

HFNY ASR Guidelines

ANNUAL SERVICE REVIEW with Data reports 2018

All programs should complete an Annual Service Review of their program based on the most recent information that is available. The review should be comprehensive, including information about the program's materials, training, and all aspects of the service delivery system (assessment, home visiting, and supervision). It includes input from families and program staff and identifies patterns and trends related to program strengths as well as areas to improve upon such as any culturally sensitive service gaps. The review should be comprehensive with in-depth analyses including the information and headings listed below (references for HFA Best Practice Standards are indicated).

This review should be completed in the fourth quarter of the program's contract year and submitted to their OCFS Program Contract Manager within 30 days after the end of the contract period, as the final report. This review should be reported to the appropriate supervisory or advisory group of the program. The first quarterly report for the following contract year should include any comments made by the advisory board and any action plan in place to resolve issues identified in the review, as well as any steps implemented to resolve issues.

Cultural Competency is relevant to all areas of the program and service delivery and should be addressed in each relevant section. (See HFA Best Practice Standards: Culturally Responsive Services: Useful Mechanisms for Assuring Culturally Sensitive Services.)

- A. Cultural Competency** (5-4. A, 5-4. B, 5-4.C): OCFS monitors the annual service reviews of culturally sensitive practices completed by each site within its system to identify and address any changes that may be needed in the areas of cultural and language diversity, participant-centered perspective, staffing and literacy level of program materials and to ensure ongoing adherence to the standards identified in the HFA Best Practice Standards. Culture is broader than race, ethnicity, language and age. The description may include additional features and attributes such as ethnic heritage, customs, values, gender, religion, sexual orientation, social class, and geographic origin among others, that combine to create unique cultural identity for families, based on both experience and history. Additionally, sites are encouraged to look at social factors such as; domestic violence, substance abuse, mental health, parent incarceration and cognitive abilities as it related to the families they serve. (Please refer to BP S 5-4)

1. Descriptions of how all aspects of service delivery are evaluated for cultural competency. [Report Catalog/Training/ 5-3 Culturally Sensitive Practices](#)

- Assessment

- Service planning

- Home visitation

- Supervision (this should include: how they assign families to staff, how unique cultural characteristics of families and staff are taken into account, cultural aspects of staff retention, supervisory support for additional training on various aspects of culture, diversity of the advisory group)

- Materials (brochures, flyers, curriculum, videos etc.)

- Training etc.

2. The site has obtained family input regarding the following: (describe method and findings of the feedback you have gotten from families)

- Assessment

- Home Visiting

- Supervision

- Materials

- Training

- Communication and language factors

- Staff-family interaction (working with families in a manner that is individualized and tailored to the unique strengths and needs of each family and is respectful of family traditions religious beliefs values norms and parenting styles).

3. The site has obtained feedback from staff regarding the following: (describe the method and findings of feedback you have gotten from staff)

- Assessment

- Home Visiting

- Supervision

- Materials

- Training

- Communication and language factors (language spoken and written, reading level etc.)

- Staff-family interaction

B. Target Population (1-1. B): A description of the target population that includes key demographic information. (i.e. Live births per year, number of women of child bearing age, number of single parents, age of target population, and

race/ethnicity/ cultural/linguistic characteristics.)

1. Are there any changes or movement in particular populations noticed in the target population statistics that might indicate some addition to or change in your services? [Good website for demographics by county](http://www.nyskwic.org/)
<http://www.nyskwic.org/> For program demographics, [Report Catalog/Analysis/ Program Demographics](#)
2. **A description of issues facing the community.** (i.e. Infant mortality rate, poverty level, teen pregnancy rate.) What changes might you consider in your program process or service delivery relating to these issues? The following website lists risk factors by zip codes:
<http://www.health.ny.gov/statistics/chac/perinatal/index.htm>
3. Where target population can be found to obtain referrals. (i.e. agencies, hospitals, etc.) How can you use the information in section A to reach families in need of services? Do you see any trends that would lead you to make changes in potential referral sources?

