

Partners for Ohio's Families

Final Implementation Project Report

February 28, 2014



I. Executive Summary

Describe the intervention(s)

Ohio is one of nine states utilizing a state-supervised, county-administered child welfare system. Although all states administered in this manner face inherent challenges, the Ohio Department of Job and Family Services Office of Families and Children (OFC) believed that its challenges were uniquely problematic. OFC identified its working relationship with Ohio's county and private child welfare providers as a significant barrier to achieving improved outcomes for children and families. County-level practitioners did not consistently access the state as a resource for supporting child welfare system innovation and improvement. OFC staff viewed their role as primarily compliance monitors. Thus, the compliance-focused relationship between the state and the public and private agencies it serves had eroded the system's ability to work collaboratively to improve statewide child welfare outcomes. OFC proposed an implementation project designed to address the systemic impediments to improving those outcomes.

The intervention for addressing the challenges to effective state-county collaboration in Ohio consisted of several distinct elements: 1) *formal assessment of OFC's organizational culture and climate*; 2) *formal assessment of external stakeholders' perceptions of the current environment*; 3) *development of a new technical assistance model to guide state practice with the agencies it serves*; 4) *a comprehensive rule review to eliminate perceived administrative barriers to effective state-county-private provider partnership*; and 5) *implementation of structural and functional changes within OFC to improve culture/climate and facilitate implementation of the new practice model*.

Describe the scope of the implementation (e.g., state-wide, transformation zones, etc.)

This project targeted a state-wide implementation of a new technical assistance model to guide how the state child welfare agency interacted with the county public child welfare agencies and private providers that it served. The comprehensive rule review encompassed all child welfare, adoption and adult protective services rules within the Ohio Administrative Code. The organizational interventions to improve agency culture and climate were focused solely on the state-level child welfare agency (the Ohio Department of Job and Family Services' Office of Families and Children).

Provide a summary of the project goals

The primary goal of the proposed project was to develop and implement a new technical assistance model, intended to transform the way OFC works with the counties and private child welfare providers across the state. During MCWIC's initial on-site visit to the jurisdiction, ODJFS Director Douglas Lumpkin described OFC's model of delivering technical assistance to the counties as "schizophrenic" and "conflicted." This conflict stemmed from OFC's dual role as a technical assistance provider and a rule enforcer. Both roles are necessary in a state-supervised, county-administered system, but the appropriate balance must be established. OFC leaders cited ample evidence of an imbalance in these roles, with an over-emphasis on rule compliance at the expense of effective technical assistance

provision. The agency lacked a clearly articulated vision, mission, and TA delivery model. In the words of one administrator at the time, “we’ve lost our way.”

The OFC leadership team also described problems with the administration of rules guiding the compliance role of the state. Not only were there too many existing rules, but OFC had also undergone recent periods of increased rule-making in response to recent tragedies in the child welfare system. This system of historically accreted rules contributed to a rigid association between the state and the counties, further impeding OFC’s ability to work effectively with the county-administered welfare system. Thus, an additional goal of the project was to eliminate perceived barriers to improved partnership between the state and counties and private providers through a comprehensive rule review process.

Finally, in order to ensure that the new technical assistance model was implemented and sustained as intended, the project endeavored to improve the organizational culture and climate of the OFC through a process of assessment, feedback and implementation of an array of coordinated structural, functional, and human resources interventions.

Describe the areas targeted for capacity development

The project was viewed as an essential element of Ohio’s systemic effort to improve its child welfare outcomes, by building the capacity of OFC to work more effectively and collaboratively with the public and private child welfare agencies to implement evidence-informed and promising child welfare interventions at the practice level. OFC hypothesized that as the new technical assistance model was implemented, the counties’ capacity to more effectively implement and sustain future innovations would be increased. This increased capacity at the county level would, in turn, improve statewide child welfare outcomes in Ohio. For instance, at the time of the implementation project proposal, a number of Ohio counties had introduced a Differential Response (DR) approach to reports of child abuse and neglect. National evidence suggests that alternative response improves sustained child safety and enhances family engagement. Ohio’s experience with its pilot of DR indicated that counties required intensive support and technical assistance from the state in order to accomplish this substantial practice change. Without a structural and cultural transformation of OFC, however, this level of technical assistance was unlikely to occur. The PFOF implementation project was expected to thus lay the necessary foundation for improved child welfare outcomes in Ohio. In addition, it was expected that the project would build the capacity of OFC to lead the state in implementing other promising child welfare interventions in the future.

Describe the primary activities/interventions planned to develop capacity and ensure fidelity

A number of activities were designed to develop agency capacity and ensure fidelity to the new model. Training on the “Six Principles of Partnership” was provided for all OFC staff, which increased staff competency and levels of positive staff engagement. Coaching, desk aids, and follow-up meetings with staff reinforced the central concepts of partnership that were essential to fidelity of implementation of

the new technical assistance approach. A multi-level, cross functional solutions-focused team, the Solutions through Empowerment and Partnership (STEP) team, was developed to guide the development and implementation of the new technical assistance model as well as organizational improvements to culture/climate to support the new model. This team built agency capacity in numerous ways, from developing new emerging agency leaders, to designing new agency policies and performance expectations, to increasing internal agency capacity for effective communication, meeting management, and strategic planning. The agency's capacity for shared decision making around rules and the rule development process was increased through the planning and implementation of a comprehensive review of all of the state's child welfare rules. This rule review utilized external stakeholder input in new and effective ways, and increased the agency's future capacity to meaningfully engage with its stakeholders. The agency's internal organizational culture and climate were significantly improved overall, with a reduction in stress, rigidity and resistance to change, and increases in employee engagement, functionality and proficiency. These capacities will serve the agency well as they implement future initiatives. And finally, the agency's capacity for effective project implementation and management was built through the successful execution of the entire 3.5 year project.

Describe the desired outcomes

The project logic model was based upon two key assumptions: 1) that OFC state agency practice must mirror effective case work practice at the county level in order for the state of Ohio to achieve the best outcomes for children and families, and 2) when the state and public/private agencies work together in partnership, it results in better outcomes for children and families. The PFOF project focused on building the systemic changes necessary to position the state of Ohio to achieve improved child and family outcomes. The primary desired outcome was the development and implementation of a technical assistance model that had been designed through active collaboration with OFC's customers (county agencies and private providers), and facilitated a mutually beneficial improvement in state-county-private provider relationships.

Additionally, the comprehensive rule review was expected to produce a cohesive set of rules that supported the achievement of safety, permanency and well-being for children as well as defining and buttressing OFC's new technical assistance model. The review was designed to produce more concise, less duplicative and less conflicting rules, as well as a new process for promulgation. It was also expected that the collaborative nature of the rule review process would positively impact the overall relationship between OFC and the counties and private providers.

A final expected outcome of the project was that OFC's culture/climate and organizational capacity would be modified to facilitate the implementation and sustainability of the new technical assistance practice model.

Describe any collaborative partners involved in implementing the project and their role(s)

Consultation to the project was provided by: Dr. Anthony Hemmelgarn and his colleagues at the Children’s Mental Health Research Center, University of Tennessee-Knoxville (for scoring, interpretation, and reporting of results for the Organizational Social Context measure, in 2010 and 2013); Ms. JoAnn Lamm, initially as a consultant through NRCOI and then as a MCWIC contractor (from August 2010 through October 2012); Mr. Dan Comer and his training team at the Barium Springs Home for Children, N.C. (for introductory training for all OFC employees on the “Six Principles of Partnership,” in January/February 2012, and for follow up consultation and facilitation periodically through August 2013).

Summarize process and outcome evaluation findings (implementation findings; outcome findings; significant barriers to implementation; and lessons learned)

The evaluation tracked the process of implementation of the project’s three primary interventions: the new technical assistance approach, the comprehensive rule review, and improvements in OFC’s organizational culture and climate. The outcome evaluation utilized a pre-post design to assess the impact of the new technical assistance approach and rule review on the agency and its relationships with its external partners, as well as observed changes over time in organizational culture and climate.

The evaluation design demonstrated ample evidence that the proposed system impacts were achieved. Specifically,

- An improved working relationship exists between OFC and public and private child welfare agencies, as indicated by a variety of stakeholder surveys, focus groups and interviews. OFC staff interact with county and private providers in ways that are perceived to be more helpful and collaborative. The Rule Review process afforded stakeholders the opportunity to work together with OFC staff in partnership; most participants expressed an appreciation for the collaborative approach to the process, and felt that they had gained from being able to work with other agencies. With this, the Rule Review process exemplified the premise of the PFOF project: to build a collaborative relationship between OFC and its public and private child welfare partners. Overall, the percentage of stakeholders rating their relationship with OFC as a “strong collaborative partnership” increased from 17% in 2010 to 41% in 2013.
- State practice is transformed to be stakeholder-focused. The agency’s new mission, vision, and guiding principles have been reoriented, and all staff have received training, coaching and supports to reinforce the “Six Principles of Partnership.” Data from stakeholder surveys, focus groups and interviews indicate that OFC was seen as more helpful and responsive, and stakeholders were more likely to approach OFC for assistance after implementation of the new technical assistance approach.
- The organizational culture and climate of OFC improved dramatically, as indicated by statistically significant changes in dimensions of the Organizational Social Context measure. The agency now boasts levels of engagement and proficiency that are substantively higher than a national sample of child welfare agencies. While there is room for continued improvement in other areas of organizational culture and climate, the agency made remarkable progress over the course of the three and a half year implementation project.

Barriers to implementation included the challenges of starting from a difficult strained relationship with external stakeholders, staff and stakeholder skepticism and resistance to change, the inherent difficulties of changing a large bureaucratic system, delays in implementation of the regional technical assistance teams, and delays in implementing the new database for documenting and tracking technical assistance responses to stakeholder agencies (“Quality Center”).

Lessons learned included that implementation of a significant positive change in an ingrained agency culture can be accomplished, but takes significant time and attention, well beyond most typical child welfare intervention efforts. Leadership has to stay focused on the initiative over the long term, which is difficult in most agencies as they face competing priorities and crises. A highly engaged and committed leader is essential, as is dedicated full-time project management and sufficient resources. Systems change efforts such as this are highly adaptive in nature, and technical assistance providers must work flexibly with the jurisdiction to deliver targeted, uniquely tailored responses to meet the agency’s needs.

II. Introduction and Overview

A. Overview of Jurisdiction, Organization, and Problem

Describe the jurisdiction (State/Tribe/County) involved with the IP. Describe any environmental or contextual factors that significantly impacted project implementation or outcomes

Overall, Ohio has approximately 11.5 million people, with 24% of its population under age 18. The state has three large urban areas with a population over one million people, but also has mid-sized cities and very rural areas, with 25% of its counties having a population of 40,000 or fewer people. The state was hit hard by the recent recession and job insecurity continues to run high. As in other states, the impacts of poverty, human trafficking and methamphetamine use have strained child welfare services to the brink.

Ohio's child welfare system functions as a state-supervised, county-administered system. The Ohio Department of Job and Family Services (ODJFS) is the broad agency within which the Office of Families and Children (OFC) is responsible for state-level oversight of child welfare service delivery by county agencies. This results in each of Ohio's 88 counties having its own child welfare agency, with their own way of working to fit local community needs, which are then monitored by OFC to ensure compliance with state and federal policies, rules and laws. However, in 2013, only 10% of county child welfare funding came from the state. Thus, there is some inherent tension between the state and the county-based agencies it serves. Additionally, the state had been working under a consent decree since 1986, which had further contributed to an environment in which the state office became compliance driven, and no longer perceived as working in partnership with the county-level public children's services agencies (PCSAs).

Ohio's January 2003 CFSR results revealed inconsistencies in practice and protocols across their 88 county-level public children services agencies (PCSAs). According to the CFSR, these inconsistencies contributed to the high number of children being placed unnecessarily into care. Eighty percent of the children and youth in custody are held by ten counties.

Within the child welfare agency during the early 2000s, there were a number of simultaneously developing initiatives that provided the impetus for the state's implementation project application. Most notably, the state began implementing Differential Response (DR) in 2007, beginning with a small core group of counties and gradually implementing in a small set of additional counties each year. Over time, the DR Leadership Council (comprised of OFC representatives, county leaders and other key stakeholders) learned that in order to successfully implement this significant change in front-line practice statewide, a corresponding parallel shift in OFC's relationship with its county and private agency partners would be necessary in order to support and sustain this, and other systemic innovations.

As part of Ohio's PIP (Program Improvement Plan), OFC's objectives included: increasing the capability and morale of the workforce, improving the productivity and accountability of the organization, improving the quality and effectiveness of the products and services, and improving OFC's relationships with customers and co-producers.

Thus, OFC formally requested an implementation project in response to MCWIC's 2009 Request for Applications. The project was initially designated a "selected site" by the Children's Bureau in September 2009, and was fully accepted as a project effective April 1, 2010. The project came to be known as "Partners for Ohio's Families," or PFOF. This project was developed to 1) identify and address areas of incompatibility in Ohio's child protection environment and systems between the state child welfare agency (OFC) and their county and private agency partners; 2) to establish an environment of partnership that is receptive to change and sustains innovation; and 3) to embed and anchor this change into the OFC state agency culture.

When Ohio applied for an implementation project, the state had begun a process of systemic reform designed to result in practice changes and improved outcomes through a philosophical shift in child welfare practice. Their process of systemic reform included a shift to an alternative response model and a legislative change in the definition of a child in need of services. Within the context of these larger reforms, the state saw the need to substantially change its practice model, particularly the way it interfaces with the counties. The state expressed its commitment to transform that interface from a rule-based, compliance-driven monitoring role to a collaborative approach of providing technical assistance and coaching to support county staff in their role of providing direct child welfare services. Ohio understood that how the counties implement the reform efforts would be crucial to the success of those efforts. The state's assessment was that the existing relationship between the state agency and the counties would not sustain those reform efforts.

The goals of the proposed implementation project were to provide intensive technical assistance to, and collaboration with, OFC to assess and enhance the culture and climate of the agency. The state saw that work as a necessary support for its effort to transfigure its method of working with the counties from directive to supportive.

MCWIC, in conjunction with its CB T/TA Network and external consultant partners, agreed to support that transition through: a) the facilitation of strategic planning to re-cast the mission and vision of the state agency, which it reports are unclear and poorly understood; b) assessment and feedback of the state agency's organizational culture/climate to support the new mission and vision; c) provision of technical assistance regarding human resource management and organizational development interventions necessary to align the organization's structure and processes with the new mission and vision and desired culture/climate; and d) project evaluation.

Describe the organization/agency that is implementing the IP (e.g., State Child Welfare agency, Tribal Social Services Agency) including important contextual information that influenced how the project was implemented (e.g., staffing, changes in political leadership, etc.)

Child welfare in the State of Ohio is organized as a state-supervised, county-administered system. The state level child welfare agency, the Office of Families and Children (OFC), is a division within the Ohio Department of Job and Family Services (ODJFS). At the time of IP application, the office had recently undergone some restructuring and a change in agency name to the Office of Families and Children. A recent history of uncertainties in staffing also contributed to a lack of clear identity for the agency: It

lacked clarity regarding even its name, who it served, and its true purpose. Stark office space within the OFC building—there were many empty cubicles which were constant reminders of downsizing effects, and the office felt to staff like a ghost town. There had been a history of distant leadership (perceived by staff as reflecting a lack of support and understanding of their status) in OFC, so in many ways, OFC staff felt like survivors of trauma.

At beginning of project implementation, ODJFS Director Lumpkin clearly and frequently expressed his support for the project. However, though the OFC Deputy Director responsible for administering child welfare programs expressed support for the project in meetings with MCWIC present, that support was not effectively operationalized within the agency. That created a significant barrier to the project's progress, necessitating a realignment of responsibilities within OFC. In 2011, that realignment resulted in Protection Services Bureau Chief Jennifer Justice being named as interim Deputy Director for OFC.

Ms. Justice retained her duties as Bureau Chief for nearly six months, which somewhat hampered her ability to make significant changes. Early in 2012, the "interim" part of the Deputy Director's assignment was removed, which among other things authorized her to hire a replacement for the bureau chief position she vacated. Deputy Director Justice was a strong advocate for the project, and demonstrated that support through STEP team participation and near-daily consultation with the on-site PFOF project manager. The Deputy Director and Project Manager offices were directly next to each other, which facilitated that regular communication. The Deputy Director understood the importance of maintaining that communication, and when she moved into the Deputy Director office space (on other side of floor), she also moved the Project Manager's office to be nearby.

Describe the larger context within which the IP is being implemented— how does the IP relate to other initiatives (e.g., CFSR, PIP, settlement agreements, other T/TA initiatives)

There were a number of ongoing environmental factors in the jurisdiction during the IP.

In its application for an IP, OFC recognized that there was a history of mistrust and lack of cooperation between the state and counties. The state had just begun to roll out Differential Response, and this process inspired the IP application. The jurisdiction felt that what they had learned in the implementation of DR could be applied to change how the state child welfare agency partnered with the county and private child welfare agencies to improve this historically tenuous relationship. OFC also recognized the value of engaging with the state's strong professional associations (such as the Public Children Services Agencies of Ohio and the Ohio Association of Child Caring Agencies) to implement the needed systemic changes. These professional associations exert influence on OFC and the agency's working relationships with these associations significantly improved over the course of the project. Leaders from these associations were integrated as valued partners throughout most project activities.

As noted previously, the state provides minimal funding for child welfare programs to counties, and there had been funding cutbacks prior to the project. However, funding appeared to hold steady during the course of the implementation project.

Early in the project, Ohio elected a new Governor, who in turn appointed a new ODJFS Director. The new Governor made PFOF one of his administration’s priority initiatives, and received quarterly written updates on project status from the PFOF Project Manager. The new ODJFS Director, Michael Colbert, embraced the project goals and received regular updates from the PFOF Project Manager and OFC Deputy Director at ODJFS Senior Staff meetings. Director Colbert demonstrated his support for the IP by meeting with the STEP team in November 2011 to hear about the TA model/plans, meeting with the Rule Review Coordination Board at its final meeting to thank them for their work, and he participated in a mural painting at Dana elementary school and the hanging of mural in OFC offices in April 2013. The mural—depicting children playing and engaged in other positive activities— was painted by children. It was a staff morale booster, enhanced the physical work environment, and provided a visible daily reminder of OFC’s new mission, vision and purpose statements.

Figure 1. Mural painting by Dana Elementary School students hangs in the OFC Offices.



As noted above, ODJFS leadership recognized that OFC required a change in leadership with a new perspective and clear direction in order for the IP to be successful. Furthermore, a hiring freeze was loosened so that new positions could be added, thus increasing OFC’s ability to respond to the needs of its stakeholders and to more effectively fulfill its leadership obligations. Though OFC experienced some staff turnover throughout the IP, it does not appear to have negatively impacted the project.

The beginning of the project also saw a new state statute enacted that reduced the bargaining power of unions for state employees. OFC and MCWIC considered how this might help facilitate the goals of the PFOF project, as MCWIC could have assisted OFC in the modification of job descriptions and hiring criteria to support the goals of the IP. However, the statute was repealed by popular referendum. That resulted in challenges to making the sorts of changes in employment practices, such as modifying job descriptions, which OFC had identified as an important method to accelerate the attainment of project goals.

The new Governor's Common Sense Initiative brought favorable attention to the IP. PFOF was endorsed as consistent with his key strategies. However, the oversight processes that accompanied this initiative also created an unexpected step of review at the end of rule review process, which might have caused a somewhat more negative perception of the effectiveness of the review process.

Describe the problem that the IP seeks to address. What was the need for the IP?

Ohio is one of nine states utilizing a state-supervised, county-administered child welfare system. Although all states administered in this manner face inherent challenges, OFC believed that its challenges were uniquely problematic. OFC identified its working relationship with Ohio's county PCSAs and private child welfare providers as a significant barrier to achieving improved outcomes for children and families. County-level practitioners did not consistently access the state as a resource for supporting child welfare system innovation and improvement. OFC staff viewed their role as primarily compliance monitors. Thus, the compliance-focused relationship between the state and the public and private agencies it serves had eroded the system's ability to work collaboratively to improve statewide child welfare outcomes. OFC proposed an implementation project designed to address the systemic impediments to improving those outcomes.

During MCWIC's initial on-site visit to the jurisdiction, ODJFS Director Douglas Lumpkin described OFC's model of delivering technical assistance to the counties as "schizophrenic" and "conflicted." This conflict stemmed from OFC's dual role as a technical assistance provider and a rule enforcer. Both roles are necessary in a state-supervised, county-administered system, but the appropriate balance must be established. OFC leaders cited ample evidence of an imbalance in these roles, with an over-emphasis on rule compliance at the expense of effective technical assistance provision. The agency lacked a clearly articulated vision, mission, and TA delivery model. In the words of one administrator at the time, "we've lost our way."

The OFC leadership team also described problems with the administration of rules guiding the compliance role of the state. Not only were there too many existing rules, but OFC had also undergone recent periods of increased rule-making in response to recent tragedies in the child welfare system. This system of historically accreted rules contributed to a rigid association between the state and the counties, further impeding OFC's ability to work effectively with the county-administered welfare system.

The primary goal of the proposed project was to develop and implement a technical assistance model, intended to transform the way OFC works with the counties and private child welfare providers across the state. The project was viewed as an essential element of Ohio’s systemic effort to improve its child welfare outcomes, by building the capacity of OFC to work more effectively and collaboratively with the public and private child welfare agencies to implement evidence-informed and promising child welfare interventions at the practice level. OFC hypothesized that as the new technical assistance model was implemented, the counties’ capacity to more effectively implement and sustain future innovations would be increased. This increased capacity at the county level would, in turn, improve statewide child welfare outcomes in Ohio. For instance, at the time of the implementation project proposal, a number of Ohio counties had introduced a Differential Response (DR) approach to reports of child abuse and neglect. National evidence suggests that alternative response improves sustained child safety and enhances family engagement. Ohio’s experience with its pilot of DR indicated that counties required intensive support and technical assistance from the state in order to accomplish this substantial practice change. Without a structural and cultural transformation of OFC, however, this level of technical assistance was unlikely to occur. The PFOF implementation project was expected to thus lay the necessary foundation for improved child welfare outcomes in Ohio. In addition, it was expected that the project would build the capacity of OFC to lead the state in implementing other promising child welfare interventions in the future.

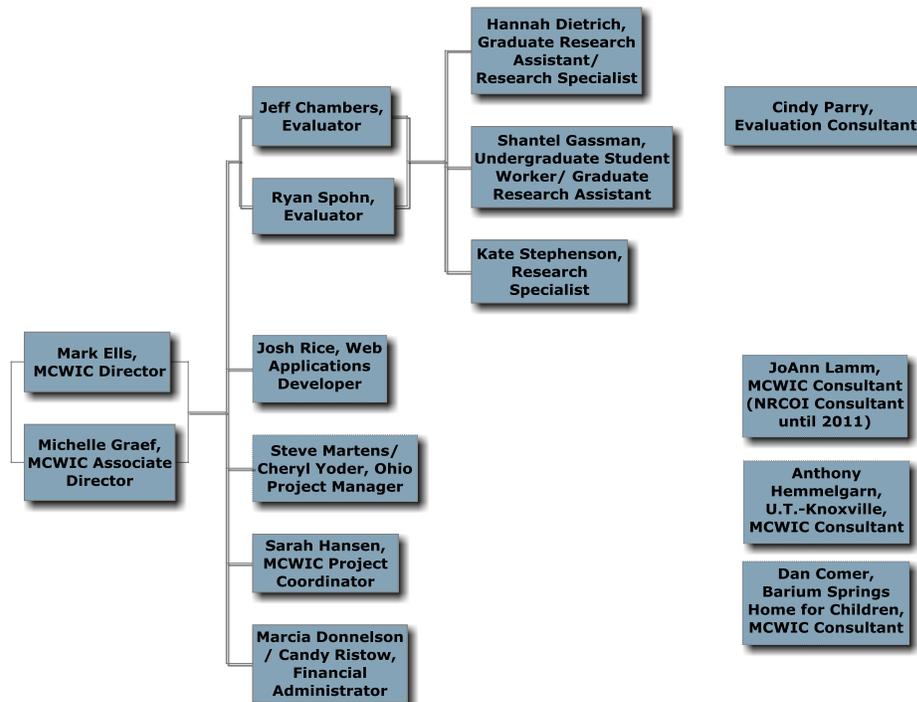
B. Overview of Implementation Project Structure

Describe the structure/organization of the IC’s T/TA Team

The Midwest Child Welfare Implementation Center is administratively located within the University of Nebraska-Lincoln’s Center on Children, Families and the Law (CCFL). CCFL is a multidisciplinary center focused on research, training, and public service, and employs a diverse group of faculty, staff and students from a number of disciplines pertinent to issues of child and family services. As such, MCWIC designed a project staffing structure that utilized subject matter expertise from relevant resources available within CCFL and the University of Nebraska-Lincoln, supplemented by external consultants as needed. An organizational chart depicting Implementation Center personnel and MCWIC-funded consultants involved in the Ohio project follows.

Figure 2. Structure and organization chart of MCWIC’s Training and Technical Assistance Team for Ohio’s Partners for Ohio’s Families Implementation Project.

**MCWIC Ohio Implementation Project
Organizational Chart**



The MCWIC technical assistance team for this project consisted of the IC Director (Eells) and Associate Director (Graef); a Project Manager (Martens until 4/1/11, then Yoder); and an in-house team of faculty, staff and student evaluation specialists (Chambers, Spohn until 1/15/12, Dietrich, Stephenson, Gassman). Additional specific evaluation assistance was contributed by a nationally recognized child welfare evaluation consultant (Parry). Dr. Parry was retained by MCWIC to administer the cross-IC Implementation Capacity measure for all MCWIC implementation projects; she conducted an on-site visit to facilitate this focus group and wrote the report summarizing its findings. Consultant and staff facilitators were used for the first round of Regional Forums (July 2010): Dr. Cindy Parry, Dr. Dale Curry (MCWIC consultant), Dr. Carol Harper (MCWIC consultant), Dr. Vicky Weisz (MCWIC faculty), and Ms. Terri Yellowhammer (MCWIC consultant). Consultant facilitators were not needed for the second round of Regional Forums (July 2013) due to lower numbers of attendees.

Consultation to the project was provided by: Dr. Anthony Hemmelgarn and his colleagues at the Children’s Mental Health Research Center, University of Tennessee-Knoxville (for scoring, interpretation, and reporting of results for the Organizational Social Context measure, in 2010 and 2013); Ms. JoAnn Lamm, initially as a consultant through NRCOI and then as a MCWIC contractor (from August 2010 through October 2012); Mr. Dan Comer and his training team at the Barium Springs Home for Children, N.C. (for introductory training for all OFC employees on the “Six Principles of Partnership,” in January/February 2012, and for follow up consultation and facilitation periodically through August 2013).

Additional administrative support to the project in the areas of travel logistics and financial management was provided by the MCWIC Project Coordinator (Hansen) and Financial Administrator

(Donnelson, then Ristow). All MCWIC personnel were housed in a common office suite at CCFL, which facilitated communication, team-building, and problem-solving between project staff involved in administration, TA delivery, and evaluation.

Ohio's application for an implementation project was initially designated by CB as a "selected site," permitting IC staff to work with the jurisdiction over the course of six months to refine the project application and work plan, and resubmit for CB approval. This period of collaborative work included consultation with NRCOI regarding their potential role in the draft work plan. During this "selected site" phase of the project, a MCWIC T/TA team, comprised of Ells, Graef, Martens, and Chambers, conducted two on-site visits to the jurisdiction to begin relationship-building, informally assess readiness, and collaboratively refine the project work plan, logic model, and evaluation plan with key Ohio personnel. After the project was fully approved, the MCWIC project manager (Martens, until April 2011, then Yoder, with Graef assistance) began on-site visits approximately once per month, with weekly telephone contact. As project demands intensified, Yoder and Graef split responsibilities in keeping with their expertise, with Yoder providing technical assistance for the rule review, and Graef supporting the jurisdiction with technical assistance for the new TA model implementation and culture/climate interventions. Ells and Dietrich provided technical assistance in areas related to their expertise. Ms. Lamm assisted at the beginning of the project with facilitation of the development of the agency's new mission, vision, and guiding principles, and staff OSC feedback focus groups (as an NRCOI consultant), and later provided facilitation and consultation to the monthly meetings of the STEP team (as a MCWIC consultant).

At the conclusion of the project, the primary MCWIC Ohio TA team (Ells, Graef, Yoder, Dietrich) conducted an on-site visit. Included in this visit was a meeting with the OFC executive team to debrief the project progress, an all-OFC staff meeting featuring report-outs by Dr. Hemmelgarn on the OSC results and by MCWIC on project evaluation findings, recognition of key OFC implementation project leaders, a congratulatory message from ODJFS Director Michael Colbert, and an all-staff celebration luncheon. Drs. Parry and Dietrich conducted the Implementation Capacity focus group in September 2013.

Describe the structure/organization of the jurisdiction's implementation team(s) (attach org chart)

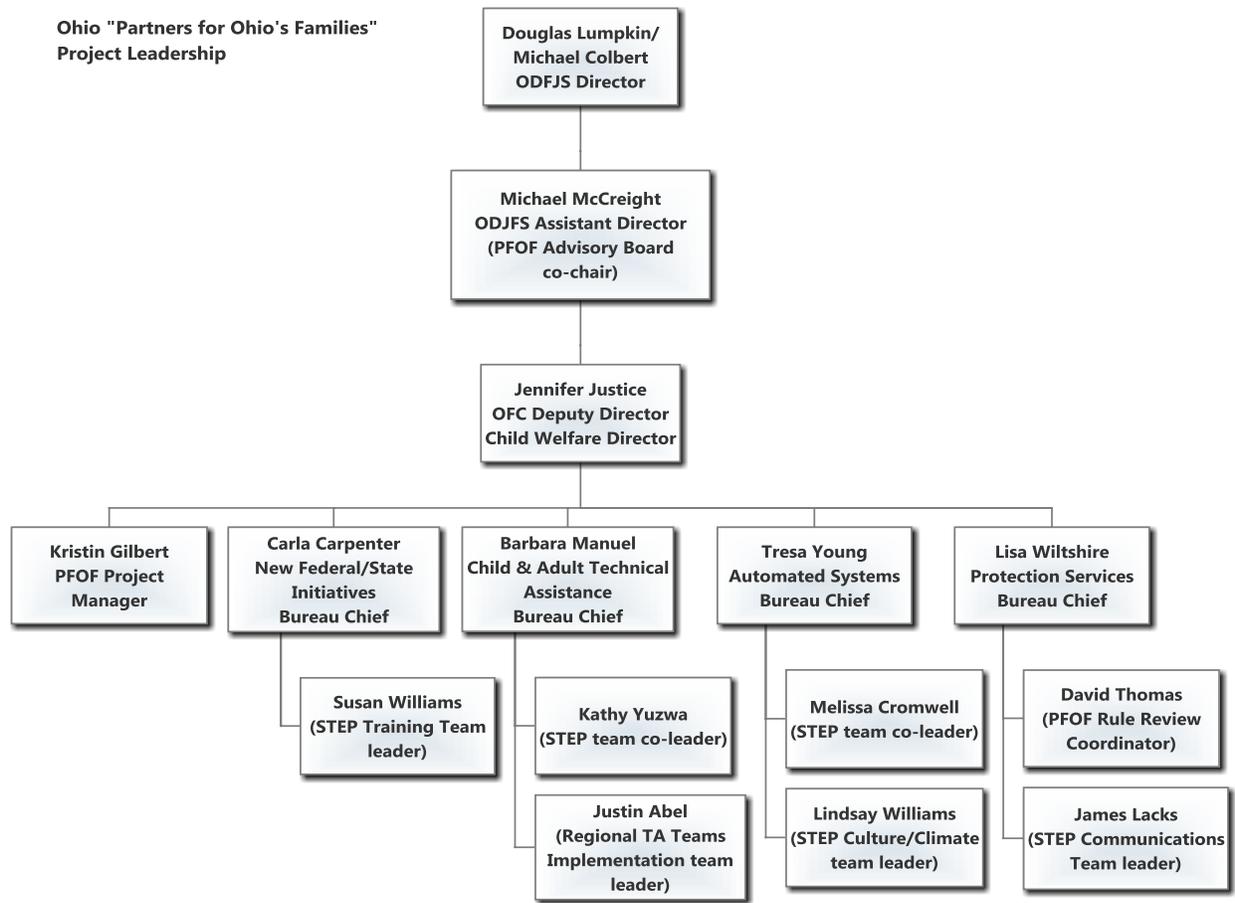
OFC understood the importance of having an ongoing, dedicated focus in order to achieve their implementation goals, and appointed a current OFC administrator, Ms. Kristin Gilbert, to lead the project on a full-time basis. Ms. Gilbert authored the agency's IP application and had extensive experience in program development and implementation. Most notably, she had a key role in the development and early implementation of Alternative Response in Ohio. For the current initiative, Ms. Gilbert was responsible for management of all activities over the course of the IP, including: the recruitment of external stakeholders and OFC staff to serve on various project teams and participate in project activities; the design and management of project communications; meeting management; and the production of critical project documents. Her history of forging effective relationships with a broad range of stakeholders was a critical asset to project success, as was her vision for the organizational and systemic changes that needed to occur. As the project progressed, the administrative scope of the

proposed comprehensive rule review became apparent, and in response, OFC leadership dedicated an additional staff member, Mr. David Thomas, to lead the rule review component of the project. Mr. Thomas was an experienced member of OFC’s policy development staff. MCWIC funding support allowed both of these individuals to provide the necessary time and focus to accomplish the project’s goals in a timely and effective manner. Without this level of dedicated on-site project management, the implementation project would not have been successful. The chart that follows depicts the key leadership positions for the PFOF project teams and committees, within the overall OFC organizational structure.

The jurisdiction chartered an Advisory Board to provide direction and oversight to the project. The *PFOF Advisory Board* included the directors of six county PCSAs and two large private provider agencies. It also included representatives from a number of key stakeholder and professional associations in Ohio, including the Ohio Supreme Court, Ohio Association of Child Caring Agencies, Ohio Family Care Association, Public Children’s Services Association of Ohio, Ohio Chapter of Foster Care Alumni of America, Ohio Job and Family Services Directors’ Association, and Ohio Family and Children First. The Advisory Board met quarterly throughout the project term, and was co-chaired by a representative of OFC (Michael McCreight, ODJFS Assistant Director) and a county representative (Scott Ferris, Director, Allen County Children Services).

At the outset, the Advisory Board chartered two teams to determine the necessary processes for accomplishing initial project goals. The *Rule Review Task Team* was charged with determining what process would be used to evaluate rules impacting foster care, adoption and adult protective services. The *Technical Assistance Framework Task Team* was charged with establishing the framework and desired characteristics of an OFC Technical Assistance model. Once these task teams completed their work and their recommendations were reviewed and approved by the PFOF Advisory Board, two new task teams were developed: the *Technical Assistance Model Development Team* (TAMD) and the *Rule Review Coordination Board* (RRCB). The TAMD was tasked with developing a working model utilizing the framework recommendations made by the Technical Assistance Framework Task Team. The RRCB was chartered to guide the comprehensive rule review process. To advance the project goal of improved partnership with external stakeholders, all of these teams were comprised of a balance of state staff, county PCSAs, and private providers.

Figure 3. Structure and organization chart of the Ohio Office of Families and Children’s “Partner’s for Ohio’s Families” Implementation Project.



Once the new technical assistance model had been drafted and was approved by the PFOF Advisory Board, the TAMD team was disbanded and a new, internal OFC-only team was established to develop the agency's staffing and functional processes necessary to implement the new model. Reflecting its focus on building the internal solutions needed to facilitate change, this team called itself the "*Solutions through Empowerment and Partnership*" team, or *STEP team*. The STEP team was initially led by three OFC staff, Melissa Cromwell, Kathy Yuzwa, and Kristen Burgess. With Burgess' departure from the agency, Cromwell and Yuzwa became co-chairs, supported by Kristin Gilbert on team management tasks. The STEP team thus became the primary mechanism through which internal OFC work progressed on the IP. Several STEP team sub-groups were developed over time, focused on specific functional processes needed to support the intervention: Communications, Training, Culture/Climate, Pilot, and Regional TA Teams Implementation. Each sub-group was chaired by a member of the STEP team and was comprised of a combination of both STEP team members and other OFC staff.

The *Rule Review Coordination Board* was chartered by the PFOF Advisory Board as an ongoing mechanism for coordinating and integrating rule review and development among the Office of Families and Children's program areas and between the Office of Families and Children and other agencies. The focus of the rule review initiative was about rule revision, with an eye towards improving clarity, and reducing duplication, overlap and conflict between rules. The Rule Review Coordination Board was

intended to: establish an ongoing process that promoted coordination and integration among program areas, address gaps in service that could result from separating an interlocking system into independent categories, and mitigate the effect of separate rule review teams. The RRCB consisted of 16 individuals, equally representing the state (OFC) and private/public stakeholders, plus the OFC Rule Review Coordinator. Eight sub-teams were then developed to review each of the eight substantive groupings of child welfare, adoption, and adult protection rules from the Ohio Administrative Code. Each sub-team utilized a combination of state staff and private/public stakeholders to review the rules, and each sub-team was led by two co-chairs (one state staff and one external partner) from the Rule Review Coordination Board.

C. Overview of the Evaluation

State the key evaluation questions and describe the evaluation (research) design

The evaluation of the PFOF implementation project was designed collaboratively by MCWIC and OFC project leadership after completion of the implementation logic model and work plan. The evaluation tracked the process of implementation of the project's three primary interventions: the new technical assistance approach, the comprehensive rule review, and improvements in OFC's organizational culture and climate. The outcome evaluation assessed the impact of the new technical assistance approach and rule review on the agency and its relationships with external partners, and the changes over time in organizational culture and climate. The design for the outcome evaluation was a pre-post design.

The evaluation design included evaluating system impacts resulting from the implementation project, as follows

- *Improved working relationship between OFC and public and private child welfare agencies*
- *State practice is transformed to be stakeholder-focused*
- *Organizational structure/functional changes are made that improve OFC staff culture and climate*

Evaluation Design. A number of evaluation activities were conducted to evaluate the project's system impacts.

Improved working relationship between OFC and public and private child welfare agencies. Regional forums were held with county and private child welfare agency workers in the first and final year of the project throughout the state of Ohio. The purpose of these forums was to understand the concerns and issues child welfare workers had in their interactions with the Ohio Office of Families and Children (year 1) and whether or not the changes implemented by the agency had changed the working relationship between the child welfare partners (year 5). One of the most prominent concerns voiced in the first round of regional forums was an expressed frustration with the rules that county and private agencies had to follow and implement in their child welfare practice. This led to the creation of a comprehensive rule review, which took place between years 2 and 4 of the project. A full evaluation of the rule review process included a web-based survey of the Rule Review team participants, and a focus group with members of the Rule Review Coordination Board.

State practice is transformed to be stakeholder-focused. A new technical assistance model was implemented as means to guide OFC on how to work with the public and private child welfare agencies in the state. A 3-month pilot occurred in Year 3 of the project, with full implementation occurring in Year 4. Pre- and post-measures of the effectiveness of the new approach was evaluated using a web-based survey of public and private child welfare agencies workers.

Organizational structure/functional changes are made that improve OFC staff culture and climate. The Organizational Social Context (Glisson, 2002)¹ was administered as a pre- and post-measurement of the OFC's organizational culture and climate.

Discuss any noteworthy problems encountered in the implementation of the evaluation plan

Following the results of the first Organizational Social Context measure, it was apparent that a concurrent focus of the implementation project needed to be on changing the culture and climate of OFC, in addition to implementing a change in OFC's technical assistance practice model. Therefore, additional work on organizational readiness delayed the implementation of the new technical assistance model, but the effectiveness of it was much greater, given the efforts to prepare the agency for the shift.

We were unable to develop a fidelity measure to ensure that the new technical assistance model was implemented as intended. We had hoped to build this into the agency's technical infrastructure, but this process was significantly delayed, inhibiting our ability to track the information in time to include in the project evaluation.

We had also planned to provide assistance to OFC in writing job descriptions and performance evaluations to be consistent with the new technical assistance model, but as noted above, this was not possible.

III. Description of Implementation of the Change Initiative

A. Readiness

Describe how readiness was assessed

MCWIC assessed Ohio's organizational readiness for change both formally and informally, at multiple times during the project. Initially, in response to the agency's application to MCWIC seeking an implementation project, MCWIC conducted an external (to MCWIC) review process. MCWIC's external review process required review of each project proposal by several external reviewers: a paid consultant with relevant expertise, Regional Office personnel, a T/TA Network representative, our FPO and members of the CFSR Unit in the Children's Bureau. These outside reviewers used a common assessment instrument. External reviewers generally found that Ohio had a high degree of organizational readiness for implementing a project of this type and scope.

¹ Glisson, C. (2002). The Organizational Context of Children's Mental Health Services. *Clinical Child and Family Psychology Review*, 5(4), 233-253.

Our “informal” readiness assessment included an internal review of project proposals, as well as internal review of other relevant information: Prior and on-going utilization of the TA network, as reflected in TATIS (predecessor TA database to OneNet); CFSR reports; information provided by ACF Regional Offices during teleconferences; and state-specific documents such as strategic plans. Discussions with key agency stakeholders were also part of the informal readiness assessment process.

The Ohio project was designated as a “selected site” by the Children’s Bureau after submission of MCWIC’s endorsement of the state’s application for an implementation project in 2009. MCWIC used this opportunity to engage in a lengthy collaborative process of informal readiness assessment and refinement of the project purpose, work plan and logic model between September 2009 and March 2010. The project was fully approved for implementation by the Children’s Bureau in March 2010, and officially began in April 2010.

Describe facilitators and barriers to readiness

Based on the entire readiness assessment process, we identified the following facilitators and barriers to readiness for change:

Facilitators: OFC had history of successful collaboration with important stakeholders to help improve overall child welfare practice, most notably, the implementation of Differential Response, which was beginning its pilot phase simultaneously to this project. Ohio’s Differential Response experience highlighted the importance of obtaining support from external stakeholders, and the IP benefited from a strong partnership with the court system. Furthermore, the jurisdiction had experience with the CB T/TA Network, and was familiar with the National Implementation Research Network (NIRN) framework, which was used as the framework for all of our IP projects.

The IP was also intentionally built into the state’s Program Improvement Plan, and leadership consistently referred to how the IP efforts tied into achieving federal standards with staff. The IP also benefitted from strong leadership support. Across all of our implementation projects, we’ve learned that this is a critical indicator of success for implementing systems change.

Barriers: The greatest barrier to driver implementation in this project was the impetus for the project itself; that is, the historically difficult working relationship between OFC and the county and private child welfare agencies. For all partners, there was a lack of trust and understanding on how to be better partners in achieving successful child and family outcomes. This tenuous relationship was exacerbated by a negative culture and climate within the OFC agency itself. OFC staff did not feel empowered to make decisions when working with external stakeholders, and were viewed as harsh policing agents of the state agency. This deeply embedded skepticism about improving organizational culture and climate brought challenges in implementing changes (both large and small) throughout the project.

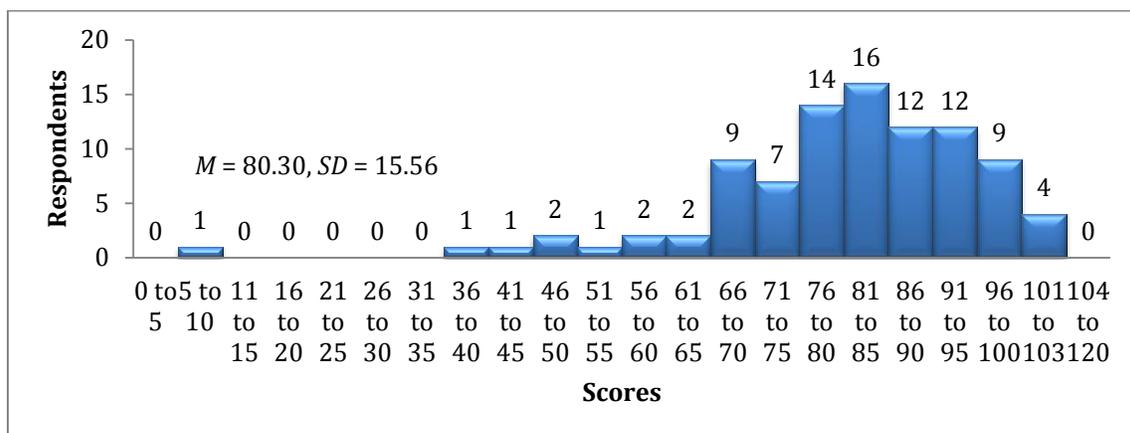
Describe how T/TA supported the readiness of the jurisdiction to implement the project.

As the agency prepared to implement the new technical assistance practice model, concerns emerged that not all staff had been adequately engaged and prepared for the new practice. Therefore, MCWIC

worked with the STEP team to develop and administer a formal assessment of staff readiness for change, in order to identify potential barriers and needed supports for implementation of the new Technical Assistance model. We adapted the original measure from Holt, Armenakis, Field and Harris (2007)² for this purpose. All employees of OFC were invited to complete the survey during work unit meetings; 83% chose to participate in the survey, representing every OFC bureau.

Individual employees' responses to the survey items were summed to create an index of "readiness for change" for each participant; scores ranged from 0 (not ready for change) to 120 (completely ready for change). Results indicated that 25% of respondents had a score of 72 or lower, indicating they were not ready for the change in the technical assistance practice model. Approximately 50% of respondents had a score around the average (80), indicating they were moderately ready for change, and 25% of respondents scored higher than 91, indicating they were highly ready for change. There were no significant differences between OFC Bureaus in readiness for change. The chart below shows the range of individuals' scores on the measure:

Figure 4. Total Score Distribution of OFC Staff's Readiness for Change Scores.



There were two major themes to emerge from this assessment:

- Most OFC employees had a moderate to fairly high level of "readiness for change." Not only were they ready for and accepting of the need for the agency to change, as individuals they felt they were well prepared and confident in their ability to adapt to the changes.
- Most OFC employees felt they lacked sufficient knowledge regarding what "the change" was, and how that would impact their roles in OFC. They were not fully aware of the proposed new Technical Assistance model and wanted more details.

² Holt, D. T., Armenakis, A. A., Field, H. S., & Harris, S. G. (2007). Readiness for Organizational Change: The systematic development of a scale. *Journal of Applied Behavioral Science*, 43, 232-255. DOI: 10.1177/0021886306295295.

OFC employees expressed a strong desire and readiness for change, with the hope that it would improve not only their work environment, but outcomes for children and families. Employees were aware that change was occurring, but they lacked a full understanding of what that change was (the content) and how it would be implemented (the process). Results of the survey were highly informative to the agency and were used to guide further preparatory efforts to ensure that all staff understood the new practice model and its implications for their individual work roles prior to implementation.

