planning for visits.

Goal 1b: Direct-practice staff proactively schedule prep & planning time.

Goal 1c: Supervisor support & monitor direct-practice staff in their prep and planning.

Goal 1d: Families experience visits more favorably as a result of improved prep & planning.



2

Follow-up on tasks or concerns discussed previously (this may include difficult conversations about why certain things did not happen as planned)

Goal 2a: Direct-practice staff understand components of effective follow-up and its value for building trusting relationships.

Goal 2b: Direct-practice staff develop & implement a system to create and track follow-up tasks.

Goal 2c: Supervisors regularly elicit & process specific follow up tasks with staff.

Goal 2d: Direct-practice staff increase their preparedness and confidence in approaching difficult client conversation. Supervisors support direct-practice staff in having difficult client conversations.



3

Documentation to support monitoring and follow-up.

Goal 3a: Case notes accurately and succinctly reflect the quality of a visit.

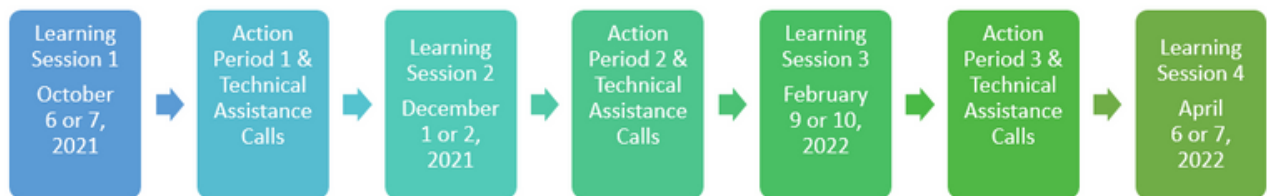
Goal 3b: All documentation is up-to-date and inputted timely.

Goal 3c: The purpose, intent and outcome are documented for all types of visits.

2021 PDSA Collaborative Format

PDSA Collaboratives emphasize active learning techniques including setting and writing goals, making action plans, bottom-up solution testing, measuring change, and planning for spread and sustainability. Teams share ideas with storyboards. Teams are also provided with best practice ideas in a [change package](#). The format of the collaborative is shown below.

2021 PDSA Collaborative Timeline



2021 PDSA Collaborative Teams & Outcomes

Nine agencies sent teams to participate in the 2021 PDSA Collaborative. Teams self-selected their focus areas and designed their projects after exploring agency goals and identifying areas for improvement.

PDSA Team & Focus

PDSA Activities

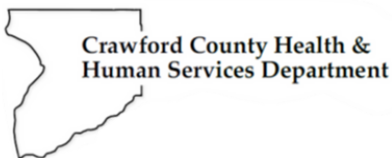
Outcomes



Focus: Preparation & planning

- Tested, revised, and implemented a preparation tool for initial assessment, out-of-home ongoing, and in-home ongoing/youth justice visits.
- Supported implementation by having supervisor discuss completed tools with workers before visits; able to phase out supervisor consult after workers gained experience.
- Built in time during visits to complete the first step of to-do tasks with families (dubbed enhanced assistance tasks or EATS); examples included making phone call for housing or filling out form together.

- CPS/YJ professionals felt the prep tool improved visit organization and completeness of topics addressed.
- Supervisors felt the prep tool was a great tool for training new staff.
- Completing tasks (EATS) with families met with successes (i.e., tangible progress toward a goal, improving engagement by learning that families had barriers such as reading or learning challenges or anxiety regarding the tasks) but also barriers (i.e., visits may not occur at time of day conducive to making appointment phone calls or family resistance to completing task).



Focuses: Preparation & planning; Documentation

- Tested and implemented an agenda tool (used for CPS, YJ, and child welfare visits) that was prepped before visits and shared with families.
- Agenda was designed to be adjusted to each family goals/needs and to each CPS/YJ professional's style.
- Began 2nd project to design and test a structured case note (project still underway). Agenda may be modified further to include information categories identified from new structured note.