C. Outreach & Referrals:

1. Describe regular outreach efforts for universal screening.
 - a. To the current demographics of the target population.
 - b. To hard to reach populations.
2. Identify any **noteworthy community collaboration efforts** including coordination with local social services districts/health departments and other community partners (WIC, OB/GYN, Clinics, etc.)

D. Screens (1-1.C): [Report Catalog/Analysis/ Screen Referral Source Outcome Summary and Screen Referral Source Summary.](#)

1. How many screens/referrals were completed this contract year? How many positive screens?
2. Describe any new linkages (not already noted above) or the process established to achieve universal screening.
3. What strategies have you identified to increase the number of screens identified?
4. What are the barriers to reaching universal screening, if any?

E. Parent Survey (1-2.C):

1. How many Parent Survey were completed this contract year? Please include the number and percent completed prenatally, within 2 weeks of birth and after 2

weeks of birth. [Report Catalog/Analysis/Data Report](#); [Report Catalog/Quarterlies/8 Quarter Report](#)

1. **Acceptance of Assessment** (1-2. D): Analyze your screening process and compare the number of positive screens to the number of families that were assessed. If the assessment number is lower than the number of positive screens, determine the reasons why this occurred. If the difference is over 10%, what is your strategy to improve this process?
2. A description of the population who accepted and refused assessment and why they refused or were not assessed. A comparison of those who accepted a parent survey and those that didn't accept or were not offered the parent survey needs to be included.
[Report Catalog/Accreditation/1-2.C Assessment Information](#)
[Report Catalog/Quarterlies/ Quarterly Pre-Assessment Engagement](#)
3. A description of how the program is attempting to improve **acceptance of the assessment** based on the analysis above.

F. Acceptance Rate (1-4) *: The HFA definition of acceptance rate =
The total number of families who accept services by completing a first home visit
divided by
The number of families who scored positive on the Parent Survey and are offered home visiting.

1. A description of the population that is determined eligible to receive services by virtue of scoring 25 or more on the Parent Survey.
[Report Catalog/Accreditation/1-4. A & B Acceptance Rate and Analysis](#)
2. A formal and informal analysis of those who refused the program who were determined to be eligible for services, including those families that accept a home visit after assessment and declined enrollment in services. Include the reasons why, addressing at least one factor in each of 3 categories: 1) programmatic, 2) demographic and 3) social (BPS 1-4. B). (tip – An informal analysis should be a narrative regarding discussions with staff in team meetings and supervision and Advisory Board meeting). Please be sure to include in your analysis, a comparison of the families that accepted services and those that didn't to the general population.
[Report Catalog/Quarterlies/ Quarterly Pre-Intake Engagement](#)
[Report Catalog/Accreditation/1-4. A & B Acceptance Rate and Analysis](#)
3. Explain how the site monitors and addresses families who verbally decline the offer of services subsequent to a positive assessment or the offer of services and the strategies for improvement.
4. 1 – 4 C. If the program has not held a 90% acceptance rate for a period of 2 years, the report will reflect how the program will increase its acceptance rate, including the above factors. Has this plan been implemented? If so, has it been effective? Please address and include strategies to address the programmatic, demographic and social factors identified in the analysis above.