Reflection on lessons learned about Readiness Assessment

Upon receipt of the state's initial project application, MCWIC personnel began an intensive process to engage with state leaders to understand the jurisdiction's needs and project objectives. Through a series of conference calls and two on-site visits over the span of several months, members of the MCWIC team (Project Directors, Evaluator, and Project Manager) worked closely with OFC project leadership to discern the overall vision for the project, build relationships, propose effective strategies and timeframes for implementation, and develop the project logic model and evaluation plan. It was through these discussions that MCWIC was able to identify strengths and potential barriers to implementation in the jurisdiction, and offer suggestions for strategies to address these barriers. Designation of the state's application as a "selected site" by the Children's Bureau (rather than immediate acceptance of the IP proposal as an "accepted project") afforded MCWIC and OFC the opportunity to continue the planning and readiness assessment stages for a longer period of time (approximately three months) than would have been the case if the IP were accepted immediately. In hindsight, this extended preparation period was a benefit, as it resulted in a stronger foundation for implementation, which contributed to the overall success of the project.

In addition to the supports noted above, the project benefitted from the consultant initially provided by NRCOI (Lamm) and later as a MCWIC consultant. As a former Child Welfare Director in North Carolina, Ms. Lamm had extensive experience working in a system very similar to Ohio: a state-supervised, county-administered system which also adopted Differential Response and was also implementing a new technical assistance model. Her intimate familiarity with the process of improving state partnership relationships with local county agencies was a valuable resource to stakeholders in Ohio.

Our experience in Ohio also demonstrates the value of formal assessment of readiness for specific change in an agency. While the implementation team and OFC leadership were highly aware of the upcoming changes, and had engaged in numerous targeted communication strategies to engage and inform the entire agency, the assessment revealed that more work was needed prior to attempting to implement the new TA practice model. The jurisdiction took the survey feedback seriously and additional strategies were implemented. These strategies included additional messaging to staff and the provision of an intensive three-day training for all staff which was focused on the principles of partnership, and the need for changes in the way agency staff interacted with each other and with those they served.

B. Design/Selection of Intervention

Describe how the intervention was designed/defined, including: Theory of Change, including logic model and rationale on how outcomes will be achieved; Adaptations to the intervention, both in the beginning, and throughout the project period

The original proposed intervention was designed by OFC and included in their application to the IC. Subsequently, the MCWIC project team worked with OFC leadership to develop the project logic model and the interventions were refined over the course of this iterative process. The logic model was revised several times over the course of the project; the final version is included in the Appendix. The model is based upon two key assumptions: 1) that OFC state agency practice must mirror effective case work practice at the county level in order for the state of Ohio to achieve the best outcomes for children and families, and 2) when the state and public/private agencies work together in partnership, it results in better outcomes for children and families. The PFOF project focused on building the systemic changes necessary to position the state of Ohio to achieve improved child and family outcomes; however, project activities were not postulated to have direct impacts on child and family outcomes, and as such, none were assessed in the evaluation.

Intervention, Implementation Activities, and Expected Outcomes

The intervention for addressing the challenges to effective state-county collaboration in Ohio consisted of several distinct elements: 1) *formal assessment of OFC's organizational culture and climate*; 2) *formal assessment of external stakeholders' perceptions* of the current environment; 3) development of a *new technical assistance model* to guide state practice with the agencies it serves; 4) a *comprehensive rule review* to eliminate perceived administrative barriers to effective state-county-private provider partnership; and 5) implementation of *structural and functional changes within OFC* to improve culture/climate and facilitate implementation of the new practice model. Each of these major elements and its associated expected outcomes is further described below.

1) Formal Assessment of Organizational Culture/Climate

Organizational culture and climate create what is called the social context of the organization: all the norms, values, expectations, perceptions, and attitudes of the members of the organization, which research demonstrates will affect the way an organization invites or rejects innovation, serves its clients and meets their needs, and sustains or adapts its core services. So the impact of culture and climate was viewed as directly impacting whether OFC would be able to adopt a new technical assistance model, and provide responsive services to its customers. Social context guides how things are done in an organization, what the priorities are, and what gets rewarded and recognized. It also determines the psychological impact of the work environment on the people who work there. A positive social context allows an organization to be innovative and *begin change* by encouraging and rewarding people for considering new ideas. It impacts the organization's *ability to implement* a new practice or innovation once it is created. And finally, it creates a "hospitable environment" that *sustains an organization's innovative practice and allows it to be maintained over time*, rather than revert to the status quo.

In the case of OFC desiring to implement a new practice model, the underlying culture/climate of the organization was viewed as directly impacting the agency's ability to implement the new model and its ability to sustain implementation over time. If OFC's cultural norms ("how we do things around here") did not support innovation and trying new things, if people were punished for making mistakes or if people who brought new ideas were routinely squashed, the culture would ultimately prevent the new technical assistance model from ever being conceptualized. If a new model were to be created, OFC's culture would be expected to implement the new practice with fidelity. And clearly, as a complex system, OFC would expect to confront a constant force to revert back to the status quo, so its culture and climate would directly impact its ability to sustain the new practice model over time.

Thus, a formal assessment of OFC's internal culture and climate was conducted during the first six months of the project, and again at the close of the project to gauge progress on improvement. We chose to assess culture and climate using The Organizational Social Context (OSC) measurement system, developed by Dr. Charles Glisson and colleagues at the University of Tennessee-Knoxville's Children's Mental Health Services Center. We chose this assessment primarily on the basis of its theoretical grounding in organizational science, the large base of empirical evidence demonstrating support for this framework, and the availability of national norms to guide interpretation. The results are provided in a user-friendly format that readily displays the agency's standing in comparison to other child welfare agencies. The OSC was originally designed to assess the culture and climate of client-serving agencies; however, in this project the measure proved to be a reliable and valid measure for use with a state-level child welfare agency that serves local agencies as its "client."

2) Formal Assessment of External Stakeholders' Perceptions of the Current Environment

An equally important activity was the formal assessment of external stakeholders' perceptions of their current and desired working relationship with OFC. MCWIC and OFC collaboratively planned a series of "regional forums" that were conducted by MCWIC at the beginning (2010) and again at the end (2013) of the project term. These assessments were intended as a means to understand the current nature of the relationship between OFC and the public and private agencies it serves, as well as indicate the extent to which these partnerships had improved over time. The 2010 forums were well-attended by a broad spectrum of stakeholders, who shared their concerns and suggestions for what OFC could do to improve their relationship with public and private child welfare agencies across the state. Based on the results, it was evident that public and private child welfare agencies in Ohio were looking for a more collaborative, supportive, and responsive partnership with OFC. The summary findings from the 2010 Regional Forums were instrumental in helping to shape decisions about the nature of OFC's needed interventions, and served as a constant guidepost as the project progressed. Stakeholders clearly wanted meaningful participation in PFOF project activities, and as such, the project design teams (described in Section IIB) and the entire rule review process were conceptualized with an eye towards building a high level of stakeholder engagement. Results from the 2013 Regional Forums will inform the agency's plans for future efforts beyond the end of the implementation project.

3) Development of New Technical Assistance Model

Another essential activity in this project was the development and implementation of an OFC technical assistance model, to guide how OFC works with Ohio's county PSCAs and private providers. Field-based OFC personnel (licensing and technical assistance specialists) will be implementing the new technical assistance model daily, and although top leadership personnel do not typically provide direct technical assistance to the counties/providers on a daily basis, their work will necessarily affect, and be affected by, the new technical assistance model. OFC staff at every level will be guided by the technical assistance model to direct the manner in which they interact with their customers.

The agency's new mission and vision is reflected in this new model of collaboration, and accordingly, this process started with the articulation of OFC's new mission, vision, and guiding principles, an activity which was facilitated by NRCOI consultant Joann Lamm. Ms. Lamm was formerly the child welfare director in North Carolina, another state-supervised county administered jurisdiction, and one that was similar to Ohio in that it had also recently implemented Alternative Response. OFC leaders were eager to learn from their peers in other states, and welcomed Ms. Lamm as an ongoing MCWIC project consultant to assist the agency as it sought ways to improve its partnership with its customers. MCWIC researched examples of effective collaborative models of technical assistance delivery in other state-supervised, county-administered child welfare systems, which informed decisions about such aspects as the functioning and structure of the project Advisory Board.

A turning point in the intervention design was OFC's decision to adopt the "Six Principles of Partnership" framework for collaboration, originated by Barium Springs Home for Children in North Carolina, and in use in several jurisdictions to support Differential Response practice. These principles were seen as congruent and complimentary to OFC's newly developed mission/vision/guiding principles, and offered a mechanism for operationalizing the agency's new vision into daily practice. For example, one of the "Six Principles" is "Partners share power," and one way for state staff to demonstrate this principle in their daily work is to consult and collaborate with county agency staff to jointly plan meeting agendas and logistics. Training for all OFC staff on the "Six Principles" was provided by the Barium Springs Group consultants and additional follow up and consultation proved useful as the agency explored ways to operationalize the new technical assistance model.

The structure and functioning of the teams used to develop the new technical assistance model was previously described in Section IIB. The significant outcome of this cluster of activities was the articulation of a technical assistance model that had been designed through active collaboration with OFC's customers (county agencies and private providers). The new OFC mission, vision, principles, technical assistance model, and STEP team implementation plan are included in the attachments.

4) Comprehensive Rule Review

Probably the most visible and eagerly anticipated (by external stakeholders) element of the intervention was a comprehensive review of all of the child welfare, adoption and adult protective services administrative rules in the Ohio Administrative Code, to eliminate perceived administrative barriers to effective state-county-private provider partnership. OFC had identified its existing rules, or standard operating procedures, as a barrier to working collaboratively with the counties and providers, and the

topic of rules was the most frequently mentioned concern revealed in the initial Regional Forums, previously described. Of course, the state cannot abdicate its role of measuring county compliance with administrative rules. Nor can it ignore the importance of monitoring licensed agencies. However, it can eliminate rules that unnecessarily create or sustain imbalance in the OFC's dual roles. As one OFC administrator put it during the initial project planning period, "the rules are overshadowing the help that we could be providing to the counties." Thus, one of the major areas of activity the state undertook in this implementation project was to collaboratively, in partnership with a broad range of external stakeholders, review the entire set of rules pertaining to child welfare, and to recommend changes in those rules to be consistent with and support the OFC's new technical assistance model. At the outset, it was anticipated that some rules would be identified as barriers to rebalancing the state's role and could be eliminated, while others would be revised or consolidated. The collaborative process used for the rule review and structure of the Rule Review teams was previously described in Section IIB.

As the scope and logistics of the envisioned collaborative rule review process evolved, it became apparent that a web-based application would be desirable to facilitate broad stakeholder involvement in the process. Because of the short timeframe for completion of the entire review, MCWIC agreed to develop and host a dedicated website to support the work of the rule review process, including workspace for the Rule Review teams and an interactive secure site for stakeholders across the state to post comments on each of the administrative rules prior to team review. The website was designed with sustainability in mind, with the intention of transferring the entire application to the OFC website upon project completion. Screen shots from the website, as well as documentation of the rule review criteria and process are included in the attachments.

The scope of this activity was designed to be completed within a relatively short time frame, yet broad enough to significantly impact child welfare practice in Ohio. The expected outcome of this activity was a cohesive set of rules that supported the achievement of safety, permanency and well-being for children as well as defining and buttressing OFC's new technical assistance model. It was also expected that the collaborative nature of the rule review process would positively impact the overall relationship between OFC and the counties and private providers.

5) Implementation of structural and functional changes within OFC to improve culture/climate and facilitate implementation of the new practice model

The internal and external assessment and feedback processes previously described were essential to build awareness and understanding of the need for change, and to guide the development of the specific organizational interventions to increase employee engagement and improve functioning. While the initial project plans considered possible use of Glisson's "ARC" intervention model (Glisson, Dukes & Green, 2006)³, the jurisdiction and MCWIC ultimately opted to utilize a customized set of interventions targeting the agency's specific needs and the OSC dimensions. However, the primary ongoing

³ Glisson, Dukes & Green (2006). The effects of the ARC organizational intervention on caseworker turnover, climate and culture in children's service systems. *Child Abuse and Neglect*, 30, 855-880.

mechanism for promoting change within the agency, the STEP team (described further in Section IIB), was patterned after essential components found in an ARC team. The STEP team was a multi-level and cross-functional group comprised of representatives of every bureau and level of the organization, which focused on creating solutions for identified organizational problems and was empowered to act upon those solutions. As might be expected, the STEP team evolved over time and faltered occasionally, but eventually developed into a strong and effective driver of agency change.

Research has demonstrated that effective and lasting organizational change results from the use of simultaneous, coordinated, multifaceted interventions rather than organizational interventions focused on only one dimension of organizational context (Neuman, Edwards & Raju, 1989)⁴. Glisson and Hemmelgarn's work⁵ suggests that "pulling multiple levers" is necessary, and MCWIC adopted this approach to all of its implementation projects as appropriate, including PFOF.

Interventions utilized in the PFOF project fell into the following three broad categories, and included these specific activities:

1) *Interventions impacting human processes*, included the use of survey feedback; participatory decision-making; training on partnership principles and job competencies; using enhanced transparency and openness in internal organizational communications; team building training; the use of regularly scheduled quarterly all-staff meetings; the use of supervisor/manager "roundtables" for peer support; the development of a "six principles champions" program to foster peer support; promotion of existing in-service training opportunities; and the use of shared meals during the initial start-up phase of work team development.

2) *Interventions focused on organizational structure and functions*, such as the use of a solution-focused design and implementation team (STEP); the establishment of cross-functional regional technical assistance teams; the development of a standing work group to focus on organizational culture and climate; creation of a searchable database to document all technical assistance provision to counties and private providers; and the development of a process and collaborative structure for a comprehensive rule review with broad stakeholder involvement.

3) *Interventions focused on the work environment*, including the establishment of clear communication vehicles like bureau chief bulletin boards; a front-entry monitor to broadcast agency news of the day; staff desk aids to reinforce the mission, vision, and Six Principles; a shared organizational calendar to support cross-functional communication and teaming; an OFC contact list for internal and external reference; a new agency website; murals depicting the agency's programmatic areas, painted by the agency's "adopted" elementary school; a new office location for the agency; and posters depicting the agency's mission, vision and guiding principles.

⁴ Neuman, G.A., Edwards, J.E., & Raju, N.S. (1989). Organizational development interventions: A meta-analysis of their effects on satisfaction and other attitudes. *Personnel Psychology*, 42, 461-489.

⁵ Hemmelgarn, T., Glisson, C., & James, L. (2006). Organizational culture and climate: Implications for services and interventions research. *Clinical Psychology: Science and Practice*, 13, 73-89.

These infrastructure changes were needed to create a “hospitable environment” conducive to implementation of OFC’s new technical assistance model. For example, the results of the initial OSC assessment indicated that OFC staff lacked a common purpose and clarity around the central mission of the agency: some expressed belief that their primary customers were children and families, yet the agency’s role is to provide leadership and supports to local (county level) agencies that in turn directly serve families. In the regional forums, county and private provider agencies similarly expressed a lack of understanding of who OFC was, what they did, and how they could help. Taken together, these results indicated a need for refinement and broad dissemination of the agency’s mission, vision, and guiding principles to OFC’s staff as well as customers. These types of activities helped to adjust the culture that supported the original imbalance in OFC’s role. One expected outcome of the sum of these implementation activities was that OFC’s culture/climate and organizational capacity would be modified to facilitate the implementation of the new technical assistance practice model.

Describe the facilitators and barriers to specifying the intervention, both at the beginning of the project, and throughout the project period.

The PFOF project began and ended with data gathering and input sessions, both internal and external to the agency, which was a facilitator to specifying the intervention. The OSC results, coupled with the results of the regional forums, were unambiguous in delineating the need for and direction for change that OFC needed to pursue. The results galvanized support and commitment to the goals of the project from OFC staff and many leaders from the external child welfare system. In response, a number of county/provider leaders and OFC staff came forward to serve on the project Advisory Board or one of several design and implementation teams.

MCWIC financial support was a facilitator to specifying the intervention, in that it enabled the agency to conduct a formal assessment of its organizational culture and climate using the OSC. Given the fiscal climate in Ohio at the time of the project, it is unlikely that funds would have been available to utilize the OSC and take advantage of the consultation from Dr. Tony Hemmelgarn to interpret the results for the agency. Again, these data proved to be a facilitator to specifying the intervention, as the results spurred leadership towards taking action to make improvements. The results were not a surprise to the agency, but served to validate existing impressions that the culture was not functional.

Another facilitator to specifying the intervention was MCWIC’s first IC Regional Forum in April 2009, which was a conference hosted for representatives from all states and tribes in MCWIC’s geographic service region. OFC representatives attended this conference and heard a presentation by Dr. Tony Hemmelgarn and Peter Watson, NRCOI Director, about the importance of organizational culture/climate, and its impact on creating a hospitable environment for systems change. Afterwards, OFC leaders shared with MCWIC that this presentation had a profound impact on their thinking, as they realized the need to attend to their agency’s culture as the essential underpinning and foundation for the innovative changes they wished to make. Without this realization, it is unlikely the PFOF project would have been proposed and conceptualized in this way.

A barrier to the intervention was the need to spend more time building organizational readiness than originally anticipated. The project timeline was 3.5 years, which was insufficient to fully accomplish the necessary capacity building prior to full implementation of the technical assistance model by all regional technical assistance teams across the state with fidelity. The project interventions were designed to establish OFC as a “helping” entity that partners with the counties and private providers. As a result, the volume and substance of counties’ requests for technical assistance from OFC were expected to increase. It was hoped that the evaluation would have been able to document an increase in TA requests as well as OFC’s ability to respond effectively to these requests. However, such data were not able to be collected during the term of the project due to the necessarily slower pace of implementation.

It was expected that the regional technical assistance teams would be fully functioning and documentation of their efforts in the agency’s centralized database would be available for ongoing monitoring of fidelity of the model implementation. However, delays in implementing the database resulted in a lack of information available to MCWIC to directly examine fidelity. External feedback obtained from the end of project Regional Forums suggested that implementation of the new approach by the regional technical assistance teams was slowly building, but not uniform at the end of MCWIC involvement.

Reflection on lessons learned about how T/TA can support the intervention selection and/or development.

Technical assistance to the jurisdiction was invaluable for supporting the selection and development of the project interventions. Expert consultation and financial supports were necessary to enable the assessment of culture and climate that proved critical to mobilizing action. IC resources enabled the agency to comprehensively review all child welfare rules in an efficient, collaborative manner that engaged external stakeholders. Substantial support for staff training created a common language and set of operational principles (“Six Principles of Partnership”) around which organization members could build standards for new behavioral expectations (e.g., treating each other and customers with respect, etc.). In addition, technical assistance enabled the jurisdiction to utilize peer support through on-site consultation with a former child welfare director in a similar type of jurisdiction, as well as from information gathered by the IC from other states to inform decision-making on pertinent design issues.

C. Drivers (NIRN+)

Describe which drivers were most salient during the progression of the project

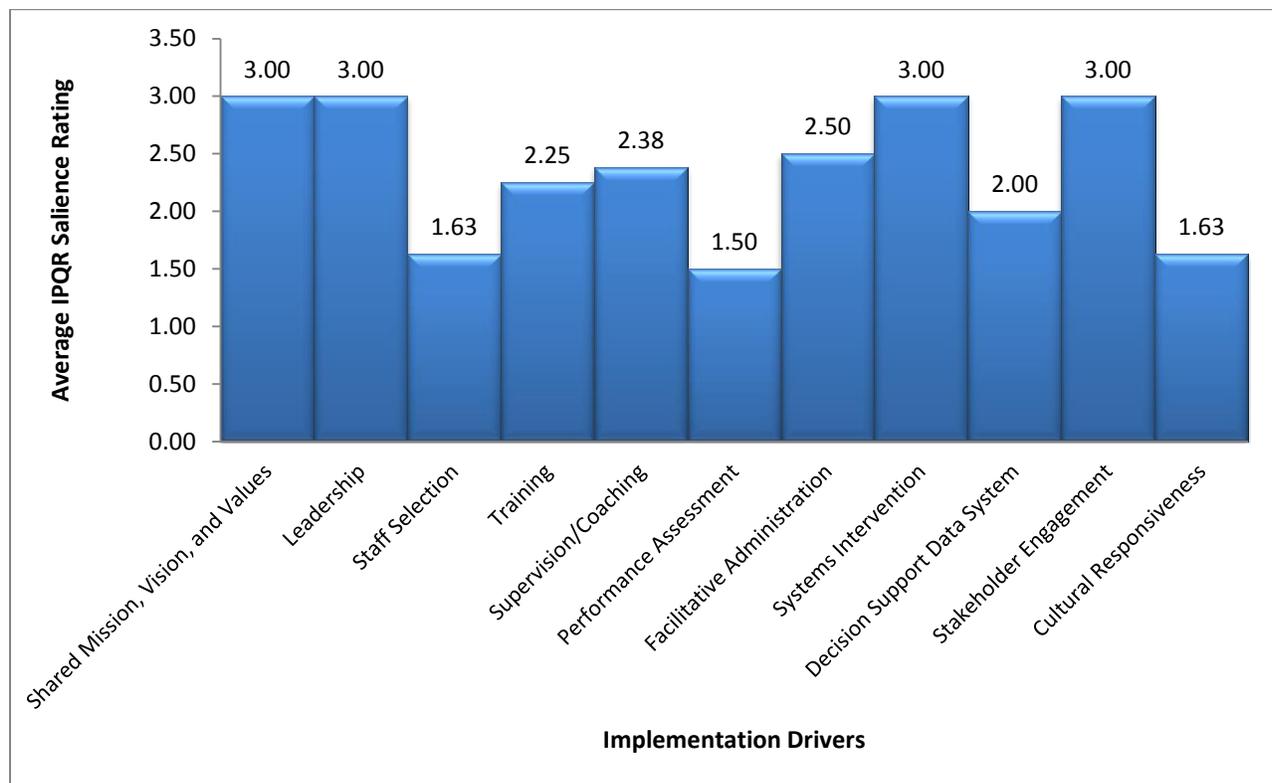
MCWIC used an Implementation Process Quality Review (IPQR) measure to assess the implementation process and outcomes for each project. The IPQR was built off of each project’s logic model and linked implementation drivers to the logic model. The tool provided ongoing monitoring of implementation, as well as facilitated driver salience and progress throughout the project period. MCWIC used the IPQR every four months (three times per year), and entered data into the cross-IC Implementation Process Measure twice per year.

Driver salience was rated as high (3; the driver had substantial importance or relevance during the reporting period and a significant amount of effort occurred to leverage the driver to support implementation), medium (2; the driver had some importance or relevance during this reporting period, or there was discussion or planning to address this driver in the future), or low (1; the driver had little or no importance or relevance during this period).

Four implementation drivers were identified as highly salient throughout the implementation of Ohio’s Partners for Ohio’s Families implementation project. These drivers include: Shared Vision, Values, and Mission; Leadership; Systems Intervention; and Stakeholder Engagement. These drivers were identified as highly salient for each of the eight Implementation Process Quality Review (IPQR) periods, including the initial design period over the three-year project.

It is also important to note, however, that all implementation drivers were rated as “highly salient” at least once during the project period. This reflects the value of the IPQR process as it gauges the progression of driver salience throughout the project period.

Figure 5. Average Driver Salience Ratings for the Partners for Ohio’s Families Implementation Project.



Describe facilitators and barriers to driver installation

A number of facilitators aided the effective driver installation. For example, the project’s Advisory Board was established early on in the project and in-person meetings were set up quarterly. The Advisory

Board was comprised of stakeholders from all aspects of the project: OFC leadership, county child welfare directors, and private child welfare agency leaders. This group was heavily invested and engaged in seeing the success of this implementation project, and helped to provide direction at a number of stages in the implementation project. OFC also had an established leadership team that truly wanted to see change in the agency, and improve its relationship with external stakeholders—including the director and top child welfare administrators; they identified this implementation project as a top priority for the agency and this helped to keep momentum and focus on the project over the three years.

OFC and project leadership also expressed openness to having all OFC staff complete the Organizational Social Context measure, knowing that the results might not be favorable. The agency therefore demonstrated a true desire to change. The project also benefitted from holding regional forums with external stakeholders from around the state—both at the beginning of the project and at the end. The regional forums at the beginning of the project provided insight into project activities and what the counties and private child welfare agencies wanted from their interactions with OFC, and OFC was open to hearing their feedback—positive or otherwise—and used those responses to guide the direction of the agency and how it works with the external partners. Furthermore, OFC staff/leaders were open to coaching from MCWIC for team building and facilitation to help build the agency’s capacity to support the definition and implementation of the new technical assistance model.

To facilitate implementation of a new technical assistance model and to guide the change of a more positive agency culture and climate, OFC drafted a new vision, mission and guiding principles statement with help from the National Resource Center on Organizational Improvement and input from both internal and external stakeholders. Leadership also used their recent success in implementing Differential Response as important lessons learned for this implementation project.

While few, the barriers to this project were significant, but successfully overcome given the strong facilitators driving installation. For example, Ohio is a state-supervised, county-administered system with a history of distrust and weak relationships between the state child welfare agency (OFC) and the county and private child welfare agencies that support Ohio children and families. We knew this going into the project, however, so there was a strong emphasis on demonstrating a true and active desire to engage external stakeholders in all aspects of the implementation process.

As mentioned previously, union influences prevented many of the proposed activities for installation of drivers related to staff selection and performance assessment.

Reflections on lessons learned about strengthening/installing drivers through T/TA

In general, we believe that it is very important that the autonomy of the IC-based and the agency-based project staff be protected to allow accurate assessment of project progress. Each partner needs to have an effective advocate for their perspective of the process. Our observation from across all four of our IPs is that when the on-site and MCWIC project managers jointly assessed the implementation process (using our IPQR instrument) we obtained a more accurate picture of that process than when they used the instrument separately.

MCWIC identified three important lessons related to installing and strengthening implementation drivers that perhaps are specific to this project. First, as described above, the stakeholder engagement driver was highly salient throughout the Ohio project, and MCWIC provided substantial T/TA related to stakeholder engagement. Internal and external stakeholders accurately perceived MCWIC to be an independent and objective entity with a primary focus on the most effective implementation of systems change. That perception significantly enhanced the installation and strengthening of the stakeholder engagement driver in the Ohio project through MCWIC sponsored and facilitated activities.

Another driver in the Ohio project that was highly salient throughout the effort was leadership. Early in the project, MCWIC recognized the criticality of leadership development across organizational levels. Providing meaningful leadership opportunities to OFC staff during the implementation process was invaluable, not only for the effective installation of the leadership driver but also for the implementation of the shared mission and vision, coaching, and stakeholder engagement drivers. OFC, through the various project teams (such as the STEP team and its sub groups, the eight Rule Review teams and the Rule Review Coordination Board) created numerous opportunities for OFC staff to develop their leadership skills. These were opportunities for staff to act as formal and informal task or group leaders with their peers. Effective implementation and driver installation requires the development of engaged and effective leadership across all levels of an organization.

An additional lesson learned that is not driver-specific but pan-driver. MCWIC's ability to facilitate the allocation of IC and Network project-focused resources to critical points in the driver installation process was vital to project success. These were resources that were in a time critical, and which no other entities within or external to the system were capable of providing. Examples include large scale regional forums of external system stakeholders, development of a web-based data system to facilitate the rule review process, and the "Principles of Partnership" trainings. The ability of the IC to partner with the agency to identify needed T/TA, and nimbly respond with the necessary resources tailored to match those needs, was critical to the jurisdiction's ability to install and strengthen implementation drivers in a timely manner.

IV. Project Outcome Evaluation

A. Implementation Outcomes [adoption, fidelity, role of TA in achieving these]

As mentioned previously, one of the first interventions the project took on was to change and redefine OFC's mission, vision, and guiding principles. This was an important step in setting the foundation for the implementation of the new technical assistance approach (described below as Activity #2).

Three sets of evaluation activities were conducted to evaluate implementation outcomes: 1) training evaluation; 2) evaluation of the pilot of the new TA model through kickoff meeting evaluations and a survey of participants in the pilot counties and OFC staff/supervisors participating in the pilot; 3) collection of data from the dedicated Rule Review website, a survey of all Rule Review team participants, and a set of focus groups conducted with the Rule Review team leaders (Rule Review Coordination Board). Results from each of these sets of activities follow.

Activity #1: Evaluation of training

Barium Springs Home for Children provided a series of 3-day off-site trainings for all OFC employees, designed to provide orientation to the “Six Principles of Partnership” and explore ways to integrate these principles into their everyday work practices and organizational culture. Employees were scheduled in mixed groups, with representatives from all Bureaus and levels of the agency combined in a session. Many OFC staff commented that this was the first time they had received training on their job; certainly this was the first time in many years that all agency staff had attended a training session together. Evaluation of the training showed that the sessions were well-received and participants felt they learned a lot. Sample comments:

- “There were some very challenging issues and attitudes and the trainers handled it well.”
- “I have learned more in these three days that will help me be effective in my job than any other training.”
- “The amount of work I think this will take [to change the organization’s culture] makes it a little overwhelming. I am optimistic and nervous.”
- “This really helped me to understand the challenges others in OFC outside of my area encounter.”
- “I learned to appreciate insightfulness, self-reflection, being able to see what drives partners to do the things they do, instead of making assumptions.”
- “Most helpful part of the training was the dialogue amongst OFC staff regarding issues affecting us all on the upcoming change.”

We encouraged transfer of learning through the completion of individualized participant action plans, with a one-month follow up contact to assess barriers to completion of their individual goals. At the completion of the three-day training, participants were asked to create a written action plan outlining how they would use their new knowledge and skills on the job. Participants kept a copy of their plan for reference. One month after completion of the training, all participants were sent an online survey link, with two reminders. The survey asked the following questions:

- How have you made progress towards your goal?
- What successes have you had while working towards your goal?
- What obstacles or challenges did you experience while working towards your goal?
- What additional resources or supports would be helpful to encourage you to use the “6 Principles of Partnership” at OFC?

Major content themes were identified by question, and sets of responses were coded according to these themes. Within each question certain statements were not coded (i.e., statements did not fit into any theme). Additionally, a small number of statements were associated with more than one theme.

The following tables summarize each question and its associated themes, including representative responses for each theme.

Table 1. Respondent’s feedback when asked, “How have you made progress towards your goal?”

N = 47 responses		
Theme	N	Representative Responses
Actively working toward goals	30	<ul style="list-style-type: none"> • try to include others in the decision making process • look for positives versus focusing on the negatives • listen to all facts before making decisions • allow others to feel heard • be more aware of my actions
Some/little progress towards goals	7	<ul style="list-style-type: none"> • haven't had many meetings since the training • it has gotten lost in the daily activities
No progress	10	<ul style="list-style-type: none"> • quickly slipped back into old habits • as an office, we're not moving forward

Table 2. Respondent's feedback when asked, "What obstacles or challenges did you experience while working towards your goal?"

N = 48 responses		
Theme	N	Representative Responses
Practical constraints	13	<ul style="list-style-type: none"> • time/busy schedules • difficult at times to take a breath and step back • difficulty reaching staff who are physically located in other areas of office
Current work environment	12	<ul style="list-style-type: none"> • "climate and culture" has not changed • good discussion following the training • difficulties achieving goals due to others in work unit
Lack of administrative support	9	<ul style="list-style-type: none"> • weren't ready with the next steps following the 3 day trainings • loss of momentum • non-performers create obstacles for others • management expectations are unknown to line staff
Difficulty remembering goals	8	<ul style="list-style-type: none"> • main obstacle is remembering to implement new learning
Persistence of past behavior	6	<ul style="list-style-type: none"> • tendency to fall back into old habits • letting go of past experiences and interactions • open myself up to move forward

Table 3. Respondent’s feedback when asked, “What successes have you had while working towards your goal?”

N = 47 responses		
Theme	N	Representative Responses
Increased communication/collaboration	25	<ul style="list-style-type: none"> • staff buy-in is improved • we’re seeing better communication • beginning to see some team work and partnering on projects • easier to understand opposing viewpoints • less negative emotion from situations
Increased self-awareness/control	12	<ul style="list-style-type: none"> • don’t let past interactions affect current/projects • listen more before speaking • allow others to take on more responsibility • more attentive to others when I disagree with what they are saying

Table 4. Respondent’s feedback when asked, “What additional resources or supports would be helpful to encourage you to use the “6 Principles of Partnership” at OFC?”

N = 46 responses		
Theme	N	Representative Responses
Reminders/ Additional discussions	10	<ul style="list-style-type: none"> • need periodic reminders • don't allow myself or staff to go back to where we started • additional speakers • reflect on how we depend on one another for each other's successes
Administrative supports	8	<ul style="list-style-type: none"> • management needs to put these principles into effect themselves • hold people to higher standards • follow-up steps following the training • a loss of momentum and motivation
Improved work environment	6	<ul style="list-style-type: none"> • break down silos • currently a hostile environment
Thoughtful scheduling/more time	3	<ul style="list-style-type: none"> • need more staff • need support to have face-to-face supervision with staff • interested in telework

In response to these findings, a follow-up all-staff meeting was held approximately 6 months later to provide an additional opportunity for staff to connect with each other and learn more about the “Six Principles of Partnership”; the event was again facilitated by Dan Comer of Barium Springs. Event evaluations for this day-long retreat were generally high; most employees were satisfied with the training. What was seen as most valuable about the day was being able to have all OFC employees together for the training, as this allowed employees to see and hear from others in the agency. Furthermore, this provided employees with reassurance, as many of them shared similar questions and hesitations with the new TA team approach. By identifying the value of shared experiences, however, employees reported feeling more confident in moving forward with the new approach. Employees also commonly reported appreciation for the “100% responsibility” principle—the notion that each person is only 100% responsible for themselves, but when each OFC employee is 100% responsible for their own behaviors, the organization as a whole will succeed.

The most common suggestions for moving forward (for individuals or the office as a whole) were to ensure that OFC senior management demonstrate the principles of partnership in their own work as a means to model appropriate behavior; to continue to promote teamwork and working within and across OFC bureaus; to communicate with each other, demonstrating kindness and respect (but reserving judgment) when doing so; and to share steps for implementation of the new approach with all employees, and outline each individual’s role. The most commonly cited barriers to moving forward

included: individual resistance to change; an inflexible and rigid organizational culture; and negative co-worker attitudes.

Activity #2: Evaluation of Pilot of new TA model in three counties

At the kickoff meetings held in each of the three counties participating in the pilot of the new TA approach, an evaluation was conducted at the end of the day. The kickoff meeting was a facilitated meeting between the assigned members of the OFC TA team and representatives of the county child welfare agency (the director, supervisors, key staff). The majority of participants who attended the kick-off meetings were satisfied with the nature and purpose of the meeting, and were optimistic about the prospects for the new technical assistance approach.

Participants agreed that it was helpful to have a facilitator at this meeting. Participants indicated that the kick-off meeting was valuable in increasing their understanding of the new technical assistance approach. This is encouraging because it was a primary goal of the county kick-off meetings. It is important for people to understand an organizational change to be able to engage in the change process. Consistent with the goals of the new technical assistance approach, participants seemed to be optimistic about building and improving the relationship between the county and the state. Participants were concerned about the sustainability of the new technical assistance approach. When asked about the potential benefits of the new OFC TA approach for their agency, the majority saw the potential for better communication and understanding, improved relationships, and more resources/help/support from the state. Participants saw as potential challenges of the new TA approach the danger that OFC's entrenched culture might inhibit buy-in, and the challenge of sustaining this new approach across the entire state. Kickoff meeting participants encouraged OFC to follow through with the new approach by continuing open communication with stakeholders.

PURPOSE AND PARTICIPANTS IN THE TA PILOT EVALUATION

A pilot of the new team approach was instituted from March 2012 through September 2012 with three county areas: Licking County, Allen County, and Ross/Vinton Counties. The purpose of this evaluation was to assess the impact of the new team approach, and to survey pilot participants about their perceptions and experiences. Respondents were asked to report the amount and quality of technical assistance they received or provided, as well as to indicate how the new team approach had impacted the relationship between OFC and the agencies it serves and suggestions for how to improve the approach.

Three surveys were designed to assess the impact of the pilot of the new team approach. Individual surveys were written for technical assistance providers, recipients of technical assistance, and supervisors of technical assistance providers. Thirteen (13) OFC field and central office supervisors involved in the pilot of the new team approach were asked to participate in the "Supervisor Survey." Of these, 9 supervisors responded to the survey, a 69% response rate.

Fifteen (15) OFC field and central office staff were asked to share their experiences as providers of technical assistance under the new team approach. Of these, 12 staff completed the “TA Provider” survey, an 80% response rate.

Thirty-four employees of the three pilot county teams were asked to participate in the “TA Recipient” survey. Of these, 22 TA recipients responded, a 65% response rate.

WHO PARTICIPATED IN THE SURVEYS?

The tables below provide descriptive information about the survey respondents, including the pilot team they were involved in or with, and their experience working in child and family welfare in Ohio.

Table 5. Breakdown of survey respondent by pilot area.

	OFC Supervisors*	OFC TA Providers	TA Recipients
	N = 9	N = 12	N = 22
Ross/Vinton Counties	6	4	9
Licking County	5	3	8
Allen County	6	5	5

*The total is greater than 9 because supervisors oversee OFC employees working on more than one county pilot team.

Table 6. Years of experience working in family and child welfare.

	Average	SD	Range
OFC Supervisors	M = 19.06	7.04	8.50-30.00
OFC TA Providers	M = 19.50	5.25	11.50-28.00
TA Recipients	M = 20.11	7.50	5.00-32.00

WHAT DO TA RECIPIENTS THINK ABOUT THE NEW APPROACH?

TA recipients were asked to identify the amount of functional services and supports received during the pilot of the new approach to technical assistance. Respondents were asked to consider how much technical assistance they received by assigning a percentage amount (out of 100% total) to each functional service and support provided by OFC. Pie charts and a graph illustrate the differences between the three pilot counties (below); a table with the percentages follows.

Figure 6. Average percentage of functional services and supports received since March 2012.

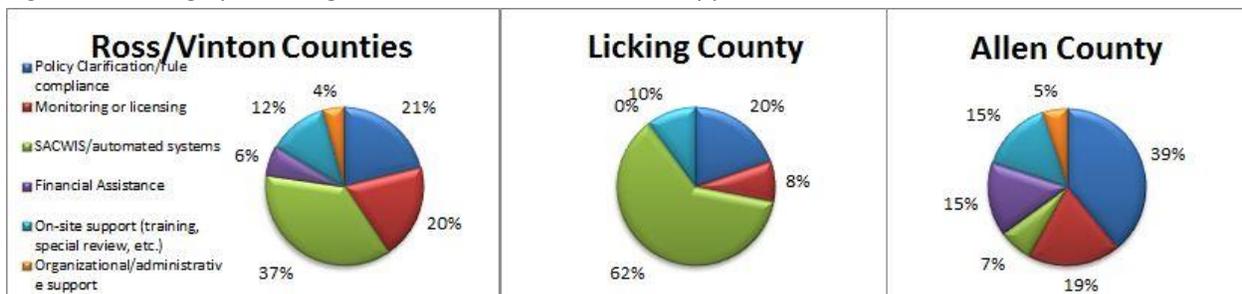


Figure 7. Average percentage of functional services and supports received since March 2012.

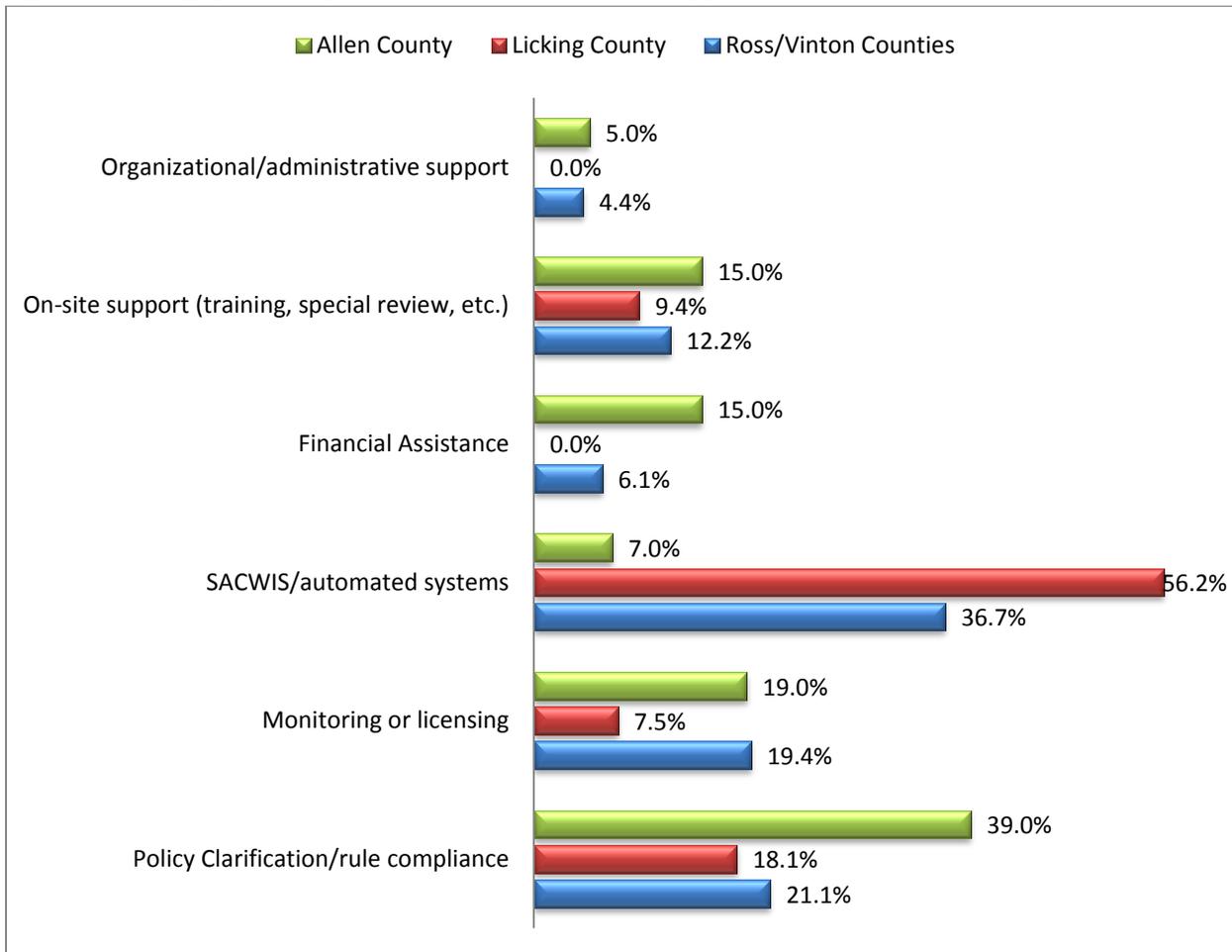


Table 7. Average percentage of functional services and supports received since March 2012.

	Ross/Vinton Counties	Licking County	Allen County
Policy clarification/rule compliance	21.11% (21.62)	18.13% (16.68)	39.00% (38.47)
Monitoring or licensing	19.44% (18.28)	7.50% (10.00)	19.00% (20.74)
SACWIS/automated systems	36.67% (37.83)	56.25% (28.75)	7.00% (10.95)*
Financial Assistance	6.11% (10.83)	0.00% (0.00) ⁺	15.00% (22.36)
On-site support (training, special review, etc.)	12.22% (13.49)	9.38% (10.84)	15.00% (22.36)
Organizational/administrative support	4.44% (8.46)	8.75% (12.75)	5.00% (11.18)

*Allen County received significantly less "SACWIS/automated systems" support than either Ross/Vinton Counties or Licking County.

⁺Licking County received significantly less "Financial Assistance" support than either Ross/Vinton Counties or Allen County.

TA recipients were then asked to rank order (from 1-6, where 1 is the “service or support you need the most”, and 6 is the “service or support your need the least”) the functional services and supports according to what they need most in their position. Allen County TA recipients ranked “Policy clarification/rule compliance” services as the most needed support, while both Licking County and Ross/Vinton Counties TA recipients ranked “SACWIS/automated systems” as the most needed support. Both Allen County and Licking County TA recipients identified “Financial Assistance” as the least needed support, where Ross/Vinton Counties recipients ranked “Monitoring or licensing” as among the least needed supports. All other supports and services were ranked around the mid-point, demonstrating that they were of equal importance for each of the three pilot areas.

Table 8. Highest and lowest ranked functional services and supports needed by TA recipients.

	Ross/Vinton Counties	Licking County	Allen County
Policy clarification/rule compliance	---	---	Most Needed
Monitoring or licensing	Least Needed	---	---
SACWIS/automated systems	Most Needed	Most Needed	---
Financial Assistance	---	Least Needed	Least Needed
On-site support (training, special review, etc.)	---	---	---
Organizational/administrative support	---	---	---

TA Recipients were asked to describe both a positive and negative interaction they had had with OFC since the roll-out of the new team approach to technical assistance in March 2012. Select responses were chosen from a compilation of all responses given to this question, and are highlighted below. Responses were chosen as being representative of the most common issues raised by survey responses.

Positive Interaction

- “Team approach, no more ‘them and us’ approach, meetings with the state, we are all at the table, state coming to the counties to actually see what we have to deal with every day on the job.”
- “There have been a few occasions where questions on rare circumstances came up and it was nice to provide information to a single point of contact for OFC and a timely response was provided which encompassed all programs areas that may be involved with one response.”
- “The staff having knowledge of the OFC staff, what they do, and who is in what area has been very significant to this process. Allowing all staff to participate in the in-person meetings has been beneficial. Also, having all members of OFC work on getting answers to questions from other members, and them distributing those answers to the county has been positive.”
- “On several occasions I have contacted (or had someone on my staff contact) [an individual in OFC] regarding issues we were experiencing. Each time [this individual] was

prompt in returning our phone calls and helping us to understand the process in language we could understand.”

Negative Interaction

- “The length of time for implementation.”
- “Immediately after our first STEP meeting, we held our foster care entrance meeting. The return to the old method of interaction was a letdown after this first meeting.”
- “I had to contact [OFC] for assistance in August 2012 to request help regarding a problem I was having with an eligibility determination for adoption subsidy for a child who was program eligible. The staff could only provide assistance with the technical process. When a glitch in the system made it necessary to delete the historical record and re-enter it, the staff could not assist because it involved explaining/understanding a policy issue. It took numerous phone calls to another county agency to fit the pieces together and determine where to find the answers needed to resolve this. All of this resulted in hours of investigative work on my part, and a significant delay for the family’s receipt of the financial assistance they need.”

TA Recipients were also asked to evaluate how helpful OFC had been in meeting pilot counties’ needs and how responsive OFC had been to requests for each functional service and support. Additionally, respondents were asked to rate how likely they would be to approach OFC for assistance with each of the functional services and supports offered. The tables below highlight mean scores for each pilot area, and significant differences (when present) between ratings are indicated under each table. TA Recipients rated these statements using a scale, where 1 = “extremely un-helpful/responsive” or “very unlikely”, and 5 = “extremely helpful/responsive” or “very likely.” The last column, “Overall Rating” shows the average rating score for each service and support across the three pilot areas. It is important to note, that even if a pilot county rated OFC as being “neither unhelpful/unresponsive nor helpful/responsive,” they were still “likely” to approach OFC for assistance on the functional services and supports.

Table 9. TA Recipient ratings of how helpful OFC had been in meeting needs for each functional service and support (listed as *M*, (*SD*)).

