

## LOCAL DISTRICT SELF-ASSESSMENT CONNECTIONS BUILD 16

### **Background**

Build 16 consists of enhancements to tabs on the Child Protective Record Summary (CPRS) and Investigation Conclusion window, as well as new functionality that pertains to Safety Assessment, Risk Assessment Profile and Progress Notes. Build 16 is the first component of the Case and Financial Management functionality that will be continued into Builds 18 and 19.

This self-assessment is designed to focus the attention of local districts on planning to implement Build 16 as well as on early readiness activities to prepare for future changes. Each self-assessment item listed below is stated as a benchmark. The district should assess its current state of readiness in comparison to each benchmark. The “gap” between current readiness and the benchmark should be noted in the space provided under each item. The action steps to be taken to eliminate the “gap” should be noted in the space provided at the end of each section.

The district’s Implementation Coordinator and Implementation Team should conduct this self-assessment. The team should consist of a cross section of staff that are affected by Build 16 functionality including Child Protective staff as well as staff that provide ongoing services. This process will familiarize these staff with the planning steps they will take to prepare for future builds. The work team should meet at least bi-weekly to monitor progress toward achieving the action items as well as to update the self-assessment as needed.

CONNECTIONS Regional Implementation staff are available to facilitate and support work team meetings as well as help arrange for training or technical support in any area where the agency’s self assessment determines a need for such assistance. Local Districts are encouraged to contact their respective regional implementation coordinators, listed at the end of this assessment to request such assistance.

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**Section I – Organizing the Implementation of Build 16 and Future Builds**

1. The district has designated an Implementation Coordinator and afforded that person the responsibility and authority necessary to prepare the district for implementation. (See Role of Implementation Coordinator in the Implementation section of the OCFS\CONNECTIONS web page).

Gap:

2. The district has formed an Implementation Team to support the Implementation Coordinator. At a minimum, the team consists of representatives of the following:

- Child Protective Services
- Foster Care
- Preventive Services
- Adoption
- Staff Development
- LAN/Security Coordination

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3. The district has identified staff to serve as “helpers” to support other staff through the implementation of Build 16.

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<b>Section I Action Items</b>	<b>Responsible</b>	<b>Due</b>
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**Section II – General Readiness Issues**

1. Key staff responsible for Child Protective Services have a basic understanding of the enhancements and new functionality introduced with Build 16 through one or more of the following:

- Attendance at Regional Forums, NYPWA presentations
- Review of material posted to the CONNECTIONS Intranet Site
- Participation in the RAP pilot
- Meeting with Connections regional implementation staff

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2. Planning to implement Build 16 takes into account the impact of other changes that are affecting the district, such as:

- Agency reorganization
- Budget constraints
- Staff turnover
- Changes in caseloads or service demand
- Concurrent major initiatives

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3. District Administrators have explained changes to CPS documentation and processes to key external stakeholders, such as

- Courts, attorneys
- Funding bodies, financial management agencies
- Agency partners, community groups, advocacy groups
- Voluntary Agencies, Preventive Services providers
- Labor organizations, professional organizations
- Families, clients

Gap:

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4. The district has a plan to enable that all CPS staff (and support staff, if appropriate) to receive CONNECTIONS Build 16 regional lab training.

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<u>Section II Action Items</u>	<u>Responsible</u>	<u>Due</u>
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**Section III – Staff Computer Literacy**

Build 16 most directly affects CPS staff who are already familiar with CONNECTIONS functionality. However, the changes may necessitate the enhancement of computer literacy skills of some CPS staff. In addition, since connections will be used by preventive services, foster care and adoption staff in the not too distant future, it is recommended that the local district assess the computer literacy of all casework staff. A more detailed tool that districts may wish to use to assess staff’s computer literacy is attached to this self-assessment.

1. The district has communicated the expectation that staff, including workers that perform foster care preventive services, and adoption, perform/document work using available functionality within CONNECTIONS.

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2. Staff are familiar with word processing functionality and take advantage of such tools as cut and paste, spell check, formatting, etc.

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3. CPS workers utilize the Notes tab in the current CPRS to record progress notes. Workers that perform on-going case management services utilize State or local templates for the Uniform Case Record and progress notes. Staff file these documents in the system using standard filing conventions to enable access by authorized staff.

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4. CPS and FAD staff are familiar with how to access On-line Help and will be able to take advantage of new context sensitive Help embedded on all CPRS Tabs. Staff know where to direct technical questions.

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5. Where deemed necessary, the district has developed a procedure governing the entry of progress notes narratives by support staff utilizing new the new business function available in Build 16.

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<b><u>Section III Action Items</u></b>	<b><u>Responsible</u></b>	<b><u>Due</u></b>
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**Section IV – Data Clean-up**

Build 16 will be implemented statewide on a single date. Familial investigations assigned as of that date will employ the “new” functionality while those in process as of that date will continue with the “old” functionality. To minimize the confusion inherent in working in “two worlds,” districts should work to minimize the number of open investigations on the date of implementation by cleaning up any overdue determinations. Districts should also take this opportunity to minimize the number of duplicate persons that exist on the database.

1. The district utilizes OCI reports to closely monitor the timely completion of CPS investigations. The district has a plan to complete any overdue stages.

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2. The district has organized a clean up of duplicate persons in the database using data available in the Data warehouse or other OCFS data sources to identify potential duplicate persons. The district has communicated a clear expectation to look for and merge duplicate persons upon case assignment.

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<u>Section IV Action Items</u>	<u>Responsible</u>	<u>Due</u>
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**Section V – Program and Operational Considerations**

1. The district has reviewed, and as appropriate revised local procedures to reflect changes to safety and risk assessments, including:

- New safety structure
- The approval of the risk assessment relative to the approval of the investigation
- The review of a decision to close a case where risk has been assessed as “high” or “very high”

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2. The district has a plan to use risk ratings to prioritize which families receive services and to identify service gaps.

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3. The district has determined whether it needs a procedure to support the entry of progress notes into the CPRS by staff with no role in the investigation, such as case aides.

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4. The district has defined a procedure governing the completion of addendums to frozen progress notes that addresses criteria for when addendums are completed (as opposed to a new note).

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5. The district has defined a procedure for reviewing draft progress notes within 15 day time period.

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6. The district has developed procedures that govern the labeling of an investigation as a Duplicate of an existing investigation, in accordance with OCFS guidelines (pending).

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7. The district has defined a procedure to identify and verify the existence of an open Services case and the entry of the WMS number on the Investigation Conclusion.

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Gap:

8. With the exception material provided by collateral sources, it is now possible to maintain CPS records in an electronic form. The district may wish to consider defining the circumstances under which a hard copy of the CPS record will be produced.

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<b>Section V Action Items</b>	<b>Responsible</b>	<b>Due</b>
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