G. Enrollment/Utilization:

1. What was the number of enrolled families at the beginning of the contract period?
2. How many families discharged?
3. What was the number of enrolled families at the end of the contract period?
4. Analyze this data and describe your utilization plan as it applies to your program for the upcoming year. Please be sure to include how the demographic and social factors of the families enrolled compares to the target population.
5. [Report Catalog/Analysis/ Capacity Building Report;](#)
[Report Catalog/Quarterlies/ 8 Quarter Report](#)

H. Retention:

1. A formal and informal analysis of who dropped out of the program after enrollment, at what point they dropped out and the reasons why (3-4. B)*. (tip – An informal analysis should be a narrative regarding discussions with staff in team meetings and supervision and Advisory Board meeting).
[Report Catalog/Accreditation/ 3-4. A and B Retention Rate Analysis.](#)
2. A description of how the program is addressing its retention rate based on the analysis of factors identified.
3. In the comprehensive analysis, include at least one factor within each of the categories, 1) programmatic, 2 demographic and 3) social (see rating 3-4. B scale). Please be sure to describe how the families that were retained by the program compares to those that dropped out of services and how do both compare to the target population.
4. Based on the above analysis, the site has a plan (3-4.C) to increase the retention rate, addressing the above factors.

- I. Performance Targets:** For each performance target achieved, what particular factors do you attribute this success? For each target not achieved, please describe steps taken, barriers to achievement and plan for overcoming barriers and achieving targets or technical assistance needed.

[Report Catalog/Quarterlies/ Quarterly Performance Targets and](#)
[Report Catalog/Quarterlies/ Performance Targets for 4 Quarters](#)

- J. Performance Indicators:** For each performance indicator achieved, what particular factors do you attribute this success? For each target not achieved, please describe steps taken, barriers to achievement and plan for overcoming barriers and achieving targets or technical assistance needed. [Note: If the Home Visit Rate is lower than 90%, a plan is needed.

[Report Catalog/Accreditation/ 4-2B HFA Home Visit Completion Rate Analysis\]](#)

K. Staffing: A stable, qualified workforce is known to contribute to improved participant outcomes, with families more likely to be retained in services when staff are retained. Therefore, site management monitors factors associated with staff turnover. By understanding the circumstances and characteristics of staff that leave, in comparison to those that stay, strategies to increase retention can be developed (based on data) and implemented with a greater likelihood of success. The site considers factors that have been associated with staff satisfaction and retention including: job category, staff demographics, role clarity, acknowledgement of work performed, satisfaction with salary, benefits, reasonable workload, autonomy, opportunities for advancement, and career development. Please include reasons contributing to staff turnover and strategies for improvement except when staff left for reasons pertaining to personal growth that could not have been fulfilled on the job, (returning to school, job promotion)

1. A description of current staff including demographic information.
 - a. **Report Catalog/Quarterlies/ Quarterly Worker Characteristics Summary**
2. Describe how the staffing demographics reflect the target population and if there has been a shift in the target population the programs' plan to recruit staff to work with the change.
3. A description of staff that have left the program and a description of staff that have stayed. Please include job type, demographics etc. see above) Please summarize input from staff surveys regarding satisfaction and what strategies the program has implemented to address any turn over issues.
4. A description of how staff is assigned to families.
5. Identify **staff training and technical assistance needs for the upcoming year. Summarize any training needs that went unmet from the last year and how the statewide system or Central Administration can support these needs.**

L. Service Evaluation (5-4B):

1. A description of opportunities available for **staff input to services.**
2. A description of opportunities available for **participants input to services.**
3. A description of how the program services are shared with the community (such as an agency annual report).

M. Curricula:

1. What is your primary curriculum and supplemental curricula your program is currently using?
2. Identify any **new curriculum** used and feedback from families/FSW's.

N. Describe achievements other than performance targets for families served. (Include case vignettes if applicable.)

O. Quality Assurance: Describe **challenges/issues to effective program operation and service delivery.**

P. Advisory Board Description of representatives (Demographic information, professions, cultural diversity and skills). A description of how the Program Manager (or other site representative) and the advisory/governing group work an effective team with information, coordination, staffing and assistance provided by the Program Manager to plan and develop site policy and procedures. Please indicate the date that the Cultural Sensitivity Review was shared with the Advisory Board and any feedback or input provided and/or discussed.

*= For tips on analyses, see pp. 16-19 in Best Practice Standards Document

Revised 1/3/18