	Ross/Vinton Counties	Licking County	Allen County	Overall Rating
Policy clarification/rule compliance	4.63 (0.74)	4.50 (0.84)	4.60 (0.89)	4.58 (0.77)
Monitoring or licensing	3.63 (1.06)	4.00 (1.10)	4.60 (0.89)	4.00 (1.05)
SACWIS/automated systems	5.00 (0.00)*	4.00 (0.82)*	3.40 (1.14)*	4.25 (0.97)
Financial Assistance	3.13 (0.84)	3.33 (0.82)	3.00 (0.00)	3.16 (0.69)
On-site support (training, special review, etc.)	4.13 (0.99)	4.17 (0.98)	4.20 (1.10)	4.16 (0.96)
Organizational/administrative support	4.00 (1.07)	3.67 (1.03)	3.40 (0.89)	3.74 (0.99)

* Allen County and Licking County rated OFC as being significantly less helpful in providing TA with requests for “SACWIS/automated systems” support compared to ratings from Ross/ Vinton Counties.

Table 10. TA Recipient ratings of how responsive OFC had been to requests for each functional service and support (listed as *M*, (*SD*)).

	Ross/Vinton Counties	Licking County	Allen County	Overall Rating
Policy clarification/rule compliance	4.00 (0.76)	4.00 (0.63)	4.00 (0.71)	4.00 (0.67)
Monitoring or licensing	3.75 (0.89)	3.67 (0.52)	3.80 (0.45)	3.74 (0.65)
SACWIS/automated systems	3.75 (0.46)	4.00 (0.82)	3.40 (0.89)	3.75 (0.72)
Financial Assistance	3.13 (0.64)	3.33 (0.52)	3.00 (0.00)	3.16 (0.50)
On-site support (training, special review, etc.)	3.75 (0.71)	3.67 (0.52)	3.40 (0.55)	3.63 (0.60)
Organizational/administrative support	3.38 (0.52)	3.33 (0.52)	3.20 (0.48)	3.32 (0.48)

**No significant differences in ratings reported across all three pilot areas.*

Table 11. TA Recipient ratings of how likely they would be to approach OFC for assistance on each functional service and support (listed as *M*, (*SD*)).

	Ross/Vinton Counties	Licking County	Allen County	Overall Rating
Policy clarification/rule compliance	4.63 (0.52)	4.00 (0.63)	4.40 (0.55)	4.37 (0.60)
Monitoring or licensing	4.50 (0.76)	4.17 (0.75)	4.20 (0.45)	4.32 (0.67)
SACWIS/automated systems	4.63 (0.52)	4.29 (0.76)	4.20 (0.45)	4.40 (0.60)
Financial Assistance	4.38 (0.74)*	3.33 (0.82)*	3.60 (0.89)	3.84 (0.90)
On-site support (training, special review, etc.)	4.63 (0.52)	4.00 (0.63)	4.00 (0.70)	4.26 (0.65)
Organizational/administrative support	4.25 (1.04)	3.33 (0.82)	3.80 (0.84)	3.84 (0.96)

**Respondents from Licking County reported that they would be significantly less likely to approach OFC for help with “Financial Assistance” support compared to Ross/Vinton Counties.*

BUILDING A PARTNERSHIP BETWEEN OFC AND COUNTIES AND CONTRACTED PRIVATE AGENCIES

Respondents were asked to rate their level of agreement with a number of statements that serve as the benchmarks of the new team approach to providing technical assistance. Respondents were asked to rate each question on a scale of 1-5, where 1 = strongly disagree, 2 = disagree, 3 = neither disagree nor agree, 4 = agree, and 5 = strongly agree. Four similarly-worded items were asked by all three groups:

Table 12. Comparative questions regarding the relationship between OFC and its county providers.

Item	OFC Supervisors and TA Providers	TA Recipients
1	I understand and recognize the strengths and resources of the counties and agencies when they provide technical assistance.	OFC staff acknowledge my agency’s strengths and resources when providing technical assistance.
2	I believe counties and agencies want to partner with OFC to enhance practice and improve outcomes for children and families.	My agency wants to partner with OFC to enhance practice and improve outcomes for children and families.

3	I understand and respect the unique culture of the communities and agencies my staff work with.	OFC understands and respects my community/agency's unique culture.
4	The new OFC team approach is improving relationships with the agencies we serve.	My relationship with OFC has changed since the roll-out of the new team approach to technical assistance

When compared statistically, responses on item #2 were significantly different between TA providers and TA recipients (M = 3.50, SD = 1.09; M = 4.26, SD = 0.65, respectively). Furthermore, TA providers and TA recipients showed significantly different ratings on item #4 regarding the relationship between OFC and the employees of the three private counties (M = 3.17, SD = 1.03; M = 3.95, SD = 0.62). TA recipients were more likely to agree that the new team approach is changing the relationship they have with OFC; TA providers were less likely to agree. There were no differences in rating amongst TA recipients, demonstrating that all three pilot teams were satisfied with the new team approach.

These findings were consistent with responses asking survey respondents to describe the relationship between OFC and the pilot counties and their contracted private agencies based on the team approach. Results from this question are listed in the table below, identifying the number of times each statement was marked, by survey group.

Table 13. Description of relationship between OFC and the pilot counties (and their contracted private agencies), based on the new team approach.

	Supervisors	TA Providers	TA Recipients
No collaborative partnership exists	0	2	1
Weak collaborative partnership	1	3	2
Neither strong nor weak collaborative partnership	5	3	10
Strong collaborative partnership	2	2	9

Statistical analysis revealed that TA recipients were significantly more likely to rate the relationship with OFC as a “strong collaborative partnership” than TA providers, but no differences were found between supervisors and TA providers, or supervisors and TA recipients. It is also important to note that these differences between TA provider and TA recipient ratings are not pilot team specific, which lends support to the argument that the new approach is operating similarly among all three pilot teams.

TA recipients were asked, “In your opinion, what (if anything) has changed about your relationship with OFC since the roll-out of the new team approach to technical assistance?” Select responses include:

- “Response time has greatly improved.”
- “The agency is willing and able to contact OFC about issues/concerns. There is open communication and this is a very good thing.”
- “I believe that being able to provide information to a single point of contact from OFC and that contact person gathering information from the various program areas that may provide input is helpful as opposed to receiving the response that it is not their area and would need to continue to make repeated calls to OFC for answers.”

- “My staff are now more likely to contact someone from the department than they were just several months ago. I think that more of the staff at OFC have a better understanding of who we are-our strengths and challenges, community culture etc.”
- “I'm more comfortable and confident in reaching out to OFC.”

IMPACT OF THE NEW TEAM APPROACH ON OFC SUPERVISORS AND OFC TA PROVIDERS

OFC Supervisors and TA providers were asked a number of open-ended questions regarding the impact of the new team approach, to give suggestions of what could be changed to enhance the experience of the new team approach, and to identify supports needed as the agency moves to implement the new team approach statewide.

BENEFITS OF THE NEW TEAM APPROACH

OFC Supervisors and TA providers agreed that the new team approach was helpful for providing technical assistance to the counties, and positively impacted the relationship between OFC and the agencies it serves.

- “I think this new approach has enormous potential for fostering/strengthening a more collaborative relationship between OFC and county agencies.”
- “Face-to-face contacts, while time-consuming, encourage better and more holistic sharing of information which improves buy-in for everyone toward creative solutions. When creative thinking is employed, positive energy is increased and the experience leaves partners feeling empowered. Relationships as a result, are improved.”
- “The team was able to bring more resources and knowledge to the county agency.”
- “It has allowed more communication between State staff with new relationships developed-- this allows for a quicker response to agencies.”

Similarly, all supervisors (n = 9) and two-thirds of TA providers (n = 8) agreed that staff have developed relationships with other OFC staff outside of their unit as a result of the new team approach. This is an important and positive impact of the new team approach, as it not only changed how TA is provided to the counties, it also demonstrated improved relationships within the agency itself.

- “The new TA model forces staff from each OFC bureau to communicate and cooperate to support public and private partners.”
- “The team has allowed for interaction with people in the office I may not have normally had contact.”
- “It has connected me face to face with individuals in all program areas of OFC. Typically communication has been directed through a supervisor to these areas and vice versa. Now I feel empowered to call upon individuals directly and remove the layers of bureaucracy.”
- “It has caused me to be more proactive in anticipating individuals from my office who will be better equipped to assist me in doing my job. I have a better understanding of how different areas of OFC fit together to provide TA for agencies.”

SUGGESTIONS FOR IMPROVING THE NEW TEAM APPROACH

OFC Supervisors and TA providers suggested that when moving forward with the new team approach, it will be important for OFC to clearly outline the framework of the approach, including individual's roles and responsibilities under the new approach.

- "As long as we are meeting the county's needs and our roles as team members are clearly defined, this process will work."
- "All OFC bureaus must be involved and supportive of the new approach."
- "More of a framework to follow."
- "Define roles and responsibilities of team members, including supervisory functions. Although we would like to think that we are all adults working for the same goals, this is not the case. Teams need to have supervisors that can assign work, follow up on assignments, etc. The role of the team lead should be clear and not left up to the team to decide."
- "Teams must meet to discuss ideas and share what has been successful, as well as what has not been successful while working with the agencies."
- "Better facilitation and leadership."

SUPPORTS NEEDED FOR THE IMPLEMENTATION OF THE NEW TEAM APPROACH

OFC Supervisors and TA providers identified a number of needs to facilitate implementation of the new team approach statewide, as well as supports needed from senior management. Responses from these groups indicate that supervisors and TA providers believe that OFC employees have the ability to work in a team, but getting them to do so would take more effort than simply charging them to do so. Relationships must be built, not just expected to happen, and this would take some time.

- "Cooperation and teaming must be practiced, not just taught."
- "For the most part, I think the people working here at OFC are very knowledgeable and capable persons. Many have not been asked to change how they do things for a very long time and that change is uncomfortable."
- "Every individual is capable of working on a team. As long as their role is clearly defined and there is some mechanism in place to ensure accountability of each team member possesses the skills and competencies of working on a team."
- "Continuing to manage expectations---sensitizing them to the reality that this is truly a process; that while we may be farther along in our convictions/practices around partnership/collaboration, it may take others some time to get up to speed."

Furthermore, respondents agreed that senior staff could help foster the team approach by more clearly defining expectations and demonstrating support for employees using the new team approach.

- "Continued support of supervisors and our decision making."
- "Closely monitoring the process to ensure accountability and/or ongoing compliance with expectations and deliverables."

- “A better understanding of expected outcomes for the team, as well as individual contributions/work performance within the team.”
- “Demonstrate teaming in their work and collaborate more in-house. This example would foster work among teams. Additionally, managers have to be on the same page regarding the team approach. I do not believe they are there yet!”
- “Support/model the six principles of partnership. Be transparent and expect staff to do the same. Hold staff accountable in the team.”

CONCLUSION

One of the primary goals of the new team approach was to alter the way OFC provides technical assistance to the agencies it serves. The pilot of the new team approach was successful because it not only identified needed changes within OFC and the new approach, it also changed the way TA providers work with counties, and TA recipients acknowledged that change. When asked how working in a team influenced the way they approached a county to provide technical assistance, TA providers responded:

- “I am more comfortable referring the agency to a member of the team because I know that the team member will be responsive. In the past, I was reluctant to do this because not everyone in the office would respond timely (or as timely I would have liked).”
- “The team approach has provided me better access to various OFC staff and allowed me to refer agencies directly to OFC staff who can answer their questions versus waiting for me to try to find the answer and get back to them.”
- “It has caused me to be more proactive in anticipating individuals from my office who will be better equipped to assist me in doing my job. I have a better understanding of how different areas of OFC fit together to provide TA for agencies.”
- “[It] allows me to field questions, if appropriate, [that] I would have passed on to others in the past.”
- “I do try to think more about how program areas are connected to one another. Instead of thinking I have to provide it all to the county, I know that I have teammates who I can lean upon to help provide TA within any agency I will be working within.”

The findings from these surveys highlighted the positive impact of the new team approach, but also identified concerns and suggestions for moving forward with the statewide roll out of the approach. It was important for OFC to acknowledge these concerns, look for meaningful ways to address the suggestions, and continue to utilize the new team approach so as to ensure that it is successfully implemented throughout the state. The team approach successfully fostered a stronger partnership between the state and counties; this is valuable not only for those that work in family and child welfare, but also for the impact that it could have on child and family outcomes in the state.

OFC’s new technical assistance model was fully implemented and adopted by entire state in final 6 months of project, starting with regional roll-out meetings in March/April 2013. These delays, however, in statewide implementation of the TA model led to delays (until final months of project) in the implementation of the “Quality Center” database. Quality Center was intended to provide MCWIC and

OFC staff with valuable information regarding how the technical assistance approach was being carried out in the counties, which would have provided us the opportunity to obtain data to assess the fidelity of implementation of the new TA model beyond the initial pilot counties.

Process data regarding the rule review

The entire set of Ohio Administrative Code rules for child welfare and adult protective services were divided into eight topical sub-sets: Protective Services; Case Planning and Semiannual Reviews; Substitute Care; Resource Home Certification and Approval; Program Eligibility and Reimbursement; ICPC and ICAMA; APS and Title XX; Monitoring and Miscellaneous Administrative. For each set of rules, a review team comprised of equal numbers of OFC staff members and external stakeholders was designated, and each team was expected to review and rate each of their assigned rules against a common set of criteria (See attachments for a copy of the “rule review tool”). Each team was co-led by an OFC staff member and an external stakeholder. Teams met monthly (or more often if needed) in person to discuss the rules under review, and during their deliberations they consulted the other stakeholder comments posted on the PFOF Rule Review website. For each rule, the team created a set of final ratings on the tool, along with any recommended language they proposed.

The co-leads of the eight teams met regularly as the Rule Review Coordination Board, to facilitate the rule review process and ensure coordination of proposed changes. (See attachments for Rule Review process charter)

A total of 108 individuals participated on the eight rule review teams. Of these, 15 individuals represented private agencies, 30 were staff members from OFC, and 48 were representatives from county child welfare agencies. The entire rule review process lasted roughly 18 months.

MCWIC developed and hosted a web-based portal for management of the rule review process, including a central calendar to track individual rule review team meetings, space for each of the eight teams to store their documents, and their ratings using the rule review rating tool. The website also facilitated broad stakeholder involvement in the rule review process by enabling any child welfare stakeholder to create an account and post comments and have discussion with other commenters regarding each of the rules. There were a total of 742 comments posted about specific rules, from a total of 605 registered users. Thirteen percent of the registered users identified themselves as private providers, 9% identified themselves as OFC staff, 7% were members of Resource Families, and 55% of website users identified themselves as representatives of public child welfare agencies (i.e., counties).

The scope of the rule review was the child welfare and adult protective services chapters of the Ohio Administrative Code (Title 1 Chapter 5101:2 ODJFS Division of Social Services Rules), which was a total of 273 rules. However, eight of these were rescinded by the agency prior to their actual review date, resulting in a final total of 265 rules reviewed. Of the rules that were reviewed, approximately 14% were left as is with no changes, 82% were modified in some way, 2% were combined with another rule or rules, and 2% were eliminated.

Most of the changes that occurred were clarification and wording changes to make consistent language across rules and to mirror language within similar rules. Time frames were a major changed item to reflect consistency in language and in processes across rules and programs. Many changes involved shortening the rules to provide less verbiage and allow for easier understanding.

The following are three examples of rule changes that were recommended.

Foster Care Licensing rules:

5101:2-9-16 Visiting and Communications

Minor language changes were made to this rule for the purpose of updating, clarification and correction. In paragraph (E), CASA was added as an allowable party for the child to contact. No other substantive changes were made.

5101:2-9-26 Living rooms and lounges

Paragraph (D) was removed because it referenced variance requests which are no longer granted. New paragraphs (D), (E) and (F) were added from rule 5101:2-9-27 as the rule is being rescinded. No other changes were made other than the combining of the two rules.

Case Planning rules:

5101:2-38-05 PCSA case plan for children in custody or under protective supervision

This rule outlines the process and requirements for the PCSA to develop a case plan for children in custody or protective supervision. Paragraph (A) (1) was deleted. In paragraph (B) (2), “pre-finalized adoptive parent” was added to the definition of substitute caregivers. A timeframe of “no later than thirty days” was added to paragraph (D), providing clarification for when the PCSA shall file the JFS 01410 with the court. Other language changes were made for grammatical purposes and to restructure the order of paragraphs for clarification.

Outcomes of the Rule Review process

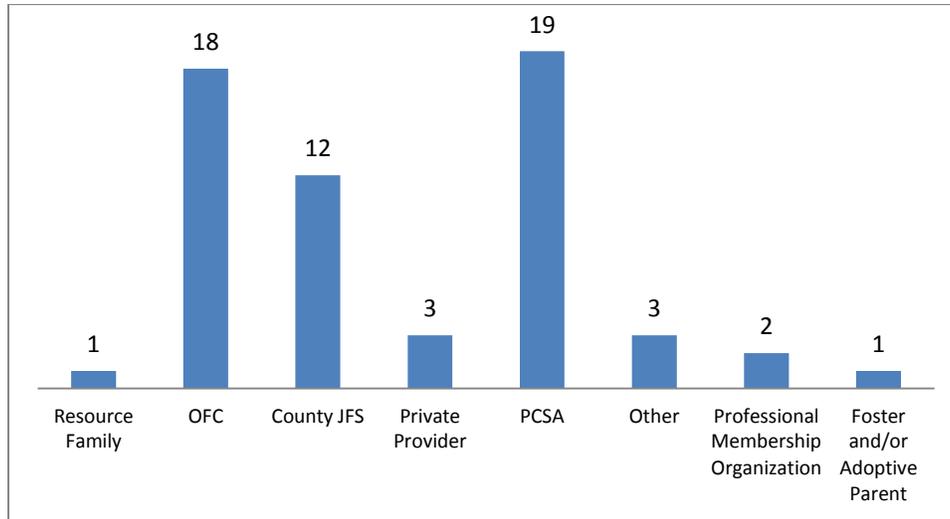
A survey was designed to evaluate the perceptions and experiences of the individuals who participated in the Rule Review process. Email lists of members of each of the eight Rule Review team were generated by the Rule Review Coordinator, based on participation in the process. As Rule Review teams completed the review of their respective team’s set of rules, team members were contacted to participate in the survey. Additionally, a focus group was planned to better understand the Rule Review process, and to capture the perceptions and experiences of the Coordination Board, specifically, as they arguably had the greatest amount of experience with the process. The focus groups were held at the January 2013 meeting of the Coordination Board. The focus groups were between 60 and 90 minutes long; two MCWIC evaluators moderated the groups, and an additional two MCWIC representatives took notes to capture the common themes and responses from the two groups.

PARTICIPANTS

SURVEY RESPONDENTS

Sixty (60) members of the Rule Review process completed the survey, a response rate of 58.8%. The respondents self-identified as representing a number of different roles and agencies within the Ohio child welfare system.

Figure 8. Participation in the Rule Review Survey by Role or Agency Representation.



The Rule Review process included eight (8) different teams (listed in table below). Participation by team, including the amount of time individuals served on each team, is listed in the table below. As evident in the table below, Rule Review team members invested a significant amount of time into the process.

Table 14. Rule Review Team Participation.

Rule Review Team	Respondents (n)*	Average Time Served (in months)	Range of Time Served (in months)
Resource Home Certification & Approval	15	11.73	9.00-14.00
Program Eligibility and Reimbursement	5	12.80	10.00-15.00
Substitute Care	6	7.33	4.00-8.00
Adult Protective Services & Title XX	7	4.71	3.00-7.00
Protective Services	13	5.92	3.00-7.00
ICPC/ICAMA	4	4.25	4.00-5.00
Case Planning and Semi-Annual Reviews	10	7.56	4.00-14.00
Monitoring & Miscellaneous Administrative	6	4.40	3.00-7.00

*Some respondents served on more than one Rule Review team.

FOCUS GROUP PARTICIPANTS

All but two co-chairs of the Rule Review Coordination Board participated in the focus group (n = 14). Participants were randomly assigned to one of two simultaneously-held focus groups. A mix of both OFC and non-OFC representatives were in each group; co-chairs from each team were also evenly distributed between the two focus groups.

RESULTS

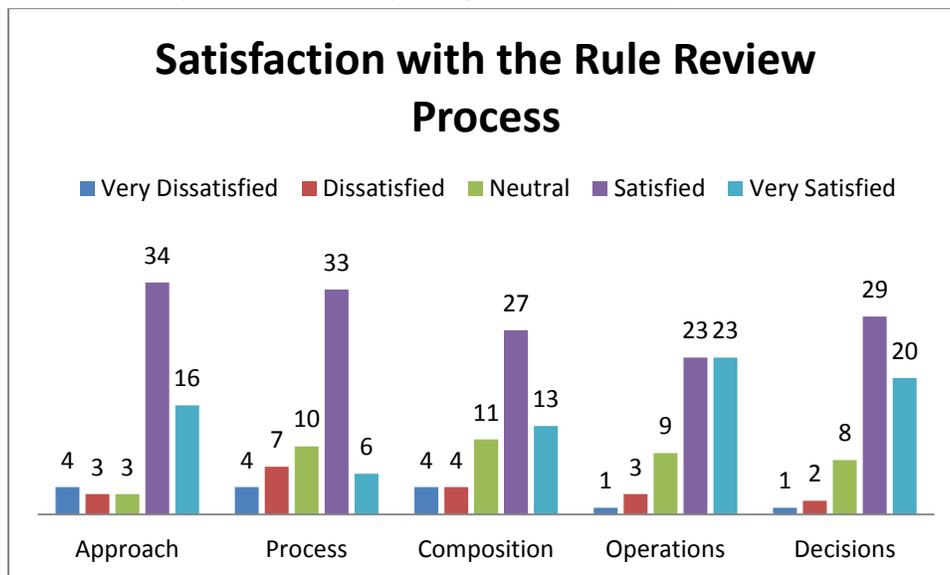
SATISFACTION WITH THE RULE REVIEW PROCESS

Survey participants were asked a series of questions regarding their satisfaction with the Rule Review process, including the multidisciplinary, collaborative approach, the composition and operations of their Rule Review team(s), and the decisions made by the team(s). Respondents were asked to rate each question on a scale of 1-5, where 1 = 'very dissatisfied' (VD), 2 = 'dissatisfied' (D), 3 = 'neutral' (N), 4 = 'satisfied' (S) and 5 = 'very satisfied' (VS).

Table 15. Satisfaction ratings of questions regarding the rule review process.

Question	Mean (SD)	VD n(%)	D n(%)	N n(%)	S n(%)	VS n(%)
Overall, how satisfied were you with the collaborative, multidisciplinary <u>approach</u> to the Rule Review process (e.g., bringing together state, county, and private agencies)?	3.92 (1.06)	4 (6.7%)	3 (5.0%)	3 (5.0%)	34 (56.7%)	16 (26.7%)
The Rule Review <u>process</u> was set up so that individual teams would: review their team's rules and make recommendations; send the recommendations through the Coordination Board for approval; and forward to the OFC Program Area to guide through the official OAC promulgation process. How satisfied are you with this process?	3.50 (1.05)	4 (6.7%)	7 (11.7%)	10 (16.7%)	33 (55.0%)	6 (10.0%)
How satisfied are you with the <u>composition</u> (membership) of the Rule Review team(s) you were a part of?	3.69 (1.10)	4 (6.7%)	4 (6.7%)	11 (18.3%)	27 (45.0%)	13 (21.7%)
How satisfied are you with the <u>operations</u> of the Rule Review team(s) you were a part of?	4.08 (0.95)	1 (1.7%)	3 (5.0%)	9 (15.0%)	23 (38.3%)	23 (38.3%)
How satisfied are you with the <u>decisions</u> of the Rule Review team(s) you were a part of?	4.08 (0.87)	1 (1.7%)	2 (3.3%)	8 (13.3%)	29 (48.3%)	20 (33.3%)

Figure 9. Satisfaction ratings of questions regarding the rule review process.



Respondents were also asked to give follow-up responses to the quantitative questions (from above) to further explain their level of satisfaction. The open-ended responses were reviewed and analyzed for

content and major themes. An overview of each question follows (a copy of all responses to each question is available as an Appendix to this report).

Satisfaction with the Approach to the Rule Review Process

As noted in the above table, on average, respondents were “satisfied” with the approach to the Rule Review process. This is consistent with the responses that were given to the open-ended question. A number of respondents acknowledged the value of working in a collaborative, multidisciplinary group to review rules: respondents commented that they had learned a lot through the process, and felt that it was both beneficial and important to their understanding of how rules are written and to be interpreted. There were, however, some concerns about the approach. Specifically, a number of respondents commented that there was a lack of consistent participation from all team members at regular team meetings (regardless of agency representation), and that the collaborative, interdisciplinary approach made the rule review process more time-consuming, due to a lack of shared understanding regarding the development, application, and enforcement of some rules.

Satisfaction with the Rule Review Process

Participants’ satisfaction with the Rule Review process was slightly lower than satisfaction ratings on the approach to the Rule Review process. The overall responses to this question were also much less positive. Respondents expressed concern over the amount of time required for the rule review process. While a number of respondents argued that the Rule Review process took too much time, others reported feeling that there was a “false sense of urgency” to the process, inhibiting understanding of and dissent for proposed changes to the rules. Another common theme that emerged was that of the Rule Review process itself; respondents expressed concern over not knowing or fully understanding the Rule Review process as a whole. Respondents wanted to know what was to happen to the rules after they were reviewed by the Rule Review Coordination Board; for example, they wanted to know which suggested changes were accepted by the Board, and the process for rule review after the rules had “gone through” the Board. This lack of knowledge and understanding left Rule Review team members frustrated with the time and energy spent reviewing the rules.

Additional Concerns Noted

The responses to this question appropriately capture the major concerns of the rule review process, by both survey respondents and the Coordination Board in the focus group. These include:

- A lack of time to adequately review the rules;
- Frustrations with a lack of understanding regarding the purpose and expectations of the Rule Review process, and inconsistent (insufficient) communication regarding the process as a whole;
- Changes to and composition of the Rule Review teams, which stunted the teams’ agenda and hurt partnership-building within the teams;
- Attendance at the team meetings waned over time, and there was a lack of consistent participation by some members.

Overall, survey and focus group participants were satisfied with the approach to and function of the Rule Review process. As this was a new experience for everyone involved, it is reassuring to know that a number of those who participated in the process found it valuable, remained committed to the process, and gained something from being involved. It is important, however, to consider the major concerns expressed by the respondents, particularly as the process came to a close, and if the process was to be used again in the future.

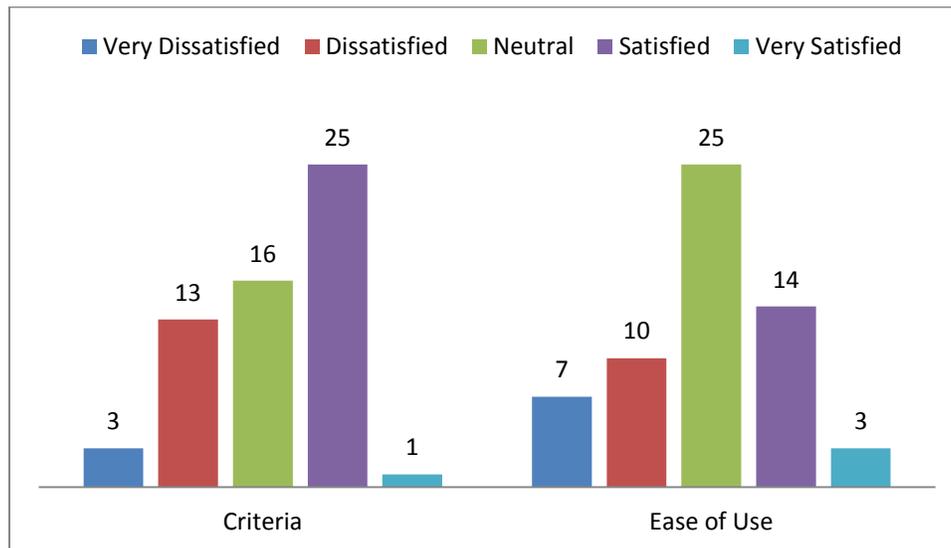
SATISFACTION WITH THE RULE REVIEW CRITERIA & TOOLS

Respondents were asked to indicate their satisfaction with the criteria and tools used throughout the Rule Review process. The following table shows the questions asked and the average ratings, judged on a scale from 1 to 5, where 1 = 'very dissatisfied' (VD), 2 = 'dissatisfied' (D), 3 = 'neutral' (N), 4 = 'satisfied' (S) and 5 = 'very satisfied' (VS).

Table 16. Satisfaction ratings of applying the criteria and ease of use of Rule Review tool.

Question	Mean (SD)	VD n(%)	D n(%)	N n(%)	S n(%)	VS n(%)
How satisfied are you with the <u>criteria</u> used for the Rule Review, as set forth in the Rule Review tool?	3.14 (0.96)	3 (5.0%)	13 (21.7%)	16 (26.7%)	25 (41.7%)	1 (1.7%)
How satisfied are you with the <u>ease of use</u> of the Rule Review Tool?	2.93 (1.05)	7 (11.7%)	10 (16.7%)	25 (41.7%)	14 (23.3%)	3 (5.0%)

Figure 10. Satisfaction ratings of applying the criteria and ease of use of Rule Review Tool.



For each of these quantitative questions, respondents were asked to explain their level of satisfaction. The responses to each open-ended question were similar, so the overall content themes are presented as one.

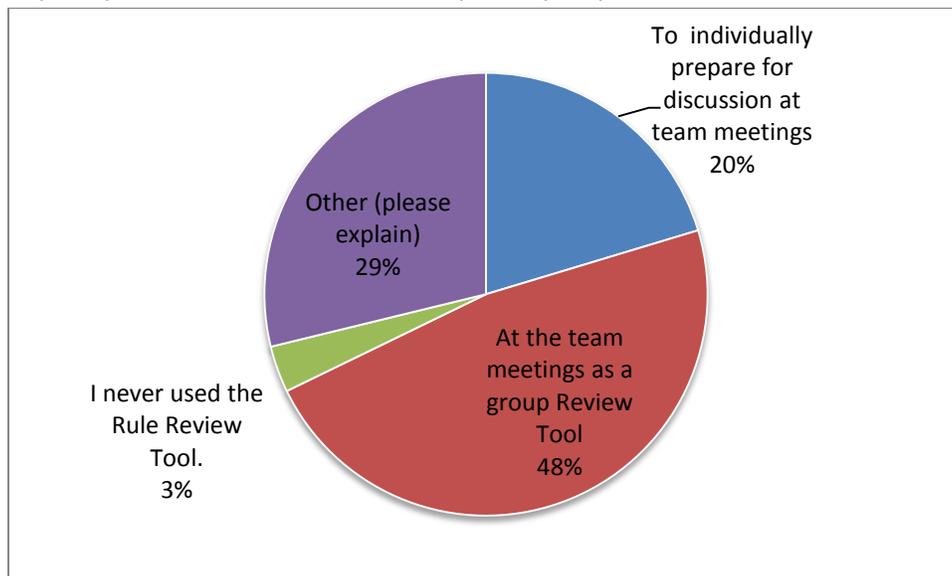
While a small number of respondents remarked that the Rule Review Tool was useful as a guidance tool for starting the process of reviewing rules, it seemed that most teams did not find the tool helpful. This is not to say that teams abandoned the tool completely, but rather many chose not to use the tool for individual review, and reserved it for when the group met to discuss the rules. As one commenter wrote, “the tool was a barrier itself.” Respondents felt that the tool was repetitive, cumbersome, too vague, and not applicable; for many, they did not feel that the tool answered the “why” of teams were reviewing rules and inhibited true collaborative discussion about the rules.

These concerns were also raised by the members of the focus group. While a number of the co-chairs said they used the tool, it seems that it was more out of expectation, rather than because it was helpful to the Rule Review process. A number of participants remarked that they used it initially, but eventually either created their own tool, or used it solely within the larger team meetings (not for individual use). In particular, members of the Coordination Board remarked that the tool was cumbersome and that it did not add to their team’s review of the rules. The Coordination Board expressed a willingness and desire to possibly adapt the tool in a way that could be used for future rule reviews.

FREQUENCY OF USE OF THE RULE REVIEW TOOL

Furthermore, respondents were asked to indicate how often they used the Rule Review tool. Twelve (12) reported using the tool “to individually prepare for discussion at team meetings;” 28 reported using the tool “at the team meetings as a group review tool;” and only 2 respondents reported having never used the tool. A breakdown of their responses is highlighted, below:

Figure 11. Frequency of use of Rule Review Tool by survey respondents.

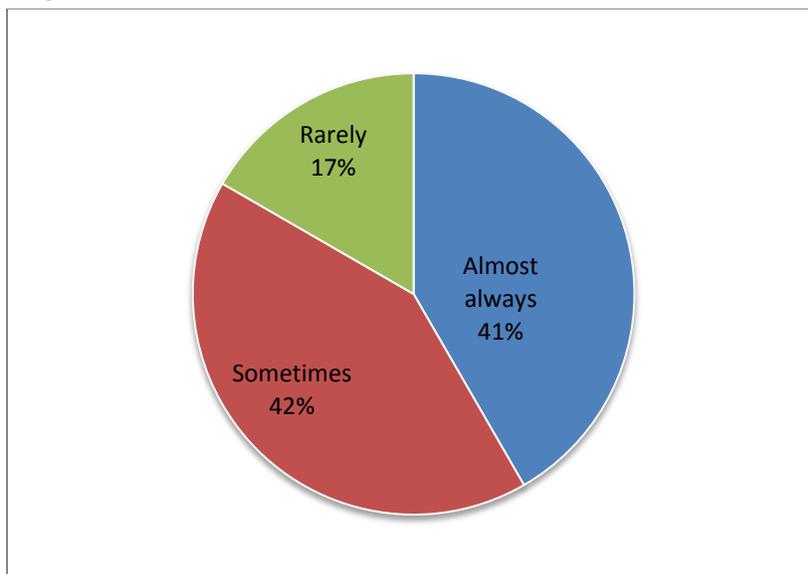


About one-third of the survey respondents (n = 17) chose the “Other” option, indicating that their use of the tool did not fit within the other parameters specified. Respondents who chose the “other” option were prompted to explain; the majority of the comments listed for this follow-up question were statements regarding the lack of utility of using the tool prior to team discussion. Respondents reported

that they had started the rule review process using the tool prior to team meetings, but found that it was not helpful for preparing for the group discussions.

Respondents who indicated that they used the Rule Review Tool “to individually prepare for discussion at team meetings” were asked to further identify their use of the tool. Of the 12 respondents, five (5) reported using the tool “Almost always (e.g., nearly every rule review)”; another five (5) reported using it “Sometimes (e.g., about half of the rules reviewed)”; and only two (2) marked “Rarely (e.g., less than 25% of the rules reviewed)”. This breakdown is presented in the pie chart below.

Figure 12. Frequency of use of Rule Review Tool by respondents who used it for individual preparation prior to team meetings.



Respondents’ reported use of the Rule Review tool, or lack thereof, was a strong indicator of the ease of use and applicability of the Rule Review tool. These findings were consistent with the comments regarding respondents’ satisfaction with the Rule Review tool.

When asked how the Rule Review tool might be improved, respondents offered a variety of suggestions. Below are some statements that represent the overall statements made on this question.

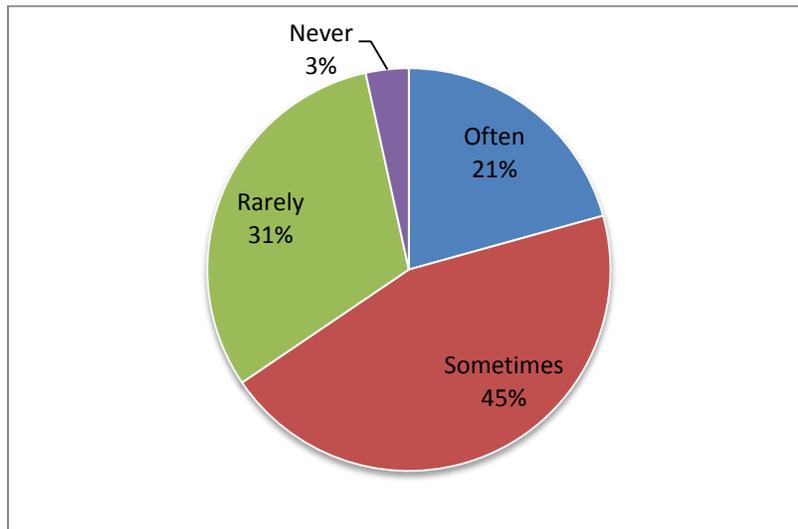
- “A new tool would need to be developed based on the *new criteria*.”
- “*Less questions or combined questions* to make the tool shorter.”
- “Shorter, please; do not require text in all boxes when *N/A could be an option*.”
- “*Remove questions about what laws were amplified by the rule. Simplify the tool to enable editors to record comments or concerns.* Was frustrating that some entry had to be made in each section, whether or not the reviewer really had any issues with that section.”
- “*Would work better to just work on during the meetings* versus everyone doing it prior to the meetings. Going over the tool took too much time away from really discussing the rules and the validity of them.”

- “#10 is not a useful question (at least the group did not think so). #12, 13, 14, tended to be a rather cookie cutter response. Basically, these responses did not help the team in making any decisions.”
- “I think the *ability for others to leave feedback* is important.”

SATISFACTION WITH THE RULE REVIEW WEBSITE

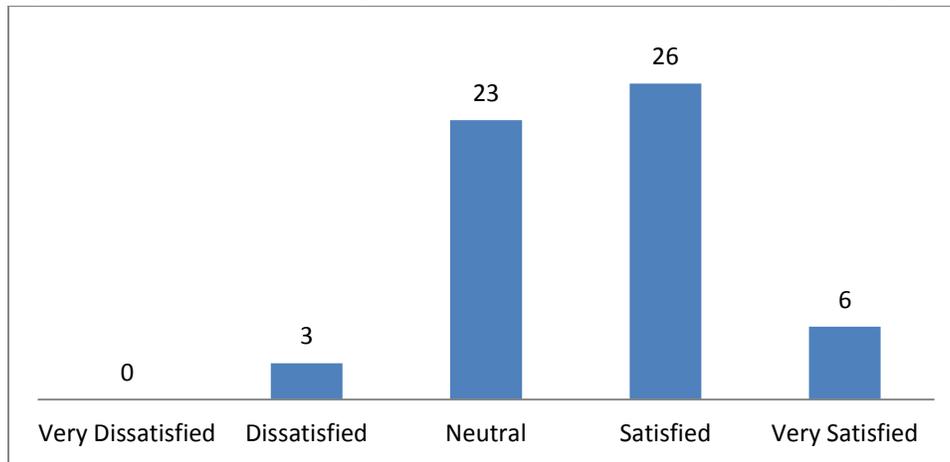
Respondents were asked four questions regarding the Rule Review website. When asked about frequency of use, the majority of respondents (n = 26) indicated using it “sometimes,” while others used it “rarely” (n = 18), “often” (n = 12), or “not at all” (n = 2).

Figure 13. Frequency of use of the “Ohio Rules Collaboration Project” website.



When asked about their satisfaction with the Rule Review website, respondents were most likely to rate their satisfaction as either “satisfied” (n = 26) or “neutral” (n = 23; M = 3.60, SD = 0.78). Fewer than 10% of respondents reported being “very dissatisfied” (n = 0), “dissatisfied” (n = 3), or “very satisfied” (n = 6).

Figure 14. Respondents' satisfaction rating of the online "Ohio Rules Collaboration Project" website.



Furthermore, respondents were asked to explain their level of satisfaction with the website. Respondents reported that the website was easy to use, and helpful to review comments during team discussions about rule revisions. Many teams also used the website as a central location for uploading documents to use during team meetings. There were also some issues with the website; respondents felt that it was sometimes hard to find what they were looking for on the site, especially if there were a lot of comments that had been made on a specific rule. Overall, while many found the website to be helpful, a number of respondents also reported that they were not able to use the website on their own as much as they would have liked.

When asked how the website might be improved, respondents also provided a few suggestions for how to improve the website. Below are statements that represent the overall suggestions made on this question.

- "Reports to view all of the rule and comments as one word or PDF document. Allow notes, rules and tools to be saved and updated and changes and formatting to be maintained."
- "Combine it with the Clearance website."
- "Just making it more accessible."
- "Make it more user-friendly."

Members of the Coordination Board did not talk at length about the website, but remarked that, similar to the tool, it was an extra step in the Rule Review process that did not necessarily make the process easier. A number of them commented that they were the primary users of the website, and would often "pool" feedback from their colleagues and enter collective comments on the rules through the website, prior to team meetings. As the purpose of the website was to elicit broad participation among child welfare practitioners and representatives, future rule reviews might benefit from consideration of focused efforts to increase stakeholder use of the website.

OVERALL IMPLICATIONS OF THE RULE REVIEW PROCESS

To assess the overall impact of the Rule Review process, respondents were asked the following questions. A summary of the responses is provided.

Impact of Rule Review Process on Agencies

For a number of respondents, the Rule Review process had a positive impact on them and/or their agency. Overall, the greatest impact of the rule review process was arguably the opportunity that it afforded county and private agencies to engage with partners at ODJFS to discuss the rules. Many felt that the process was beneficial to their understanding of the rules, and felt that the review process allowed teams to reduce some of the redundancy of the rules. Respondents also reported having more clarity about the rules, which reduced differences in interpretation of a rule and its intent. While this was encouraging, there were also a number of respondents (about half) who were less optimistic and more cautious. Respondents expressed a lot of uncertainty about the rule review process and the impact it would have; some felt that it would have little to no impact (rendering the Rule Review process “a waste of time”), and others reserved judgment, waiting to see what happens next with the rules (that is, it’s “too early to tell”).

Impact of Rule Review process on OFC policy and practice

The comments to this question were similar to those that were given in the previous question. Examples of statements are provided below. As expected, respondent’s opinions varied in whether or not they felt the process would have an impact of OFC policy and practice; many were hopeful while others were less confident.

- “It will be a challenge to institutionalize this process for all rule changes. The intent is great, and the effort to find some way of incorporating aspects of the process needs to be made.”
- “That is yet to be determined.”
- “I am hopeful processes will change to allow for more stakeholder involvement in the rule review process versus arbitrary review of rules.”
- “Employees will have a better understanding of the rules, and better knowledge about the rule writing and review process.”
- “Hopefully it will not go by the wayside like so many other new approaches and ideas.”
- “Don’t know - very minimal changes were made to rules.”
- “I don't see a direct impact on OFC policy and practice from this process.”

When asked, “Do you think the Rule Review process has been helpful to further the OFC vision and mission to promote child safety, permanency, and well-being?”, an overwhelming majority of respondents agreed that “Yes” (n = 45) this process has been helpful to furthering the vision and mission of OFC. When asked to explain why they felt this way, respondents reported feeling that because the process allowed for a shared perspective between various child welfare agencies—including a greater understanding of the rules’ intent and improved clarity to reduce differences in interpretation—it will make it easier for practitioners to apply the rules, which, in turn, promotes’ OFC’s vision and mission to promote child safety, permanency, and well-being.

For the respondents (n = 10) who indicated that they did not feel the Rule Review process has helped to further the OFC vision and mission, they argued that all rules promote child safety, permanency, and well-being, making this rule review an unnecessary and duplicative process. This sentiment was also strongly expressed in the focus groups. For many, the believed intent of this process was to reduce the number of rules, but this did not necessarily happen (for a number of reasons). As one focus group respondent remarked, the teams' inability to reduce the number of rules was a "miserable failure." The success of this process, therefore, was dependent on perspective. As many focus group respondents agreed, the success of this process should be measured by a different standard: that of a collaborative and comprehensive rule review process that not only served as a learning opportunity for those involved, but also reduced ambiguity for practitioners interpreting the rules.

When asked about the sustainability of the process, a majority of respondents (n = 45) felt that OFC should continue to utilize the Rule Review process in the future, but also offered a number of suggestions and considerations for how OFC might use the Rule Review process in the future. Examples of some recommendations are listed below (emphasis added).

- "Establish a *revolving statewide committee* to engage in the rule review process."
- "There needs to be *structure and skilled facilitation/mediation*. *LSC and Legal must have representation* to remove additional reviewers at the end of the promulgation process."
- "*Subject matter experts* (could be state policy, licensing, private or public agency representatives) attend the discussions to address the rule change/recommendation."
- "Limiting the amount of time someone can be on the board will also *allow others the opportunity to participate*."
- "Now that the rules have been looked at overall, develop some process to continue to look at new rules/change rules and *get input from the people who are actually involved in the practice*."
- "*Continue giving the opportunity for feedback* from providers and stakeholders."
- "In the future, I would say *no group should have to review more than 50 or 60 rules*."
- "Start with an '*empty slate*' rather than hundreds of pages of prescriptive, detailed rules."
- "Ensure sufficient representation from *all different size PCSA's*."
- "If chapters come up for *comprehensive reviews at the five year mark*, this same type of process can be utilized (e.g., pulling together a team). For those rule revisions that occur due to changes in law (the most common type), I think the website could be tweaked and utilized to *gather input prior to the drafting and clearance processes*."

Participants in the focus group echoed many of these sentiments, as well. It was clear that the process took much longer than expected, and required significantly more work for some participants. Particularly for those on the Coordination Board, the implementation of the rule review process was premature, as a number of co-chairs expressed frustrations over engaging in a process that had not been clearly defined prior to teams starting to review their assigned rules. For those teams that started first, the Rule Review process was still evolving, forcing them to adapt their own team's process as the overall process was being established. Despite these frustrations, it is also important to recognize that

the sustained efforts of team members indicates that those involved saw this as an important process; if not, it is reasonable to assume that many would have disengaged a long time ago.

A larger—lingering—concern, however, was the lack of awareness for what happens next in the rule review process, or the lack of communication for what to expect. Many believed that they would not hear back regarding their team’s suggestions to the Coordination Board, and others reported feeling that their recommendations would not actually impact the final version of the rules. With team members who have devoted a large amount of time and energy into this initiative, it was evident that they had mixed feelings about the sustainability of the process. While they agreed that it was helpful and many expressed appreciation for having the opportunity to be involved, it was time-consuming, frustrating, and potentially, all for naught (if OFC would choose not to undertake another comprehensive rule review process).

Similar to the concerns raised in the survey, members of the Coordination Board were hesitant to call the process a success. Although it did bring child welfare partners together (arguably the greatest success of the process), co-chairs agreed that the current Rule Review process is likely not the best process to use for future rule reviews. It will be imperative for OFC to consult and work with members of the Rule Review teams to ensure that the process used in the future is one that reflects the feedback given by those who participated. This will not only ensure a more efficient rule review process, but will also validate team members’ experiences and feedback.

CONCLUSIONS & RECOMMENDATIONS

Based on the feedback provided throughout the survey and focus group, it is evident that this comprehensive rule review was a valuable experience for many members of the rule review teams. Many respondents expressed appreciation for the process, and were thankful for the opportunity to share their perspective and gain insight on the rules. For most, the process was truly collaborative and worthwhile.