- Families felt more information was covered during the visit and they better understood meeting purpose.
- CPS/YJ professionals felt visits were more efficient.
- Agenda always had goals which ensured families saw goals regularly and visits were goal-focused.
- CPS/YJ professionals saved documentation time as they typed notes into the agenda format and copied it into eWiSACWIS. Follow-up items for both CPS/YJ professionals and families were documented consistently with the agenda format.
- Tested existing eWiSACWIS structured note and rejected it as too repetitive and time intensive. Exploring other agency's structured notes for ideas.

PDSA Team & Focus

PDSA Activities

Outcomes



Focus:
Preparation and planning

- Tested, revised, and implemented a preparation tool for ongoing visits.
- Created carbon-copy "direct practice staff to-do list" and "family to-do list" used in visits to write concrete, tangible expectations for making progress toward goals.

- CPS professionals reported that visits were more organized and cohesive.
- Preparation efforts as seemingly simple as reviewing previous case notes and bringing extra pens made a significant difference in our ability to successfully engage with families.
- CPS professionals reported more confidence in their work.
- CPS professionals reported that using the carbon-copy to-do list led to clearer shared understanding of next steps and improved communication with families.
- CPS professionals also felt improved documentation aided corporation counsel in understanding family circumstances.



Focuses:
Preparation and planning;
Documentation

- Revised and implemented a process (tool and method) for facilitating group case consults/staffing. Case consults are completed monthly for all families open for services and include CPS professionals, CPS supervisors, and legal partners.
- Began 2nd project to design and test a revised case note structure. Ho-Chunk Nation does not use SACWIS and has their own documentation system.

- Case consults allowed direct practice staff to build on their existing skills and discuss ideas/resources to move goal progress forward.
- Ho-Chunk Nation will continue using a collaborative process to explore the categories of information needed in case notes and then train all direct practice staff on the new format.



Focuses: Preparation &
Planning

- Created and tested a structured agenda form and duplicate paper to-do list (one copy for CPS professional and one copy for family).
- Built capacity over time using structured agenda - tested a few cases, then used with 50% of cases, then moved to full caseload.

- Barriers to using agenda consistently included difficulty implementing new practices due to habits, time constraints of the job made protecting preparation time hard, and receptiveness of some families.
- Making practice changes was improved by rolling out change incrementally and adding new staff as PDSA team members became proficient and communicated about the change.
- CPS professionals noted that agenda improved visit structure, focus, and comprehensiveness. Agenda also helped staff prepare for delicate conversations.



Focuses: Preparation &
Planning; Documentation

- Tested, revised, and implemented a preparation tool for ongoing and youth justice visits.
- At project end, some CPS professionals adopted usage of the tool and others abandoned. Usage will likely remain optional as the agency learns more about what will best assist direct practice staff.

- Encountered difficulty in uploading preparation tool (Word document) into eWiSACWIS. PDSA Team wanted to save documentation time but technology remained a barrier.
- CPS professionals using the tool reported feeling more prepared, staying on track during the visit, and that follow up tasks were more clearly communicated. Others felt that the tool made it difficult to take notes during a visit because of the many categories and the tool didn't fit for all visit types.

PDSA Team & Focus

PDSA Activities

Outcomes



Focus:
Documentation

- Designed a structured case note template based on Standards and agency practices.
- Tested technologies to save time on documentation including a write to electronic text tablet.
- Created a duplicate to-do list for CPS professional and families to clearly document next steps and date of next meetings.

- Initially, new case noting structure took time and energy to implement. After becoming proficient with the template, case noting become easier. PDSA team members noted they could consistently get their notes finished within 10 days after the visit.
- Permanency plans and case plans took less time to write as case note structure made it easier to find information.
- Case note template was shared with families to increase understanding of topics discussed at visits.
- CPS professionals felt sharing the template with families was helpful for focusing discussions on progress for in-home cases and could also be used in team meetings.



Focus:
Documentation

- PDSA team revised an existing case note template for in-home and out-of-home ongoing cases to be more clear, concise, and user-friendly.
- PDSA team shared example notes and defined clear writing expectations for each template section.
- Tested entering phone call notes directly into eWiSACWIS as call occurred to save time.