As expected, however, a number of important lessons learned are worth considering, should a similar process be implemented in the future. For example, the timelines set for the rule review led to some “growing pains” for groups that started reviewing rules before a formal rule review process was put in place. This led to frustrations as many expectations of the rule review were unclear—even with teams that began rule review later in the process. Many respondents felt the Rule Review Criteria Tool was cumbersome and repetitive, voiding its utility as intended; in fact, a number of teams reported abandoning the tool altogether and creating their own instead. A number of respondents liked the online website and felt that it was a good tool (in theory), but felt that it was not used as intended, or as widely as hoped by child welfare practitioners across the state. Furthermore, respondents also struggled with reviewing rules that could not be changed due to state or legislative statute.

Perhaps one of the greatest things to take away from this evaluation was the sentiments expressed by members of the Rule Review Coordination Board in the focus groups. They referred to the current stage of the rule review process as “Paralysis by Analysis”—meaning, OFC instituted the rule review process, people engaged in the process, and then they waited for OFC to implement the results. Members of the

rule review team were unsure of what would happen next; they were cautiously hopeful, at best. Too many of them have been in this situation before: a new initiative is created, agency members “get on board” to participate, and then wait—for change, an outcome, or the next initiative. OFC has great potential in this situation; it is our recommendation that they carefully consider the suggestions, comments and feedback in this report and respond by:

- Providing a summary of any changes that were made directly due to the rule review process,
- Establishing a standard collaborative rule review process that involves OFC and its partnering agencies for the future, and
- Continually communicating with agencies to maintain partnership in creating, understanding, and applying rules.

Was the process a success? Arguably, it depends on one’s perspective. If the expectation of the comprehensive rule review process was to decrease the total number of rules, then one might suggest that this expectation had not been met. In fact, of the more than 200 rules that were reviewed in this process, only 4 were eliminated (5 had been combined; 31 were kept with no change). All rules were reviewed in the two-part process, and the language of some rules was changed for clarity (n = 186), but the total number of rules did not significantly decrease.

If, however, the expectation was to review the rules for clarity and to improve public and private child welfare agencies’ understanding and implementation of the rules, then it should be considered a “glowing success,” as suggested by a co-chair in the focus group. According to those who participated in the rule review process, the latter is far more important than the former. The Rule Review process afforded members the opportunity to work together in partnership; most participants expressed an appreciation for the collaborative approach to the process, and felt that they had gained from being able to work with other agencies. With this, the rule review process truly exemplified the premise of the Partners for Ohio’s Families project: to build a collaborative relationship between OFC and its public and private child welfare partners.

B. Implementation Capacity Outcomes

The IC Implementation Capacity focus group was conducted to assess perceptions of the implementation process for the project; and specifically the role that MCWIC played in that implementation. The protocol questions focused on the development of implementation capacities or drivers, what worked well, what challenges were encountered, and what suggestions participants had for additional technical assistance, or other supports that might have been helpful. The focus group protocol was developed jointly by the five Implementation Centers and the Children’s Bureau. Participants were asked to comment on the capacities that were in place prior to the implementation project, which new capacities were developed or existing capacities expanded as a result of the implementation project, and which capacities were developed or expanded during the same timeframe that were not related to the project. Participants were provided with a copy of the focus group protocol prior to the session, along with the project’s logic model for reference. Definitions were provided in this document for each of the capacities/drivers. This was done to clarify the topics to be discussed and

allow participants to reflect on the project prior to the group discussion. It was also viewed as a way to save time during the focus group by cutting down on the need to clarify what was included in each area.

The focus group was conducted by a consultant to MCWIC who had not been involved with the project previously. It was felt that participants might feel more comfortable speaking to someone with whom they had not previously interacted. The focus group was not audio or video recorded. Notes were taken by a MCWIC staff member.

Findings

Nine individuals, all employees of ODJFS/OFC with key leadership roles or active involvement in the PFOF project, participated in the focus group. A summary of their responses follows.

Existing Capacities:

Participants mentioned having existing capacities in several areas, including selection and a performance appraisal process, but felt that they were not fully realized when the project began. In the words of one participant “I think when you look at the capacities, to some degree, we had all of these in existence prior to MCWIC coming along, but some of these were more of a strength than others.” “To some degree, we had things in place, but there was a strong recognition that many of these needed work.”

The group described having an awareness of the components of implementation science through working with NIRN on differential response as a strength going into the implementation project. One participant explained that the process of rolling out differential response led to dialogue with the counties about how OFC rolled out programs generally. In the words of the participant this dialogue was “where we identified the type of work we needed to be doing with counties to strengthen partnership with them.”

Participants also discussed the existence of positive relationships between individuals as an area of strength. The group described having great relationships with county people with whom they worked on a regular basis. However, they also pointed out that central office staff had varying degrees of contact with field staff and the counties, and that the relationship between central office staff and the counties was often compliance focused. They described a generally negative perception of central office apart from individual relationships, and stated that they felt the negative perceptions of central office were the basis for the project. In the words of one participant “It started with ‘I really like you but not ODJFS’”. Another described the situation by saying “We didn’t see them [central office] so they were obviously bad people [with all those rules].” Participants went on to expand on problems with inconsistent application of rules; saying, “There wasn’t any feedback regarding if it was working for others. It was kind of ‘this is how it is, but it may not work for you, but I didn’t ask you, so you think I didn’t care.’ ” One participant described the issues with inconsistent rule application by saying “historically, there have been so many changes with administration and we were very much siloed. But that’s what previous administrations wanted. There was a chain of command and a hierarchy of approval that you had to follow. So you think, when administration changes, you just continue to do what you know—so you stay in those silos.”

Despite the problems described, participants stated that they felt that there was a strong desire to change the relationship between counties and ODJFS and an awareness that the relationship between central office and the counties was a major concern when rolling out new projects. In the words of one participant “When I participated in the Regional Forums, there was a visible desire and commitment for change. I’m surprised—I now work in the central office and we’re still talking about it. There have been times we’ve maybe wanted to quit, but that hasn’t been allowed. I’m actually quite surprised we’re still doing this, based on prior experiences, but I think it’s good.”

Capacities Enhanced in Conjunction with the Project:

Participants also discussed enhancements to existing capacities as a result of the work done in the implementation project. Several participants commented on a strengthening of the agency mission, vision and values. Although they felt that the agency had had a clear mission, vision and values, there was now a greater understanding of these across the agency as well as greater buy-in. In the words of one participant “Prior to Partners for Ohio’s Families there were written documents about what we believe, but now people actually understand and buy into the mission of the organization. There’s a big history, but the change is occurring, and that’s really important.” Another participant added that the mission, vision and values “existed beforehand, but people didn’t see it. There’s more transparency with this.” He/she went on to say that these are reinforced through the First Friday newsletter and at agency staff meetings.

Participants gave credit for changes related to mission, vision and values both to leadership and to a process of change occurring from the bottom up. In the words of one participant “people believe it now. It’s grounded in the administration and leadership—it’s grounded in the office. This too is not passing. The majority of staff now believes it too. We see the turning of the ship now in the right direction. It’s a good thing for the office.” A second added that the increased commitment to the mission, vision and values “helps keep staff accountable to responding in the way that they should—the way the agency expects and the counties want.” Participants also emphasized the importance of staff involvement. One person commented “I think the engagement of all levels of staff is really an important feature in that staff at every level have been involved in the process, and developed the buy-in because they were a part of the change.” Another added, “Staff have been involved in the change and that makes it more sustainable.”

A number of people discussed the process of change, emphasizing that it has been a long, and sometimes painful, process that is not yet complete. For example: “We’re making changes and still have work to do, but we know what these things are [what we are] supposed to be doing and strengthening” and “In some ways, it’s a change of the self. It didn’t happen overnight... it’s been a long process, painful at times, and a struggle at times, and the struggle still exists, but it’s like seeing the light at the end of the tunnel.”

Focus group participants also commented on enhanced stakeholder engagement. One participant described the change by saying “It existed prior to the implementation project, but it’s very different now than what it was. We engage our stakeholders, and we’ve changed the frequency at which we do it,

and the types of ways we do that. The amount of planning, and time we spend and talk about it—it's the biggest area [where] I see the change. It existed before, on an individual level, but the overall wasn't there. Now it's much more; it is our mission to support public and private agencies, and we work really hard at doing that. It feels more systematic now."

New Capacity Built in Conjunction With the IC Implementation Project:

New capacities were discussed in several areas; including, systems intervention, facilitative administration, training and coaching. Living the mission, vision and values of the agency, and the importance of a positive agency culture and climate were themes that cut across more than one area.

In the area of systems intervention, participants discussed the creation of a new Advisory Board and the Solutions through Empowerment and Partnership [STEP] team. Participants explained that they now have an Advisory Board that meets four times a year and has representatives from public and private agencies as well as ODJFS staff. In the words of one participant "They advise the work of Partners for Ohio's Families through partnership".

The STEP team came out of the work of the Advisory Board. It was described as created "to implement the new TA model and team approach, and how we support our county partners." Participants explained that there are also sub-teams of the STEP team; mentioning sub-teams for implementation, pilot design, communications, training, and culture and climate. The STEP team was seen as representing a new approach to making changes in the agency. One participant commented that "we didn't have that before where a group was empowered to make change. The whole purpose of the team is to change the culture and climate in the office and find solutions to make things better in the office: rules, culture and climate, etc. We look at the office as a whole and see where we can make it better—at all levels of the agency. We had some form of that before, but it's a totally different way that we have it now—it's organized and works." Another noted "We [emphasis added] have the power to make decisions as a group when we feel something is the best choice. I've never been part of something like that in the agency. I think it has been very helpful."

Participants also emphasized the value that the STEP team and Advisory Board members placed on serving as part of the groups. One person observed that as the implementation center project is coming to an end there have been many meetings requiring a huge investment of time. He/she went on to say "It had been my assumption that people would choose to eliminate this meeting from their calendars, but surprisingly, no one did. People wanted to continue. With the STEP team I suggested that we meet only every other month, but folks want to continue monthly meetings. At our last meeting, the Advisory Board was very vocal about the desire to continue and said this was their only opportunity to have these conversations." Others commented that "no one wanted to leave- we wanted to rotate out members" and "They figured out the term of service with their retirement dates, which is funny but good. People see some benefit and service out of it—there's a strong commitment."

In this area, participants also mentioned the formation of the Quality Center which they described as a database to record the TA they provide for internal use. It is accessed by TA providers and is intended to facilitate sharing of information, and help to increase consistency of responses to TA requests. In the

words of one participant “That’s a part of the mission of the initiative; to share knowledge through training, cross training, exposure, and working to build a knowledge base. There’s so much to know and there are so many counties who are unique and have individual needs. And we’re not there yet, but the idea is that there’s a central repository of information that can be shared among regional teams and for new staff to build their knowledge base.”

In addition to structural changes, participants described changes in policy and procedures designed to empower staff to make decisions and answer questions from the counties and private providers. They observed that there have been a number of policies that have been instituted in the project to support the needs of the project, or what is coming out of the project. One example they gave was “if you know the answer, give it” policy. One participant commented that it is now the expectation that “if there is a question that is posed, and you have the answer, you give it.” Another added “The whole concept, if you know the answer, answer it—I’d like to highlight that because it’s been huge. Before, people didn’t provide answers to questions because they [the questions] weren’t coming through the proper channels. But now they can give the answer to the counties. That makes a huge difference to the counties.” A second person added “This is the turtle principle. [In the past] if you stuck your head out, it would be chopped off. So you didn’t. But now, you’re empowered to give the answer if you know it. And then you want to make sure others in the office know the answer you gave, and that was the impetus for the Quality Center. I mean, there were people with years of experience, but they didn’t want to put their heads out. But now, they’re giving the answers because they feel like they can. We never did this before, but we’re doing it now. And that’s what’s cool about this whole process.” Participants emphasized the importance of administrative support in relation to this policy. In the words of one participant “They have demonstrated a really strong commitment to the project and initiative from the beginning. If you are trying your best and believe in what you’re doing, we’re not punishing that—we’re encouraging it. That’s been important.”

Another area discussed was change in the process of revising state rules to allow for more input from partner agencies. In the words of one participant “There were teams to include a number of voices within the child welfare system. That was new. The other part is having partners give input to rules prior to the formal development of them.” Participants described the process of soliciting input from partners as different from what has been done to this point; saying, “Now it’s that they react to what we write, but that’s changing. We’ll be receiving information before writing rules. This notion is being institutionalized within the system. If there is major legislative change, we have the opportunity to form these groups again to get feedback about the proposed rules.” They also commented on the commitment to the process displayed by their partner agencies and a new recognition of the resources that partners devoted to that work. One person described the participation of the partner agencies this way: “I think in the totality, the counties report and privates, too, they made a huge commitment to the rule review process. We had at least two people who came to those meetings, even when on their vacations. Coming to Columbus is a huge expense of resources for counties, but now the regional teams are in their areas and that reflects that we heard the counties.” “It shows that we respected their challenges, and now we’re coming to them and meeting them. I think that helps.”

In addition to supportive structures and policies, participants discussed the role of training they received through the implementation project. They described having training in the Barium Springs' "Principles of Partnership" as helpful in operationalizing the principles they wanted to adopt and providing a common language for what they were trying to implement. In the words of one participant the principles were "the glue that gave meaning to what we were doing. They're simple, but hard to do unless you believe them. That was the glue that kind of turned the tide--the ship--in our office. People believed in it. It was that training piece that kept it going. We couldn't put our fingers on it, until you had the training, but that allowed us to really get it and gave purpose to what we were doing. It's not something that will go away. People buy into it. It was long overdue." Another added "out of that, we have a champions group that is fairly new but it's been really impactful and quite remarkable, and they're doing really cool stuff." A third noted "it gives everyone a common language. And I think it is basic common courtesy of things to do, but also these are things that are not easy to do. By making it common language, it gave everyone something easy they could do and participate in the changes going on, rather than something going on in meetings that they weren't involved in." "Many of our counties have also been introduced to that language [the Principles of Partnership], and are familiar with that, and as it becomes more comfortable, it really will become part of our regular practice and truly impact our work with counties and outcomes for families and children."

A final area mentioned was coaching. Participants stated that although OFC technical assistance staff had always supported counties, they are now operating as regional teams and have a formalized process for doing the work. "As part of that, there are coaches for each team; managers who were assigned to navigate conflicts that may arise within or between teams." Participants observed that there is now more peer to peer coaching and mentoring among team members.

Capacities Developed That Were Not Part of the Original IC Project:

When asked about other capacities developed that were not a formal part of the implementation project, participants mentioned the moving to a new building. Participants described the effects of the move as positive for communication, saying:

- "What sticks out for me is that we moved locations and the set-up of our office is now very different, but it made a huge impact. Our space is different; we were really spread out and very siloed. But now, we're in closer quarters and there's more interaction and face-to-face conversations;"
- "Before, people just communicated via email, but now the building enhances the communication. [There are] not so many long emails;" and
- "...when we see principles of partnership in action, we can write it down. And now, since we're closer, we can see people putting those principles in action."

Supports That Helped Build Capacities:

Participants discussed several supports that they considered helpful in building capacity; including long term support from the Implementation Center, the nature of the IC's approach, the importance of an external perspective, and the additional resources made available.

In the words of one participant, “It was critical to have [MCWIC]. The long-term aspect of it was huge. Sometimes you just need someone to come in and fix your pipe and leave. But when you’re talking about system change—what our system required—you need consistent and long-term support and nurturing pressure and reminders. MCWIC was able to give us this.”

Participants also commented on the ways in which support was provided by MCWIC. They described the technical assistance provided as different from narrowly focused efforts that they had experience with in the past; saying “because it was broad ...this type of TA was allowed to assimilate a lot of different resources and things we needed as the project progressed, such as culture and climate. There was some flexibility and adaptability to reach out for resources that we maybe hadn’t even thought we needed.” Another participant added that “service was not imposed; it was offered. We could accept or decline and then decide how to include it.” A third person remarked that “the resources were tailored to what our needs were. They brought in [a consultant] who was from a county-administered state so you didn’t need the ramp up. She knew and understood the system.”

While participants commented on flexibility within the technical assistance process, they also described MCWIC as helping them to maintain focus on progress toward their overall goals. They described how MCWIC was involved throughout and “was there for Advisory Board and other meetings,” but still offered an external perspective. In the words of one participant “Because you’re living in it every day, it’s hard to see changes. But they were able to articulate what did or did not change because they were external but here for the long haul. They were a critical sounding board.”

A last area of support described by participants was provision of additional resources. Focus group participants reiterated the importance of the Barium Springs Principles of Partnership training as “really essential to moving forward with the entire project.” They also discussed assistance from the IC in obtaining stakeholder feedback through regional forums held at the beginning and end of the project. One person described it as “access to resources you may not have expected: having their help at the beginning and end of the project to reach out to stakeholders to get feedback. We could not have done that. It was really helpful to have that at the beginning to hear what stakeholders wanted and matching that with what our staff wanted, and that gave good insight to the road map we were going to take.” Participants also mentioned technical assistance with creating a website; saying “They were able to get that website almost instantaneously—we would not have been able to do that here with that type of speed. That was hugely helpful for the rule review process.”

Other supports that would have been helpful:

In relation to this area, one participant stated that “We pretty much asked for anything and everything. If we wanted it, we asked for it.” That said, participants went on to identify a wish for a longer timeframe for the project given the complexity of the change initiative. In the words of one participant “I think our project was pretty extensive... but it could have been a 5-year project. It would be helpful if we had a couple more years. It takes a long time to move this ship, so a little more time would be helpful.” A second agreed, saying “That’s a good point. It’s a three-year project, but really the first year and a half was about setting the foundation for the project. We did a lot of work in the beginning to

identify and really plan what it was and how it was we were going to move through the project. So we've really only had a year or so to do the real work." Last, a third person commented "The initial change was the hardest, and changing culture and climate was hard. But with new employees coming along and attrition of other employees, there are likely several more years before you fully implement and institutionalize some of these changes."

Lessons Learned:

In relation to this question, participants talked about the importance of communication and also broad inclusion of stakeholders in the process. One commented, "For me, it's communication. I've always said this. And I really believe that. I think you cannot communicate enough and this project has shown that. You have to say the same thing over and over and it takes time, but we don't always have it. But if we're going to have effective partnerships with the counties, in a county-administered state, we don't have the same 'power' as other structures, so you really have to go beyond the communication. You have to work hard and not leave anyone out." A second person agreed, saying "To effect this type of change, you can't leave anyone out. You have to involve people at all levels." Although agreeing with the importance of broad inclusion, a third person expanded on this point commenting on both the importance and the difficulty of involving stakeholders. In his/her words "...it's a lot of work. You have to believe in the long-term [goals] and put resources toward that. But as much as we went around the state and met with people, there are still some that didn't feel like they were heard or got to be involved. The reality is that smaller agencies do not have the same resources so their ability to be involved is limited. I think sometimes, no matter what we do, there will be people 'left out' but not intentionally. To move forward, you have to continue keep people in engaged."

Significant Challenges:

Participants mentioned a number of challenges encountered in implementing the project. The first of these was balancing the time involved in carrying out project activities with regular job duties. One person described the time issue as "...making sure that we devoted the time necessary for the change, but also maintaining the level of work that is necessary. So people have the same jobs, but are involved in carrying out the work for the change. There's always a lot to do." Another added, "It was a challenge because we still had our real work, and this was added, but people didn't complain because they knew it would be worth it in the long-haul."

A second challenge mentioned was obtaining and maintaining commitment. One participant described the issue by saying "I think, for me, I was trying to balance those that are committed with those who are not. And trying to keep those committed, committed. There were people originally on the STEP team who were [committed] and some who were not. It was a challenge to keep people engaged. Sometimes you had to bring in a new person, with new energy. It was important to sustain the momentum." Others commented on dealing with resistance as a significant challenge. One described a key challenge as "moving through the resistance and coming out on the other side. You had to keep going and push through the negativity." The participant went on to say that the Principles of Partnership training "was a turning point for that resistance to subside a bit. A lot of the feedback at that point was negative, but

STEP took that information and used the feedback to create solutions. We wanted staff to see that we listened and were willing to work to put new processes in place to make change.” Another person made the related point that “trying to overcome a negative history was a big challenge. People often held onto that history. It was significant enough for people to remember it.”

Other participants commented on the difficulty of implementing change within the structure of a large bureaucracy. In the words of one participant, “One of our challenges was that we were trying to change a system not built to change. Government was built to maintain stability, so everything you do to try to change it is difficult.” On a more micro level, another person described the difficulty of reaching out to county-stationed staff to keep them abreast of and involved in change efforts, saying “only a portion of our staff are in central office. We have staff in the counties so it can be hard to get all of the work and change to the staff not in central office.”

Approach to Other Systems Change Efforts:

Participants mentioned a number of specifics regarding the way in which they would structure future work. One point raised was the need to restrict the size of a work group, as well as the need to know something about the skills and backgrounds of people who express interest in order to get the most effective possible membership. One participant commented that the groups became too large in the current project because they didn’t want to turn anyone away, but that they had learned about other ways to have people be involved. He/she gave the example of the rule review process in the current project where “the website allows for a larger number of people to be involved/contribute without making the [coordination board] group too large.” Another participant commented on the need to clarify what is expected and how staff will be affected at the start of a project, and a third stated that he/she is “taking lessons learned from this to work with other offices;” mentioning specifically “the processing, communication, breaking down silos” that occurred in the implementation project. Participants also noted the importance of having a point person on staff committed to managing the project and maintaining the engagement of the staff and leadership in the effort. One described this by saying “It’s really easy in the day-to-day work for anyone to get redirected and pulled somewhere else, and get off course. But the project manager is there [to say] how important it is for staff to stay on course and maintain commitment.”

Other participants discussed the importance of relationships developed in this project to future systems change efforts. In the words of one participant, “I think some of the relationships we’ve developed will help new initiatives that come along. It gives confidence that we can work with them to try new initiatives. Before, we would not have even tried, but now we have ambition and believe we can.”

Commitment to the project at multiple levels was seen as important to the success of future initiatives. A number of participants noted the importance of a strong commitment from leadership, while another emphasized the need for widespread commitment for sustainability. In describing the current project he/she remarked, “There’s been a strong commitment from the whole office. This project crossed over two administrations, so the continuity of this—it’s kind of homegrown. It was really important for the sustainability of the project.”

Other comments related to carrying forward understandings of the way in which change works. One participant described it by saying “Things do not change overnight. That can be hard to convey to folks. It’s coming but it takes time to move. Change is a process and takes a lot of processing. When you think you don’t want to process anymore, it’s really necessary to allow that to happen and it actually saves time in the end.” Another added “You need to process to keep moving, but you have to keep your eye on the ball. There still has to be a focus.” He/she went on to say that it’s important that what needs to be changed is defined up front and that processing is focused on “what is needed to make it happen.”

One person summed up approaches to future systems change efforts by saying “We can take this model and use it almost anywhere, even in our daily lives or other offices. Change takes a long time, but for those who started at the beginning, it feels really good to see what changed. Early on, I was one of the nay-sayers, but now I’m happy to be a part of the change. We can apply these principles to so many aspects of our lives.”

Final Additional Remarks:

In closing, participants stated that they felt “the federal focus on implementation is very important.” They also expressed a high degree of satisfaction with MCWIC staff and the implementation process. In the words of one participant, “I will say that it helped that MCWIC had very competent staff. I would be willing to bet that the model is really good and the ICs are the way to effect [the] change that the Children’s Bureau asks for from states. But it helps that we had people who worked really well with us and they were very knowledgeable about what we needed them to do. So the ‘fit’ is really important.” Another added, “It helps that they were also nice. They were nice and competent. It was a good fit.”

In the words of one participant, “This project had all the right components: leadership, support from MCWIC, staff at all levels involved, a focused plan for change, etc. People kept their eyes on the outcome. Whatever this model is, it works! This message needs to get back to the Children’s Bureau: this process works if you have all the right pieces to the puzzle, like resources, money, time, leadership, etc. Those pieces were all there. This was a brilliant model: you had people committed to it and it worked.”

C. Organizational and/or system outcomes

The logic model hypothesized a number of long term and system outcomes. The three primary sets of evaluation activities that were conducted for organizational/system outcomes were the: 1) Regional Forums (conducted in 2010 and 2013); 2) PFOF Advisory Board interviews (in 2013); and 3) the Organizational Social Context assessment (conducted in 2010 and 2013). The following were the specific outcomes that were evaluated, grouped according to the evaluation activity through which they were assessed. Results will be presented for each set of evaluation activities.

Outcomes assessed using the Regional Forums and Advisory Board Interviews:

- *Stakeholders have needed supports from state to effectively implement state initiatives (eg, AR)*
- *Improved working relationship between OFC and public/private child welfare agencies*

- *Structural and philosophical transformation of state practice with public/private child serving agencies to improve outcomes for children and families (state practice is transformed to be stakeholder-focused)*

For these outcomes, MCWIC conducted a series of “Regional Forums” with external stakeholders in multiple locations across the state, both at the beginning of the project (July 2010), and near the conclusion of the project (July 2013). Interviews with Project Advisory Board members were conducted in January 2013, as an additional measure of the impact of the project on stakeholder relationships.

Outcomes assessed using the Organizational Social Context:

- *Organizational changes are made that improve OFC child welfare staff culture and climate*

For this outcome, MCWIC conducted an assessment of organizational culture and climate using Glisson’s (2002)⁶ Organizational Social Context measure. These assessments were conducted at the beginning of the project (July, 2010) and near the conclusion of the project (July 2013). This measure included statements that capture the following long-term outcomes related to OFC staff:

- *OFC staff are clear about their job role and activities to support stakeholders*
- *OFC staff are able to effectively perform their roles*
- *OFC staff are able to proactively access ongoing learning and skill development*

Further description of these evaluation activities and results follow.

1) REGIONAL FORUMS/SURVEYS

In 2010, MCWIC hosted a series of ten regional forums across the state and distributed a survey for public and private child welfare agencies as a means to understand the current nature of the relationship between OFC and the public and private agencies it serves. The forums were well-attended by a broad spectrum of stakeholders, who shared their concerns and suggestions for what OFC could do to improve their relationship with public and private child welfare agencies across the state. Based on the findings, it was evident that public and private child welfare agencies were looking for a more collaborative, supportive, and responsive partnership with OFC. The “Partners for Ohio’s Families” implementation project was designed to address these concerns by improving state-local partnerships through a three-pronged approach: a comprehensive rule review process; the development a new team approach to providing technical assistance; and concerted efforts to improve OFC’s internal culture and climate.

In 2103, a similar series of eight regional forum focus groups and a survey were again offered to all public and private child welfare agencies in the state of Ohio, to assess participants’ perceptions of the current relationship between OFC and private and public child welfare agencies and assess the degree to which these partnerships had improved over time. The results presented here highlight findings from both the 2010 and the 2013 focus groups/surveys, and provide an indication of the impact of the “Partners for Ohio’s Families” implementation project on the key system outcomes.

⁶ *Supra*, footnote 1

PARTICIPANTS

In 2010, a total of 184 individuals participated, either through the online survey or in person at one of the ten regional forums. This group represented a broad range of PCSAs and private providers that were geographically distributed across the state. Roughly equal percentages of participants came from metro and mid-sized agencies, with a slightly smaller proportion from rural agencies. In 2013, a total of 92 individuals completed the survey, and 57 individuals participated in one of the nine regional forums held across Ohio in July 2013. As in 2010, both public and private child welfare agencies participated in these evaluation activities.

FINDINGS

Highlights of Results from 2010 Regional Forums

Interaction with OFC. Examining the types of technical assistance received from OFC by survey respondents, “SACWIS/automated systems” and “Policy clarification/rule compliance” were most prevalent. When respondents were asked to rank what they needed most in their position, these two forms of support were also ranked highest, with “Policy clarification/rule compliance” as the top concern. This suggests a level of fit between the technical assistance needs and the categories of technical assistance currently being provided by OFC.

Experience with OFC. OFC was rated as relatively helpful and responsive, particularly in the areas of “Policy clarification/rule compliance” and “Monitoring or licensing.” Regarding OFC’s approachability, again, the area of “Policy clarification/rule compliance” received high ratings with “SACWIS/automated systems” and “Monitoring or licensing” rated as a close second and third, respectively. Overall, the agency was seen as relatively approachable.

In contrast, however, respondents generally had a less positive sense of OFC’s awareness of their agency’s strengths and concerns. These ratings were comparatively low, as OFC was ranked only moderately aware of either the strengths or concerns of respondents’ agencies. Ratings of the nature of the collaborative relationship between the OFC and respondents’ agencies were also relatively low. The majority of respondents saw a relationship that was neither strong nor weak in collaboration. Another one-third of respondents saw a collaborative relationship that was weak in nature. Only 17% of respondents reported a strong collaborative partnership with OFC.

By far, the topic of “rules” was the most common topic of discussion at the forums. Discussions regarding the rules often revolved around seeking assistance in rule interpretation from OFC as well as the impact of these rules for the practice of county and private agencies. The second most common theme was “children and families,” generally in the context of how rules and the assistance provided by OFC impacted the work of county and private agencies with their child and family clients. The third most common topic of discussion at the forums reflected whether or not the forum participants felt that OFC supported their work.

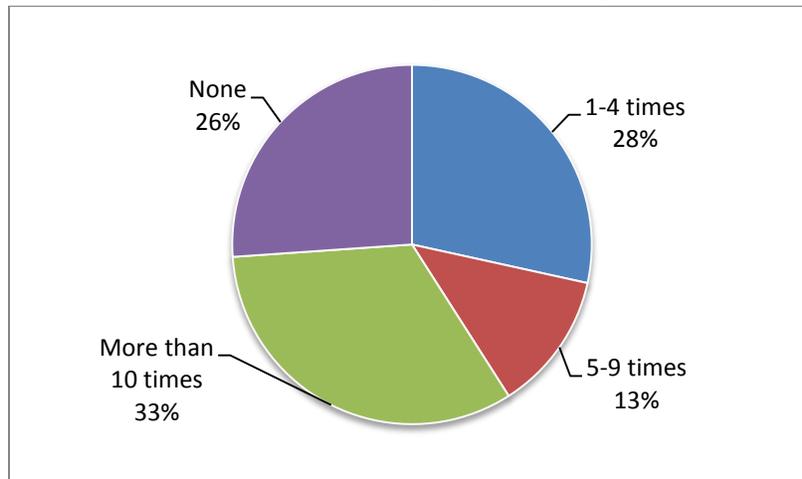
Content analysis of the feedback provided through the forums and surveys revealed four broad dimensions, each of which can be viewed as a continuum from negative to positive. As the analysis makes clear, these concepts are not mutually exclusive, but are interrelated, and improvements in one area are most likely dependent upon, and will also lead to, improvements in other areas. These four themes were as follows:

- **Relationships/Bureaucracy** reflects a common concern among participants regarding frequent turnover and reorganization of staff at OFC. Such instability meant that county and private agency staff often interacted with anonymous OFC employees. In this sense, OFC represented an impersonal bureaucracy, which was viewed in a negative light. In contrast, stability in staff roles and responsibilities at OFC, in general, was viewed positively by regional forum participants who valued the opportunity to get to know and develop professional relationships with OFC staff.
- **Empowerment.** When contacting OFC for assistance, such as rule interpretation, county and private agency staff often complained that OFC staff were not empowered to provide the necessary assistance. OFC staff were described as either lacking the authority to provide the requested assistance or being unwilling to provide the requested assistance because they believed that their actions would not be supported by OFC leadership. This lack of empowerment was viewed as an impediment to the delivery of TA.
- **Responsibility.** A common complaint was that OFC was unwilling to share in the responsibility when things went wrong, but instead, tended to pass on the blame. In contrast, respondents suggested that a true partnership or collaboration between OFC and the county and private agencies would involve a sharing of responsibility and a willingness to work together when improvements are necessary, rather than simply “finger-pointing.”
- **Reactionary/Collaborative.** Staff of county and private agencies frequently complained that OFC was very reactionary when something went wrong, such as a child death. The reaction generally involved the creation of new rules that complicated their work and were seen as roadblocks or impediments to their tasks of working with families and children. In contrast, participants suggested that OFC needed to be more collaborative in developing rules for protecting children. In other words, the rule-creation process needed to be more collaborative by including the viewpoints of individuals who were actually in the field doing the “hands-on” work.

Highlights of Results from 2013 Regional Forums

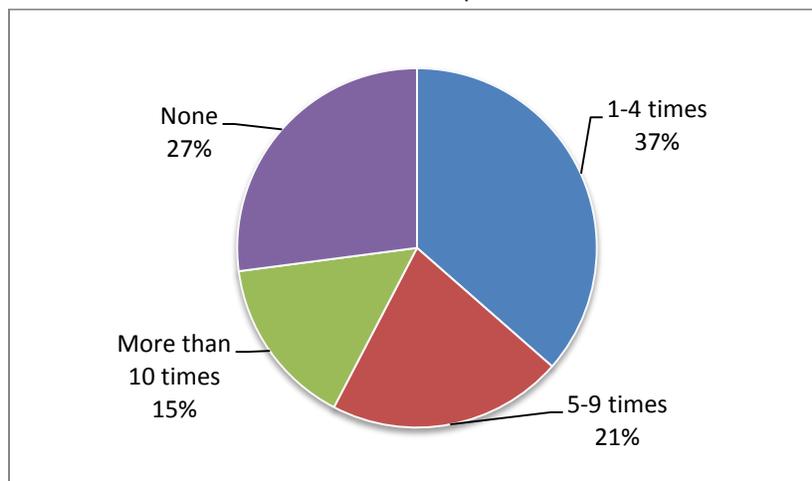
Interaction with OFC. Respondents were asked two questions regarding their interactions with OFC in the last twelve months, both at their own request, (i.e., “In the last 12 months, how often have you interacted with (e.g., a phone call, email, or in person) with the OFC at your request?”) or at OFC’s request (i.e., “In the last 12 months, how many times have you interacted (e.g., a phone call, email, or in person) with OFC at OFC’s initiation?”). Figure 15 summarizes respondents’ interactions with OFC over the last year.

Figure 15. Number of Interactions with OFC at the Respondents' Request.



Further analysis indicates that regardless of agency type, the number of interactions with OFC at their own request is spread out fairly evenly among respondents. This trend was similar for the number of interactions with OFC at OFC's initiation.

Figure 16. Number of Interactions with OFC at OFC's Request.



Agencies' Use of Functional Services and Supports. OFC provides supports and services to public and private child welfare agencies under six primary ("functional") domains: policy clarification/rule compliance, monitoring or licensing, SACWIS/automated systems, financial assistance, on-site support (training, special review, etc.), and organizational/administrative support. Respondents were asked to estimate how much of each type of functional services and supports they had received from the OFC in the last 12 months. They were asked to provide a percentage for each, accounting for 100% of their interactions with OFC across the six types of technical assistance. Respondents indicated that their largest proportion of interactions with OFC is for "policy clarification/rule compliance" (36.63%), compared to only 5.76% for "financial assistance". The large range and large standard deviations observed for the categories indicate a very large amount of disagreement in respondents' rankings of services/supports from OFC. When the survey was distributed in 2010, the most highly rated functional

service and support was SACWIS/automated systems (38.8%), followed closely by policy clarification/rule compliance (33.6%), monitoring or licensing (30.9%), organizational/administrative support (24.1%), on-site support (18.7%), and financial assistance (13.7%). This shift in supports and services likely reflects the efforts demonstrated by OFC to incorporate SACWIS training into the training curriculum, and is consistent with respondents' qualitative responses in the focus groups regarding desire for understanding and clarity of rules, and expressed frustrations with a lack of financial resources from OFC to do the work.

Agencies' Need for Functional Services and Supports. Respondents were also asked to rank order the six functional services and supports according to their agency needs, using each scale point only once. A rating of "1" indicated that the service or support was what they needed most, whereas a "6" was the service or support needed least. Table 6 displays an examination of the mean rank for each item. An examination of the mean rank from each item allows a comparison of the relative "need" for each service or support for the sample of respondents, with a lower mean score representing more need, and a higher mean represents less need.

Respondents rated "Policy clarification/rule compliance" ($M = 1.07$) as the most necessary support/service, and rated "Organizational/administrative support" and "On-site support" as the least necessary support/services ($M = 4.32$ and 4.26 , respectively). Each item had a wide range (e.g., each item range was at least four points), indicating that there was a large amount of variation in respondents' rankings of what they needed most from the OFC to perform their duties. The rank order of these supports and services in 2013, as shown in Table 17, was similar to the rankings obtained from the respondent sample in 2010.

Table 17. Rank order of the functional services and supports according to agency's needs.

	Number of times service or support was ranked as #1	Most frequent ranking score (N)
Policy clarification/rule compliance	39 (45.3%)	1 st (39)
SACWIS/automated systems	2 (2.3%)	2 nd (19) or 3 rd (17)
Monitoring or licensing	13 (15.1%)	2 nd (18) or 3 rd (17)
Financial assistance	11 (12.8%)	6 th (22)
On-site support	0 (0.0%)	4 th (21) or 5 th (18)
Organizational/Administrative support	7 (8.1%)	5 th (20) or 6 th (21)

Helpfulness. Respondents were asked to rate how helpful and responsive OFC had been in meeting their agency's needs for each of the six functional services and supports in the last twelve months. Table 18 contains the ratings for the perceived helpfulness of OFC across the services and supports. A large majority of the respondents felt that OFC was either "helpful" or "extremely helpful" with meeting their agency's needs for "policy clarification/rule compliance", "SACWIS/automated systems", and

“monitoring and licensing”. This was consistent with rankings of services and supports that respondents identified as most necessary/needed in their work with OFC (above). In 2010, “policy clarification/rule compliance” and “monitoring or licensing” were also rated with the highest rating for helpfulness.

Not surprisingly, the remaining services and supports (i.e., financial assistance, on-site support, and organizational/administrative support) were most frequently rated as “neither unhelpful nor helpful” or “not applicable”. These findings are consistent with ratings regarding the types of interactions respondents have with OFC (Table 17, above) and rankings of supports and services most or least needed from OFC (Table 18, above).

Table 18. “Please rate how helpful OFC has been in meeting your needs for each of the following functional services and supports.”

	Mean (SD) N	Extremely unhelpful (1)	Unhelpful (2)	Neither unhelpful nor helpful (3)	Helpful (4)	Extremely helpful (5)	N/A
Policy clarification/rule compliance	3.95 (0.97) N = 66	1.5%	7.6%	13.6%	51.5%	22.7%	3.0%
SACWIS/automated systems	4.15 (0.92) N = 66	3.1%	3.1%	20.0%	40.0%	26.2%	7.7%
Monitoring or licensing	4.06 (1.09) N = 65	0.0%	1.5%	21.2%	47.0%	21.2%	9.1%
Financial assistance	4.09 (1.52) N = 66	3.0%	7.6%	36.4%	15.2%	6.1%	31.8%
On-site support	3.98 (1.20) N = 66	1.5%	1.5%	37.9%	34.8%	4.5%	19.7%
Organizational/Admini- -strative support	4.06 (1.32) N = 66	3.0%	3.0%	34.8%	24.2%	13.6%	21.2%

Responsiveness. Similarly, respondents were asked to rate how responsive OFC had been to an agency’s request for supports or services. Percentages across categories for each support or service, as well as the mean and standard deviation for each item are presented in Table 19. As with the ratings of helpfulness, a majority of respondents rated OFC’s responsiveness to “policy clarification/rule compliance”, “SACWIS/automated systems”, and “monitoring or licensing” as either “responsive” or “extremely responsive”. For “financial assistance”, “on-site support”, and “organizational/administrative support”, respondents were most likely to rate OFC’s responsiveness as “neither unresponsive nor responsive” or “not applicable”. This is again consistent with the types of services and supports that agencies need or request from OFC (see Table 17 and 18 above).

Table 19. “Please rate how responsive OFC has been to your requests for each of the following functional services/supports in the last 12 months.”

	Mean (SD) N	Extremely unrespon- sive (1)	Un - responsive (2)	Neither un- responsive nor responsive (3)	Responsive (4)	Extremely responsive (5)	N/A
Policy clarification/rule compliance	4.16 (0.90) N = 64	0.0%	4.7%	14.1%	46.9%	29.7%	4.7%
SACWIS/automated systems	4.28 (1.03) N = 64	1.6%	3.1%	12.5%	42.2%	29.7%	10.9%
Monitoring or licensing	4.29 (0.94) N = 63	0.0%	0.0%	20.6%	42.9%	23.8%	12.7%
Financial assistance	4.22 (1.50) N = 64	3.1%	4.7%	34.4%	17.2%	6.3%	34.4%
On-site support	4.13 (1.28) N = 64	1.6%	1.6%	35.9%	29.7%	6.3%	25.0%
Organizational/Administrative support	4.21 (1.31) N = 63	1.6%	1.6%	36.5%	20.6%	14.3%	25.4%

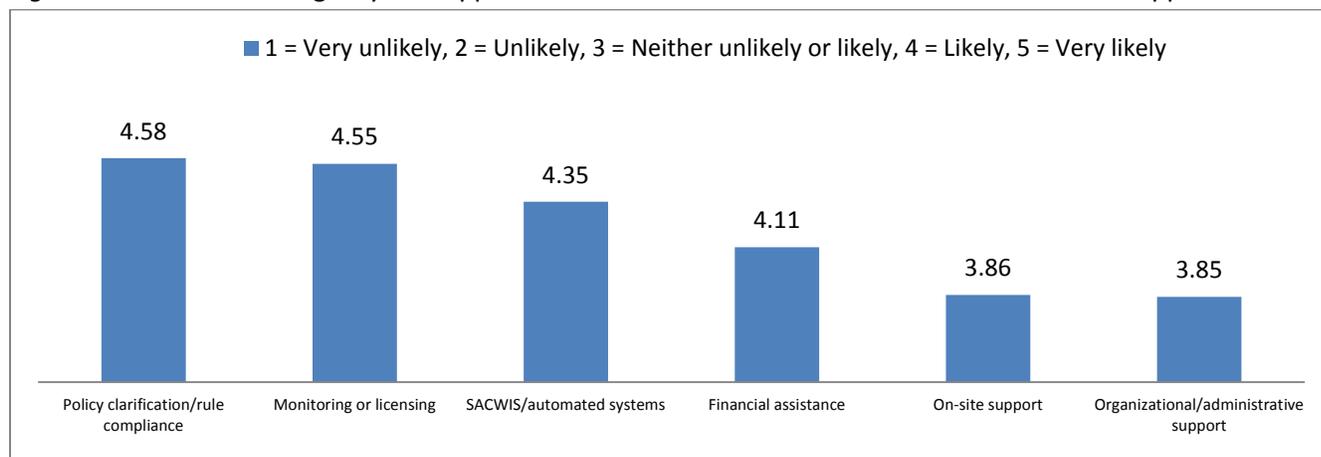
Approachability. Respondents were asked to rate the likelihood that they would approach OFC for technical assistance, on a 6-point scale, where 1 = “Very unlikely”, 2 = “Unlikely”, 3 = “Neither unlikely nor likely”, 4 = “Likely”, 5 = “Very likely”, or 6 = “Not applicable”. Table 20 contains the ratings for the perceived approachability of OFC for each of the six functional supports and services. Percentages across categories, as well as the mean and standard deviation for each item, are presented in the table below.

Table 20. “How likely are you to approach OFC for assistance on the following functional services/supports?”

	Mean (SD) N	Very unlikely (1)	Unlikely (2)	Neither unlikely nor likely (3)	Likely (4)	Very likely (5)	N/A
Policy clarification/rule compliance	4.58 (0.84) N = 66	1.5%	1.5%	4.5%	27.3%	60.6%	4.5%

SACWIS/automated systems	4.35 (1.15) N = 65	3.1%	6.2%	9.2%	21.5%	55.4%	3.1%
Monitoring or licensing	4.55 (1.00) N = 63	1.5%	3.1%	7.7%	24.6%	52.3%	10.8%
Financial assistance	4.11 (1.55) N = 64	6.3%	7.8%	25.0%	17.2%	18.8%	23.4%
On-site support	3.86 (1.24) N = 65	6.2%	4.6%	24.6%	33.8%	23.1%	7.7%
Organizational/Administrative support	3.85 (1.42) N = 66	4.5%	12.1%	27.3%	21.2%	21.2%	12.1%

Figure 17. Likelihood an agency is to approach OFC for assistance with functional services and supports.



From the table and figure above, it is evident that respondents were most likely to approach OFC for assistance for the services that they need and use (i.e., policy clarification/rule compliance, monitoring or licensing, and SACWIS/automated systems), although overall, respondents indicated that they were likely to approach OFC for any of the six functional supports and services.

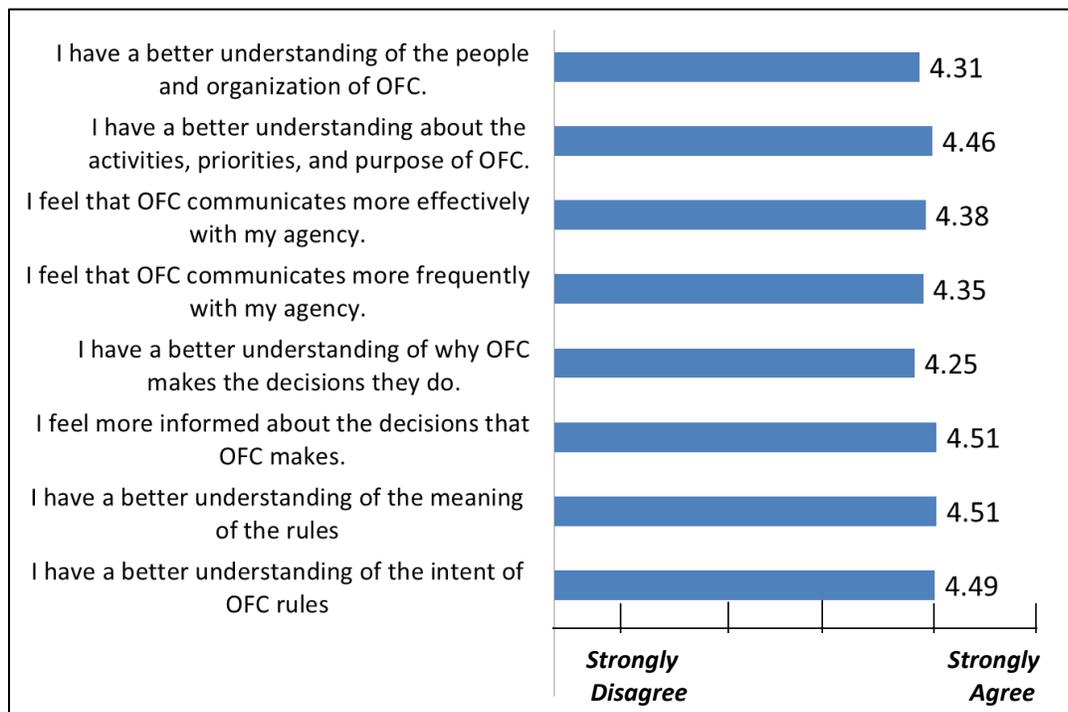
PERCEPTIONS OF CHANGE

Respondents were then asked to respond to a number of statements regarding perceived changes they saw or experienced in their interactions with OFC in the last 12 months. The statements (presented in Table 21, below) were based on the primary goals of the implementation project. The table shows the mean, standard deviation, and mode (or, most frequent response) for each of the statements. Respondents were asked to evaluate each statement using a 5-point rating scale, where 1 = “Strongly Disagree”, 2 = “Disagree”, 3 = “Neither Agree nor Disagree”, 4 = “Agree”, and 5 = “Strongly Agree”. Figure 18 represents the average rating of each item on the scale.

Table 21. Average scores of respondents' perceptions of change in OFC over the last 12 months.

	<i>M</i>	<i>SD</i>	<i>Mode</i>
I have a better understanding of the <u>intent</u> of OFC rules governing Ohio child welfare practice.	4.49	0.97	5
I have a better understanding of the <u>meaning</u> of the rules governing Ohio child welfare practice.	4.51	0.86	5
I feel more informed about the decisions that OFC makes.	4.51	1.05	5
I have a better understanding of why OFC makes the decisions they do.	4.25	1.03	4
I feel that OFC communicates more frequently with my agency.	4.35	1.15	4
I feel that OFC communicates more effectively with my agency.	4.38	1.09	4
I have a better understanding about the activities, priorities, and purpose of the Ohio OFC.	4.46	1.13	5
I have a better understanding of the people and organization of OFC.	4.31	1.25	5

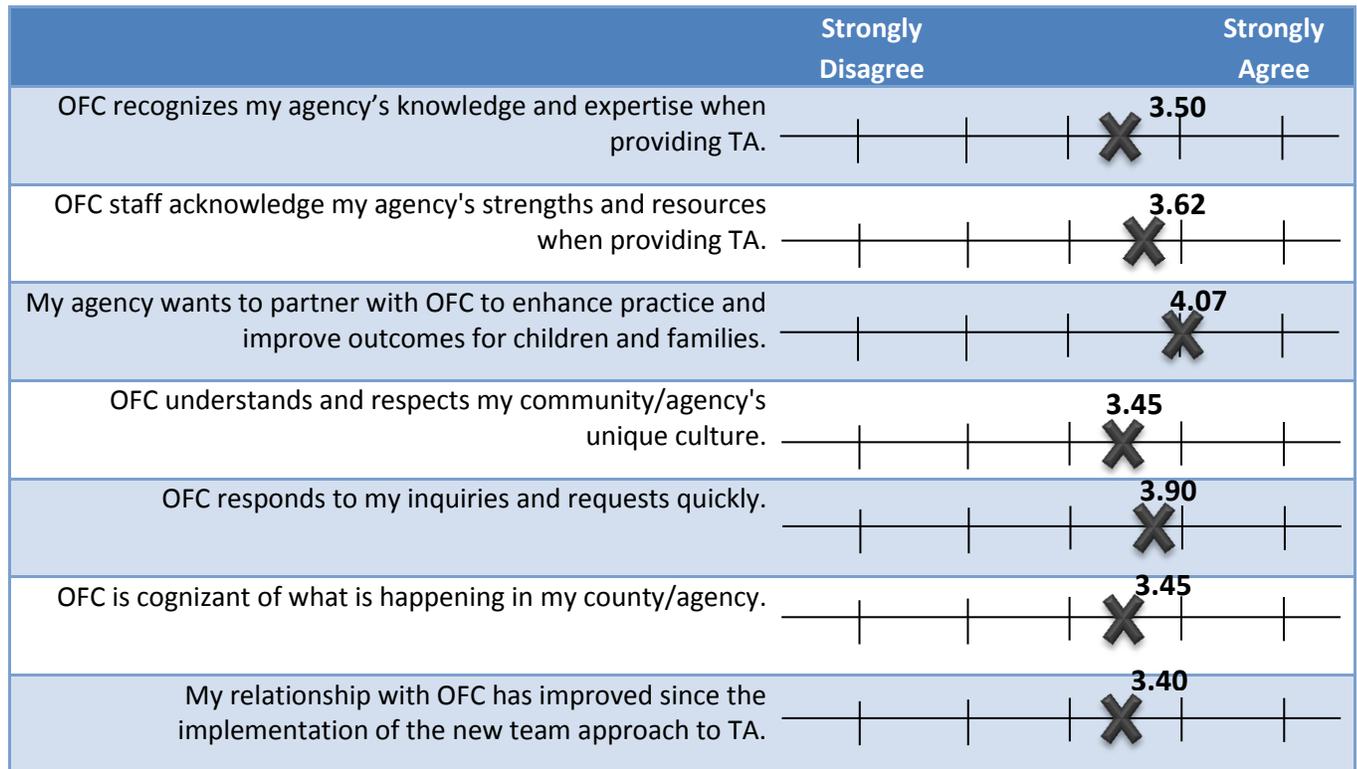
Figure 18. Average scores of respondents' perceptions of change in OFC over the last 12 months.



Through the PFOF project, OFC implemented a new team-based approach to providing technical assistance to foster relationships between OFC and its external agency partners (i.e., public and private child welfare agencies). As part of this new approach, the “Solutions through Empowerment and Partnership” (STEP) team created an implementation plan, outlining the expected behaviors of OFC staff when interacting with external agency partners. Respondents of the current survey were asked to

respond to a number of statements that correlate with the written expectations in the charter for the new TA approach. Figure 19 (below) shows the average score for each statement, on a 5-point Likert scale, were 1 = “Strongly Disagree”, 2 = “Disagree”, 3 = “Neither Agree nor Disagree”, 4 = “Agree”, and 5 = “Strongly Agree”.

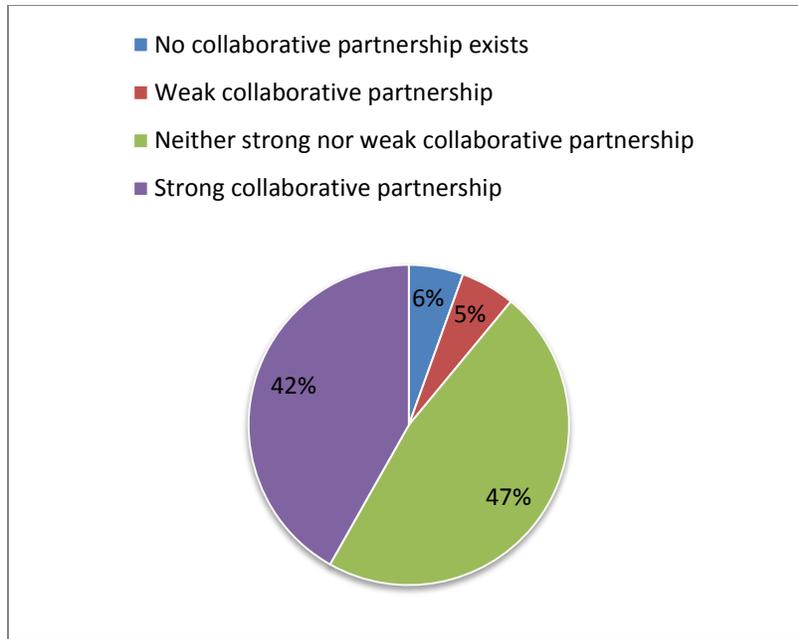
Figure 19. Average score of respondents’ perceptions of change in OFC on technical assistance delivery over the last 12 months.



RELATIONSHIP WITH THE OHIO OFFICE OF FAMILIES AND CHILDREN

Furthermore, respondents were asked to identify one of four statements that best describes the relationship between their agency and the Ohio OFC. Nearly half (46.4%, $N = 26$) of respondents felt that their agency had “neither a strong nor weak collaborative partnership” with OFC, but an almost equal number of respondents (41.1%, $N = 23$) indicated that they would describe their agency’s relationship with OFC as a “strong collaborative partnership.” A breakdown of the responses across the four statements, including descriptive information, is depicted in the figure below.

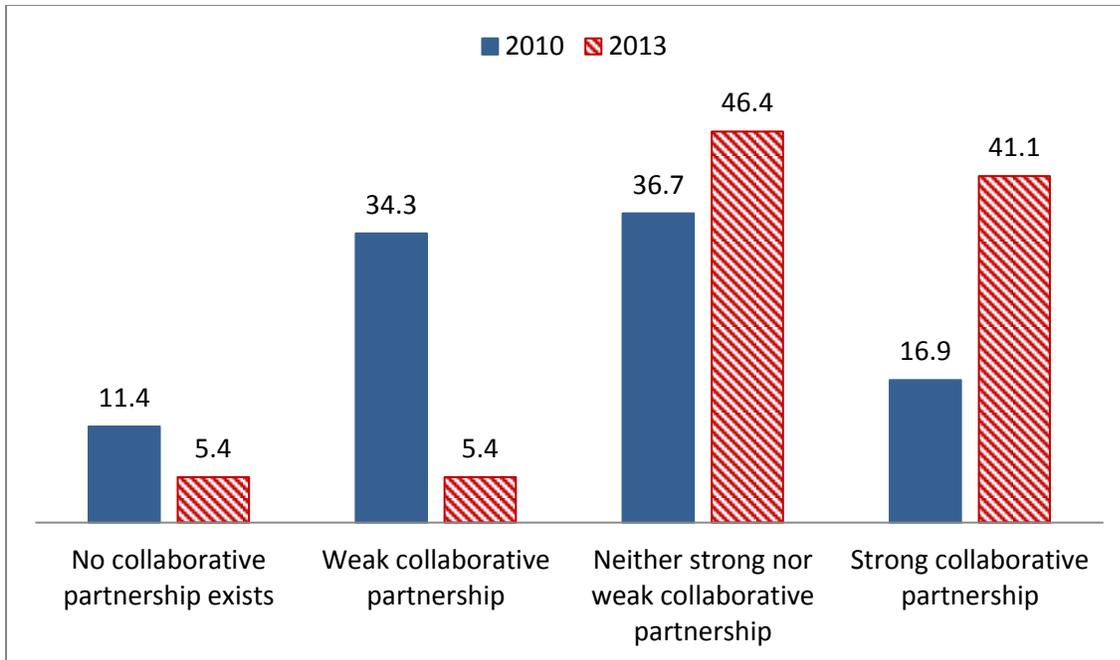
Figure 20. “How would you describe the relationship between your agency and the Ohio OFC?” (2013 results)



A chi-square analysis was conducted to explore the relationship between a respondent’s type of agency (e.g., PCSA, private child welfare agency, professional membership organization, or other) and identification of the relationship between their agency and the Ohio OFC. Results of this analysis failed to show a significant relationship between the type of agency and perceptions of the relationship with OFC.

Change over time. The question “How would you describe the relationship between your agency and the Ohio OFC?” was asked both in the 2010 survey and again in the 2013 survey, allowing for a comparison of respondents’ perceptions of partnership with OFC over time. The figure below (Figure 21) demonstrates what is seen in other areas of this report—that is, that child welfare professionals have experienced a change in their relationship with OFC in the past 12 months; there was a shift away from identifying the relationship as “No collaborative partnership exists” toward identifying it as a “Strong collaborative partnership.”

Figure 21. Pre- and post-comparison (2010 vs. 2013) of respondents’ perceptions of strength of relationship between their agency and OFC.



Qualitative Data Analysis

The three most common themes discussed at the 2013 regional forum focus groups were about partnership, communication, and rules. Discussions of partnership included the importance of collaboration and the progress that has been made thus far in relationship-building. Under the communication theme, participants discussed appreciation for communication across child welfare service providers, along with a marked improvement in OFC’s responsiveness to requests for technical assistance. The rules theme revolved around opinions of the rule review process and outcomes, along with concerns for varying rule interpretation. Other common themes mentioned include monitoring and compliance, leadership, and evolution of change. Respondents felt that OFC was more approachable and less punitive with monitoring and compliance over the past few years. There was also a lot of appreciation expressed for OFC leadership and their willingness to implement changes to support improvements in how OFC interacts with its public and private child welfare partners.

Conclusions from the 2010 and 2103 Regional Forums

It is evident from the data reported here that public and private child-serving agencies noticed a positive change in their relationship with OFC between 2010 and 2013. In many ways and across a number of items, participants in the survey and focus group indicated feeling a stronger, more collaborative relationship with OFC, and a desire to continue to partner with OFC to improve outcomes for children and families in Ohio. This data affirms the work of the many OFC staff dedicated to the PFOF implementation project and its efforts to change the way OFC works with its public and private child welfare partners.

2) INTERVIEWS WITH ADVISORY BOARD MEMBERS

The PFOF project was utilized an 18-member Advisory Board, comprised of key stakeholders in the Ohio child welfare system. The purpose of this evaluation effort was to interview members of the PFOF Advisory Board; members were asked to share their perceptions of change in OFC policy and practice, as well as the impact of the implementation process.

METHOD

In December 2012, an email was sent to each member of the Advisory Board, asking them to participate in a 30-minute phone interview with evaluators from MCWIC. Advisory Board members filled out a calendar to indicate their availability for an interview; the date and time of the interview was confirmed with each participant via email, and a copy of the Informed Consent and questions to be covered in the interview was attached. All interviews were scheduled during January 2013. MCWIC conducted the interviews and a note-taker was present to record the general themes and content of each interview.

PARTICIPANTS

All 18 members of the Advisory Board participated in an interview. On average, each interview took about 30 minutes. Prior to participation, interviewees were assured of the confidentiality of their responses, and were allowed the opportunity to ask questions. Once verbal consent was given, the interview began with each participant describing their role in the Ohio child welfare system. At the close of each interview, participants were given the opportunity to talk about anything related to the project that had not been covered in the interview questions. Participants were then debriefed and thanked for their time.

FINDINGS

A representative from MCWIC was present at each interview to record notes. Following the completion of all interviews, notes from each were reviewed for general content themes. A summary of the overall themes, by question, is presented. The interview protocol is available as an attachment to this report.

Participation in the PFOF Advisory Board

- *“I saw [the project] as an opportunity to help improve how the state relates to the counties ... I hoped that it would build a partnership between the state and local agencies.”*
- *“I have seen a number of these types of things come and go ... but I had better hopes [for this project compared to others] because of the external funding from MCWIC ... and the commitment from OFC leadership.”*
- *“I got involved because I hoped it would improve partnership between the state and counties. This is a good opportunity for dialogue between the state and county and private agencies. Agencies want an active role and a voice [in child welfare].”*

All participants agreed to serve on the PFOF Advisory Board because they saw it as an opportunity to be involved with a promising initiative. They also felt it was important to be the “voice” or representation for their individual agencies. Furthermore, members expressed the need for this type of project, citing the negative (or lack of) partnership between the state and the public and private child welfare agencies in the past. The PFOF Advisory Board was an opportunity to be a part of an initiative that was focused on addressing one of the most critical aspects of child welfare in Ohio: working in partnership to improve outcomes for children and families.

Important or Relevant Qualities of Partnership to the Ohio Child Welfare System

- *“Communication; respect, insight and understanding of [each agency’s] roles; collaboration and integration—breaking down silos.”*
- *“There is a lack of trust between the players; it is important that we are working toward removing these barriers.”*
- *“We must work as one. It requires an attitude of ‘we own this’ and an understanding of each person’s role and shared goals. It’s not ‘us versus them’—these are all of our kids.”*
- *“Open communication and a reduce fear of punishment [from the state] for not doing child welfare ‘right;’ the state need to understand local issues and be sensitive.”*

Participants indicated that the qualities of partnership that were most important or relevant for the Ohio child welfare system include: trust; open communication; respect for others’ input; valuing all partners; honesty; and respecting differences of roles. These qualities are clearly demonstrated by OFC senior leadership, but a number of participants felt that this was not happened as clearly (or was not as evident) on the local level. There needs to be greater “buy in” of the project by those who work directly with the public and private agencies.

While most participants acknowledged that these qualities are developing through the project, there is a continued need to specifically work on improving communication between the state and public and private child welfare agencies. While the state has improved their efforts to disseminate information to the public and private child welfare agencies, there was still a need for them to allow or create opportunities for these agencies to provide feedback. This would not only demonstrate respect for all

partners, but also validate public and private agencies as being valuable partners in protecting children and families.

One concern that was raised by a handful of participants was that the project had not directly engaged families and those most directly affected by the system. Some members had (mistakenly) perceived that the project was going to directly engage families; as this had not happened, there are some lingering frustrations. While this was not a specific goal of the current PFOF initiative, it does suggest that OFC should consider whether or not this is possible in the future, as the project evolves.

Characteristics that Distinguish PFOF from other Initiatives in the Past

- *“It involved local folks. There is a variety of representation, whereas it used to be only state agencies mandating.”*
- *“[The state] is actually interested in what we have to say; it’s not manipulative. OFC leadership has demonstrated a strong commitment to this project.”*
- *“Other initiatives have a start and stop date. With this, we always have to keep pushing and working on this partnership. This is why communication is so important [to this project].”*
- *“There is a higher level of commitment from [ODJFS] staff, across different levels. The leadership of this project has been huge; it indicates a strong potential for this project.”*

One of the key characteristics that distinguish the PFOF initiative from others in the past was the strong leadership support and buy-in by OFC senior leadership. OFC senior leadership demonstrated a strong public commitment to the initiative throughout the project, and this not only helped the project accomplish a number of goals, but was a key factor in the sustainability of the initiative.

Furthermore, the project is more likely to experience success because it requested that public and private agencies be involved. This demonstrates the state’s commitment to building partnership, and an acknowledgement that they can improve their approach to working with public and private agencies.

Another important characteristic of the PFOF project is the involvement of an independent partner (MCWIC) to provide intensive training and technical assistance. Participants believe this “external push” has been critical to the success of the project.

For some participants, there are a few aspects of the current initiative that feel “same old, same old”, including: a lack of communication with agencies about changes that directly affect them; disparate inclusion of child welfare agencies; and a lack of understanding of frontline child welfare work. These concerns are similar to those voiced about the qualities of partnership that are less evident in the Ohio

child welfare system, and again highlights the need for improved two-way communication between the state and public and private agencies. For example, the First Friday emails provide a great opportunity for OFC to communicate with public and private agencies about important issues in Ohio child welfare, but many outside of OFC do not feel that the topics and issues presented are relevant to child welfare issues at the local level.

This is also consistent with some participants' concern that the state agency lacks perspective of what happens in the counties and on the frontlines of work with children and families. If OFC does not seek communication with and feedback from public and private agencies, they will not be aware of the issues and concerns of their child welfare partners, and thus, are unable to know how to be a supportive partner.

Key Characteristics of Successful Implementation in the PFOF Project

- *“There has been a strong commitment from the leadership, despite changes. This is critical for sustainability of the project.”*
- *“It will be important to have continued internal training for OFC staff ... this type of skill building doesn't happen overnight, but this will help to change the agency culture.”*
- *“There are great leaders for this project who demonstrate how to work with the counties and private agencies.”*
- *“The leadership buy in has been really important, but there has to be a larger agency buy-in. Leadership has been doing a really good job with this [project], but it has to reach people on the ground doing the work.”*

The most prominent characteristic mentioned by participants was that of 'leadership.' Participants repeatedly acknowledged the strong leadership buy-in of the PFOF initiative, and its impact on the successful implementation of the project. Most participants agreed that other characteristics (i.e., competency-building/training, institutionalization of changes, using data to drive decisions, etc.) play an important role in the project, but have not been as prominent.

As research suggests, all of these characteristics are important for successful implementation. While it is critically important to have strong leadership supporting the initiative, it is also risky because leadership can—and oftentimes will—change. This highlights importance of the other characteristics. For example, a handful of participants stated that they did not feel that all levels of OFC had “bought in” to the initiative. This weakens the likelihood of success for the initiative, and requires the institutionalization organizational change. It was suggested that OFC should continue to focus efforts toward competency-building and training for staff and for improving the agency's culture and climate. Although this has happened to some degree (e.g., agency-wide training on the “Six Principles of Partnership”), it is clear

that these are areas warranting more attention and consideration as the project moves forward. As many noted, “[OFC] is a big ship; it takes time for these things to change.”

Strengthening the Relationship between the State and Public and Private Agencies to improve Child and Family Outcomes

- *“Definitely—it will ultimately improve outcomes, but the state needs to demonstrate more support to the agencies.”*
- *“Yes, we need to have mutual respect [for each other]. OFC has changed how they’re doing things. They’re not tackling problems in cubicles—they are solving them at the table with multiple voices.”*
- *“Absolutely. We have to build a relationship to be able to trust each other and ask for help and remove the fear of exposure.”*
- *“Yes, it’s true, but it’s too early in the process to see changes. If the project is successful, it will support better outcomes for children.”*

As expected, all participants agreed that there was an undeniable link between strengthening the relationship between the state and public and private child welfare agencies and improving outcomes for children and families. As one participant noted, “it’s essential to child welfare.” Many participants stated that all too often, the Ohio child welfare system becomes a case of “us versus them”, rather than “all of us together.” By demonstrating partnership with the public and private agencies, OFC models the type of service that families can learn to expect from the agencies; that is, working collaboratively to protect children and families.

Participants provided a number of examples that highlight this important link in Ohio’s child welfare system, including:

- The PFOF Rule Review process
- Private and public agencies are working together and building trust
- Development of regional teams for new TA Approach
- On-site and face-to-face interactions by OFC with public agencies

These examples highlight important aspects of successful partnership. The comprehensive Rule Review process not only improved agencies’ understanding of rules, but demonstrated that the state can work in partnership with public and private agencies to promote OFC’s vision and mission. Participants feel that having OFC, public agencies and private agencies together at the “same table” was a huge step

toward building a collaborative partnership. In the past, this had not happened, but with the PFOF initiative, agencies were looking for and finding new ways to work together to address concerns and issues in Ohio child welfare. Other participants expressed appreciation for the pilot and anticipated statewide roll-out of the new approach to providing technical assistance; this helped to build partnership between OFC and the counties by increasing communication and on-site interactions.

Recommendations for the PFOF Initiative Moving Forward

- *“The advisory board will be able to help keep the initiative “fresh” and decide how to maintain it going forward. We need new folks and more people to hear and give input into what we’re doing.”*
- *“We need to institutionalize what’s been happening with the agency culture and climate. This ensures greater ‘buy in’ throughout the agency.”*
- *“The counties appreciate the initiative, so we need to ensure that all OFC staff are on board. There’s a lot of ‘hope’ but how can we move to stronger ‘guarantees’?”*
- *“There needs to be a formal plan for the advisory board to ensure the sustainability of the project. How will the project continue with potential changes in leadership?”*
- *“We need to continue to have an advisory board and steering committee after MCWIC’s involvement to keep the project at the forefront of the agency’s agenda. OFC needs to have a conscious, continuous effort to try to understand the county’s perspectives.”*

Advisory Board members identified a number of efforts they hoped to see happen before the close of the project, including completion of the Rule Review process and a plan for its use in the future and the roll-out of the new approach to providing technical assistance to all counties.

Additionally, participants identified areas that they hoped to see continued efforts toward improvement. Specifically, that OFC leadership will continue to improve their communication efforts with their partnering agencies, by opening up more open, two-way communication, and encouraging greater buy-in of the initiative throughout all levels of OFC. As mentioned previously, there is strong leadership support, but some participants wondered if that may not be enough to sustain the project in the long-term. Recommendations to the agency were made to encourage a public commitment to the PFOF initiative for the future (beyond MCWIC involvement) and to develop a formal sustainability plan for the continuation of the Advisory Board as a mechanism for state-county-private agency partnership.

3) ORGANIZATIONAL SOCIAL CONTEXT ASSESSMENT

MCWIC administered the Organizational Social Context (OSC), a measure of organizational culture and climate, to all OFC employees at the beginning (July 2010) and end (July 2013) of the implementation project. The OSC was developed by researchers at the University of Tennessee, and has been used to assess the culture and climate of numerous mental health and human service agencies. MCWIC staff administered the OSC to OFC staff in small group sessions held during July and August, 2010, and again in July, 2013. After each administration of the measure, the completed OSC forms were returned to Dr. Anthony Hemmelgarn at the University of Tennessee for scoring and analyses. The results and interpretation of the overall and bureau-level analyses were provided to OFC leadership and then to staff at all-staff meetings.

The OSC tool is an instrument for assessing organizational culture, organizational climate, and worker attitudes, which all together create the social context of the organization (Hemmelgarn, 2010). The social context of an organizational unit includes the norms, values, expectations, perceptions, and attitudes of the members of the unit, all of which affect the service provision of human service organizations. Organizational social context can enhance or inhibit the adoption of best practices; strengthen or weaken fidelity to established protocols; support or attenuate the relationships between unit members and consumers; and increase or decrease the availability, responsiveness, and continuity of the services provided by the organization. Social context guides how things are done in an organization, what the priorities are, and what gets recognized and rewarded. And, it determines the psychological impact of the work environment on the individuals who work there. The purpose of studying OFC's organizational culture and climate is to pinpoint the aspects of that are problematic and tailor improvements.

The OSC measures three dimensions of culture and three dimensions of climate. The following is a description of each dimension and the organizational structures and processes that can impact scores on that dimension.

Culture dimensions:

Proficiency measures staff's perception that service to the client is a priority and the belief that staff are competent and have a current understanding of how to best perform their jobs. This measures the organization's emphasis on training and having up-to-date knowledge, and the expectations of staff excellence in skills and abilities. This measure also describes the extent to which staff are expected to meet the unique needs of individual clients. The following are several aspects of the organization that can affect proficiency scores:

- Performance appraisals
- Training
- Outcomes and data tracking
- Workgroup functioning

Rigidity measures employees' perception of whether they are encouraged to participate in determining how best to complete their work, how much discretion and flexibility they have in their work, how much input they have into key management decisions, and to what extent they are controlled by many

bureaucratic rules and regulations. The following are several aspects of the organization that can affect rigidity scores:

- Staff input channels
- Discipline systems
- Reward systems
- Improvement process
- Leadership/staff roles and responsibilities

Resistance measures the extent that staff and leadership are interested in change and pursuing new ways of providing service. This may include new ideas or tools to become more effective and/or efficient. Resistance includes items to assess apathy towards change as well as expectations to be critical or undermine openness and innovation. The following are several aspects of the organization that can affect resistance scores:

- Continuous Improvement Process
- Discipline System
- Support Systems
- Data and Feedback systems

Climate dimensions:

Engagement measures staff's relationship to those they serve. It measures employee perceptions that they are able to personally accomplish many worthwhile things in their work, remain personally involved in their work, and be concerned about those they serve. The following are several aspects of the organization that can affect engagement scores:

- Monitoring systems
- Training
- Authority
- Access

Functionality measures staff's perception of how well the departments are coordinated and how information flows in the organization. It includes employee perceptions that they receive the cooperation and help from their coworkers and administration that is required to do their job, have a clear understanding of how they fit in, and can work successfully within their organizational unit. This dimension includes perceptions that continual development and advancement opportunities will occur, that expectations for one's work behavior are clearly presented, and that organizational unit members will assist and aid in one's work when needed. The following are several aspects of the organization that can affect functionality scores:

- Job responsibilities
- Continuous improvement process
- Leadership training/selection
- Business plans and strategies
- Organizational systems

Stress measures the extent to which staff perceive that they are feeling overwhelmed, experiencing multiple conflicting demands, and having impossible amounts of work to accomplish. It reflects whether or not they feel they are spending their time doing the most important things in their jobs. The following are several aspects of the organization that can affect stress scores:

- Role clarity/process clarity
- Discipline
- Improvement process
- Training
- Team development
- Recognition

METHOD and PARTICIPANTS

At both time periods (2010 and 2013), all OFC employees were invited to participate in the assessment of organizational culture and climate. Information about the purpose and use of the data was presented to employees at various employee meetings and through emails, and a number of open sessions were scheduled in a conference room at the OSC offices, during which time staff could drop by and complete the measure at their convenience. Representatives of MCWIC conducted each session, during which a brief presentation about the measure and use of the data and results was provided. Participants were given an informed consent form to sign and any questions were answered individually. This evaluation protocol was reviewed and approved by the UNL IRB.

All completed OSC forms were returned to the University of Tennessee for scoring and analysis. The overall agency response rate for the 2010 administration of the measure was 90% and in 2013 it was 95%, reflecting a high level of interest in this activity. According to the University of Tennessee's OSC scoring protocols, each organizational unit needed to have a minimum of 80% participation in order to ensure sufficient data to create a valid aggregation for that unit. No OFC bureaus or units failed to reach this minimum level of participation for either administration of the measure. Thus, OSC scores were calculated for both the agency overall and for each bureau or organizational unit. Results reported here are for the overall agency only.

On both administrations (2010 and 2013), the OSC scales demonstrated adequate Cronbach's alpha reliabilities, with no scales falling below the typical .70 alpha cutoff. The intra-group agreement indices (*r_{wg}*) are all above the suggested .70 level. This suggests that aggregation to organizational-levels of measurement, i.e., mean response of organizational unit to describe all individuals, is appropriate.

Results from OSC

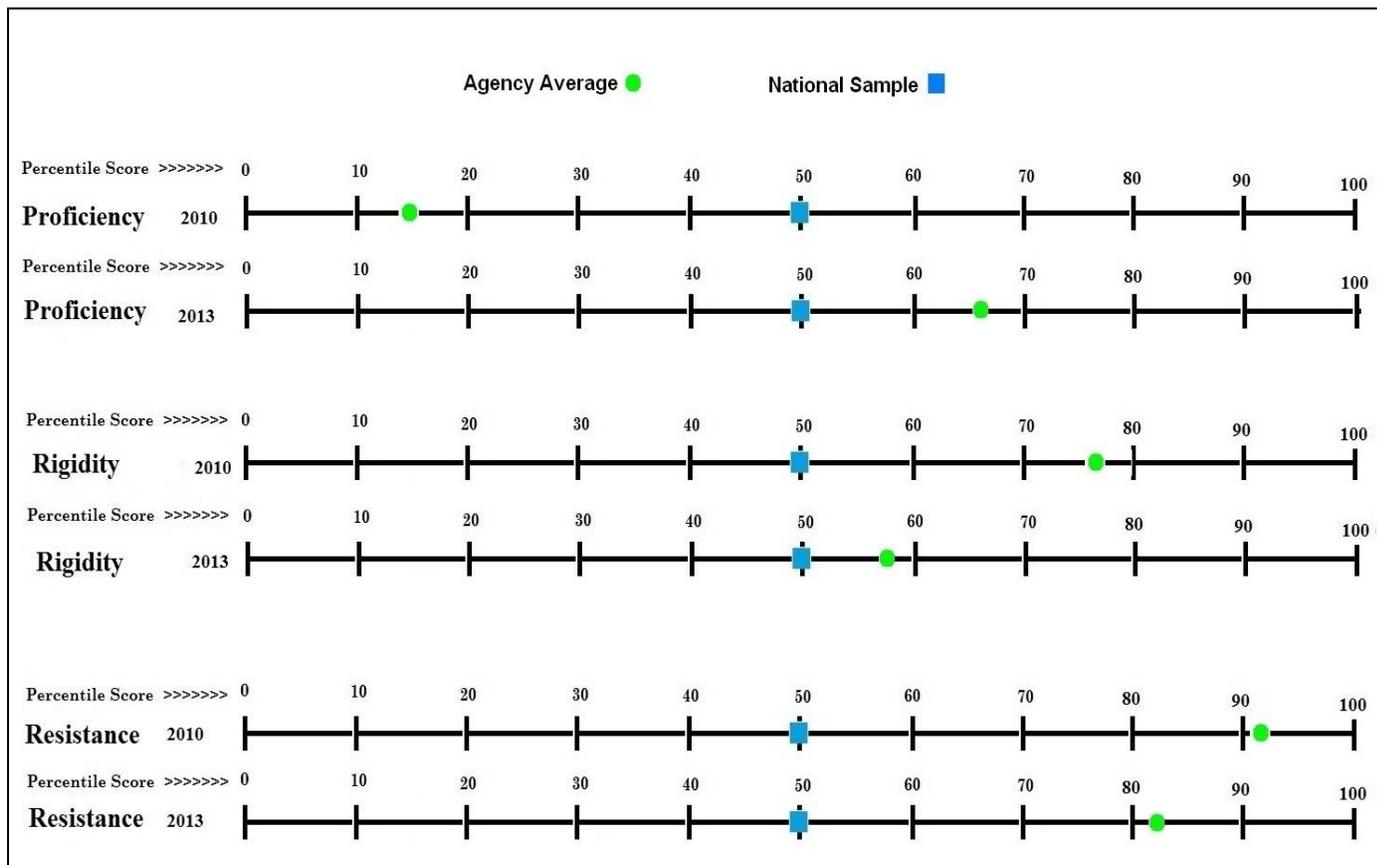
Following Dr. Hemmelgarn's presentation of the OSC findings to staff in 2010, OFC leadership worked with MCWIC to conduct staff focus groups to discuss recommendations for maximizing/minimizing organizational characteristics that contribute to the organizational social context. During the focus groups, staff discussed reasons for identified problems in the organizational culture/climate and

developed recommendations for improvement. These recommendations were used to inform a process of improvement led by a cross-level team (the “STEP team”) to further refine the proposed solutions and to develop plans for implementation of the recommendations. See section IIIB of this report for further information about the interventions.

The following chart depicts the total agency (OFC) percentile scores compared to the national average for child welfare agencies for the three OSC Culture dimensions, for the 2010 and 2013 administrations of the measure. Proper interpretation of the OSC focuses on changes in the percentile scores over time (pre- to post-). Percentile scores reflect the relative ranking of a score in comparison to the distribution of other agency’s scores on the same measure. For example, a percentile score of 30 means that 30% of agencies obtained a score at or below that score, while 70% of agencies scored higher.

Overall results for OFC show changes on each of the Culture dimensions, all reflecting improvements in the desired direction. Proficiency increased substantially over time, from a percentile score in 2010 of 14% to a score of 66% in 2013. Rigidity decreased over time, from a percentile score in 2010 of 77% to a percentile score of 58% in 2013. Resistance also decreased over time, from 91% in 2010 to 82% in 2013.

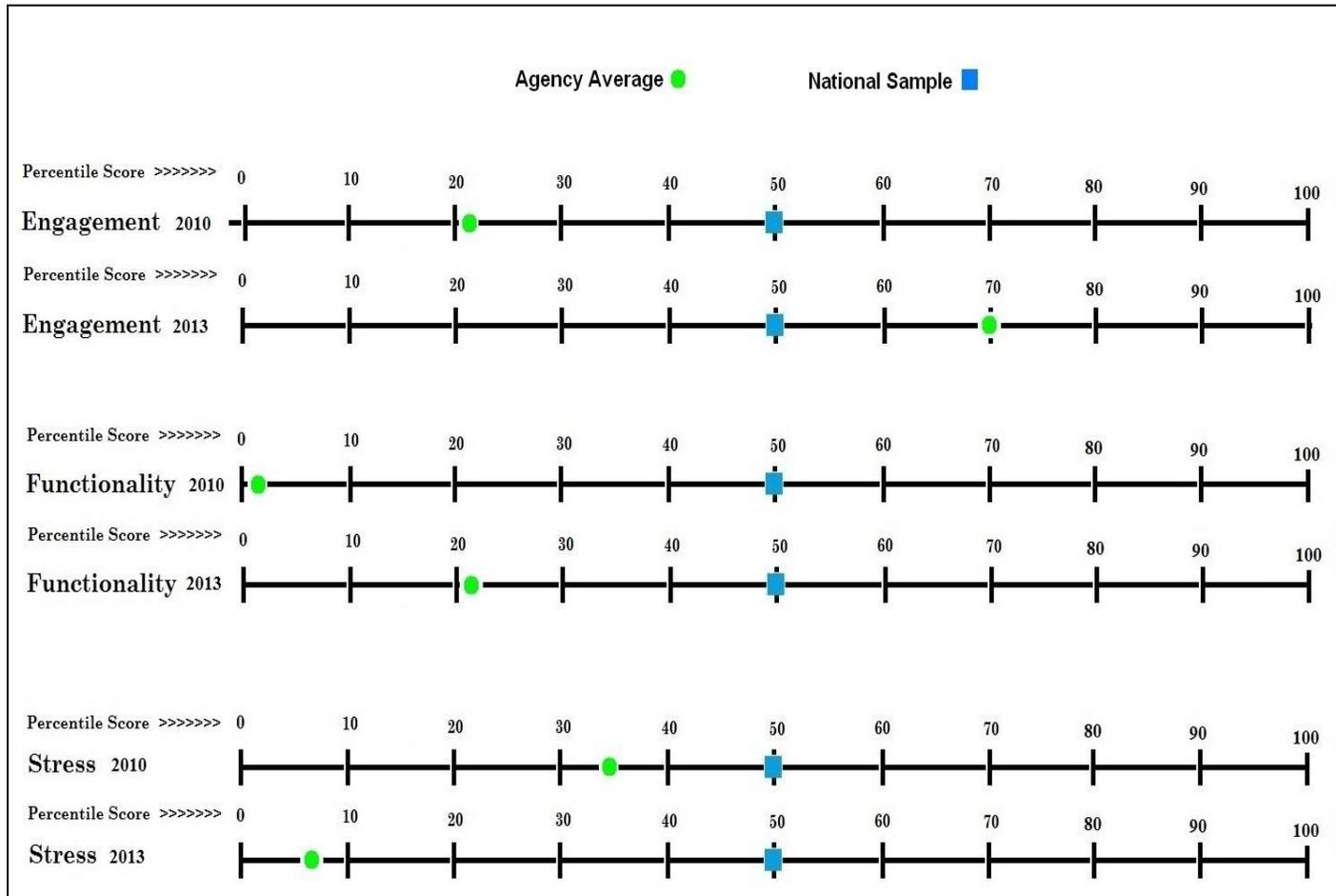
Figure 22. OFC’s Scores Across the Culture Scales of the Organizational Social Context.



The following chart depicts the total agency (OFC) percentile scores compared to the national average for child welfare agencies for the three OSC Climate dimensions, for the 2010 and 2013 administrations

of the measure. As with Culture, all three Climate dimensions improved in the desired direction, some substantially. Engagement increased significantly, from a percentile score of 21% in 2010, to a percentile score of 70% in 2013. Functionality also increased, from a percentile score of 2% in 2010, to a percentile score of 21% in 2013. Finally, Stress was observed to decrease over time, from a percentile score of 34% in 2010, to a percentile score of 7% in 2013.

Figure 23. OFC's Scores Across the Climate Scales of the Organizational Social Context.



As mentioned, the OSC included items on the Proficiency dimension that speak to some of the long-term outcomes on the evaluation plan, namely, *OFC staff are clear about their job role and activities to support PCSAs and other stakeholders*, and *OFC staff are able to effectively perform their role*. For example, the proficiency dimension includes the following two representative statements: “Members of my organizational unit are expected to be responsive to the needs of each client” and “Members of my organizational unit are expected to have up-to-date knowledge.” OSC staff demonstrated marked improvement on this dimension after the implementation project (from the 14th percentile in 2010 to the 66th percentile in 2013 assessment), indicating that staff do have more clarity about their job roles, how to best support external (to the department) stakeholders, and are able to effectively perform their

job duties and role. These outcomes were also reflected in the all-staff Barium Springs training evaluation. For example, post-training evaluations included statements such as:

- “[I believe that I now] having access to the information I need to be more effective [in my work] and not duplicate efforts.”
- “Hopefully, I will be able to use the expertise of other people in the office to help me do my job better.”
- “I have learned [what] will help me be effective in my job [from this training].”

The Functional dimension of the OSC, which includes items such as, “This agency provides numerous opportunities to advance if you work for it,” focuses on employee growth and advancement, role clarity, and workgroup cooperation. This dimension alludes to another long-term outcome, *OFC staff are able to proactively assess ongoing learning and skill development*. While the OSC results show that OFC is still below the national average for this dimension, there was marginally significant improvement on this dimension (from the second percentile in 2010 to the 21st percentile in 2013). It is believed that this dimension will continue to improve over time, as OFC has started to provide more opportunities for staff to engage in cross-functional teams allowing for collaborative learning opportunities, and has worked with staff to provide more clarity in their roles and opportunities to be involved in systems-change initiatives.

Although it is not appropriate to consider statistical significance regarding the agency’s changes over time (i.e., for total agency scores) as there is no rule about what difference score it is appropriate to look at percentile changes on each dimension. Each culture and climate dimension showed improvement over time, and some of these improvements were either statistically significantly better or very close to significance in the paired t-test of the subgroups.⁷ The resistance dimension was the only dimension that was not “close” to statistical significance. The change from 2010 to 2013 in all OSC culture and climate scores were in the right direction and two were statistically significant at the $p < .05$ level (indicated with an *; Proficiency ($p = .027^*$), Rigidity ($p = .085$), Resistance ($p = .17$), Engagement ($p = .065$), Functionality ($p = .054$), and Stress ($p = .001^*$)).

INTERPRETATION OF FINDINGS

All of the dimensions improved substantially over the course of the three year project period. In fact, according to Dr. Hemmelgarn’s presentation at the project closing, his research group at U.T.-Knoxville has never seen an organization improve this dramatically on the OSC, particularly in such a short time. The agency as a whole now boasts levels of engagement and proficiency that are substantively higher than the national sample of child welfare agencies. To be sure, there is room for continued improvement in many areas, such as functionality, stress, rigidity, and resistance. However, the agency has made remarkable progress in three short years.

⁷ Note: The best significance test is a paired samples t-test. Unfortunately, this statistical test relies heavily on the sample size, which in this case is 5, representing the 5 OFC bureaus that had data at both time points (the Deputy Director’s office, Fiscal Accountability, etc).

V. Sustainability

Describe what is currently in place to support sustainability of the changes that have been achieved

Ohio's sustainability plan developed quite organically and intentionally as this project progressed. The linchpin of the plan is the commitment to and participation in the goals and activities of the project from multiple levels of the agency, as well as from external stakeholders. As might be expected—because resistance is an outcome of change—there was resistance to the project in the initial stages of implementation. Some of the resistance was based in skepticism (this will never work, leadership will not truly support the change, I've been here before, etc.), some based on concern regarding the effects of the change on responsibilities and workload and some based on a sense of “everything is fine, why do we need to change?”

An early change in OFC leadership resulted in clearer, more consistent and emphatic communication to managers and staff that the project was moving forward. This change of message—repeated often—helped managers and staff internalize that the change was not going to just go away, and that leadership would hold people accountable for supporting the effort.

While the change in OFC leadership and ensuing change of message did not eliminate all resistance, it created an environment in which an open and frank discourse regarding the principle elements of the intervention was possible. Over time, this discourse reduced much of the remaining resistance, as personnel comprehended both their role in the change and the potential direct and indirect effects on their responsibilities and workload more accurately. In turn, the entire process of addressing resistance created a sense of ownership and empowerment in staff and managers that many of them had not previously experienced. Staff took responsibility for implementing measures to improve internal culture and climate in multiple ways, as well as for developing and practicing a new, more collaborative approach to working with county public and private child welfare agencies. This alignment of project goals with staff's sense of ownership resulted in a climate of positivity, which we think will be difficult to reverse.

OFC has instituted the following supports to ensure sustainability of the project outcomes achieved by the end of the implementation project:

- “First Friday” monthly newsletter from OFC Deputy Director Jennifer Justice which regularly communicates to internal and external stakeholders her commitment to OFC's new vision and mission, the principles of PFOF and the six principles of partnership;
- Culture and climate workgroup—An OFC internal team charged with overseeing interventions instituted as a result of the culture & climate assessments conducted during the project. The workgroup continues to meet regularly, and has the support of leadership.
- PFOF Champions—specially trained volunteer OFC staff committed to helping their peers understand the agency mission, vision, and guiding principles, and to support their peers as they practice the six principles of partnership in their daily work.
- Each of the Regional Technical Assistance Teams meets monthly, with an OFC manager or supervisor “coach”, to share information about the needs, successes and news of agencies within their region. Coaches meet regularly to ensure that important information is shared across regions.

- A formalized Rule Review institutionalization plan to ensure sustainability. This plan was approved by the Advisory Board in August 2013.
- The Rule Review website. OFC has contracted with a local provider to continue the MCWIC-developed website—in modified form, which incorporates lessons learned during the project’s rule review process.
- The PFOF Advisory Board, which will continue to operate under a new charter. The Advisory Board drafted the new charter based on MCWIC’s research regarding similar structures in other county-administered/state-funded jurisdictions.
- OFC’s new vision, mission and statement of guiding principles. OFC is ensuring that staff understand and accept these precepts. OFC continues to assist staff as they put the concepts into practice individually, in their teams, and across the organization.
- Integration of PFOF participation as a performance goal into staff evaluations conducted by managers.
- Six Principles of Partnership. OFC has purchased the curriculum for this training, and is working with the Ohio Child Welfare Training Project to integrate the principles into Ohio’s training curriculum. MCWIC funding supported the development of an overview video on the Principles, which is available to all staff needing orientation or a refresher. The agency will continue to provide training for staff and support for the principles to become infused into OFC’s work both internally and externally.
- “Quality Center” searchable knowledge base (internal OFC technical assistance database) has been implemented and is now the primary location for documentation and reporting of licensing and technical assistance specialists’ activities.
- Bureau of Federal/State Initiatives. This Bureau was created by Deputy Director Justice to work closely with all the other OFC bureaus on multiple ongoing projects across program areas. The focus of the Bureau’s efforts is cross-system collaboration and data-guided decision-making. One of this bureau’s most important roles is to provide data to OFC’s state and local partners so they can better strategize, measure their progress and link practice with outcomes.

Describe the next steps planned by this jurisdiction to sustain the project goals, activities, accomplishments

In order to sustain project goals, activities and accomplishments, OFC:

- has recruited new members for the re-focused advisory board
- created and is implementing a plan for the continued rollout of the new TA model
- will continue the new approach to rule review and seeking comments regarding proposed new rules that was developed during the IP
- is continuing to integrate PFOF participation into staff evaluations
- will fill staff vacancies in Regional Teams based on identified skills and needs of team rather than solely on seniority
- is committed to continue further developing methods to identify performance goals consistent with OFC mission, vision, guiding principles
- will soon be convening the “Deemed status” workgroup with external stakeholders to demonstrate partnership by recognizing accreditation status in lieu of specific licensing rules

Describe how CB, Regional Offices and T/TA network providers might support the jurisdiction’s efforts

OFC might be interested in conducting further organizational social context (culture and climate) assessments. If there are resources within the network to accomplish this, OFC might like to explore the feasibility of this activity. Future organizational culture and climate assessments would inform OFC regarding whether further changes are necessary, or they have achieved the desired outcomes from the interventions implemented during this IP.

Facilitators to sustainability

Current OFC and ODJFS leadership is committed to maintain and extending the changes instituted during the IP. This includes the technical changes—new vision, mission, guiding principles; a new rule review process that encourages collaboration between OFC and county based public and private child welfare service providers; continuing the advisory board with a new charter, and the new TA model—as well as more adaptive changes, such as the Champions, creation of the Bureau of Federal/State Initiatives, and incorporation of PFOF principles into performance reviews. These supports all facilitate sustainability of the many project goals and objectives OFC and its partners achieved during the IP.

Challenges to sustainability

Given the support of the PFOF implementation project and the number of goal and activities achieved through it, there are many facilitators to sustainability. As with many states, however, Ohio's Office of Families and Children has a number of current projects that are resource heavy in terms of staff, attention, and time. The key project management staff for the PFOF project will be pulled into new projects, so there is a challenge to maintain the forward momentum with other projects and Department initiatives. While the Bureau of Federal/State Initiatives was created in recognition of those pressures, it is staffed by OFC personnel with pre-existing duties that they will maintain.

This challenge would be compounded when OFC experiences a change in administration. Child welfare departments are susceptible to leadership changes, and with that, may come changes in projects that take priority. Even outside of leadership changes, there is often turnover and change in child welfare staff which will require OFC to continue to focus on maintaining the gains they have achieved in improving their organizational culture, and the improved emphasis on partnership with those agencies they serve.