- Discussing expectations for clear writing using the case note format allowed CPS professionals to remove fluff from writing and focus on factual and necessary information.
- Notes became more concise and uniform within the unit. Notes become faster to write.
- Working on documentation had downstream effects as CPS professional critical-thinking improved making visits with families more productive, more focused on case goals, and family engagement increased.
- As notes were inputted faster, follow-up occurred quicker as notes were reviewed by staff sooner



Focuses: Preparation & Planning; Documentation

- PDSA team tested a visit preparation tool but abandoned the tool as staff found it to be not user-friendly.
- PDSA team then developed a family management log utilized to track long-term (or expected to be longer-term) family services that tracked family interactions, drug testing results, AODA appointments, mental health appointments, etc. all in one place.

- As this change relates to long-term outcomes, the PDSA team is still measuring for expected outcomes which include saving time writing court reports such as permanency plans or TPR petitions, and faster goal progress if parents are able to physically see progress made over time on the log.
- As a side benefit, PDSA team members gained skills in using Excel in designing the case management log.

Direct practice staff:
"Taking time up front to prepare saves time in the long run."

Supervisor: "Our old documentation was proving it happened. New documentation is that we gather the information we need (prompted beforehand by knowing what we are going to document)."

YJ professional: "Youth were completing assigned tasks and increasing attendance to appointments."

Agency & PDSA Team Outcomes

Organizational Improvement Knowledge and Practices

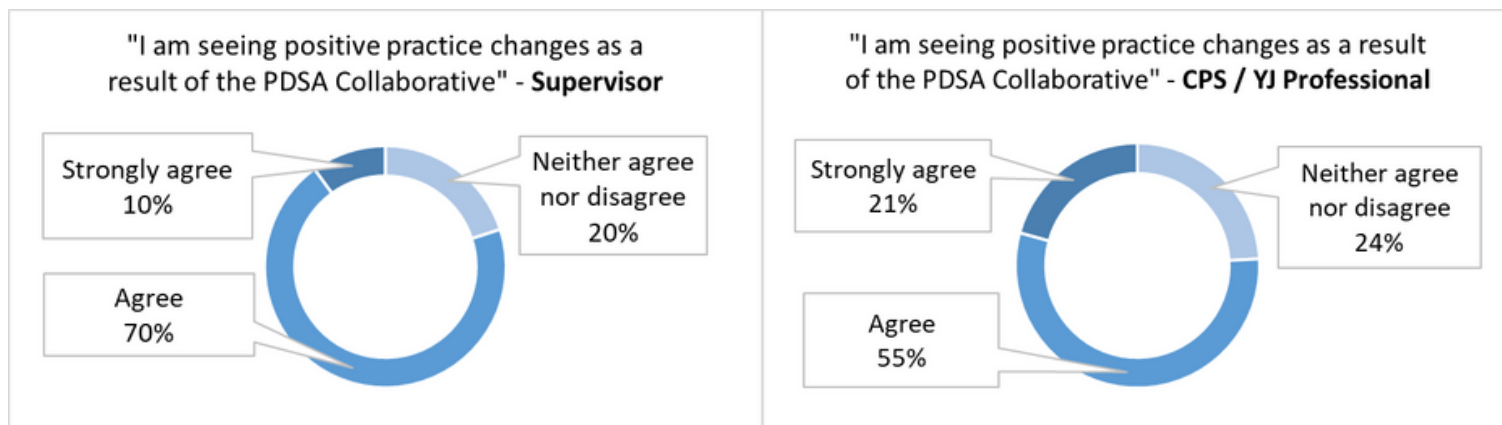
Nearly two-thirds of PDSA Collaborative participants answered questions related to their organizational improvement knowledge before (September 2021) and at the end of the collaborative (April 2022). **On every indicator, average scores for self-report ratings increased after collaborative participation.** The scale used was 1-5, where 1 represented ‘none or very low’ and 5 represented ‘very high’.



Worker and Supervisor Ratings of Practice Change

At the end of the 2021 PDSA Collaborative in April 2022, CPS/YJ professionals and supervisors were asked to complete a survey to share their thoughts on if the PDSA Collaborative led to changes in how individuals approached their work as well as overall changes within the agency. All ten supervisors and 31 of 41 CPS/YJ professionals (76 percent) responded to the survey. The questions were asked in a Likert scale format where 1 = strongly disagree; 3 = neither agree nor disagree; 5 = strongly agree.

Both CPS/YJ professional and supervisor respondents were clear that they were seeing positive practice changes as a result of the PDSA Collaborative. The figures on the following page display these results.



Next, CPS/YJ professionals and supervisors were asked to describe how the collaborative impacted their practice. **Over half of both the CPS/YJ professional and supervisor group stated that their PDSA projects led to improved productivity. Also, between half and three-quarters of both groups stated they also experienced better organization in their work, and increased quality in their practice.** The figures for both groups are seen in the table below.

"I have seen an impact in the following areas as a result of the PDSA Collaborative"

Areas of Improvement	Supervisors		CPS / YJ Professionals	
	Count	Percent	Count	Percent
Improved productivity	7	70%	17	55%
Better organization in my work	5	50%	24	77%
Increased quality in my practice	5	50%	19	61%
Increased personal confidence	4	40%	12	39%
Stronger relationships with my peers	4	40%	10	32%
Stronger relationships with my clients	2	20%	9	29%
More respect from my peers	0	0%	3	10%
TOTAL	10	100%	31	100%

The surveys also asked CPS/YJ professionals and supervisors to assess how their agency stands on a range of themes from Organizational Culture to Peer Relationships. **The largest improvement was seen in the Learning Culture theme which improved 0.3 points for supervisors and 0.4 points for CPS/YJ professionals, on a five-point scale.** Learning Culture is characterized as professional improvement of practice through the use of shared learning experiences and open communication. This improvement coincides with the PDSA model which values CPS/YJ professional - led projects and ideas, team-based experiences, incremental changes, and measurement.

CPS/YJ professionals also saw an improvement of 0.2 points on Organizational Readiness for Change and Organizational Climate - the two areas that were initially scored the lowest. The averages of all questions may be seen in the table below.

Supervisor and Worker Rankings on their Agency and Relationships, Before and After the Collaborative

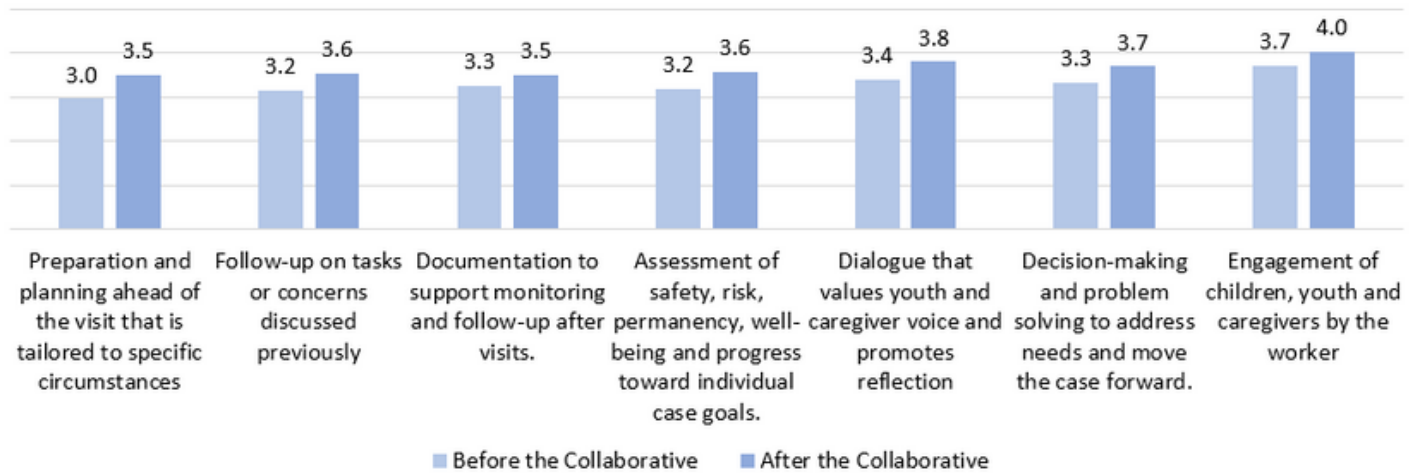
Theme	Supervisor Average (Before)	Supervisor Average (After)	Difference	CPS/YJ Professional Average (Before)	CPS/YJ Professional Average (After)	Difference
Learning Culture	3.7	4.0	+0.3	3.5	3.9	+0.4
Organizational Readiness for Change	3.3	3.4	+0.1	2.9	3.2	+0.2
Organizational Climate	4.0	4.1	+0.1	3.7	4.0	+0.2
Peer Relationships	4.1	4.2	+0.1	4.1	4.2	+0.1
Psychological Safety	4.1	4.3	+0.1	4.2	4.3	+0.1