Lessons learned about how to deal with challenges in sustainability

The primary lesson learned was the importance of beginning discussion and planning for sustainability early in the implementation process. MCWIC staff initiated a process for ongoing discussion and development of a sustainability plan more than a year prior to the end of the project. The plan was based upon the implementation elements mutually identified as critical for sustainability of project outcomes. During the sustainability planning process, MCWIC provided questions for OFC leadership to contemplate and discuss internally. Over a period of many months, MCWIC, OFC leadership, and the PFOF Advisory Board engaged in focused discussion and planning to ensure that anticipated potential barriers to sustainability were considered and addressed. This process was highly successful in attracting stakeholder attention to issues and resulted in creative solutions to potential problems. By the time the

project came to a close, there was consensus that the major sustainability barriers had been addressed, and plans for meeting those barriers put into place.

VI. Conclusions and Recommendations

Describe the overall impact of the IP on the child welfare organization, and system, as well as children and families (if applicable) in the jurisdiction

This project was successful due to the very hard, often frustrating, work of dozens of people willing to address organizational and individual difficult issues to truly transform the way the state of Ohio fulfills its responsibilities to the state's private and public child welfare service agencies and the federal government. That success is symbolized by Figure 21 above, which graphically illustrates the dramatic improvement in how child welfare professionals view their relationship with OFC. Improvement like that is not built on slogans or platitudes, but on the demonstration of a real commitment to a new way of "doing business," based on partnership and collaboration.

And in turn, without the striking improvement in the culture and climate of OFC described in detail in Section IV-C above, there would be no foundation on which OFC could build toward that partnership. The culture and climate of an organization only changes if the people of the organization—from the director, the managers and the staff—commit themselves to achieve the change and prove that commitment through their actions. The people in OFC accomplished a task many thought could not—or would not— be accomplished.

As noted above, the leadership of OFC recognized the agency would need assistance if they were to be successful in building a positive and collaborative relationship with agencies and people who resented and mistrusted them. They applied for and were awarded—after a lengthy and arduous selection process—an implementation project, with MCWIC as their technical assistance provider and partner. MCWIC's array of expertise—supplemented with key outside specialists—provided the guidance and resources OFC knew it needed, and proved to be the right mix to complement OFC's remarkable in-house group of experts. MCWIC was also able to provide financial resources required to ensure there was the everyday on-site guidance needed to maintain progress and address issues immediately as they arose.

One of the other key elements of this project's remarkable success was the willingness of stakeholders to engage with and honestly communicate with OFC regarding the lack of trust that had developed over many years. Telling your supervisor you are not happy with the way they supervise you is a risky conversation to start. However, when the county public and private child welfare agencies determined that OFC was sincere in its desire to change, with MCWIC's mediating presence, they were willing to have that dialogue. And, those agencies committed time and energy, participating as partners in the effort, by working arduously and determinedly in the lengthy and difficult rule review process, and as members of the project Advisory Board. This extraordinary willingness to co-labor with OFC to achieve a better relationship—and system—was due in large part to OFC's commitment to meaningfully engage with those external stakeholders.

We think the evidence—from the OSC results and qualitative data—conclusively demonstrates the significantly positive changes *within* OFC, and that the surveys of external stakeholders likewise gives

credence to a vastly-improved external environment. However, we also recognize there is much to be done. The dedicated professionals in Ohio's child welfare system know that, and have taken concrete steps to sustain the change process. Given that level of commitment, it seems very unlikely that the progress made will soon be lost.

When we—OFC, the other agencies in Ohio and MCWIC—undertook this project, we all knew it was a huge undertaking, fraught with risk. Collectively, we thought the potential gain was worth the risk. And it seems to many of us involved in the project that this sort of transformative effort was precisely what the Implementation Center experiment was all about: Working in partnership, providing resources of skills, knowledge and money, bringing implementation science to a new field, and making things better. We did not attempt to measure child and family outcomes, as the connection between those outcomes and direct project outcomes was too distal. However, we are also convinced that improving a state child welfare agency's culture and climate and working relationship with external stakeholders to the remarkable degree demonstrated here cannot help but have a positive impact on children and families in Ohio.

Present recommendations to administrators of future projects, T/TA providers, project funders, and the general field

Strong leadership is critical for positive organizational change to occur and to be sustainable. Strong leadership is evidenced by communicating both a clear vision and commitment to achieving that vision; demonstration of an understanding of what is required for change to occur, including providing the resources needed for the change to occur (particularly dedicating a full-time on-site Project Manager); commitment to the well-being of staff during the change; empathy for the stress inherent in organizational change, and a willingness to hold everyone—including leadership—accountable for meeting stated expectations during the change. Had OFC leadership not been re-structured, the success of this IP would have been seriously jeopardized, as several of these elements were not being demonstrated by former leadership.

The culture and climate of an organization will support or ultimately defeat efforts to change how the organization functions. When culture is aligned with the vision and mission of an organization, people within the organization are more likely to embrace any efforts to change the status quo. Likewise, if the climate of the organization is one of powerlessness and mistrust, people will not truly engage in change efforts. Thus, some assessment—formal or informal—of an organization's culture and climate is a critical early task in any attempt to significantly alter an organization's approach to providing child welfare services.

Unresolved but unrecognized or unstated historical intra- and inter-agency disputes/contention resulting in mistrust obviously creates barriers to the collaboration necessary to effectively implement systemic change. Change agents must create environments for frank discussion, which then must be channeled into energy and motivation for positive change. Overcoming long-standing suspicion is a

process, not an event, and must be carefully planned (while recognizing plans will need adaptation and modification as the project progresses) and collaboratively addressed as specific issues and identified.

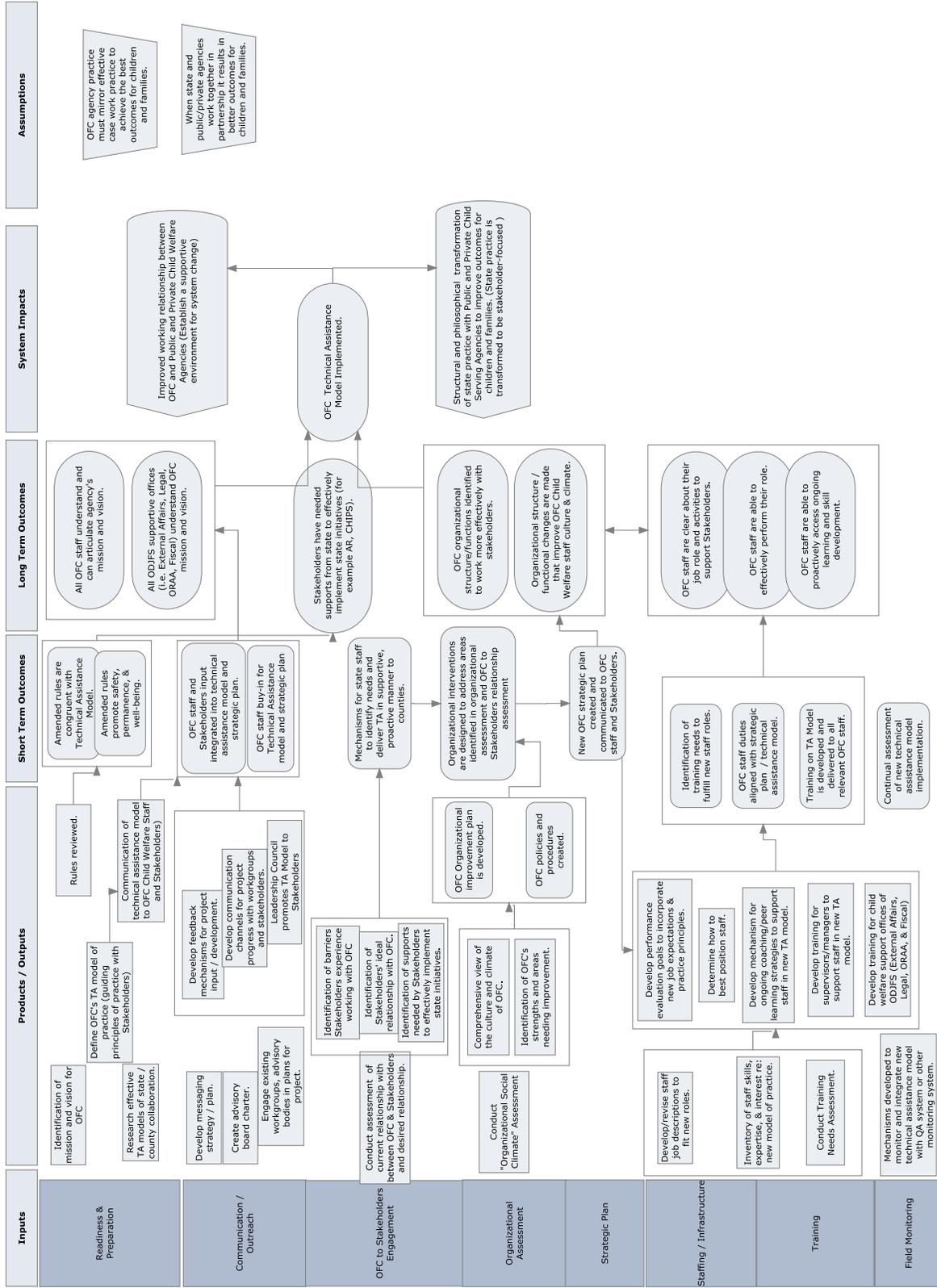
Implementation projects have a finite life span. To accomplish sustainable positive systemic change, internal and external stakeholders must clearly identify, articulate, and prioritize desired outcomes and impacts. Collaboratively designed work plans and logic models are important tools for this process. Stakeholders and project staff must recognize these tools are dynamic, which requires frequent, regular and honest review. Evaluation plans should provide mechanisms for data-informed recommendations for necessary adjustments.

Systemic change takes time, measured in years rather than months. Project staff and stakeholders must protect each other, and themselves, from losing heart, wearing out, or becoming cynical. Burnout prevention should be honestly discussed, built into the work plan, and not taken lightly.

It takes time for people to accept and trust each other, because stakeholders—both internal and external—have distinct and diverse perspectives, based on their professional focus, their personality and their history. Patience, persistence, identification of and focus on common goals, acceptance of differences, and willingness to face and resolve conflict are all traits required to accomplish systemic change.

VII. Appendices

1. MCWIC Ohio “Partners for Ohio’s Families” Implementation Project Logic Model
2. MCWIC Ohio Implementation Project Staffing and Auxiliary Support Tables



Policies and Procedures refer to OFC Internal Policy
 and Procedures for Public and Private Child Serving Agencies
 Stakeholders = Public and Private Child Serving Agencies

**Appendix:
OHIO Implementation Project Staffing**

CB and the ICs have expressed an interest in better understanding differences in the structure and operation of IP-supported staff and teams. In order to gain a better understanding of the roles and level of effort devoted to different projects and to investigate whether the IP’s staffing structure and allocation of resources (e.g., use of IC-funded staff in jurisdiction, % time of staff, staff turnover) influenced project outcomes, please provide information on the staffing for the IP. Please include both current and former staff involved with the IP, both staff employed or contracted by the IC and project-funded staff at the jurisdiction. Provide the following information:

IP Staff Name: Provide the last name of each Project-funded staff member who worked on the IP since its initial selection or approval, both current and former. Include both project and evaluation staff.

Role: Enter the role of the staff person on the IP.

Location: Note if the staff member is on-site at the jurisdiction or off-site.

Organization/Affiliation: Indicate whether the staff is employed or contracted by the IC or is employed by the jurisdiction.

% FTE: Estimate the percentage time staff was involved with the IP.

% FTE IP Funded: Indicate the percentage time the staff member was financially supported by IC funds.

Turnover: Indicate if the IP-supported staff member left the project prior to completion.

Project-funded Staff Last Name	Project Role	Location (On/Off-site)	Organizational Affiliation (IC or Jurisdiction)	Average annual % FTE Devoted to IP	% FTE IC Funded	Turnover Y/N
Ells	MCWIC Project Director	Off-site	MCWIC	15%	100%	No
Graef	MCWIC Associate Director	Off-site	MCWIC	22%	100%	No
Martens	Project Manager	Off-site	MCWIC	40%	100%	Yes
Yoder	Project Manager	Off-site	MCWIC	55%	60%	No
Spohn	Evaluator	Off-site	MCWIC	16%	100%	Yes
Chambers	Evaluator	Off-site	MCWIC	6%	50%	No
Anderson-Knott	Evaluator	Off-site	MCWIC	1.86%	5%	No
Dietrich	Graduate Research Assistant/Evaluator	Off-site	MCWIC	30%	100%	No
Rice	Web Developer	Off-site	MCWIC	3%	7%	No
Parry	Evaluation Consultant	Off-site	MCWIC	1%	10%	No

Hansen	MCWIC Project Assistant	Off-site	MCWIC	16%	100%	No
Donnelson	MCWIC/CCFL Financial Administrator	Off-site	MCWIC	3%	10%	Yes
Lamm	MCWIC Consultant	Off-site	MCWIC	10%	10%	Yes
Gilbert	OFC PFOF Project Manager	On-site	Jurisdiction	100%	100%	No
Thomas	OFC PFOF Project Rule Review Coordinator	On-site	Jurisdiction	50%	50%	No

Implementation Auxiliary Supports and Resources

In order to have a more complete understanding of the level of support necessary to implement the IP, please describe any significant, additional resources the IC or other organizations (e.g., Casey Family Programs) provided to the jurisdiction above and beyond training and technical assistance to support implementation. Only include those resources not already mentioned previously in this report. These additional resources may include website development/support, meeting and travel support, curriculum development, etc. Support for staff at the jurisdiction should be noted in the above section, Implementation Project Staffing.

Support from IC or Other Organization (Name)	Auxiliary Support	Description
MCWIC	Financial support	Funds for purchase of laptops, projectors, and flash drives to facilitate the work of the on-site project manager, rule review coordinator and implementation project work teams.

VIII. Attachments

FAQ: OFC Event Calendar

MCWIC Team Facilitator Guide

OFC Guiding Principles

OFC Mission

OFC New Employee Manual Outline

OFC Regional Team Map

OFC TA Model

OFC Vision

PFOF Advisory Board Charter

PFOF Champion Pledge

PFOF Rule Review Meeting Agenda Suggestions

PFOF Rule Review Team Charter

PFOF Rule Review Tool

Rule Review Website Invitation (Website)

Rule Review Website Screen Shots

Six Principles of Partnership Champions Job Description

“Six Principles of Partnership” Training Curriculum

State-county Partnership Structures

STEP Team Plan

STEP Team

TA Model Coaches Roles and Responsibilities

OFC EVENT CALENDAR FREQUENTLY ASKED QUESTIONS

Q: What is the OFC Event Calendar?

A: The OFC Event Calendar (Calendar) is the master calendar of OFC scheduled events. It is located on ODJFS' OFC Home Page, and accessed through the internet at this address: <http://www.odjfs.state.oh.us/ocfcalendar/Default.aspx>.

Q: What is the Calendar's purpose?

A: The Calendar serves multiple purposes, it is intended to:

1. Give OFC staff and external stakeholders an easily accessible and centralized method to quickly identify and secure basic information about upcoming events. **Every event must identify a person --including their telephone number and e-mail address-- that can be contacted for additional information.**
2. Assist OFC staff in not scheduling events that create conflicts for internal staff or external stakeholders. **For this to be successful, events will need to include information regarding intended audience.**
3. Keep OFC and external stakeholders informed about opportunities in which they might have interest.

Q: What events should be placed on the Calendar?

A: This answer is one that should be dictated by common sense and driven by the Calendar's purpose. Since it is viewable through the internet, it should not include information that does not have relevance outside the office. For example, you would not wish to place information about an office celebration or OFC-only meeting on this calendar. However, if the intended audience includes external stakeholders, it should be posted on the Calendar.

Q: How often should information be posted?

A: The calendar should be kept up to date and maintained as events are added, modified or canceled. The calendar only is as useful as the accuracy and timeliness of its information.

Q: Who is responsible for making sure that the calendar is current?

A: The following individuals have been designated as calendar administrators; each is responsible for ensuring that items are entered; modified, as necessary; and, immediately removed if an event is canceled. Each bureau will need to establish procedures or policy that ensures that information is entered or removed on a timely basis.

1. Automated Systems: Gaye Crawford
2. Child and Adult Technical Assistance: Darlene Dalton
3. Children's Trust Fund: Carolyn Brewer
4. Deputy Director's Office: Julia Bourdeau
5. Differential Response: Carla Carpenter
6. Fiscal Accountability: Judy Saltsman
7. Partners for Ohio's Families Rule Review: David Thomas
8. Partners for Ohio's Families: Kristin Gilbert
9. Protective Services - Child/Adult: Rhonda Nelson

Q: Is there a format for information?

A: The format primarily is driven by the data fields, with a narrative option titled “Description.” Narratives should be entered in a consistent format (see below).

Q: How Do I Enter Information on the Calendar?

A: The following link will open a log-in page:

<http://innerapp.odjfs.state.oh.us/OCFCalendarUtil/UserLogin.aspx>

1. Log in using your Novell ID and password.
2. The Calendar will appear.
3. Click on the body of date you wish to schedule.
4. A screen will appear:
 - a) Enter the title of the event.
 - b) Enter the correct time of event.
 - “All-day” is the default.
 - If the event is not an all-day event, unclick this option.
 - Date & time fields will appear; select the correct day & time for both the event’s start and end.
 - c) Select the type of event from the drop-down.
 - d) In the “Description” field, enter:
 - Intended audience:
 - Purpose:
 - For additional information:
 - e) Click “save.”

Q: Can I add anything else?

A. Yes, the additional information should be driven by the event, your intended audience and purpose, and the material that you have available. For example, the purpose of posting an Advisory Board meeting is not to solicit wider participation and it would not be necessary to include location or agenda materials, since this is supplied to members through an alternate method. In the case of a webinar, there may be a desire to engage a broad audience, and the posting should include information that makes connection easy and the event relevant. In addition to the intended audience, purpose and contact, you could include any of the following fields:

- Location:
- Registration instructions:
- Pre-registration required (not required):
- Web Link:
- Speakers:
- Other:

The MCWIC Team Facilitator's Toolkit

Suggestions for

- *Preparing an Agenda*
- *Leading Effective Meetings*
- *Dealing with Difficult Behavior*
- *Conflict Resolution*

Version 1.0 July 2011



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Leading Effective Meetings

Guiding Principle: Prepare, Prepare, Prepare

BEFORE the meeting

- Understand
 - Your role & responsibility
 - Team's purpose & authority
 - Expectations (of Advisory Board *and* your team members)
 - Purpose of each meeting
- Prepare an agenda (see guide for creating agendas & sample agenda)
- Communicate desired outcomes (see guide for effective communications)
 - Overall process: What is the team's charge from the Advisory Board?
 - Each meeting: How does this meeting help the team achieve its assigned goal?

DURING the meeting

- Keep team members on track by
 - Paying attention to starting/agenda item/ending times
 - Being aware of and dealing with team and individual behavior (see guide for dealing with difficult behavior)
- Recognize conflict so *team* can deal with it effectively (see guide on conflict resolution)
- Use your content expertise (but remain as neutral as possible)
- Help the team work toward consensus: Consensus means that all team members can
 - Live with the outcome
 - Explain to others why team made this decision
- Be certain that everyone understands
 - decisions made during meeting *and*
 - next steps (including assignments and timelines)
- Do not adjourn the meeting without setting a next meeting date, IF one is required

AFTER the meeting

- Send team members a summary (not minutes) of the meeting, including
 - A BRIEF recap of the major events of the meeting (decision, assignments)
 - Action steps
 - Responsible person(s)
 - Deadlines
 - A reminder of the date/time/place for the next meeting
- Provide sincere positive feedback to team members, celebrate success, provide encouragement
- Seek feedback on things you could do (or not do) to make meetings more productive & enjoyable

Preparing a Work Team Meeting Agenda

Guiding Principle: *Prepare and distribute an agenda before **every** meeting*

The very first thing to consider when drafting a meeting agenda is the *expected outcome* of the meeting: why are we having *this* meeting? This should be very specific: for example, “Draft a process to review all OFC rules relating to child welfare.”

Note: If you cannot articulate a reason, do not have the meeting.

Other things to consider when drafting an agenda:

- How will the team accomplish the identified meeting outcome?
 - How long will it take?
 - What steps are necessary to accomplish it?
- List the steps as agenda items, and assign a time frame for each item
 - Name the team member responsible for “leading” each item
 - You may want to “annotate” a copy of the agenda with details you find useful
- For meetings longer than an hour, schedule 5-10 minute breaks every 50 minutes
- If the meeting will run through the lunch hour
 - Decide whether food will be provided on site
 - If food is provided on-site, the “non-working” time can be brief
 - If food is not provided, consider what options exist
 - Set the time frame for lunch
- Provide time after lunch to re-focus
 - No more than 10-15 minutes
 - This can be a re-cap of the morning, or a review of remaining items
- Every agenda should include
 - The purpose, place, date and time of the meeting
 - A “next steps” item
 - Time to set the next meeting, IF required
- Allow space for team members to take notes

The agenda is the team’s guide for accomplishing an identified goal or outcome. It is critical that you carefully consider its contents. Providing team members a meaningful opportunity to propose agenda items fosters collaboration and a sense of ownership of the team’s work.

Team members find it most useful when you send the agenda to them *prior* to the meeting. It helps team members mentally prepare when they have two to three days to review and think about the agenda. If they receive the agenda more than three days before the meeting, they will have an increased tendency to postpone reading it (thus probably NOT reading it before the meeting). Providing the agenda less than two full days before the meeting does not allow sufficient time to read and consider it, again increasing the likelihood it will not be read before the meeting.

A prepared team leader will have extra copies of the agenda available at the meeting, as busy professionals may forget to print a copy, or may leave the printed copy in their office

Sample Agenda

(Should be distributed at least two days before the meeting)

Name of Work Team

Purpose of Meeting

Date & Time (begin and end time) of Meeting

Location of Meeting/call-in or log-in information)

Time: (person responsible) Introductions/Ice breaker

Time: (person responsible) Minutes or Notes from previous meeting

Time: (person responsible) Reports regarding status of assignments from previous meeting

Time: Purpose of this meeting (What must the team accomplish at *this* meeting) (person responsible)

Time: (person responsible) Topic/Subject (This may need to be broken into sub-topics or subjects)

Time: Comfort break (optimal is every 50 minutes/minimum is every 90 minutes) (strictly enforced)

Time: Lunch (time allotted strictly enforced)

Time: (person responsible) Topic/Subject

Time: (person responsible) Re-cap meeting activities/assign action steps to participants & set deadlines

Time: (person responsible) Debrief/Discuss how meeting went

Time: (person responsible) Set next meeting date/Remind participants of next date

Sample Ground Rules for Work Team Meetings

1. **Everybody contributes.** Team members were selected because they have something to contribute—they are experts in a particular area. Everybody’s input is required to create the best product.
2. **Listen.** See Rule #1. Every team member brings value to the process, so pay attention. “Hearing” is not “listening.” Hearing is passive & physical. Listening is active and mental. Listening is a choice that reflects the importance of what others say.
3. **Take turns.** See rule #2. You cannot listen without taking turns speaking. Also, taking turns results in an orderly process. It demonstrates team members’ commitment to the team, the team’s charge, and excellence of outcome.
4. **Common purpose.** Everyone was selected because he or she brings something to the table no one else can bring. Significant change requires people with diversity of experience and expertise working toward a mutually agreed-upon outcome.
5. **Stay in the present.** What occurred in the past is not relevant to achieving the outcome of this meeting. It is important to remain focused on completing the task identified for this meeting. Bringing up past offenses will be divisive and blur the team’s focus.

The bold type states the “rule” and the regular type briefly explains the rule’s *raison d’ être* for the team leader’s benefit. The group may accept all of these, some of these or none of these, and may ask for other rules. Teams will rely upon and refer to ground rules that are the consensus product of the group, and not imposed by the leader.

Because the rules are created by the team, anyone on the team may “call the rules”: That is, anyone can note the rules are being violated. When someone calls the rules, it should ONLY be for the purpose of re-focusing the team.

Listing, discussing and agreeing to a set of ground rules should take no more than 30 minutes. Doing this *early* in the team’s meeting life will result in more effective team meetings.

Resolving Work Team Conflict

Guiding Principle: *Movement creates friction*

A team working diligently to accomplish its assigned tasks will inevitably experience conflict. It can be either interpersonal or task related. Conflict related to disagreement on how to handle a particular *task* can help a team improve its effectiveness by allowing the team to focus on solutions. On the other hand, conflict arising from emotional reactions to perceived personal attacks, if not resolved, will diminish a team's effectiveness. In both cases, it is important for the team to recognize and *deal with* the conflict in a constructive manner. The team leader must help the team work through any conflict.

Conflict *resolution* techniques include:

- Name it. "I sense some tension when we discuss _____" "I'm hearing _____"
 - Ignoring conflict will allow it to get worse and disrupt the team.
 - Dealing with conflict can draw the team together and increase productivity.
- Seek clarification. "Help me understand." "Am I off base?" "What exactly is the issue?"
 - Focus on the present: What is happening *now*?
 - Ask for solutions: How can the team move on?
 - Hear from everyone: Everybody's opinion is important. This means everyone listens politely.
 - Find the common ground. This might mean referring back to the team's charter.
- Move on when you sense resolution. Check with the team to be sure, but do not linger in the conflict.
 - A team member who just "gives in" may foster resentment.
 - Team conflict stays with the team and not discussed in other job-related environments.
- Discussion of the conflict can help the team deal with subsequent conflicts.
 - Keep the discussion focused on what happened, not who was "right" or "wrong"
 - Ask the team how the team might have handled things differently

You can prevent some conflict. Conflict *prevention* techniques include:

- Insuring the team understands its purpose and authority.
 - If you have questions about the team's charter, get clarification from the Advisory Board.
 - Review the team charter with the team early and often.
- Have the team agree on how meetings will be conducted.
 - Establish ground rules at the team's first meeting. (see MCWIC Sample Ground Rules)
 - Have copies of the ground rules at every meeting.
- Periodically discuss the team development process.
 - Conflict may look or feel different if the team understands different stages
 - Provides the team an opportunity to discuss conflict prevention/resolution strategies
- Ask team members how they think team is operating
 - Best done individually
 - Do NOT permit personal attacks—this is about team function
- Seek feedback on your performance
 - "Are there things I can do/stop doing that would assist team functioning?"
 - This can be done with the group or individually and verbally or on paper

Dealing with Difficult Behavior (in a meeting)

Guiding Principle: *Focus on the positive*

Difficult behavior is conduct which disrupts meetings and distracts attention from the purpose of the meeting. It is not “conflict” (a serious, usually protracted, disagreement) between two or more team members, requiring resolution. However, difficult behavior can result in conflict when ignored or left unchecked.

The best way to deal with difficult behavior is to *prevent* it from happening. Establishing ground rules and preparing an agenda for each meeting will prevent much difficult behavior, particularly when the team has taken the time to know and understand one another. A clear understanding of the team’s charter, and of the Advisory Board’s expectations, will also prevent disruptive behavior.

Providing positive feedback on a regular basis is another method of prevention. When a team member helps the group move forward, publicly recognize the contribution. In order to reinforce behavior that helps the team achieve its goal, positive feedback must be genuine and specific. Praise that is insincere can result in cynicism. If it is non-specific, it cannot reinforce behavior that facilitates the team’s purpose.

Difficult behavior often stems from some systemic pressure, and it affects the group’s work, so dealing with it is the group’s concern. The facilitator must guide that group process.

Facilitators sometimes ignore difficult behavior because it seems easier than dealing with the conduct. The opposite is usually true: It is easier to deal with difficult behavior than to deal with the effects of the behavior within the team, particularly when such behavior is repetitive or chronic.

Experienced facilitators develop a variety of responses (graduated interventions) designed to meet a particular challenge. The choice of which response to use in a specific instance is left to the judgment of the facilitator: There is no checklist or protocol that can apply in the spectrum of difficult behavior. However, the general rule is to use the least confrontational response that will address the issue.

The least intrusive response to difficult behavior is to *do nothing*. Ignoring the situation may be appropriate for an isolated incident, or behavior that does not affect the group’s work.

The next level of intervention might be talking to the disruptive team member (or members) privately, in a non-blaming, non-accusatory empathetic manner. Ask if there is something you can do to make the meeting seem more useful, or if there some issue of which you should be aware. Perhaps there is some outside pressure contributing to the behavior. This is a very low level of response.

You can increase pressure without direct confrontation by involving the entire team. When starting a meeting, review the ground rules, describe the behavior (without naming anyone), and ask for input regarding its effect on the process. Ask the team to help you, if the behavior re-occurs, by referring to the ground rules, and specifying how the behavior is inconsistent with the rules.

If neither of these responses is effective at mitigating the disruption, you need to have a private and direct conversation with the person engaging in the behavior. Be specific when describing the conduct, and focus on the effect it has on the group’s work. Stress the group’s need for the person’s expertise, and get their agreement to abstain from the described difficult behavior.

The most confrontational and intrusive response to difficult behavior is to deal with it publicly, during a meeting. This is a risky move, as the identified person may respond in anger. However, if you have unsuccessfully attempted all other responses and they have failed to stop the behavior, you must protect the group's ability to complete its charge. You should plan this step with the Advisory Board.

Repetitively engaging in disruptive behavior is inconsistent with a commitment to the team's success. People sometimes are not aware of the effect of their behavior on the group, and readily stop it when made aware. If they are not able or willing to modify their behavior during team meetings, consider alternate ways to obtain their input into the process.

Remember to focus on the positive. Use these interventions *only* to correct behavior that substantially interferes with the team's ability to complete its work.

**Midwest Child Welfare Implementation Center
206 S. 13th Street, Suite 1000
Lincoln, NE 68588-0227
Telephone: (888) 523-8055
Fax: (402) 472-0677
<http://mcwic.org>**

Each of these Principles directs the daily work of each OFC staff person in achieving OFC's mission:

It is **OFC's** responsibility to provide **leadership** and maintain **organizational** and **professional competence**.

OFC policies and **supports** should be **strength-based** and recognize the uniqueness of each community and agency.

There is **urgency** and **importance** to **OFC's** work.

Each **OFC** staff member has a role in **OFC's** work and must be held accountable to promote **safety** and a sense of belonging for **children, youth** and **vulnerable adults**.

Each **OFC** staff member has a **responsibility** and **commitment** to the **agencies** and **individuals** that **OFC** serves.

Every person has **value** and should be treated in a manner that is **respectful** and **culturally responsive**.

Partnerships and **collaboration** enhance the quality of outcomes.

Partners are given **voice** in a decision-making process.

OCF seeks and supports strategies to **strengthen** the **voices of youth** and **families** for it's work.



PRINCIPLES

Through **partnership** with **public** and **private** agencies, we **support** the **delivery** of services to **improve** **outcomes** that **promote** **safety** and **well-being**.



MISSION

NEW EMPLOYEE MANUAL (OUTLINE)

Welcome to OFC

- *Letter from Deputy Director w/color picture

Vision, Mission & Principles for OFC

- *Copy of OFC's Vision, Mission & Principles

Six Principles of Partnership

- *Copy of the Six Principles of Partnership with explanation of how OFC has integrated these principles into our internal/external communications.

Setting Up Your Office Space

- *Who to contact for assistance
- *Phone System (Set-up, Use)
- *Where to get needed supplies
- *Where to find your mail
- *Are you cubically correct (handout)

Position Description (specific to employee)

- *Job responsibilities
- *Bureau chief name and information/picture
- *Supervisor name and information/picture
- *Unit workers' names and information/pictures

Prior Service Information/Overview (within first 30 days)

Groupwise Overview (Outlook)

- *User's Guide (possibly find on OIS's webpage)

Timekeep Overview

- *Payroll Procedures
- *Overtime/Comp. Time request procedures
- *Pay Range Schedule(s)
- *Longevity Schedule(s)
- *Payroll Schedule (for the remainder of the year)
- *User Guide (to include how to complete adjustments)

Call Off Procedures

- *Request for leave form(s)
- *FMLA
- *Adoption & Child Birth Leave

Performance Evaluation Overview

- *APRS
- *OAKS

OPERS

*link

Employee Development/Training Opportunities

- *Course Offerings
- *Application/procedure for registering for training
- *Tuition Assistance Program
- *Employee Development Plan

ODJFS Federal Credit Union Overview

*Information handouts of services, etc. available

OAKS/MyOHIO Log-in/Overview

- *Screen Print w/ login instruction
- *Employee ID (where to find-Letter of Acceptance)
- *User Guide

Wage Works Overview

- *Commuter Benefits
- *Flexible Spending Accounts available, etc.

Deferred Compensation Benefits

Internal Policies & Procedures Manual Overview (IPP)

*link

ID Badge Information/Overview

- *Badge replacement procedures
- *Important phone numbers listed on badge
- *After hours access process(when applicable-after 6pm and weekends)

OFC Contact List/Employee Directory

*Name and contact information, as well as building/cubicle location

Regional Team Assignments

Summary of Benefits (applicable to specific employee with all necessary forms)

- *Holidays
- *Military
- *Court/Jury Duty
- *Vacation
- *Sick
- *Personal
- *Bereavement
- *Pay increases
- *Medical
- *Dental
- *Vision

- *Basic Life Insurance
- *Disability Benefits
- *Retirement
- *EAP Contact
- *Other

Sick Leave Usage Overview

Link to On Boarding w/ Procedures (within the first 30 days)

Recognition Opportunities

- *Celebrate US
- *Going the Extra Mile (GEM) Program

Incident Reporting Overview

- *Include bedbug information

Evacuation Procedures/Overview

- *Designated Floor Warden in employee's work area and a copy of their responsibilities
- *Floor Plan/Evacuation route with procedures

State Transportation Procedures/Usage

Computer/Internet Overview

- *Access (JFS form 7078)
- *Guidelines, etc.
- *Software Usage information
- *Confidential Personal Information (CPI) documentation

Weather Emergency Information

- *Essential employees
- *Alternative Work Location (if applicable)
- *Emergency Phone Number

E-Guide

Employee Emergency Information Form

- *Red Envelope w/form (given to supervisor)

Ohio Employee Assistance Program (EAP)

- *Available for state employees and their families

Innerweb Overview

- *News & Events-News Today
- *Our Services
- *Information Center
- *About Us
- *Table of Organization/Department Directory

- *User Guide
- *Site Map

Volunteer Opportunities

- *American Red Cross
- *Dana/Starling Elementary School
- *Combined Charitable Campaign (CCC)
- *Take Charge! Live Well!/Health & Wellness
- *Holiday Adopt A School/Family Support
- *Holiday Food Baskets
- *Holiday Basket Raffles
- *Ohio State Fair
- *Partners in Education (PIE)
- *Operation Feed
- *School Supply Drive
- *Suits for Success
- *Mentorship Program (Big Brothers/Big Sisters)
- *Yoga
- *Walking Challenge
- *Take Charge!Live Well! Road Shows
- *Weight Watchers

Computer Folders/Shared Drive Information

- *Access
- *Information contained in specific folders (where to find information)

Bureau Introductions

- *Handouts of specific programs within each bureau, etc.
- * FACT sheets

Survival Tips

- *Where to park
- *Where to eat (Restaurants close by, Places that deliver,etc.)
- *Walking Tour
- *Restrooms
- *Breaks
- *Etc.

PFOF Bulletin Boards

Union Information

- *Steward name and contact information

Ethics Rule(s)

- *Outside employment
- *Sexual Harassment/Civil Rights/Disabilities

OIS

*How to contact OIS helpdesk, etc.

Passport Program

**PARTNERS FOR OHIO'S FAMILIES
TECHNICAL ASSISTANCE MODEL DEVELOPMENT TEAM
REPORT TO THE ADVISORY COMMITTEE
May, 2011**



Members:

OFC Child/Adult Technical Assistance

Barb Manuel, Bureau Chief
Cathy Yuzwa, Foster Care Licensing Specialist
Justin Abel, Technical Assistance Specialist
Rowena Hayslip, Licensing Specialist
Warne Edwards, Technical Assistance Specialist

OFC Child/Adult Protection

Kristen Burgess, Program Developer
Roger Ward, Project Manager
Carla Carpenter, Differential Response Program Manager

OFC Fiscal Accountability

Deanna Robb, Program Developer

OFC Outcome Management

Joan Van Hull, Bureau Chief

OFC Deputy Director's Office

Sandra Holt, Deputy Director

OFC SACWIS

Melissa Cromwell, Business Analyst
Betty Lee, Management Analyst

User Group Representatives

Crystal Ward Allen, PCSAO
Bruce Anderson, Licking PCSA
Helen Lehman, Ross PCSA
Sharla O'Keefe, Morrow PCSA

Also in attendance: Kristin Gilbert, OFC; Michelle Graef, Cheryl Yoder, MCWIC; JoAnn Lamm, NRCOI

Introduction

The Advisory Committee established a two-step process for development of the new OFC technical assistance model. First, the OFC established an internal task team to:

- a. Develop strategies for achieving the characteristics and outcomes set forth in the report of the Technical Assistance Framework Team; and,
- b. Delineate strategies that can easily or quickly be achieved from those that require long-term or more extensive change.

Second, OFC established a task team comprised of internal and user group representatives that collaboratively reviewed the proposed strategies in order to:

- a. Develop a model that is perceived as helpful by user groups and works within administrative parameters; and,
- b. Ensure agreement that the model will accomplish the intended objectives and embodies the characteristics that were set forth in the report of the Technical Assistance Model Framework Team;
- c. Identify barriers and potential solutions;
- d. Establish a long-term plan for implementation;
- e. Establish a plan for monitoring satisfaction and fidelity;
- f. Ensure that the rationale for decision-making is understood and supported by user groups;
- g. Develop strategies to manage resistance both internally and within user groups;
- h. Examine methods to communicate the new model.

The internal OFC team met for four days on March 24-25 and April 7-8, 2011.

Representatives from this team met with representatives from external user groups on April 26-27 to collaboratively review the initial strategies and further refine the proposal. All sessions were facilitated by JoAnn Lamm, consultant from NRCOI. Representatives from MCWIC were responsible for taking notes and preparation of the report.

Approach

The team considered its charge through a variety of activities and perspectives:

1. **Review of Characteristics**

Under its description of *Important Characteristics/Essential Functions of the Technical Assistance Model*, the **Technical Assistance Framework Team's Report to the Advisory Committee** ("Report") advised that the Team "consider consolidating these characteristics to eliminate potential redundancies." The Team noted that the listed characteristics/functions interface with divergent aspects of technical assistance. Since each aspect

engaged very different types of strategies, the Team consolidated characteristics where applicable, and then established and assigned each characteristic to one of four classifications (Appendix A):

- (1) Team Response: the **way** in which the technical assistance is delivered; the **expectations** of the technical assistance; what happens during and as a result of the activity
- (2) Communication: how the parties **share information**
- (3) Tools/Resources: the **method** by which the technical assistance is delivered and the tools/instruments that support the assistance.
- (4) Respect/Partnership: **attitudes and behaviors** that demonstrate a relationship based upon respect and partnership (how both sides think, feel and act).

2. Review by Characteristics

The Team generated strategies for each characteristic. A staged, long-term model that will target a range of important characteristics was proposed.

3. Review by Mode of Entry (“Intake”)

The Team reviewed the ways that state staff can identify the need for technical assistance as delineated in the Report (Page 4 of 5). These methods are:

- a. Agency requests.
- b. Identified during monitoring.
- c. Referral from other agencies.
- d. Constituent complaints.
- e. PIP/needs assessment.
- f. Legislative/Rule/Procedure Changes
- g. High Rates of non-compliance with rule.
- h. Data analysis
- i. Program Evaluations (Protect Ohio, Differential Response, Kinship Navigator)
- j. Technology improvements.
- k. Scheduled meetings.
- l. Litigation.

The team then identified the actions that would need to occur for OFC to respond to the need in a way that supports the characteristics. These strategies are listed as part of the team’s proposed TA Model, described in the Proposal section of this report.

4. Link Strategies to Characteristics

The Team linked each of the proposed strategies to the classification(s) of characteristic(s) it supports. These links are noted within the list of potential strategies that follows in the Proposal section of this report.

Proposal

When reviewing the characteristics delineated in the Report, the Team also considered the results of the Regional Forum and the internal OFC assessment of culture and climate. Factors that seemed common to all of these information-gathering activities:

- OFC staff must be empowered and enabled to respond to inquiries and requests quickly.
- OFC staff must have a sense of accountability to and identification with counties.
- OFC must establish a method to share information across program areas.
- OFC must establish easily identifiable “points of contact” so that counties¹ do not need to navigate a complicated system to find the correct individual.
- Any model must enhance relationships within OFC between program areas, as well as county and OFC staff.
- Collaboration must be “easy”; any system must establish partnering as an expected response.
- OFC must have an attitude of facilitating people to use the new team process, while still acknowledging current relationships.

Recommendation: The team recommends that OFC organize itself into cross-program teams that function in a manner similar to multi-disciplinary teams. These teams will consist of a core group with assigned members from:

- a) Field Staff: TAS
- b) Field Staff: Licensing
- c) Substitute Care (Includes Adoption, Kinship, Foster Care, ICPC)
- d) Protective Services (Includes Child Protection, Policy, Central Registry and Adult Services)

In addition, each core team will have “satellite” members. These individuals will function on an as-needed basis, as established contacts that can be drawn into team work for focused tasks. Satellite composition will include representation from:

- a) Legal Services
- b) Office of Information Systems
- c) Data Analysis
- d) CFSR/AFCARS/NCANDS
- e) Training
- f) Differential Response

¹ For the purposes of this report, the term “county” is used to refer to public children service agencies and private child serving agencies licensed through OFC.

- g) Licensing Enforcement
- h) Protective Services areas (e.g., Independent Living, Putative Father, etc.)
- i) Fiscal Accountability (Includes Subsidies)

It is understood that some staff may serve on multiple cross-program teams. Each team would have a legislative contact. The SACWIS point of contact for counties would continue to be the help desk, but the SACWIS team will be integrated with this core team.

Rationale: The Team feels that the establishment of cross-program teams will generate a knowledge build across program areas, addressing the silo effect that was described by both county and state staff. This knowledge bank will improve communication and encourage innovation through the on-going sharing of ideas.

The Team also was interested in establishing a model that matches authority with need so that decision-making is empowered at the lowest common denominator that is appropriate. The cross-program team facilitates open discussion and review from various perspectives, building upon the belief that decisions that are made together are stronger than those made alone. This recommendation also is intended to address the feeling of vulnerability -- “being out on a limb”—that some staff have expressed since decision-making now will be group focused.

The Team believes that this multi-program approach will move staff towards shared goals and values, work from a strength-based perspective and support a holistic approach. It addresses a central concern, expressed during the Regional Forums, that “OFC staff don’t cross boundaries within the agency” to assist counties. Rather than putting the county in the position of having to call around OFC to find someone to help, OFC will take responsibility to fully integrate its staff through the core teams, to provide effective technical assistance to its customers.

Recommendation: The Team recommends that each OFC cross-program team be assigned a specific group of counties. Counties will be provided contact information for “their” core team, and encouraged to contact their team for assistance. The core team will be available for regional face-to-face meetings with a county administrative team once a year, to facilitate relationship building. Inherent in this recommendation is the assumption that Team members have an obligation to: develop a working relationship between themselves; share information within their team; develop a working relationship with their counties; accept all calls from an assigned county; and, broker the inquiry if the answer is not known to them; connect (telephonically or electronically) with others on the team so all are aware of the response.

Rationale: The Team sought to develop a model that encourages relationships but is not reliant upon a single individual. Counties describe a process where support from OFC is sought or successful only when there is an existent relationship between the county and state individuals. When such a relationship does not exist, support is not sought and/or the process of locating an appropriate individual with the knowledge base and authority to respond is frustrating.

The proposed model is not intended to disrupt the relationship between individuals. However, counties will be encouraged to establish relationships with and utilize the contacts on their assigned team.

The Team feels that the establishment of cross-program teams will generate a knowledge build across program areas, addressing the silo effect that was described by both county and state staff. This knowledge bank will improve communication and encourage innovation through the on-going sharing of ideas.

The Team also was interested in establishing a model that matches authority with need so that decision-making is empowered at the lowest common denominator that is appropriate. The cross-program team facilitates open discussion and review from various perspectives, building upon the belief that decisions that are made “together” are stronger than those made “alone.”

Recommendation: The Team recommends that each OFC cross-program team develop a mutual work plan with each assigned county. It is important that these plans be informal and flexible, so as not to become burdensome and counter-productive. It is the process more than the document that is valued.

Rationale: The Team believes that jointly discussing needs and identifying desirable responses is worthwhile. This places the state and county on equal footing, gives some structure to the provision of technical assistance, and establishes expectations for both parties. Care should be taken to not create a forced process where the document itself becomes more important than the intent.

Recommendation: The Team recommends that OFC adopt the following strategies or activities as part of the new Technical Assistance Model. The team considered what activities that would need to occur in order for OFC to respond to identified needs in a way that supports the characteristics that had been proposed in the TA Model Framework Report. The potential strategies or activities that follow are organized by method of “intake,” that is, the manner by which state staff are made aware of the need for TA. Annotations that follow each activity indicate the primary linkage to the four categories of TA Model Characteristics.

1. Agency requests (technical question through written or verbal communication)

Issue: County² comments reflect a perception that OFC staff are not empowered to answer questions; OFC³ staff cited an inability to answer questions that lie outside program areas; county comments cite an inconsistency of response, lack of ability to determine correct person within central office (CO) because of turnover, and lack of relationship with CO staff.

Activity 1

- a) As an OFC staff member, if you are asked a question and you know the answer, answer it. *[Category #2]*
- b) You have responsibility to let all appropriate program or FO staff know of this interaction by either including them on a written response, or sending them an e-mail that identifies the inquirer, question, and answer you gave. *[Category #1]*
- c) OFC should compile and post program inquiries and responses to build a knowledge base. These questions and responses could be available on the internet and distributed as FAQ on a regularly scheduled basis (monthly). *[Category #3]*

Activity 2

- a) OFC establishes cross-program teams that function as multi-disciplinary teams. These teams are comprised of a delegate from designated work areas and field staff. It is understood that some staff may serve on multiple cross-program teams. *[Category #1]*
- b) Each cross-program team is assigned specific groups of counties. Counties are made aware that this is their “team” and that they can contact any member for assistance. *[Category #1]*
- c) Team members have the responsibility of developing a working relationship between themselves; sharing information within their team; accepting all calls from an assigned county and brokering the inquiry if the answer is not known to them. It is believed that this process will increase timeliness, encourage state/county relationships, encourage cross-program relationships & knowledge (break down silos), and develop expertise between areas. *[Category #1]*

² The term “county” shall be used to describe the comments that were provided by public and private child serving agencies that are referenced in the Ohio Regional Forum Report, September 29, 2010.

³ County comments and OFC discussion reflect a considerable difference in county relationships with field office staff and with central office staff. To differentiate within this document, the following terms will be used:

OFC will refer to central office and field staff; FO will refer to field office staff; CO will refer to central office staff.