Workers ranked their current practice level before and after the PDSA Collaborative regarding the seven components of CPS/YJ professional visit practice. Similarly, supervisors ranked their individual staff practice proficiency before and after the PDSA Collaborative. Both the CPS / YJ professional and supervisor groups showed improved scores across each of the seven components.

Regarding CPS/YJ professional's responses on how they view their current practice level in each of the seven components of visit practice, the **greatest improvement was seen in preparation and planning ahead of a visit**, which coincides with the area the majority of groups focused on. Here, preparation and planning went from having the lowest average of 3.0 on a five-point scale, to a 3.5, an improvement of 19 percent. The other component that was focused on by groups, documentation, improved by 8 percent.

Interestingly, the topics not directly addressed in the collaborative also all improved. This may be due to the interrelatedness of these topics, where an improvement in one area such as preparation and planning leads to the downstream affects of better assessment, better progress in the case, and spending less time doing unnecessary documentation. The averages for all seven components are seen in the graph on the following page. The scale used was on a five-point scale where 1 = Needs a great deal of improvement and 5 = Exceptional.

CPS / YJ Professional Averages of their Current Practice Level in Performing Each of the Following Components of Ongoing Caseworker Visit Practice with Children, Caregivers, and Out-of-Home Care Providers; Before and After the Collaborative



Percent Change						
19%	12%	8%	12%	11%	12%	8%

As stated, supervisors assessed their individual staff for their practice level in each of the seven components of CPS/YJ professional visit practice, before and after the PDSA Collaborative. A total of ten supervisors answered this question and assessed 25 CPS / YJ professionals. **Eighty percent of CPS/YJ professionals who had room to improve were viewed as having improved over this time span.**

The scale with which CPS/YJ professionals were assessed was based on a five-point Likert scale, with 1 = 'Needs a great deal of improvement' and 5 = 'Exceptional'. Each of the seven components of visits measured improvement. Similar to the findings noted above, supervisors judged the strongest categories of improvement as preparation and planning (14 percent improvement) and follow-up on tasks or concerns discussed previously (13 percent improvement). The rankings may be seen in the table, below.

Average Rankings by Supervisors of their CPS / YJ Professional's Strengths by the Seven Components of Visit Practice with Children, Caregivers, and Out-of-Home Care Providers; Before and After the 2021 Collaborative			
Seven Components of CPS / YJ Professional Visit Practice	Before the Collaborative	After the Collaborative	Percent Difference
Preparation and planning ahead of the visit that is tailored to specific circumstances.	3.4	3.9	14%
Follow-up on tasks or concerns discussed previously.	3.4	3.8	13%
Assessment of safety, risk, permanency, well-being, and progress toward individual case goals.	3.6	3.8	6%
Documentation to support monitoring and follow-up after visits.	3.6	3.8	5%
Decision-making and problem solving to address needs and move the case forward.	3.7	3.8	4%
Engagement of children, youth, and caregivers by the caseworker.	4.0	4.2	3%
Dialogue that values youth and caregiver voice and promotes reflection.	3.8	3.9	2%

Caregiver and Out-of-Home Care Provider Outcomes

Caregiver / Guardian Survey Results on their CPS / YJ Professional's Visit Practice

In addition to assessing change through surveying agency CPS/YJ professionals and supervisors, the Collaborative also sought to gain the perspective of the families involved in these CPS/YJ professional visits. The PDSA Collaborative requested participants to provide surveys to caregivers and guardians both at the beginning (Fall 2021) and at the end of the Collaborative (Spring 2022). Surveys were anonymous, provided electronically or through paper, and were available in English, Spanish, or Hmong. Additionally, surveys were tailored to CPS or YJ families.