Activity 3

- a) The team recommends establishment of a formal structure of communication such that information is issued on regular intervals (e.g., on the 5th day of each month). Having the ability to anticipate these regular information transmittal dates would enable everyone to take responsibility for accessing and using the information that was disseminated. *[Category #2]*
- b) The team also recommends development of a “Practice Notes” newsletter that is disseminated to all state and county line staff as well as private provider staff. Such a newsletter might be considered as an outreach component of the Ohio Child Welfare Training Program. *[Category #3]*

2. QA/Monitoring

Issue: This addresses the issue that counties report that OFC is “always pointing their finger at them” and is “too punitive” and supports the collaborative approach to improving practice.

Activity 1

- a) OFC staff will support counties’ ability to self-assess performance through regular data reports that identify areas needing improvement (e.g., refers to both the measures that Roger Ward is developing and CFSR measures). *[Category #3]*

Activity 2

- a) OFC will provide agencies with any review instrument (e.g., CPOE, or an instrument that licensing uses to rate agencies) that is to be used in sufficient advance of a review. *[Category #4]*
- b) Counties will receive copies of instruments used in ongoing reviews (monitoring, Title IV-E, licensing) as updated so that there is a shared understanding of current measurements. *[Category #4]*

Activity 3

- a) In areas needing improvement, a cross-functional team will be available to counties. OFC will, in collaboration with the county, identify the best way to support the agency, including on-site meetings as indicated. *[Category #1]*
- b) OFC will collaborate with counties’ efforts to understand the unique county elements that influence the performance measure. *[Category #1]*
- c) OFC will partner with the counties to address performance issues by examining “What is behind the numbers?” (case flow and process), as well as “What is beyond the numbers?” (case information) *[Category #1]*

Activity 4

- a) The OFC is available to provide at least one on-site visit in between required monitoring timeframes to provide support before problems are identified. *[Category #1]*
- b) This visit will be agency-driven (no dinging, not mandatory, a “free day”) and may include review of case records and data forms. *[Category #1]*
- c) Although this visit shall be considered instructional and violations will not be cited for document, process or other non-safety issues, it must be clearly understood that violations that pose a threat to the health and safety of children cannot be ignored and must result in citation. *[Category #1]*

3. Referrals/Questions from Other Agencies

Issue: Requests for technical assistance that are initiated by another county’s agency generally result from cross-jurisdictional case events or bordering counties where divergent policies create issues with transient families. OFC recognizes counties’ need to develop unique policies and processes that evolve from community standards and available resources. OFC has no jurisdiction regarding local policies and procedures that are in compliance with statute and rule, and this activity is not intended to usurp county home rule. This activity is intended to provide state-level response when support in resolving an issue is requested.

Requests for technical assistance also may come to the attention of OFC through a county or state-level stakeholder. These requests shall be addressed as constituent complaints (see #4).

Activity 1

- a) If requested, the team will mediate multi-jurisdictional issues. *[Category #3]*
- b) OFC will develop a standard process for this activity. *[Category #3]*
- c) OFC will provide follow-up TA if requested or indicated by county need. Provision of this TA will be documented so that all relevant parties are aware of what has been provided. *[Category #3]*

4. Constituent Complaints

Issue: County comment reflects a perception that OFC staff are quick to place blame and have lost the perception of what it is like to work in the field.

Activity 1

- a) OFC first will respond to any inquiry raised by a constituent or stakeholder by contacting the relevant agency. *[Category #4]*
- b) OFC will withhold any judgment before discussing with the county. *[Category #4]*
- c) OFC will gather all pertinent information and make a determination if it rises to the level of a complaint or warrants TA. *[Category #4]*

5. Strategy for PIP/needs assessment

Issue: County comment reflects a perception that OFC staff are quick to place blame and are punitive. It is OFC's goal to not discover the need for technical assistance through a PIP or monitoring activity; instead the focus of this activity will be to empower agencies to self-assess and self-identify the need for technical assistance.

Activity 1

- a) OFC will provide agencies with reliable and current data to facilitate self-assessment of agency performance. *[Category #3]*
- b) OFC will restructure the Business Intelligence Channel to simplify county access to helpful county-specific data that can guide meaningful decision-making. *[Category #3]*
- c) OFC will work with counties on how to enter data into SACWIS to have reliable data. *[Category #3]*
- d) As an ongoing piece of CPOE, Technical Assistance Supervisors will continue to provide feedback to agencies about missing data. *[Category #3]*
- e) Reporting groups in SACWIS will assist agencies with reviewing their CFSR data and determining their future course of action. *[Category #3]*

Activity 2

- a) OFC data staff will provide relevant data to assist agencies proactively with decision-making. *[Category #3]*
- b) OFC regional teams will offer instruction to agencies on how to interpret their own data. *[Category #3]*
- c) OFC regional teams will provide information to agencies about the importance of data and highlight counties that have successfully used data to show positive outcomes. *[Category #3]*
- d) OFC will create a formal process for gathering input from agencies about their data needs. *[Category #3]*
OFC will help agencies complete self-assessments that will help determine their data needs. *[Category #3]*

6. Legislative/Rule/Procedure Changes

Issue: County comments indicate a need for more on-site support and consistent guidance regarding rule implementation, as well as opportunity for open discussion. OFC staff see value in open discourse.

Activity 1

- a) As a result of Partners for Ohio's Families' newly established rule review process, rules will be developed and reviewed in collaboration with agencies. *[Category #4]*
- b) There is an expectation that the Partners for Ohio's Families' Rule Coordination Committee will ensure regular and scheduled communication regarding rule changes and considerations. *[Category #4]*

- c) OFC staff will inform agencies and seek input about rule changes that are going through clearance. Informing agencies prior to rule changes and seeking input will be the expected business process. *[Category #4]*
- d) For rules that have been emergency filed without the standard opportunity for county input, OFC will seek collaboration through the established process to ensure that the original filing of the rule is developed jointly. *[Category #4]*

Activity 2

- a) OFC will electronically distribute notification of and resources on rule changes and changes in federal regulations. *[Category #2]*
- b) OFC licensing staff will continue to hold statewide quarterly meetings with foster care managers on rule changes. *[Category #2]*
- c) SACWIS staff will collaborate with the counties to develop system enhancements based upon rule changes. *[Category #3]*
- d) OFC will make broadly available the quarterly rule update summaries (i.e., what's different and what's changed) that are currently being prepared for limited audience. *[Category #2]*

7. High rate of non-compliance with rules

Issue: It is hoped that the Partners for Ohio's Families' Rule Review Committee will identify a mechanism for feedback to track trends in non-compliance with rules and that OFC will use this feedback to inform the development of future TA.

8. Program Evaluations

Issue: State-led program evaluations (such as those done for Differential Response, ProtectOhio or Ohio's Kinship Initiative) or locally-driven program evaluations or assessments may identify either program deficits or strengths that counties wish to further examine or pursue. The activities will build/share expertise and understanding across the state of evidence-informed and emerging best practices across the state or beyond our borders.

Activity 1

- a) OFC will continue to highlight findings of program evaluations and possible implications that the findings may point out in relation to technical assistance needs. *[Category #3]*
- b) OFC will share program evaluation findings and results from national reviews at statewide meetings. *[Category #3]*

9. Technology Improvements

Issue: Ongoing technological improvements continue to highlight technical assistance needs and performance measures that were not discernable prior to the enhancement.

Activity 1

- a) OFC's focus will be on developing counties' capacity, in this case to access and utilize meaningful information through technology. *[Category #3]*
- b) OFC will complete technological improvements as needed and identified by agencies to support their work. *[Category #3]*

10. Scheduled Meetings

Issue: County comments in the Regional Forums indicate a need to hear answers as a group, have opportunities for dialogue between counties and with OFC staff, and have regular on-site contact with staff to get answers to issues as they arise; budgets preclude extensive travel and group meetings; county staff indicate a need to communicate information beyond agency directors and to have an option to participate in other units' meetings where programs overlap and it is appropriate. County comments reflect that interaction only occurs when something goes wrong; counties also should be recognized for good work that occurs.

Activity 1

- a) Any OFC⁴ scheduled meeting must:
 - Be scheduled sufficiently in advance.
 - Be coordinated through a central scheduling mechanism to ensure that there is not conflicting programming within OFC.
 - Be developed in collaboration with county representation; this will require that:
 - ✓ counties are contacted in advance to determine interest and need;
 - ✓ counties are encouraged to submit questions in advance to ensure that OFC staff are prepared to immediately respond to issues that are raised;
 - ✓ county co-leads are designated for on-site meetings and are considered for topical or regularly scheduled meetings;
 - ✓ counties have a mechanism to request a meeting to be convened by OFC.
 - Designed to promote dialogue.
 - Have meeting agendas and materials shared in advance.
 - Be cognizant of size to allow for adequate dialogue. Topics that generate considerable interest may require replication regionally.
 - Be measured on usefulness through county surveys and written feedback.
 - Be flexible to meet changing county needs.
- [Category #4]*

Activity 2

⁴ This does not pre-empt the option of impromptu meetings held at the county or providers' request.

- a) A master calendar of scheduled meetings will be established and available to counties (and private providers eventually) via the SACWIS knowledge base and shared drive. *[Category #3]*

Activity 3

- a) SACWIS staff will continue to use Go-To-Meeting software to host meetings as currently provided, such as in response to rule changes. *[Category #3]*

Activity 4

- a) Counties will have a mechanism to request meetings with OFC based on group/individual needs, using their Regional Team. *[Category #4]*
- b) OFC will be timely in scheduling requested meetings. *[Category #4]*
- c) There will be a designated lead staff person within the county to help schedule and facilitate meetings. *[Category #4]*

Activity 5

- a) PCSAO will be asked to coordinate quarterly regional meetings with agency directors. *[Category #3]*
- b) OFC staff will collaborate with PCSAO and OACCA to extend resources, and will attend these meetings as appropriate, and respond to the informational needs as identified by participants pre-meeting. *[Category #3]*

Activity 6

- a) OFC will help facilitate and participate in peer learning opportunities between counties based on county expertise and need. *[Category #3]*
- b) OFC will establish a mechanism to support counties in identifying programs that are successfully addressing issues that arise; this will require an active participation of county agencies in identifying “programs that work.” *[Category #3]*
- c) OFC will support counties in identifying successful programs in different geographic locations and program areas by developing topical “newsletters” that highlight successful programs. *[Category #3]*
- d) OFC will post “programs that work” on Supreme Court’s Summit on Children website. *[Category #3]*
- e) OFC will collaborate with PCSAO to showcase county successes during their annual conference by exploring the feasibility of sponsoring a “Successful Programs” track. *[Category #3]*
OFC will seek ways to support county opportunities to learn from other counties’ implementation experiences. *[Category #3]*

11. Litigation

Issue: OFC is unable to provide legal advice to counties that are the subject of litigation; this remains the purview of agency counsel. OFC can, however, provide support in developing ameliorative actions.

Activity 1

- a) OFC will be proactive in communicating practices that are impacted by litigation. [Category #2]

12. Training

Issue: A fundamental aspect of technical assistance is training. Thus, the team puts forth a number of strategies related to the provision of training.

Activity 1

- a) OFC will continue to provide training as indicated and will seek a variety of venues to identify and respond to interest and offer opportunities to participate. [Category #3]
- b) OFC will continue to provide training to agencies during quarterly meetings, go-to-meetings, and webinars. [Category #3]
- c) OFC will continue to make available the SACWIS knowledge base. [Category #3]
- d) OFC will identify mechanisms that will be accessible and financially feasible for providing new staff with SACWIS training in a variety of ways. [Category #3]
- e) OFC will continue to provide feedback to OCWTP on agency training needs. [Category #3]

Recommended Considerations and Next Steps

The team recommends that an internal OFC task team continue to work on development of a plan for implementation of the proposed technical assistance model. As part of that work, a further review of the strategies will need to be accomplished to delineate those activities which can be completed quickly or with minimal resources from those activities which are long-term and/or require additional resources.

The Team recognizes that the proposed model is long-term and will be an evolutionary process that develops over time. Full implementation will benefit from consideration of the following:

- a) Staged phases as implementation takes hold.
- b) Time and targeted activities to develop a sense of team and collaboration between cross-program team members and with counties. The Team reviewed the document “Levels of Relationship” (Attachment B) and found it helpful to guide thinking about current and desired future relationships. Progress from cooperation to partnership will require more than commitment; it will require formal mechanisms that reinforce and maintain a collaborative working relationship.
- c) Integrating measures of partnership in job performance evaluations, job descriptions and hiring processes, to clearly establish this as a skill and

behavior desired by OFC. It will take some effort to identify how an individual demonstrates team behavior and partnership.

- d) Establishment of expectations and time frames for various types of responses or cross-program functioning.
- e) Development of skills and competencies. As OFC staff take upon new roles, there will be a need to develop relevant skills and an expanded knowledge. Opportunities for joint training – cross program, and state-county -- should be made available and encouraged.
- f) Including county-based shadowing as a standard element of new staff orientation. Even staff who come directly from a county agency can benefit from experiencing a different venue.
- g) Consideration of OFC personnel redeployment. Currently, OFC has a significant number of staff assigned to rule development and interpretation. There is some assumption that the concurrent Partners for Ohio's Families will result in some reduction of rules, as well as a redefined process for promulgation. The Team suggests that, over time, there may be rationale in reassigning policy staff to a technical assistance function.
- h) Assessment of the Help Desk. It was stated that 80% of the Help Desk's work is child-care related. The Team suggested that consideration be given to reassigning a portion of the staff and the functionality to child care, and redeploying the remaining staff to technical assistance functions.
- i) Consideration of concurrent language change throughout the system. For example, instead of "technical assistance," utilization of the word "consultation"; use of the term "consultant" to describe OFC staff who work with counties in a support role; and, "inquiry" instead of "complaint." Consultation conveys a joint relationship on even footing; consultant conveys an expertise, and inquiry reflects a lack of pre-disposition.
- j) Development of a communication strategy to accompany the implementation of the new model will be critical to its success.
- k) Counties will need to be receptive to a different approach to TA and respond to TA in a different way.
- l) Consider convening a workgroup to address the Roe v. Staples and CPOE processes.

Attachment A: Categorization of Essential Characteristics of TA Model

The TA Framework Team outlined a number of essential characteristics of a TA Model and advised that this list be consolidated to eliminate potential redundancies. The Team consolidated the essential characteristics into four categories, as follows:

Category 1: Team Response

- Helps to achieve outcomes (this includes outcomes not only from the CFSR, but also as identified by OFC for Ohio's families and children and service outcomes)
- Focus on both outcomes and process (the model should consider that current practice may have changed since data was gathered)
- Focus on present conditions instead of past history (the model should consider that current practice may have changed since data was gathered; there may have been situational causes that have already been addressed)
- Empowering (help systems innovate on their own and share across systems)
- Knowledgeable TA providers (state staff should have recent field experience)

Category 2: Communication

- Maximize the amount of technical assistance provided through direct interaction (direct interaction should include video-conferencing and webinars; however, there is a strong preference for face-to-face contact)
- Build/Share expertise and understanding across the state of evidence-informed and emerging best practice across the state and beyond our borders
- All parties have the opportunity to be fully informed using multiple strategies (the model should include private agencies in communications)
- Involve all levels of OFC, county, and private agency staff including direct, supervisory, and administration (front-line staff need to be involved in the TA process; the model should include sharing of information across all levels)

Category 3: Tools/Resources

- Use modern technologies (TA should take advantage of internet, web-based technologies, and video-conferencing)
- Consider alternative approaches to TA delivery (the model should include different ways TA can be delivered including monthly meetings, video, and other outlets; it should proactively deliver TA in a non-threatening manner using data to identify needs)
- Recognize importance of revenue maximization and scarce resources
- Include tools for specific improvements (if one county does well in a specific area, the model should share tools with other agencies)

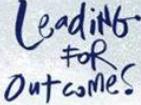
Category 4: Respect/Partnership

- Timely delivery of TA (this characteristic supports OFC's mission, vision and principles)
- Nonpunitive approach (partners should not be penalized for asking for help)
- Recognize importance of revenue maximization and scarce resources
- Promote mutual respect, monitoring with support, listening rather than dictating, recognizing there are multiple methods to reach desired outcomes and respect for the professionals involved in the process (rather than coming in with a preset notion of how things should be done, the model should allow consideration for different practices that can achieve good outcomes)
- Create a joint vision; motivation and buy-in for change
- Recognize and use strengths
- Focus on present conditions instead of past history (the model should consider that current practice may have changed since data was gathered; there may have been situational causes that have already been addressed)
- Empowering (help systems innovate on their own and share across systems)

Appendix B: Levels of Relationship



Levels of Relationship...



Partnership: commitment to formal relationship; planning based on partnership; value sharing influences relationship agendas; systems on equal footing

Collaboration: mechanisms established to maintain working relationship; common approaches, systems and processes; mutually agreed goals based on client need; values shared to the extent they are service based

Coordination: some commitment to formal agreement; some common planning; generally based on case-by-case approach; values shared to pursue individual agenda

Cooperation: focus on networking and liaison; generally requires little commitment, planning usually done in silos, values recognized but not necessarily shared; generally relies on individual relationships

Ohio's children, youth and vulnerable adults have a safe and permanent family that nurtures and promotes their overall well-being.



VISION

**CHARTER
ADVISORY COMMITTEE ON
PARTNERS FOR OHIO'S FAMILIES**

This Charter applies to the creation, organization, and operation of the Advisory Committee on Partners for Ohio's Families to assist the department in carrying out the activities outlined in Ohio's federal grant award, "New Technical Assistance Model."

1. Creation. The Advisory Committee on Partners for Ohio's Families ("advisory committee") is organized under this Charter and is established from the effective date noted herein to September 30, 2013.

2. Purpose of Advisory Committee. The purpose of the advisory committee is to provide ongoing recommendations and assistance to Partners for Ohio's Families Leadership Group ("leadership group") specific to the implementation of Partners for Ohio's Families Project. This, at a minimum, shall consist of the Project Work plan and Logic Model.

The advisory committee shall not have independent policy setting authority, and shall report to the department through the office or section to which it is assigned.

3. Membership. The advisory committee shall consist of no more than 20 members. All members shall be appointed by the department's Human Services Deputy Chief of Staff, Office of Families & Children. However, the advisory committee and other interested parties may recommend persons for appointment who they believe will serve the purpose for which the committee was created.

Membership should be broad based and multi-disciplinary so as to represent a cross section of interests related to the issues of children and families that come to the attention of Ohio's child welfare agencies, and represent the gender, racial, ethnic, political, and geographic diversity of Ohio.

4. Terms. Membership terms shall be for the term of the project.

5. Responsibilities

By accepting appointment, advisory committee members agree to:

- Develop an understanding of Partners for Ohio's Families.
- Identify and recommend appropriate resources and strategies to support successful implementation of Partners for Ohio's Families.
- Participate and vote as a representative of the specified demographic and/or discipline ("peers") for which they have been appointed.
- Serve as a liaison with peers to facilitate the open exchange of information between peers and the advisory committee.

- Provide regular Partners for Ohio's Families status update to professional colleagues.
- Facilitate expanded participation of peers through focus groups, surveys or other activities established by Partners for Ohio's Families and/or agreed to by the advisory committee.
- Serve on Partners for Ohio's Families panels and Partners for Ohio's Families presentations as feasible and practical.

By making appointment, the leadership group agrees to:

- Provide quarterly Partners for Ohio's Families status update to advisory committee members.
- Host and staff the meeting of the advisory committee.
- Facilitate the participation of appropriate ODJFS program staff as needed.
- Identify tasks for the advisory committee as necessary and appropriate to support successful implementation of Partners for Ohio's Families and completion of the Partners for Ohio's Families work plan.
- Utilize the work of the advisory committee to:
 - Assess progress of Partners for Ohio's Families.
 - Identify facilitators and barriers to implementation of Partners for Ohio's Families.
 - Develop strategies to maximize facilitators and overcome barriers as appropriate.
 - Support the development of peer-to-peer learning activities and build the department's capacity to develop and sustain a new technical assistance model.
- Respond in writing to any recommendation that is voted and put forth by the advisory committee. The written response is to include rationale and be completed within a reasonable time frame.

6. Chairperson; Vice-Chairperson. The Human Services Deputy Chief of Staff shall appoint one department staff person as the chairperson and one member of the advisory committee as co-chairpersons. The co-chairs shall be responsible for setting the agenda, ensuring that meetings proceed appropriately, and establishing task teams as needed.

7. Meetings. The advisory committee shall meet a minimum of four times per year. It may choose to meet on a more frequent basis as needed.

8. Attendance. An advisory committee member shall make a good faith effort to attend each advisory committee meeting. Should an advisory committee member miss three consecutive meetings, the member will be asked to relinquish his or her seat on the committee. The advisory committee may, under unique circumstances, have a special vote to maintain the member.

Committee members may occasionally designate a non-voting replacement for participation in meetings. The designation of a non-voting replacement shall be considered a missed meeting.

9. Quorum. There shall be a quorum present for the work of the advisory committee when a majority of committee members is present for the meeting.

10. Voting. At any meeting of the advisory committee at which a quorum is present or has been declared, the members may take action by affirmative vote of a majority of the members in attendance. Proxy votes shall not be permitted.

11. Minutes. Minutes shall be kept at every meeting of the advisory committee and distributed to its members for review prior to the next meeting.

12. Task Teams. The advisory committee may form task teams it believes necessary to complete the work of the full advisory committee. A task team should consist of select members of the full advisory committee and such other persons who the co-chairs of the advisory committee believe will assist in a full exploration of the issue under the review of the subcommittee.

Task teams should remain relatively small in size, generally not exceeding 8-12 members, and have at least one member of the advisory committee. The work product of any task team shall be presented to the advisory committee in the form of a recommendation on which the advisory committee shall vote.

Paragraphs 9, 10, and 13 of this charter also shall apply to the work of task teams.

13. Work Product; Publications. The work product of the advisory committee is a public record, and the property of the department.

The advisory committee shall not produce publications under the title of the advisory committee without the express permission of the Human Services Deputy Chief of Staff.

14. Annual Summary. The chairperson of the advisory committee shall issue by January 31st of each year a summary to the department Director and the Human Services Deputy Chief of Staff detailing the activity and accomplishments of the advisory committee during the previous calendar year.

15. Dissolution. The advisory committee may be dissolved by the Human Services Deputy Chief of Staff at any time solely upon his or her discretion or upon the recommendation of the advisory committee indicating that the committee is no longer productive or has met the purpose for which it was created.

16. Effective Date. This Charter is effective August 27, 2010.



PARTNERS
FOR OHIO'S FAMILIES

The Champion Promise

Champions are a group of **volunteers** within the Office of Families and Children who **believe** in the 6 Principles of Partnership and who will **continually work** to **promote** the 6 Principles of Partnership throughout **daily activities**.

We Promise...

We will be **available** to those seeking guidance on how to **effectively** put the 6 Principles of Partnership into **action**. We will approach issues in an **ethical** and **strength-based** fashion. We will be **respectful** and **discrete**.

We will lead by example.





Meeting Preparation Recommendations for PFOF Rule Review Meetings

Prior to the meeting:

If you are co-facilitating the meeting, discuss your plan with the co-facilitator beforehand so that you are on the same page. Refer to the *MCWIC Team Facilitator's Toolkit* for suggestions.

Create an agenda –preferably with time frames for each item. The agenda is a list of the topics you'll cover, with a time limit to keep you on track. A sample agenda format is provided in the *Toolkit*.

Send out a reminder to all participants two to three days in advance of the meeting to advise of date, time, agenda, and venue. Attach an agenda and minutes to the previous meeting if applicable.

Create and print off handouts prior to the meeting. Include minutes/notes from the previous meeting and copies of the agenda available for everyone (preferably even if they were sent out with the reminder of the meeting). Consider providing copies of other materials team members will need to reference during the meeting. For example, will you need copies of the rules to be discussed at the meeting? Paper copies of the rule review criteria/rating tool? Will you need internet access during the meeting to utilize the Rule Review website?

Have needed items for meeting:

- Laptop (if needed)
- Internet access (may want to determine if there is access in room and if wireless or wired)
- Projector/emulator (may wish to practice connecting to laptop and getting set up, if you haven't used one before)
- Power strip
- Extension cords
- Flip Chart paper
- Markers
- Pens
- Paper
- Name tents for all meeting participants (can collect at end of meeting and reuse)
- Sign in sheet

On meeting date:

Arrive to the meeting place well in advance of meeting time, to arrange tables/chairs in such a way as to easily facilitate the agenda items, and set up laptop/projector, if using.

Be aware of housekeeping items to be able to notify meeting participants (security issues, location of water fountain, vending machines, bathrooms, etc.)



Meeting Preparation Recommendations for PFOF Rule Review Meetings

When you want the meeting to begin, call the meeting to order. This means the chairperson asks everyone to stop talking as the meeting is about to begin.

Designate someone to take notes/minutes. Members may wish to rotate this responsibility. Establish protocols for note-taking responsibility. Who will be responsible for typing up the minutes and posting on the team's page of the Rule Review website? Will the co-chairs want to review and edit the final document before it is posted?

Schedule regular breaks throughout the day. The group will need to decide how to handle lunch (take a scheduled lunch break, plan a working BYO lunch, perhaps a potluck meeting? etc.)

Establish attendance policies and decision making protocols. Will decisions be by consensus or majority? How will the team manage absences from meeting? How many absences will be allowed?

Before ending the meeting, set a schedule for future meetings. Post minutes and enter dates of future meetings on team calendar on rule review website.

Charter for the Rule Review Team

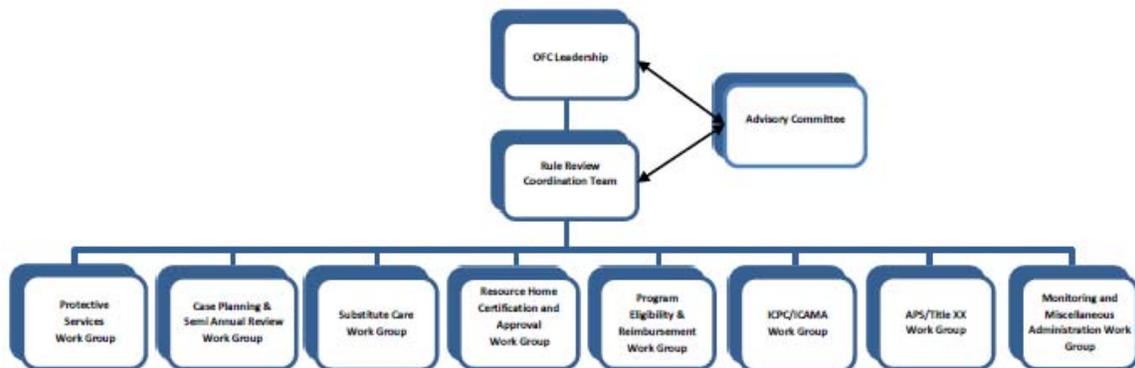


Charge to the Rule Review Teams from the Partners for Ohio's Families Advisory Committee

At its February 11, 2011 meeting, the Partners for Ohio's Families Advisory Committee approved the recommendations of the Rule Review Process Team to develop eight Rule Review Teams made of stakeholders from Ohio's child welfare community and to integrate rule review and development among the Office of Families and Children's program areas and between the Office of Families and Children and other agencies. The focus of the rule review initiative is about rule revision, with an eye towards improving clarity, and reducing duplication, overlap and conflict between rules.

A separate Rule Review Team has been established to review each of the eight groups of rules.

The following diagram shows the rule review process structure:



A. Expectations

The Rule Review Teams are expected to:

1. Bring together a team of divergent stakeholders from Ohio's Child Welfare Community to review, analyze, discuss and formulate recommendations regarding the OAC rules assigned to the respective Rule Review Teams.
2. Identify and address any overlap and interplay among the various rules that guide practice along the child welfare continuum by:
 - a) Identifying rules that may pertain to multiple rule groupings and/or multiple rules.
 - b) Identifying rules that potentially could have impact on other program areas under review by other Rule Review Teams.
 - c) Resolving and assigning issues related to rules that cross multiple review teams.
 - d) Managing conflicts among Rule Review Teams regarding the rule review process.
 - e) Developing language that improves the clarity of the rule.
 - f) Assessing for redundancy in and among rules.
 - g) Assessing whether or not the rule conflicts with other rules.
 - h) Assessing whether or not the rule duplicates other rules.
 - i) Assessing whether or not the rule contributes to the positive outcomes?
 - j) What is the effect on safety, permanency and well-being if eliminated?
 - k) Assessing whether or not the rule supports family connection as applicable?
3. Arrive at a team consensus recommendation that the rule be:
 - Kept; no change
 - Modified
 - Combined with another rule
 - Eliminated

It is understood that consensus may not be achieved in relation to all team recommendations, and in that case majority opinion shall guide the team's recommendations. All team recommendations are to include a rationale for the recommendation.

B. Organization

The Rule Review Teams shall:

1. Include staff from the ODJFS, PCPAs, PCSAs, and stakeholders;

2. Include representation from advocacy groups;
3. Be comprised of members who:
 - a. Have broad knowledge of all rules being reviewed and an over-arching view of the work.
 - b. Are committed to frequent communication between membership and with project staff.
 - c. Have agreed to review each rule assigned to the respective teams.
 - d. Meet in person as recommended by Rule Review Process team when feasible, but may meet via telephone, the world wide web, video conferencing, skype, etc.;
4. Document each meeting via written summary notes. The summary notes are to be completed and shared with the team members and the Rule Review Coordinator within two weeks from the date of each scheduled meeting.

C. Membership

The teams include staff persons from ODJFS, PCSAs, PCPAs and representatives from child welfare advocacy groups. The two co-chairs leading each Rule Review Team are comprised of one ODJFS child welfare professional and one child welfare professional from a stakeholder agency. The sixteen co-chairs were approved by the Partners for Ohio's Families Advisory Committee.

D. Time Frame

The Rule Review Teams are established as working teams for the duration of the MCWIC Project which ends September 30, 2013. The teams may be discontinued at the instruction of the Deputy Director, Office of Families and Children, Ohio Department of Job and Family Services.

The timeline for the Rule Review initiative is May 2011 – November 2012. All Rule Review Teams are to complete the review of all rules and forward their recommendations to the Rule Review Coordination Team by August 31, 2012.

E. Activities to Be Undertaken

The Rule Review Teams shall function under the direction of their respective co-chairs ensuring that:

1. Each team member reviews each rule individually, the team members are responsible to print the rules from the MCIC web site if a hard copy is desired.
2. The team discusses and conducts an analyses of each rule collectively

3. Team analyses and discussion culminates in a recommendation that the team can support.
4. Establishes a plan to ensure that any newly developed rules are consistent with approved rule review criteria and process;
5. Identifies rules that may pertain to multiple rule groupings and/or multiple rules;
6. Identifies casework practice events that may impact rules that are assigned to various Rule Review Teams;
7. Provides input as to the placement of OAC rule definitions within the FCASM;
8. Oversees the rule review process;
9. Resolves issues of conflict, duplication, gap, uncertainty or cross-program responsibility that are brought to its attention.

F. Voting

A quorum is not required in order to conduct the work of the Rule Review Teams. At all meetings of any particular Rule Review Team at which at least half of the members are present, the members may take action by affirmative vote of a majority of the members in attendance. This does not prevent the Rule Review Teams from establishing a consensus forum for voting. Proxy votes via electronic submission shall be permitted by team members that are unable to participate in a particular meeting.

G. Reporting

The Rule Review Teams will report of its activities and an update on the progress of the Rule Review Teams at all scheduled meetings of the Partners for Ohio's Families Advisory Committee. The written report shall be submitted to the Partners for Ohio's Families Advisory Committee Co-Chairs by the following dates and on a schedule to be determined thereafter:

- May 6, 2011
- July 29, 2011
- October 28, 2011
- January 2012 (date to be determined)
- May 2012 (date to be determined)
- August 2012 (date to be determined)
- October 2012 (date to be determined)

H. Work Product; Publications

The work product of the Rule Review Teams is a public record, and the property of the Ohio Department of Job and Family Services.

The Rule Review Teams shall not produce publications under the title of the Rule Review Teams without the express permission of the Ohio Department of Job and Family Services, Human Services Deputy Chief of Staff.

I. Meetings

The initial meetings of the eight separate Rule Review Teams will be scheduled by the Rule Review Team Co-chairs. At the initial meeting of each Rule Review Team, the team members will:

1. Set a schedule for future meetings.
2. Have the opportunity to discuss any questions they may have regarding the rule review initiative.
3. Establish operational guidelines, e.g. how will the team utilize the MCWIC web site, how meetings will be run, attendance policies; how communication will occur, etc.
4. Establish team ground rules that the team will be adopt and abide by.
5. Discuss how decisions will be made by the team.
6. Discuss and adopt ground rules for their team.
7. Discuss the focus and parameters of the rule review initiative:
 - a. The focus of the initiative is on the review of rules.
 - b. The rule review initiative does not include a review of ODJFS Forms. However, suggested changes to ODJFS Forms as a result of revisions to OAC rules shall be noted and forwarded to the Rule Review Coordinator.
 - c. The rule review initiative does not include a review of SACWIS functionality. However, suggested changes to SACWIS as a result of revisions to OAC rules shall be noted and will be shared with SACWIS staff for their review and consideration.



PARTNERS
FOR OHIO'S FAMILIES

Team Name:	Rule Number: 5101:	Final Recommendation Date:	RRCT Approval Date:
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Safety

- Children are, first and foremost, protected from abuse and neglect.
- Children are safely maintained in their homes whenever possible and appropriate.

Permanency

- Children have permanency and stability in their living situations.
- The continuity of family relationships and connections is preserved for families.

Family and Child Well-Being

- Families have enhanced capacity to provide for their children's needs.
- Children receive appropriate services to meet their educational needs.
- Children receive adequate services to meet their physical and mental health needs.

Vision

Ohio's children, youth and vulnerable adults will have a safe and permanent home that nurtures and promotes their overall well-being.

Mission

Office of Families and Children (Child/Adult Protection), through partnership with public and private agencies, will support the delivery of services to improve outcomes that promote safety and well-being.

Principles

Each of these principles directs the daily work of each OFC staff person in achieving OFC's mission:

- It is OFC's responsibility to provide leadership and maintain organizational and professional competence.
- OFC policies and supports should be strength-based and recognize the uniqueness of each community and agency.
- There is urgency and importance to OFC's work.



PARTNERS
FOR OHIO'S FAMILIES

- Each OFC staff member has a role in OFC's work and must be held accountable to promote safety and a sense of belonging for children, youth and vulnerable adults.
- Each OFC staff member has a responsibility and commitment to the agencies and individuals that OFC serves.
- Every person has value and should be treated in a manner that is respectful and culturally responsive.
- Partnerships and collaboration enhance the quality of outcomes.
- Partners are given voice in a decision-making process.

Rule Review Questions:

1. List the federal and/or state policy/policies this rule amplifies:	Does the OAC rule represent the purpose of the law?	Provide a rationale to support the yes or no response.
	<input type="radio"/> Yes <input type="radio"/> No	
	<input type="radio"/> Yes <input type="radio"/> No	
	<input type="radio"/> Yes <input type="radio"/> No	
	<input type="radio"/> Yes <input type="radio"/> No	
	<input type="radio"/> Yes <input type="radio"/> No	



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2. Is this OAC rule the preferred manner to support the intent of the federal or state policy that the rule amplifies? (If no, what is the preferred manner? e.g. ODJFS policies and procedures, ODJFS guidelines, ORC, law)

Yes No Explain:

3. Does the rule clearly convey expectations to the end user? (If no, provide language to improve clarity for the end user.)

Yes No Explain:

4. Is the rule consistent with and does it support the OFC principles? (If no, note the inconsistencies related to the OFC principles below and include a recommendation to resolve the inconsistencies.)

Yes No Explain:

5. Does the rule directly contribute to the safety, permanency and well-being of children and vulnerable adults?

Yes No Explain:

6. Does this rule duplicate other ODJFS OFC rules? (If yes, identify the duplicative rule(s) and explain below; include a recommendation to resolve the issue)

Yes No Explain:



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7. Does the rule conflict with other ODJFS OFC rules? (If yes, identify the conflictual rule(s) and explain below; include a recommendation to resolve the issue)

Yes No Explain:

8. Is there a fiscal impact of this rule on the following agencies? (If yes, explain)

ODJFS	<input type="radio"/> Yes	<input type="radio"/> No	
PCSAs	<input type="radio"/> Yes	<input type="radio"/> No	
PCPAs	<input type="radio"/> Yes	<input type="radio"/> No	
PNAs	<input type="radio"/> Yes	<input type="radio"/> No	
CDJFS	<input type="radio"/> Yes	<input type="radio"/> No	
CDJFS designated agencies	<input type="radio"/> Yes	<input type="radio"/> No	
Other	<input type="radio"/> Yes	<input type="radio"/> No	



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9. **Has the rule or any part of the rule become obsolete due to:** (If the rule has not been impacted, mark *No*. If the response is marked *Yes* provide documentation to support the response.)

Passage of Time	<input type="radio"/> Yes	<input type="radio"/> No	
Technology Changes	<input type="radio"/> Yes	<input type="radio"/> No	
Legislative Changes	<input type="radio"/> Yes	<input type="radio"/> No	

10. **Will the agency know when they are in compliance with this rule?** (Provide an explanation to support either response.)

Yes No Explain:

11. **Who should be responsible for monitoring this rule?**

ODJFS	<input type="radio"/> Yes	<input type="radio"/> No
PCPA	<input type="radio"/> Yes	<input type="radio"/> No
PCSA	<input type="radio"/> Yes	<input type="radio"/> No
PNA	<input type="radio"/> Yes	<input type="radio"/> No
COA	<input type="radio"/> Yes	<input type="radio"/> No
Ohio Counselor, Social Worker and MFT Board	<input type="radio"/> Yes	<input type="radio"/> No
Other:	<input type="radio"/> Yes	<input type="radio"/> No



PARTNERS
FOR OHIO'S FAMILIES

12. Are there consequences of noncompliance with this rule? (e.g., this should be inclusive of financial resource allocation, the effect on the system and efficacy of public agencies, private agencies and ODJFS. Consequences could also include the loss of a license, avoidance of a lawsuit, the safety of children, the loss of accreditation, a MEPA violation, etc.)

Yes No Explain:

13. Is there an existing mechanism (either internal or external to the public or private agency) for monitoring this rule? (e.g., Agency in-house quality assurance processes, CPOE process, COA process, agency supervisory/administrative staff)

Yes No Explain:

14. Does the rule contain language regarding time frames? (If yes, suggest language to address the time frame more clearly. E.g., a calendar month verses a specific number of days?)

Yes No Explain:

15. The team's recommendation regarding the outcome of this rule review is to: (Select one of the following and provide a rationale; if necessary, attach word document with recommended rule language).

<input type="radio"/>	Keep; No Change	
<input type="radio"/>	Modify	
<input type="radio"/>	Combine	
<input type="radio"/>	Eliminate	



PARTNERS
FOR OHIO'S FAMILIES

16. Is the recommendation regarding this rule the consensus of the team? (If no, identify below the issue(s) that prompted dissension among the team)

Yes No Explain:

17. Does the team's recommendation for this rule include modification of the rule or combination of the rule with another rule? (If yes, identify how the revised rule would directly contribute to the safety, permanency and well-being of children and vulnerable adults)

Yes No Explain:

18. Were any changes to the Ohio Administrative Code definitions identified?

Yes No Explain:

19. Does this rule need to be reviewed by any other team to consider potential inconsistencies or conflicts?

Yes No Explain:



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FOR OHIO'S FAMILIES

20. Are there revisions to SACWIS suggested?

Yes No Explain:

21. Are there revisions to ODJFS forms suggested?

Yes No Explain:

OFFICE OF FAMILIES AND CHILDREN

VISION

Ohio's **children, youth** and **vulnerable adults** have a **safe** and **permanent** family that **nurtures** and **promotes** their overall **well-being**.

MISSION

Through **partnership** with **public** and **private** agencies, we **support** the **delivery** of services to improve **outcomes** that promote **safety** and **well-being**.

PRINCIPLES

Each of these Principles **directs** the **daily work** of each Office of Families and Children **staff** person in **achieving** our **mission**:

- ◇ **It is our responsibility** to provide **leadership** and maintain organizational and **professional competence**.
- ◇ **Policies and supports** should be **strength-based** and recognize the **uniqueness** of each **community** and agency.
- ◇ There is **urgency and importance** to our work.
- ◇ **Each staff member has** a role in our work and **must be held accountable** to promote **safety** and a sense of **belonging** for **children, youth** and **vulnerable adults**.
- ◇ **Each staff member has** a **responsibility** and **commitment** to the **agencies** and **individuals** that we serve.
- ◇ **Every person has value** and should be treated in a manner that is **respectful** and **culturally responsive**.
- ◇ **Partnerships and collaboration** enhance the quality of outcomes.
- ◇ **Partners are given voice** in a **decision-making** process.
- ◇ We **seek** and **support strategies** to **strengthen** the **voices of youth** and **families** in our work.

PARTNERS FOR OHIO'S FAMILIES ADVISORY COMMITTEE

Crystal Ward Allen

Executive Director, PCSAO

Bruce Anderson

Administrator, Licking County DJFS

Lisa Dickson

Ohio Chapter Foster Care Alumni of America

Dot Erickson

Board Member, Ohio Family Care Association

Scott H. Ferris, Co-Chair

Director Allen County CSB

Steven W. Hanson

Children, Families and the Courts, Supreme Court of Ohio

Jennifer Justice

Deputy Director, Office of Families and Children, ODJFS

Helen Lehman

Director, Children Services, Ross County DJFS

Michael McCreight, Co-Chair

Deputy Chief of Staff, ODJFS

Sharla O'Keefe

Administrator, Morrow County DJFS

Joel Potts

Executive Director, OJFSDA

Andrea Reik

Director, Athens County PCSA

Angela Sausser Short

Executive Director, Ohio Family & Children First

Dean Sparks

Director, Lucas County CSB

Donald Warner

Executive Director, Oesterlen Services for Youth

Penny Wyman

Executive Director, OACCA

PARTNERS FOR OHIO'S FAMILIES

OHIO CHILD WELFARE RULE REVIEW



PCSA STAFF INVITATION

MCWIC.ORG/OHIO: LOG ON TO LET EXPERIENCE SPEAK

What review?



The Office of Families and Children (OFC) is comprehensively reviewing

each of its child welfare rules as a component of *Partners for Ohio's Families*, Ohio's multi-year project with the Midwest Child Welfare Implementation Center. A series of work groups met throughout 2011 to establish uniform criteria and procedure for this review.

The eight teams listed below have been established to complete this task over an 18-month period. Each is co-led by a representative from OFC and a public or private agency representative:

1. Protective Services
2. Case Planning
3. Substitute Care
4. Program Eligibility
5. Resource Home Certification
6. ICPC/ICAMA
7. APS/Title XX
8. Monitoring & Administrative

What's that got to do with me?

Nothing, if you feel existing rules work well for you in your daily job and there is nothing you would change.

However, if you ever have found a rule to be confusing, duplicative, in conflict with another, unnecessary or a barrier to supporting the families and children you serve, then you have knowledge that should be shared.

Rules must serve a wide range of families and stakeholders. Even within your own agency, perspectives may differ by role. All are important. Haven't you ever wished that you could tell someone how it *really* works in the field?

I'm not on a team & wasn't asked. Sounds like "same old" to me.



You're right that teams already are filled with volunteers. But, whether this review is "same old" or not is your choice!

Mcwic.org/ohio gives voice to your experience and thoughts. This website only is for child welfare stakeholders like you; the link in this brochure is needed to establish an account.

Will it make a difference?

The new Guiding Principles that direct OFC's daily work remind staff that partnerships and collaboration enhance the quality of outcomes and that partners are given voice in a decision-making process. Your comments will be used by the review team to better understand how the language of each rule affects you.



Many rules are prescribed by statute; these probably can't be changed despite comment to the contrary. But, it is hoped that the process will help:

- Give rules rationale & history.
- Reduce conflicting, redundant, & obsolete language.
- Simplify language.
- Reduce rules that contribute only to process.
- Identify rules that create barriers.

GO TO

<http://www.mcwic.org/ohio>

USE INVITE CODE

Pwfjz

Questions? David.Thomas@jfs.ohio.gov

Home About Admin Go to Team... Contact Us Bug! Cheryl Yoder

Ohio Rules Collaboration Project

Rule Review Coordination Team

- Tara Unger uploaded 2-49-19
- Tara Unger uploaded 2-52-08
- Tara Unger uploaded 2-52-06
- David Thomas made a [reply](#)

APS & Title XX, Child Care Team

- Shelly Boyd uploaded Amended APS Rules 5101.2-20-04 & 5101.9-14-02 [rev](#)
- Shelly Boyd uploaded Amended APS Rules 5101.2-20-01/5101.2-20-03 [rev](#)
- Shelly Boyd uploaded Amended APS Rules 5101.2-20-04 & 5101.9-14-02
- J. Ryan Benedetto made a [reply](#)

Case Planning & Reviews Team

- Susan Shafer uploaded OAC 5101.2-38-10 Revised 01/17/13
- Susan Shafer uploaded OAC 5101.2-38-05 Revised 01/17/13
- Susan Shafer uploaded Meeting Notes 01/17/13
- Teonna Richardson Mahoning CSB made a [reply](#)

ICPC & ICAMA Team

- Teri Wright made a [reply](#)
- Joshua Kroll made a [reply](#)
- Karen McGormley posted a [comment](#)
- Karen McGormley posted a [comment](#)

Monitoring & Miscellaneous Administrative Team

- Jennifer Marple uploaded SACWIS-ACCESS and USE 10-29vsn
- Jennifer Marple uploaded Confidentiality 10-26vsn
- Jennifer Marple uploaded Team @Partners for Ohio-Team 8-5-30-2012
- Nancy Mahoney posted a [comment](#)

Program Eligibility & Reimbursement Team

- lee ann hagerty posted a [comment](#)
- lee ann hagerty posted a [comment](#)
- lee ann hagerty posted a [comment](#)
- Joshua Kroll made a [reply](#)

Protective Services Team

- Denise St Clair made a [reply](#)
- Denise St Clair posted a [comment](#)
- Leslie McGee uploaded Summary Notes 8/15 & 8/29
- Angela M. Hughes uploaded Summary Notes 8/1/2012

Resource Home Certification Team

- Mark Mecum posted a [comment](#)
- Mark Mecum posted a [comment](#)
- Mark Mecum posted a [comment](#)
- Nancy E. Wolfe made a [reply](#)

Substitute Care Team

- alexis howard posted a [comment](#)
- alexis howard posted a [comment](#)
- alexis howard posted a [comment](#)
- Jessica Basinski made a [reply](#)

Home About Team Dashboard Admin Go to Team... Contact Us Bug! Cheryl Yoder

APS & Title XX, Child Care Team Dashboard

Rules

Adult protective services definitions.
#5101.2-20-01

- Lisa Wodkowski posted a [comment](#)
- Sally Smith posted a [reply](#)
- Angela Camahan posted a [comment](#)

[Review Tool](#) [Review Tool Results](#) [Team Recommendation Tool](#)

Provisions for adult protective services.
#5101.2-20-03

- Shelly Boyd posted a [comment](#)
- Shelly Boyd posted a [comment](#)
- Sally Smith posted a [reply](#)

[Review Tool](#) [Review Tool Results](#) [Team Recommendation Tool](#)

Adult protective services designated agency provisions.
#5101.2-20-03

- Shelly Boyd posted a [comment](#)

[Review Tool](#) [Review Tool Results](#) [Team Recommendation Tool](#)

Adult protective services case records.
#5101.2-20-04

- J. Ryan Benedetto posted a [reply](#)
- Lisa Wodkowski posted a [reply](#)
- Sally Smith posted a [reply](#)

[Review Tool](#) [Review Tool Results](#) [Team Recommendation Tool](#)

Uniform definitions of Title XX services and other definitions of terms used in Chapter 5101:2-25 of the Administrative Code.
#5101.2-25-01

- Angela Camahan posted a [comment](#)
- Angela Camahan posted a [comment](#)
- Angela Camahan posted a [comment](#)

[Review Tool](#) [Review Tool Results](#) [Team Recommendation Tool](#)

Title XX administration.
#5101.2-25-02

Upcoming Events

No events yet...