A total of 14 quantitative questions were asked to assess family thoughts on the quality of the visits with their CPS/YJ professionals. These questions were designed to assess six of the seven components of visit practice, such as 'preparation and planning ahead of the visit'. The component of effective practice not asked about was documentation, as families naturally are not involved here. One qualitative question was asked to gain insight into if the family had any suggestions for improving visits with their CPS/YJ professional.

Eight of the nine PDSA Collaborative agencies participated in the survey collection. While the responses provide important insight and an opportunity for families to offer feedback, both the Fall and Spring surveys had a low response rate that was not representative of these agencies, the collaborative, or the state (26 surveys and 14 surveys were collected, respectively). Also, the identities of the respondents in these surveys was purposely not tracked to solicit candid responses, and it is likely that different families were surveyed in these two different time periods. Therefore a before and after review is not possible.

With the caveats noted above in mind, the responses received are shared below to provide some insight into how respondents view the agencies and CPS/YJ professionals they work with. Questions were asked using a five-point Likert scale ranging from 'strongly disagree' to 'strongly agree'.

Across all categories, both before and after the collaborative, respondents were more positive than negative regarding the job done by their CPS/YJ professional, and across every measure the responses in the spring were more positive than the responses in the fall.

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Also of note is that respondents in spring 2022 indicated with 86 - 93 percent agreement that CPS/YJ professionals demonstrated preparation and planning skills specific to their needs, was organized at the meeting, and made good use of the time together. This appears to mirror the findings above where CPS/YJ professionals and supervisors also noted that preparation and planning achieved the greatest improvements. Other areas of strength in the spring survey responses was in the category of 'follow up on tasks or concerns discussed previously', which again mirrors the CPS/YJ professional and supervisor-stated improvements during the PDSA Collaborative. The responses for the 14 items are seen below.

**Percent of Caregiver / Guardian Survey Responses, Across all Agency Respondents;
Fall 2021 and Spring 2022**

Component of Ongoing CPS / YJ Professional Practice and Specific Questions Asked	Fall 2021 (26 responses)			Spring 2022 (14 responses)		
	Agree / Strongly Agree	Not Sure	Disagree / Strongly Disagree	Agree / Strongly Agree	Not Sure	Disagree / Strongly Disagree
Engagement of children, youth, and caregivers (empathy, genuineness, respect)						
My social worker can see my side of things.	69%	4%	27%	100%	0%	0%
I think my social worker and I respect each other.	73%	4%	23%	100%	0%	0%
My social worker asks for my ideas about what would best help my child(ren).	65%	4%	31%	93%	7%	0%
Decision-making and problem solving to address needs and move the case forward						
When my social worker and I come across a problem, we can discuss it and move forward.	65%	4%	31%	100%	0%	0%
Follow up on tasks or concerns discussed previously						
I feel confident my social worker will follow up on requests I make.	58%	12%	31%	93%	7%	0%
My social worker will return my phone calls.	73%	12%	15%	100%	0%	0%
Preparation and planning tailored to specific circumstances of child, youth, and family						
My social worker explains the purpose of our meetings when we meet.	77%	4%	19%	93%	7%	0%
My meetings with my social worker are organized.	69%	15%	15%	86%	14%	0%
My social worker makes good use of the time we have together when we meet.	62%	12%	27%	93%	7%	0%
Assessment of safety, risk, permanency, well-being and progress toward case goals						
I understand my family's plan.	58%	12%	31%	86%	7%	7%
I want to make use of the services CPS is providing me.	88%	0%	12%	100%	0%	0%
Dialogue that values youth and caregiver voice						
My social worker and I have discussed my strengths as a parent.	50%	19%	31%	79%	14%	7%
My social worker and I have discussed areas I can work on.	54%	19%	27%	64%	14%	21%
I was encouraged to give input into my family's goals.	69%	8%	23%	93%	7%	0%

In addition to the 14 questions asked above, families were asked an open-ended question on if they had any feedback they would like to give regarding how to improve visits with their CPS/YJ professional. Some of the direct quotes offered by families is provided below.

"She does an exceptional job."

"I know workers are overwhelmed and overloaded, but the lack of follow through has been a challenge."

"Our social worker is great with communication and assists us in every way we need for us as parents and also the needs of our kiddos!"

"My social worker goes beyond my expectations in helping my son who is in a group home. She has been great to deal with."

"Respect and listen to us. Listen to the professionals instead of what you 'think / feel' is best for our child. Less aggressive behavior, stop the power / control struggle. We are the parents."

[Request for] "more positive things about family and goals."

"Our social worker has been very supportive for all concerned. Some day I will miss her support after our sessions are complete."

Out-of-Home Care Provider Survey Results on their Worker's Visit Practice

At the same time the caregiver surveys were administered, PDSA Collaborative members were encouraged to provide a nearly identical survey to their Out-of-Home Care Providers to solicit their feedback on visits. It was the prerogative of the PDSA teams on whether they administered the provider surveys. In the fall of 2021 a total of 13 responses were received across four agencies, and in the summer of 2022, five responses were received from one agency. While the small response rate from limited agencies leads to an inability to provide before and after or representative responses, the qualitative feedback provided by the respondents was insightful and is provided below.

"[My worker] is excellent!"

"She is very good!"

"Decrease their work load so they can adequately work with families better. The system definitely needs work."

"[Request for the social worker] to actually be more worried about the child's mental health and services needed versus the mother."

"Treat the foster parent and others within the family with concern. Not just the foster child."

Qualitative data from PDSA team storyboards, forms submitted by PDSA teams, and focus group questions were analyzed for implementation and practice themes.

Implementation Lessons

1 - Team-based learning strengthens relationships & increases job satisfaction

- Working in teams to improve practice helped staff bond. They appreciated each other's strengths and diversity of viewpoints as they designed and implemented changes.

2 - We have different ways of doing our work but share a common goal

- Participants designed flexible systems and tools that allow professionals to work in their own way while achieving common system goals.

3 - Organizational change is rewarding but requires significant commitment

- Changes took weeks to months to implement, measuring outcomes takes time and effort, and busy schedules can interfere with plans.

4 - Share generously, steal shamelessly

- Hearing other agency's ideas was a significant source of inspiration for positive changes.

Practice Lessons

1 - Prepping for visits has considerable impacts

- Several teams implemented tools such as a comprehensive preparation checklist or a visit agenda. Taking the time to use these tools to prepare before visits led to:

CONSISTENCY AND FOCUS as safety concerns, family goals, and next steps were discussed in every visit.

PRODUCTIVITY as visits stayed on task; agendas added transparency as families knew what to expect at the visit; conversations became more efficient in time but rich in content.

EFFICIENCY as CPS/YJ professionals spent less time following up on questions or missed tasks after the visit and could document more quickly using agenda/checklist format as a guide. However, teams experienced an adjustment period in shifting more time spent to before visits in order to save post-visit time and resources.

CONFIDENCE for both new and experienced CPS/YJ professionals that they knew how to conduct a quality visit.

2 - Using a case note structure made writing more consistent and efficient

- Several teams created a case note structure or revised an existing structure which led to:

CONSISTENCY in documentation style month to month and within multiple staff by unit.

EFFICIENCY as case note structure became second nature, case note writing became easier, notes were inputted sooner, and included all necessary information. Some teams reported that they saved time writing permanency plans and other court documents because the case note structure allowed them to find needed information faster.

MEANINGFUL COMMUNICATION IN VISITS as the case note structure also had a secondary impact of reinforcing categories of information that needed to be gathered and communicated about at each visit.

3 - Concrete action steps for families & CPS/YJ professionals assist with progress

- Several teams implemented a family to-do's and CPS/YJ professionals to-do's list at each visit. Teams also created a way to leave a to-do list copy with the family either using either carbon paper or a tear-away sheet.

ACCOUNTABILITY increased as both families and CPS/YJ professionals have a clear record of next steps and CPS/YJ professional and family progress on steps is checked at each meeting.

Supervisor: "Creating and implementing the concept was more important than the actual form...I think we have to be flexible in noting that each person practices a little differently."

Supervisor: "Time management is a huge issue in our work. Training to use agendas from the get-go could help with time management."

Multiple supervisors: With preparation, visits were more productive - less asking or forgetting things; able to get that all at once...

Supervisor: "I have a better understanding of what is going on in the case when I am reviewing case notes."

Worker: "I had improved confidence in visits with difficult topics when preparation was done."

Resources

PDSA Topics

The map at right shows participating agencies from 2020 & 2021 PDSA Collaboratives that focused on improving the quality of their visits. Future PDSA Collaborative will focus on new topics as determined by the CQI Advisory Committee.

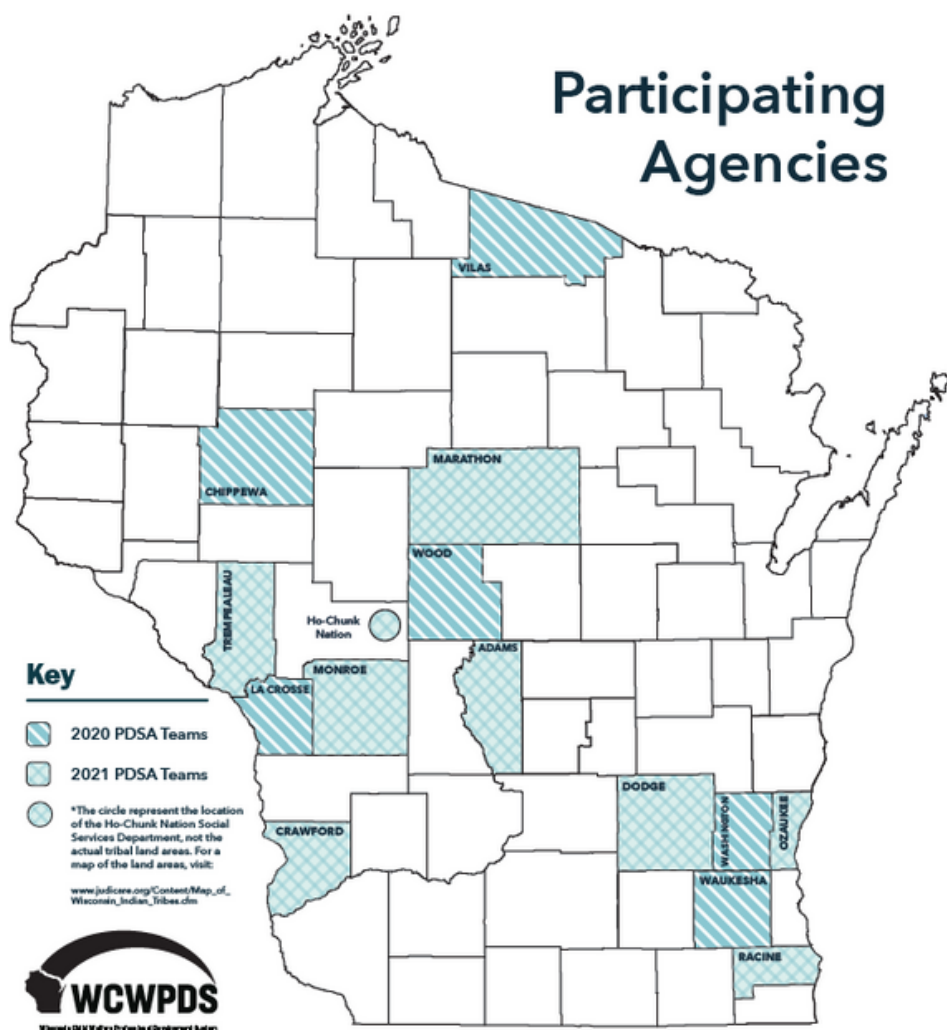
PDSA Online Toolkit

Resources, tools, and examples from PDSA Collaborative teams are available in the [PDSA Online toolkit](#) to encourage statewide sharing of practice ideas. The PDSA toolkit resources were shared at all child welfare and youth justice supervisor regional meetings in Spring 2022.

2022 Public Child Welfare Conference

The OPI unit & the Wisconsin Department of Children & Families will share 2020 & 2021 PDSA collaborative lessons at a conference session entitled 'Save time by increasing intentionality with your family contacts' in September 2022.

Plan Do Study Act (PDSA) Collaboratives on Quality Visits



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- The Wisconsin Child Welfare Professional Development system

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