[View Committee Events](#) [View All Events](#) [New Event](#)

Discussions

No discussions yet...

[View Discussions](#) [New Discussion](#)

Documents

- Amended APS Rules 5101.2-20-04 & 5101.9-14-02 [rev](#)
- Amended APS Rules 5101.2-20-01/5101.2-20-03 [rev](#)
- Amended APS Rules 5101.2-20-04 & 5101.9-14-02

[View Uploads](#) [New Upload](#)

- Admin
- Manage Users
- Manage Committees
- Manage Rules
- Manage Invites
- Bugs Feature Requests
- Reports/Stats

Manage Users

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All Committee Events

[Previous Month](#) [Next Month](#)

August 2012						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1 09:30A Protective Services Team Meeting	2 10A BB Coordination Team meeting	3	4
5	6	7	8 09:30A Team 8 Meeting	9 10A Case Planning and Review Team Meeting	10	11
12	13 10A Resource Home/Certification Committee Meeting	14	15 09:30A Protective Services Team Meeting	16	17	18
19	20	21 10A Substitute Care Team Meeting	22	23	24	25
26	27	28	29 09:30A Protective Services Team Meeting 09:30A Team 8 Meeting 10A Case Planning and Review Team Meeting	30	31	

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Six Principles of Partnership Champion Volunteer Job Description

The STEP team seeking nominations/volunteers, including managers, who have an interest in improving OFC's culture and climate by facilitating the use of the 6 Principles of Partnership throughout the course of ongoing daily operations. The goal is for Champion volunteers to model the 6 Principles of Partnership and encourage coworkers to do the same in their day to day interactions with both internal and external partners.

Below is a summary of attributes the STEP team is looking for in our Champion Volunteers. If this is you or someone you know please email Missy Cromwell by May 6th. We will be scheduling an informational meeting in May (TBD) for those who would like to learn more about this opportunity.

Skills and Attributes: Seeking enthusiastic and motivated individuals with a passion for the 6 Principles of Partnership and a burning desire to lead Office of Families and Children staff members to achieve new levels of success. Applicants must be open-minded, dynamic, coachable, driven, and charismatic individuals who are effective communicators.

Responsibilities: Champions will attend additional training on how to effectively utilize the 6 Principles of Partnership to engage their coworkers in increasing positive outcomes for the agency. Champions may be asked to facilitate meetings, group discussions, and peer training sessions regarding the 6 Principles of Partnership. Champions will be approachable individuals who staff members feel comfortable coming to with suggestions and concerns. Champions will be responsible for relaying and addressing suggestions and concerns in an efficient, honest, and direct manner. Champions will be expected to integrate the 6 Principles of Partnership into their daily work so that they lead by example.

Benefits to Employee: Persons selected to be 6 Principles of Partnership Champions will get to attend additional leadership trainings to support and encourage their development as effective leaders. Champions will quickly become an integral part of our agency's continued efforts to open up the lines of communication with both our internal and external partners. To be selected as a 6 Principles Champion is a great honor as Champions will be selected by the STEP team with the support and approval of OFC administration.

Benefits to Organization: Developing influential leaders among OFC staff to act as 6 Principle Champions is a means for OFC to continue to move forward in achieving goals set forth by the STEP team. The ultimate goal and vision for the Champions is to increase the internal culture and climate, build collaborative internal and external partnerships, and interweave the 6 principles in to the daily work conducted within the Office of Families and Children

The Platinum Rule: Creating Partnerships From Top to Bottom



Developed for:

Office of Families and Children

By:

Daniel Comer, Patrice White, Lindley Myers, Courtney Smith, and
Deborah Vassar

Barium Springs Home for Children

www.bariumsprings.org

Course Overview

Day One

9:00 – 10:30 A.M.	I. Introduction to the Training
10:30 – 11:15 A.M.	II. Change vs. Transition
11:15 A.M. – 12:00 P.M.	III. Partnership and Parallel Process
<i>12:00 – 1:00 P.M.</i>	<i>Lunch</i>
1:00 – 3:45 P.M.	IV. Social Styles
3:45 – 4:00 P.M.	V. Closing

Day Two

9:00 – 9:15 A.M.	I. Check-in
9:15 – 10:45 A.M.	II. Principle 1: Everyone Desires Respect
10:45 A.M. – 12:00 P.M.	III. Principle 2: Everyone Needs to be Heard
<i>12:00 – 1:00 P.M.</i>	<i>Lunch</i>
1:00 – 2:30 P.M.	IV. Principle 3: Everyone Has Strengths
2:30 – 3:45 P.M.	V. Principle 4: Judgments Can Wait
3:45 – 4:00 P.M.	VI. Closing

Day Three

9:00–9:15 A.M.	I. Check-in
9:15–10:45 A.M.	II. Principle 5: Partners Share Power
10:45A.M.–12:00 P.M.	III. Principle 6: Partnership is a Process
<i>12:00 – 1:00 P.M.</i>	<i>Lunch</i>
1:00–4:00 P.M.	IV. Review and Closing

Competencies and Learning Objectives

At the completion of this course, the participant will:

- Understand the Six Principles of Partnership as they can be applied to any internal and external relationship.
- Understand their preferred social style and the implications that social style has on partnerships.
- Understand the power of parallel process in implementing change.
- Know the three stages of change in the Bridges Model of Transitions, and recognize useful strategies for successful movement through these stages.
- Know how to build and maintain partnerships with colleagues and external stakeholders.

Learning Objectives

During this workshop, the participant will:

- Participate actively in small groups to experience and discuss parallel process and each of the six Principles of Partnership.
- Engage in group activities that provide insight into a partner's perspective.
- Increase his or her potential for transfer of learning by completing an Insight and Action Plan.
- Explore the differences between change and transition.
- Use a Social Styles Inventory and accompanying information to identify his or her social style and demonstrate an understanding of the strengths and challenges inherent in their styles.
- Examine the needs of colleagues with social styles different than their own and, using handout material, identify strategies for adapting to meet those needs.
- Identify modifications and adaptations for each of the other social styles.
- Develop strategies for strengthening and improving work-related partnerships.
- Explore William Bridges' model of change management.

Day One



The Platinum Rule: Creating Partnerships From Top to Bottom

Change Questionnaire

Think of a time when you were forced to change. Write a word or two below to remind yourself of the situation, and then answer the following questions. ***You will not be asked to talk about your situation, just your behaviors and interactions with others that followed.***

- The situation:

- How did you show your resistance? How did you behave?

- How did people help you work through it? What did they do or say, and how did they do or say it? What did others say or do that didn't help?

- Resistance always has a purpose. What was the positive intent of your resistance? What was going on with you that needed to be taken care of? What made the resistance useful to you at the time?

Source: Alderson, J. & Jarvis, S. (1999). *Introduction to supervision for child welfare [curriculum]*. Chapel Hill, NC: UNC-Chapel Hill School of Social Work.

Change is NOT the Same as Transition

Change is situational: a new job, a new home, a marriage, divorce, birth and or death. When we talk about change, we naturally focus on the outcome that the change will cause.

Change is external: it is a moment in time, an event occurs and what we can see are the outcomes.



Transition is the internal process that we must go through to make the change our own, to come to terms with the new situation.

Transition starts with an ending. Test this out in your own experience. Think of a big change in your life. Many of them are positive, but, as transitions, each one started with an ending.

Source: William Bridges, 1991. *Managing Transitions: Making the Most of Change*.

Bridges Change Model: A Focus on Transitions

ENDINGS

Letting go
Identify losses
Realities & identity

NEUTRAL ZONE

Old way doesn't work
Not knowing/unsure
New ways are unclear

NEW BEGINNINGS

Searching and learning
No quick fix
Adaption & growth

This model emphasizes that the person is being asked to give up a lot:

- Safety and the familiar
- Sense of control, knowing
- Sense of identity
- Sense of competency

The facilitator of the change/transition process needs to remember what it takes to integrate learning into one's new behavior pattern.

Source: William Bridges, 1991. *Managing Transitions: Making the Most of Change*.

The Platinum Rule: Creating Partnerships from Top to Bottom

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How to Let Go

- **Identify who is losing what.**
 - What is actually going to change?
 - What are the *secondary* changes that your change will probably cause? And what are the further changes that those secondary changes will cause?
 - Who is going to have to let go of something?
 - What is over for *everyone*?

- **Accept the reality and importance of subjective losses.**

- **Don't be surprised by "overreaction."**

- **Acknowledge the losses openly and sympathetically.**

- **Expect and accept the signs of grieving.**
 - Anger
 - Bargaining
 - Anxiety
 - Sadness
 - Disorientation
 - Depression

- **Give people information, and do it again and again.**

- **Define what's over and what isn't.**

- **Mark the ending.**

- **Treat the past with respect.**

- **Show how endings ensure the continuity of what really matters.**

Managing the Neutral Zone Effectively

- **“Normalize” the neutral zone.**

- **Redefine it.**

- **Strengthen intragroup connections.**

- **Use the neutral zone creatively.**
 - Step back, take stock, and question the “usual.”
 - Provide training and support for innovation and discovery.
 - Encourage experimentation.
 - Embrace losses, setbacks, or disadvantages as entry points for new solutions.
 - Look for opportunities to brainstorm new answers to old problems.
 - Restrain the impulse to push prematurely for certainty and closure.

Launching a New Beginning

- Clarify and communicate the purpose.

- Provide a picture of how the outcome will look.
 - What is the outcome going to look like and sound like?
 - How are people going to get their work done and interact with each other?
 - What are people going to *experience* that is going to be different?

- Create a plan.

- Give people a part to play.

- Reinforce the new beginning.
 - Be consistent.
 - Ensure quick successes.
 - Symbolize the new identity.
 - Celebrate the success.

Office of Families and Children Child/Adult Protection

VISION

Ohio's children, youth and vulnerable adults will have a safe and permanent family that nurtures and promotes their overall well-being.

MISSION

Office of Families and Children (Child/Adult Protection), through partnership with public and private agencies will support the delivery of services to improve outcomes that promote safety and well-being.

PRINCIPLES

Each of these Principles directs the daily work of each OFC staff person in achieving OFC's mission:

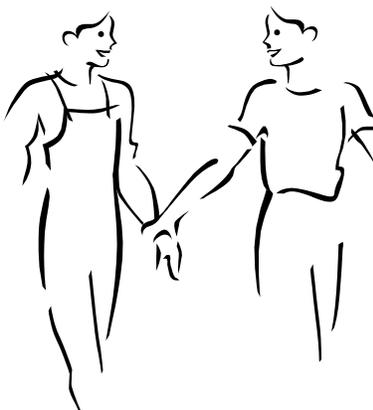
- ✓ It is OFC's responsibility to provide leadership and maintain organizational and professional competence.
- ✓ OFC policies and supports should be strength-based and recognize the uniqueness of each community and agency.
- ✓ There is urgency and importance to OFC's work.
- ✓ Each OFC staff member has a role in OFC's work and must be held accountable to promote safety and a sense of belonging for children, youth and vulnerable adults.
- ✓ Each OFC staff member has a responsibility and commitment to the agencies and individuals that OFC serves.
- ✓ Every person has value and should be treated in a manner that is respectful and culturally responsive.
- ✓ Partnerships and collaboration enhance the quality of outcomes.
- ✓ Partners are given voice in a decision-making process.
- ✓ OFC seeks and supports strategies to strengthen the voices of youth and families for its work.

The Six Principles of Partnership

- 1. Everyone desires respect.** All people have worth and a right to self-determination, to make their own decisions about their lives. Acceptance of this principle leads one to treat clients with respect and to honor their opinions and worldview. True partnership is impossible without mutual respect.
- 2. Everyone needs to be heard.** This principle asks us to “seek first to understand” and is accomplished primarily through *empathic listening*. While empathic listening looks very much like active or reflective listening, what differentiates it is the listener’s motivation. Active and reflective listening are often used to manage or manipulate someone’s behavior so that the listener can advance his own agenda. Empathic listening is motivated by the listener’s desire to truly understand someone’s point of view—to enter someone’s frame of reference—without a personal agenda. When one feels heard and understood, defensiveness and resistance are unnecessary and solutions can be sought.
- 3. Everyone has strengths.** All people have many resources, past successes, abilities, talents, dreams, etc. that provide the raw material for solutions and future success. As “helpers,” we become involved with people because of their problems; these problems then become a filter that obscures our ability to see strengths. Acceptance of this principle doesn’t mean that one ignores or minimizes problems; it means that one works hard to identify strengths as well as problems so that the helper and the client have a more balanced, accurate, and hopeful picture of the present and the future.
- 4. Judgments can wait.** Once a judgment is made, one’s tendency is to stop gathering new information or to interpret new information in light of the prior judgment. Since a helper’s judgments can have an immense impact on a client’s life, it is only fair to delay judgment as long as possible, then to hold it lightly, while remaining open to new information and willing to change one’s mind. Acceptance of this principle does not mean that decisions regarding safety cannot be made quickly; it simply requires that ultimate judgments be very well considered.
- 5. Partners share power.** Power differentials create obstacles to partnership. Since society confers power upon the helper, it is the helper’s responsibility to initiate a relationship that supports partnership, especially those who appear hostile and resistant. Clients make a choice to cooperate or not, but that choice is greatly influenced by our skillful use of power.
- 6. Partnership is a process.** Each of the six principles is part of a greater whole. While each has merit on its own, all are necessary for partnership. Each principle supports and strengthens the others. In addition, this principle acknowledges that putting the principles into practice consistently is *hard*. Acceptance of the principles is not enough; applying the principles consistently requires our *intention* and *attention*.

Social Styles

Ask -----Tell

<p>ANALYTICAL</p> 	<p>DRIVER</p> 
 <p>AMIABLE</p>	<p>EXPRESSIVE</p> 

T
A
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K

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H
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P

Slow Paced/Less Assertive ----- Fast Paced/ More Assertive

I see myself mostly as a:

- _____ Analytical
- _____ Amiable
- _____ Driver
- _____ Expressive

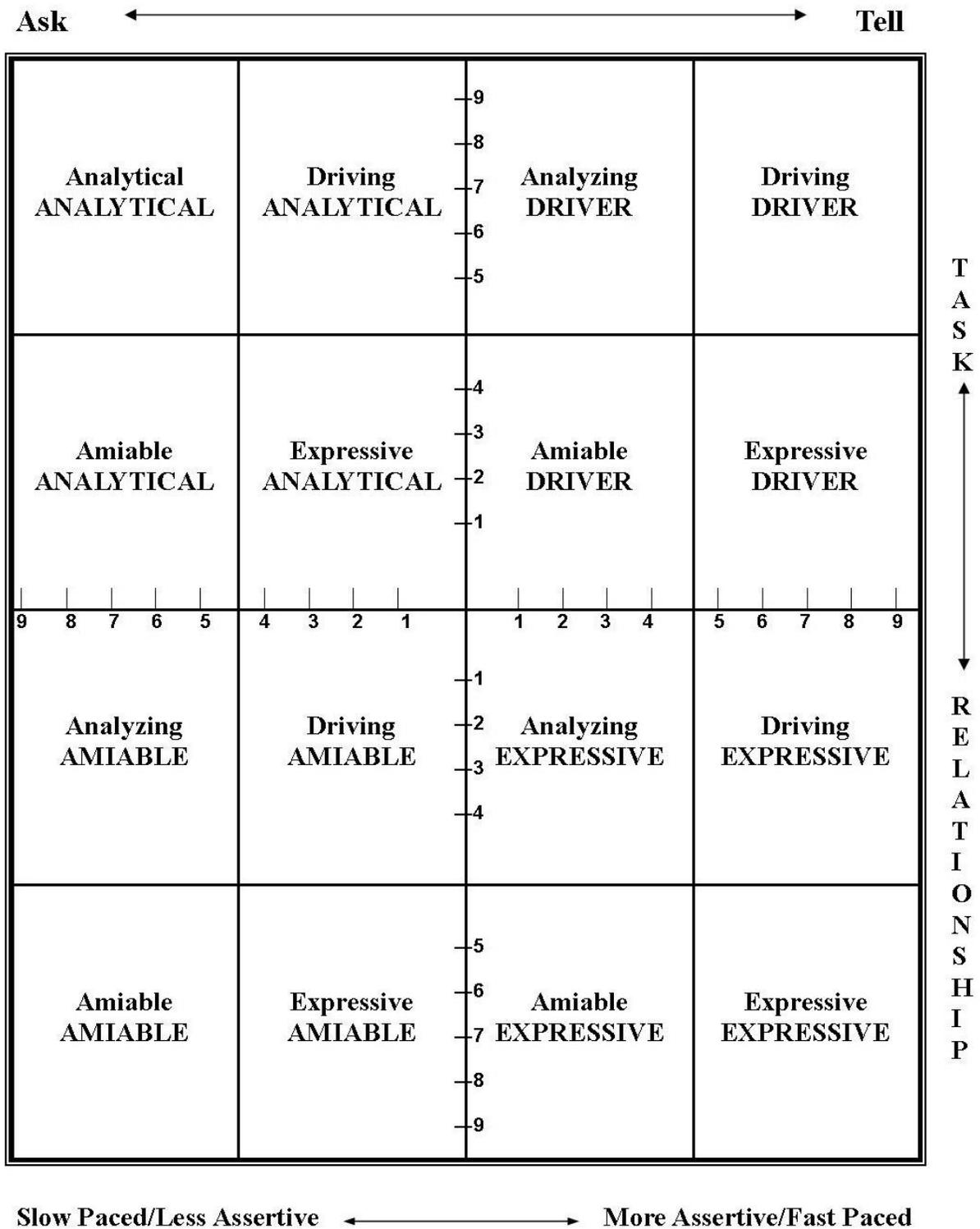
Social Styles Self-Inventory¹

1. More gestures.....	□			
Fewer gestures.....		□		
2. Speaks more softly.....			□	
Speaks more loudly.....				□
3. Freer, more flowing body movement.....	□			
More controlled body movement.....		□		
4. Speaks more slowly.....			□	
Speaks more rapidly.....				□
5. More animated facial expression.....	□			
Less facial expression.....		□		
6. Slower gestures and body movement.....			□	
Faster gestures and body movement.....				□
7. More vocal inflection.....	□			
Less vocal inflection.....		□		
8. Tends to lean backward in conversations.....			□	
Tends to lean forward when talking.....				□
9. More flexible about time.....	□			
More disciplined about time.....		□		
10. Expresses facts and opinions more tentatively.....			□	
Expresses facts and opinions more strongly.....				□
11. More people-oriented.....	□			
More task-oriented.....		□		
12. Decides more slowly.....			□	
Decides more quickly.....				□
13. Appears to be more playful and fun-loving.....	□			
Appears to be more serious.....		□		
14. Takes fewer chances; is less risk-oriented.....			□	
Takes more chances; is more risk-oriented.....				□
15. Decisions based more on feelings or opinions.....	□			
Decisions based more on facts or results.....		□		
16. Exerts less pressure for decision.....			□	
Exerts more pressure for decision.....				□
17. More eye contact.....	□			
Less eye contact.....		□		
18. More apt to tell stories and show feelings.....			□	
Less apt to tell stories and show feelings.....				□
	Below	Above	Left	Right

Social Styles Self-Inventory¹

1. More gestures.....	□			
Fewer gestures.....		□		
2. Speaks more softly.....			□	
Speaks more loudly.....				□
3. Freer, more flowing body movement.....	□			
More controlled body movement.....		□		
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15. Decisions based more on feelings or opinions.....	□			
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Exerts more pressure for decision.....				□
17. More eye contact.....	□			
Less eye contact.....		□		
18. More apt to tell stories and show feelings.....			□	
Less apt to tell stories and show feelings.....				□
	Below	Above	Left	Right

Social Style Subquadrants



Social Style Summaries

- 1. Analytical:** Analyticals tend to think things through carefully before acting and prefer not to be highly assertive in expressing their ideas and preferences. They are “controlled” and tend to focus on tasks, results, and an effective process more than on people. They trust facts and data more than intuition and concentrate more time on getting the job done correctly than on developing relationships. They prefer analyzing a situation, gathering relevant data, and planning the best course of action or method over quickly jumping in or responding reactively. They generally do not “direct” others or impose their opinions on them but are well prepared to respond if asked. They help create an orderly environment where individuals can contribute their knowledge, skills, and best thinking to ensure quality results.
- 2. Driver:** Drivers tend to be highly assertive and action oriented. They are “controlled” and tend to focus on tasks and results more than on people and process. They trust facts and data more than intuition and may concentrate more time on seeing that the job gets done than on developing relationships. They are quick to “size up” a situation and prefer getting into action rather than analyzing in depth and proceeding with caution. When they’ve identified a preferred result or course of action, they are comfortable directing others to ensure that the desired results are achieved. Drivers can be comfortable proceeding on a base of assumptions rather than verified facts, because they are confident that they have the ability to respond quickly in complex, challenging situations.
- 3. Amiable:** Amiables tend to think things through carefully before acting and prefer not to be highly assertive in expressing their ideas and preferences. They generally do not “direct” others or impose their opinions on them. They usually “ask” rather than “tell” when interacting with others and tend to focus on people and working in harmony more than on tasks and results. They trust and use intuition more than facts and data and focus on developing relationships as a necessary part of getting the job done. They create an accepting, humanistic climate for themselves and others and are dependable and willing contributors to team effort.
- 4. Expressive:** Expressives tend to be highly assertive and action oriented. They tend to focus on people and idea-generating more than on tasks and results. They trust and use intuition more than facts and data and may concentrate more time on developing relationships than on seeing that the job gets done. They enjoy situations where there is a creative challenge and prefer jumping into things quickly rather than planning and analysis. They are highly flexible and spontaneous in responding to the demands of a dynamic situation and are able to create an inspiring, exciting climate for themselves and others. They operate quite comfortably on the basis of their emotions or intuitions and prefer remaining open to possibilities over locking in on one result or course of action.

Social Style Characteristics

<h1>Analytical</h1>	<p><i>Emotions</i></p> <ul style="list-style-type: none"> • Deep and thoughtful • Serious and purposeful • Talented and creative • Artistic or musical • Philosophical and poetic • Appreciative of beauty • Sensitive to others • Self-sacrificing • Conscientious • Idealistic
<p><i>At work:</i></p> <ul style="list-style-type: none"> • Starts job after have all of the facts • Quiet • Likes things orderly • Follows others • Wait and see • Asks questions 	<p><i>As a Friend:</i></p> <ul style="list-style-type: none"> • Makes friends cautiously • Avoids seeking attention • Will listen to complaints • Deep concern for others • Seeks ideal mate • Content to stay in background • Faithful and devoted • Can solve others' problems • Moved to tears with compassion
	<p><i>Emotions</i></p> <ul style="list-style-type: none"> • Born Leader • Compulsive need for change • Strong-willed and decisive • Not easily discouraged • Exudes confidence • Dynamic and active • Must correct wrongs • Unemotional • Independent and self-sufficient • Can run anything
<p><i>At work:</i></p> <ul style="list-style-type: none"> • Goal oriented • Organized well • Moves quickly to action • Insists on production • Stimulates activity • Sees the whole picture • Seeks practical solutions • Delegates work 	<p><i>As a Friend:</i></p> <ul style="list-style-type: none"> • Has little need for friends • Will lead and organize • Excels in emergencies • Will work for group activity • Is usually right

	<p>Emotions</p> <ul style="list-style-type: none"> ● Low-key personality ● Calm, cool and collected ● Consistent life ● Sympathetic and kind ● Happily reconciled to life ● Easygoing and relaxed ● Patient and well-balanced ● Quiet but witty ● Keeps emotions hidden ● All-purpose person
<p>At work:</p> <ul style="list-style-type: none"> ● Competent and steady ● Has administrative ability ● Peaceful and agreeable ● Mediates problems ● Avoids conflicts ● Finds the easy way ● Good under pressure 	<p>As a Friend:</p> <ul style="list-style-type: none"> ● Easy to get along with ● Inoffensive ● Dry sense of humor ● Has many friends ● Pleasant and enjoyable ● Good listener ● Enjoys watching people ● Has compassion and concern
	<p>Emotions</p> <ul style="list-style-type: none"> ● Appealing personality ● Life of the party ● Memory of color ● Emotional and demonstrative ● Cheerful and bubbly ● Good on stage ● Talkative, storyteller ● Good sense of humor ● Holds onto listeners physically ● Enthusiastic and expressive ● Curious ● Wide-eyed and innocent ● Life in the present ● Sincere heart ● Changeable disposition ● Always a child
<p>At work:</p> <ul style="list-style-type: none"> ● Volunteers for jobs looks great on the surface ● Has energy and enthusiasm ● Inspires others to join ● Thinks up new activities ● Creative and colorful ● Starts in flashy way ● Charms others to work 	<p>As a Friend:</p> <ul style="list-style-type: none"> ● Makes friends easily ● Thrives on compliments ● Envied by others ● Apologizes quickly ● Likes spontaneous activities ● Loves people ● Seems excited ● Doesn't hold grudges ● Prevents dull moments

Strengths and Weaknesses

Analyticals

<u>Positive</u>	<u>Negative</u>
Industrious	Moody
Gifted	Critical
Perfectionist	Negative
Persistent	Rigid
Conscientious	Indecisive
Loyal	Legalistic
Serious	Self-centered
Aesthetic	Stuffy
Idealistic	Touchy
Exacting	Vengeful
Sensitive	Picky
Self-sacrificing	Persecution-prone
Orderly	Unsociable
Self-disciplined	Moralistic
	Theoretical

Drivers

<u>Positive</u>	<u>Negative</u>
Determined	Unsympathetic
Independent	Pushy
Productive	Insensitive
Strong-willed	Inconsiderate
Visionary	Severe
Optimistic	Hostile
Active	Sarcastic
Practical	Tough
Courageous	Unforgiving
Decisive	Domineering
Self-confident	Opinionated
Efficient	Prejudiced
Leader	Harsh
	Proud

Amiables

<u>Positive</u>	<u>Negative</u>
Calm	Unbothered
Supporting	Conforming
Easygoing	Blasé
Likeable	Indolent
Respectful	Unsure
Diplomatic	Spectator
Efficient	Selfish
Willing	Ingratiating
Organized	Stingy
Conservative	Stubborn
Practical	Dependent
Dependable	Self-protective
Reluctant leader	Indecisive
Agreeable	Awkward
Dry humor	Fearful

Expressives

<u>Positive</u>	<u>Negative</u>
Outgoing	Weak-willed
Ambitious	Manipulative
Charismatic	Restless
Warm	Disorganized
Stimulating	Unproductive
Responsive	Excitable
Talkative	Undependable
Enthusiastic	Undisciplined
Carefree	Obnoxious
Compassionate	Loud
Dramatic	Reactive
Generous	Exaggerates
Friendly	Fearful
	Egotistical

General Overview of the Four Social Styles

AREA	ANALYTICALS	DRIVERS	AMIABLES	EXPRESSIVES
Reaction	Slow	Swift	Unhurried	Rapid
Orientation	Thinking and fact	Action and goal	Relationship and peace	Involvement and intuition
Likes	Organization	To be in charge	Close relationships	Much interaction
Dislikes	Involvement	Inaction	Conflict	To be alone
Maximum effort	To organize	To control	To relate	To involve
Minimum concern	For relationships	For caution in relationships	For affecting change	For routine
Behavior directed toward achievement	Works carefully and alone; primary effort	Works quickly and alone; primary effort	Works slowly and with others; secondary effort	Works quickly and with team; secondary effort
Behavior directed toward acceptance	Impress others with precision and knowledge; secondary	Impress others with individual effort; secondary	Gets along as integral member of group; primary	Gets along as exciting member of group; primary
Actions	Cautious	Decisive	Slow	Impulsive
Skills	Good problem solving skills	Good administrative skills	Good counseling skills	Good persuasive skills
Decision-making	Avoids risks, based on facts	Takes risks, based on intuition	Avoids risks, based on opinion	Takes risks, based on hunches
Time frame	Historical	Present	Present	Future
Use of time	Slow, deliberate, disciplined	Swift, efficient, impatient	Slow, calm, undisciplined	Rapid, quick, undisciplined

Four Responses to Conflict

WITHDRAW

I usually tend to become less assertive, more controlled, hold in my feelings, keep quiet and not share my ideas. I basically avoid, dodge, escape and retreat from other people and/or undesirable situations.

DOMINATE

I usually tend to become overassertive, autocratic, unbending and over-controlling, demanding that things be done my way. I have a very strong will and I attempt to impose my thoughts and feelings on others.



GIVE IN

I usually tend to give in to others to keep the peace and reduce conflict. I appear to agree with others even though inside I disagree. I strongly desire to save the relationship even if it hurts me the most.

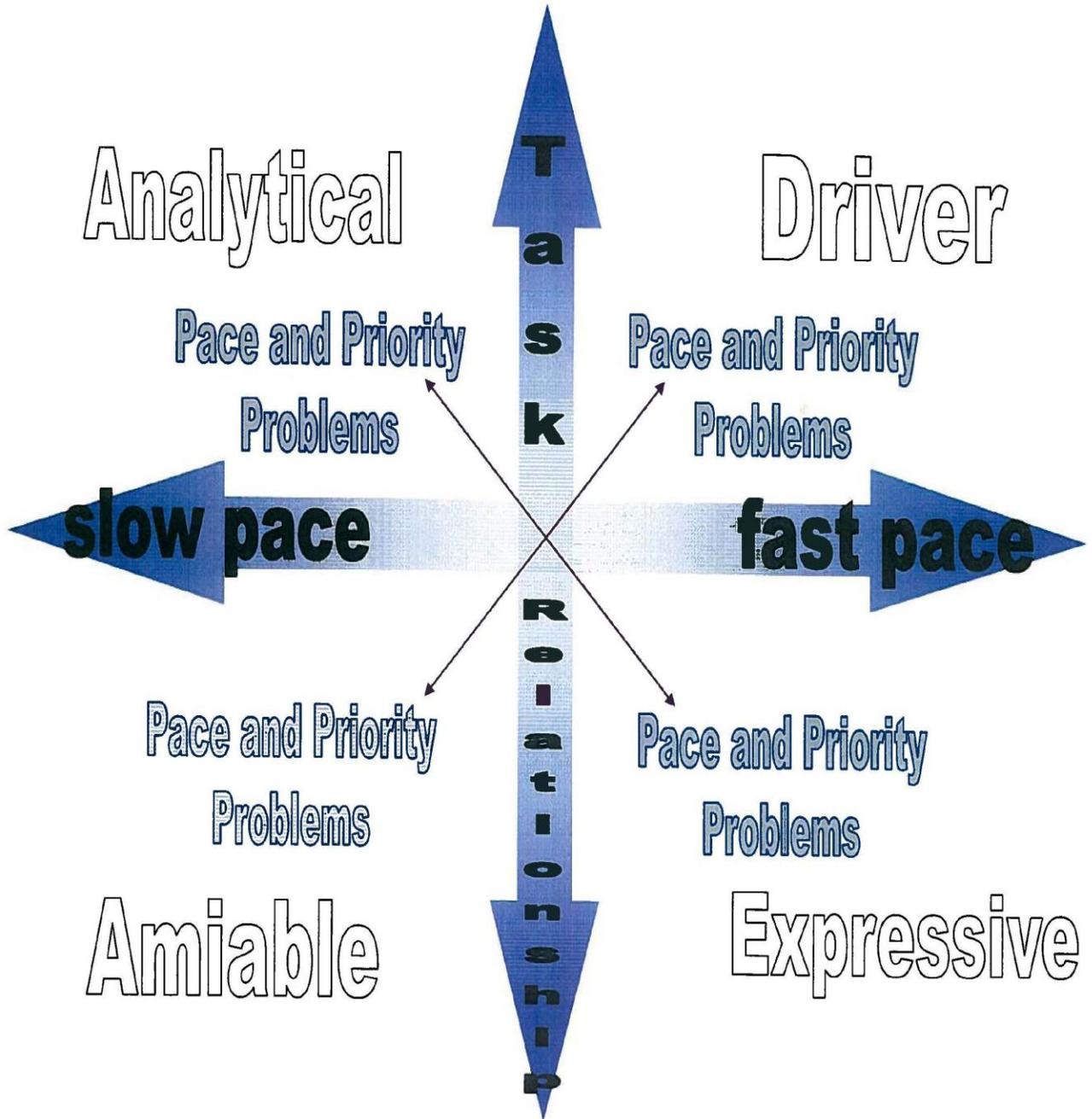
ATTACK

I usually tend to emotionally attack others and their ideas, using condemnations and put-downs to discredit them. I have strong emotions and will tell people how I feel about things.

STYLE MODIFICATION STRATEGIES

<p>Analytical:</p> <p>Strategy: Decide. Systematic, cautious decision making can cause stress in others.</p> <p>Overcome tendency to control through data and things—show more emotion and feeling.</p> <p>Overcome the tendency to “avoid” & control feelings.</p> <ul style="list-style-type: none"> ◇ Make a real effort to decide even if all the facts aren't in. ◇ Once you decide, act on the decision with reasonable haste. ◇ Say what you feel. ◇ Give personal compliments to others. ◇ Take time to build relationships. ◇ Make small talk—socialize. ◇ Use more friendly body language. 	<p>Driver:</p> <p>Strategy: Listen. A fast paced, goal-oriented approach can cause stress in others.</p> <p>Tone down the “strengths” to include others—not exclude them. Overcome the tendency to be autocratic—“my way or highway” pattern.</p> <ul style="list-style-type: none"> ◇ Listen for another point of view (POV). ◇ Listen until you see their “POV.” ◇ Ask more often. Tell less often. ◇ Ask for opinions. ◇ Negotiate decision-making. ◇ Listen without interrupting. ◇ Adapt to the needs of others. ◇ Share leadership more often.
<p>Amiable:</p> <p>Strategy: Stretch. A slower-paced, people-oriented, cooperative, low-risk approach can create stress in others.</p> <p>Turn up the volume—overcome tendency to remain “soft spoken” and go along. Tell more often. Ask less often.</p> <ul style="list-style-type: none"> ◇ Demonstrate self-direction. ◇ Set attainable “stretch goals.” ◇ Get to the point quickly. ◇ Volunteer information. ◇ Be willing to disagree. ◇ Act on your convictions. ◇ Start conversation. 	<p>Expressive:</p> <p>Strategy: Restrain. The tendency toward quick, impulsive decisions can cause stress in others</p> <p>Control more often. Show feelings less often. Overcome tendency to “attack”.</p> <ul style="list-style-type: none"> ◇ Restrain impulsiveness. ◇ Talk less. ◇ Tone down your enthusiasm. ◇ Make decisions based on facts. ◇ Stop and think, then act. ◇ Acknowledge the thoughts of others.

Pace & Priority Problems



Adapting to Meet the Needs of Analyticals

1. Analyticals are askers, and they don't appreciate people who come on too strong. Speak softly and slowly to Analyticals.
2. Analyticals are most task-oriented, and they appreciate discussions about achievement. Talk to them about reachable goals.
3. Analyticals are deductive thinkers. Be sure to meet their needs for facts, data, time-lines and step-by-step procedures.
4. Don't expect quick decisions from Analyticals. Give them time to reflect on information before they decide.
5. Analyticals want to know how things work. They appreciate detailed instruction.
6. Analyticals have a strong need to be right and to make the right decisions. They would rather make no decision than a wrong decision. Help them realize that it is impossible to make perfect decisions all the time. Help them relax and encourage them during the decision-making process.
7. Analyticals sometimes feel awkward in relationships. Help them save face by not putting too much pressure on them in social situations.
8. Exercise patience when dealing with Analyticals. When they talk, they often give out more information than necessary. They will explain their position with great detail. Their presentations of material may be so loaded with facts that they are boring and difficult to follow. They have a strong need to explain themselves clearly and completely. You may need to listen to more material than you would like in order to assure Analyticals that you are listening and that you care.
9. Don't try to oversell your ideas or overstate your positions to Analyticals. They have a strong sense of logic and they can quickly identify responsible facts. Be clear and specific.
10. Encourage and praise Analyticals for their wise planning, efficient techniques and conservative nature.

Adapting to Meet the Needs of Drivers

1. Drivers are tellers, and they appreciate people who make their points clearly and concisely. Try not to bore them with lots of details. Get to your bottom line quickly.
2. Drivers are intuitive thinkers and will trust their hunches. Don't try to give them a big sales pitch. If your ideas or suggestions seem valid, Drivers will immediately accept them. However, they may not admit the validity of your ideas because they feel a need to remain in control.
3. Since Drivers like to feel in control, let them choose their methods or paths of response. Tell them the goal you would like to achieve and give them options or alternatives for reaching that goal. But let them use the information to chart their own course.
4. Drivers want to know what is going on, what needs to be accomplished and what your ideas are. They are interested in the answers and how, who, why and when questions. Be sure to let them know what your expectations are. They will tell you if they can or will reach them.
5. Drivers struggle with impatience. Since they process information and accomplish tasks quickly, they do not have much patience with those who think or work slowly. Try to increase your pace around Drivers. They appreciate saving time because they want to get on to their many other tasks.
6. Since Drivers move at such a quick pace, try to keep your relationships with them business-like. If Drivers seem a little cold and matter-of-fact, try not to take it personally. They are more concerned with accomplishments and achievements than with relationships. They look for results.
7. Encourage and praise Drivers for all the jobs and tasks they get done. Don't overdo encouragement with Drivers because they will be off and running to accomplish more before you finish your statement of appreciation.

Adapting to Meet the Needs of Amiables

1. Amiables are askers, and they most appreciate those who are gentle and not harsh.
2. Amiables do not offer hasty opinions or make quick decisions, because they don't want to say anything which might hamper their relationships. Help them realize that sharing their thoughts will not affect their relationship with you.
3. Amiables ask, "Why?" They need information that will explain the reasons why they should do something. Explain to them why they need to put forth the effort on a particular task. Help them see how they will benefit from it and how their participation will help everyone else.
4. Amiables have a hard time relaxing in social situations. They don't want to say or do anything that might cause tension among people. Encourage them that a disagreement with someone is not the end of the world. Help them realize that it is possible for people to hold different opinions and yet remain friends.
5. Amiables do not like to work alone. They need much encouragement and assurance, and they need to feel that they are part of the team. Let them work with you.
6. Amiables like to know that they are accepted. Take time to show personal interest in them.
7. Amiables are hesitant to share their opinions. Learn to be patient in communicating with them. Try not to disagree with them in public or when you suspect that a disagreement will hurt their feelings. Otherwise they will close up and not share anything with you.
8. In order to get Amiables to participate, clearly define what you expect from them. Also, communicate to them what you will do to contribute to the relationship or the task at hand.
9. Encourage and praise with warm personal thanks for their contribution and participation.

Adapting to Meet the Needs of Expressives

1. Expressives are tellers, and they appreciate people who will listen to them and share with them. Become involved with their interests as much as possible.
2. Expressives are intuitive thinkers. They process information and form judgments and opinions openly. Have patience with their quick decisions. They will operate at a feeling level and may not always be able to give you a rational explanation for their behavior. Have patience with their quick decisions.
3. Expressives have a tendency to “tell it like it is.” Try not to take their comments personally. Many times they are simply letting off steam, and you may just happen to be in the way.
4. Expressives are relationship-oriented, and they want to know who is going to be involved. Try to meet their needs for excitement and interaction with people.
5. Expressives tend to start many jobs and not complete them. Try to work with them to accomplish tasks. They like to visit with other people while working, and they do not do their best when working alone.
6. Expressives tend to exaggerate and over-generalize. Be alert to, and patient with, their overstatements.
7. Expressives become easily side tracked. Try to help them complete the tasks they start. They like to anticipate the future. Help them become excited about what lies ahead.
8. Encourage and praise Expressives for their enthusiasm. Publicly recognize them and give them lots of appreciation for jobs well done.

Suggestions for Working Successfully with the Four Social Styles

Drivers

Drivers appreciate:

- People who are clear, well-prepared and to the point
- Logical presentation of facts
- Provide options rather than take-it-leave-it
- Being “sold” not “told”
- Short focused meetings
- Getting to the point quickly and candidly
- Respect for their time

Drivers are uncomfortable with:

- People who are overly friendly or engage in “small talk”
- Excessive theory or impractical ideas
- People who threaten or attempt to intimidate
- Situations that move too slowly
- Being “controlled” by someone else

Expressives

Expressives appreciate:

- Friendly people who socialize before getting down to business
- Ideas supported by testimonials or credentials
- Ideas that are innovative, exciting, different, fun or bold
- People who are excited about the future
- Freedom from routine and structure
- Opportunities to enjoy what they are doing
- People who are open about themselves and their feelings
- People who are encouraging, enthusiastic and fun-loving
- Compliments and recognition

Expressive are uncomfortable with:

- Very tight, highly structured tasks and timelines
- Procedures that must be followed non-creatively
- People who are cold or brusque
- People who lack a sense of humor
- Too much detail

Amiables

Amiables appreciate:

- Group support and involvement
- Ideas that improve relationships, build teamwork, improve the quality of work life
- Sufficient time to anticipate the impact of a change or idea
- Activities or projects that are hassle free, upbeat, well thought out, or predictable
- People who are warm, compassionate and sincere
- Being asked for their ideas and opinions

Amiables are uncomfortable with:

- Demanding, dominating, aggressive people
- People who focus too much on facts, overlooking feelings
- People who delegate too many tasks without concern for their impact, especially on family life
- Changes in status quo for no good reason
- Unnecessary changes or change that is poorly planned
- Being rushed, or forced to act before being prepared or when overly stressed
- Work that isolates them from other people

Analyticals

Analyticals appreciate:

- People who are thoroughly prepared with facts, plans, or ideas
- Sticking with the “facts”, steering clear of feelings or unrealistic “dreams”
- Objective, logical approaches to issues or problems
- Time to digest, reflect, and absorb what’s being said before having to act
- Graphs, charts and well thought-out arguments
- People who appreciate the importance of detail
- People who respect their systematic procedures, routines and methods

Analyticals are uncomfortable with:

- Emotional rather than rational appeals
- People who violate rules, procedures, established methods or best practices, and treat policies as mere guidelines
- Impulsive decision makers who make hasty generalizations
- Lofty, far-fetched ideas that are not supported by solid plans
- Vague communications, or assignments lacking clear outcomes or timelines
- Wasting time on casual conversations
- Gimmicks
- The imposition of sudden or abrupt changes

The Golden Rule:

Do unto others as you would have them do unto you.

- Good advice for living
- Treat others as *you would like to be treated*.
- Respectful behavior comes from considering what *you* would like for *yourself*.
- Examine each situation *through your own perspective* to determine the best course of action.

The Platinum Rule:

Do unto others as they would have you do unto them.

- Higher skill level
- Treat others as *they prefer to be treated*, not as you prefer to be treated.
- Respectful behavior comes from considering what the *other person would like*, not what you would like.
- Examine each situation *through the other person's perspective* to determine the best course of action.
- Stephen Covey's concept of "paying in their currency"

Exploring Your Social Style

In your **PRIMARY Social Style Group**, collectively answer the following questions. Elect someone to record the answers for the group and someone to report your findings when you are finished.

1. How would you like to be assigned a task?
2. How do you prefer to make a decision?
3. How do you prefer to receive praise?
4. How do you like to receive corrective feedback?
5. What kind of work environment suits you best?
6. What role or function do you like to have on a team?
7. How do you feel about working in teams?
8. What is a good motto for your social style so that others can know you and work with you well?

How to ASSIGN A TASK to . . .

An AMIABLE

Please ask me to do it, don't tell. Give me lots of guidelines on how you would like me to approach it and follow-up guidance. Give me a chance to volunteer instead of you telling me. Tell me why you are asking me to do this task.

A DRIVER

Just tell me what you want done and when and then cut me loose. I don't want a lot of details ... just let me know the desired outcome and leave me alone.

An ANALYTICAL

Be clear, exacting and detailed about the why of the project and what you exactly want done. Give me the deadline and whenever possible give me lots of lead time to complete the project. The more time you give me the better I can do the job. Don't leave any "gray" areas.

An EXPRESSIVE

Just give it to me with as little detail as possible and then let me take care of it. Include why I am a good choice for the assignment. Try not to micro-manage.

How to Solicit a DECISION from . . .

An AMIABLE

We would prefer not to have to make any decisions alone. We want you to ask our input and we want you to use our input but we don't want to have to make the final decision. If we have to make a decision, please give us guidelines, how possible decisions will affect others, allow some method of voting, if possible.

A DRIVER

Making decisions is one of our strengths. Let us make our decisions quickly, decisively and move on.

An ANALYTICAL

We need TIME to make a good decision. Time to get all the facts, to study the facts, to weigh the options and look at the possible consequences of our actions. We like to know the context and how the decision affects the big picture.

An EXPRESSIVE

We prefer decisions be a group process, and one in which creativity is allowed. We want everyone's input quickly, and then to make the decision quickly.

How to GIVE PRAISE to . . .

An AMIABLE

Constantly, often . . . we need strokes and constant reassurance. Prefer praise directed at the person's worth.

A DRIVER

As long as we get the result we were looking for we don't need a lot of praise. Prefer praise to be private, directed at work that was done, specific, and timely.

An ANALYTICAL

Prefer praise in writing. Be specific, sincere, credible and praise for the act not necessarily praise for the person. Let us know why you are praising us. Please keep it low-key, no fanfare, and one-on-one.

An EXPRESSIVE

Parades are nice. TV coverage. Broadcast on a PA system. Lots of praise and often. Praise should focus on the individual.

How to GIVE CRITICISM to . . .

An AMIABLE

In private. Please make it friendly and helpful and give us lots of reassurance that everything is going to be okay and you still like us.

A DRIVER

Private constructive feedback is welcomed and encouraged. Be direct, don't beat around the bush. Tell us what needs to be fixed and we'll get it done. Feedback is most helpful if framed in a way that will help the driver perform better in the future.

An ANALYTICAL

Provide specific, private feedback. Putting it in writing helps. Give us examples of what needs to be fixed with clear information about exactly what we did wrong so that we can make sure we never make that mistake again.

An EXPRESSIVE

In private. Give us our strengths first then lead into the bad. Be prepared for a discussion, we want to tell you our reasons for why we had problems. Try and reframe our weaknesses as strengths. This is going to take some time to discuss and process. Be careful of your wording.

How to SOLICIT INPUT from . . .

An AMIABLE

If you want honest input then ask me anonymously. Please respect my opinion even though I don't want to tell you what it is! Get my advice through a questionnaire or in private.

A DRIVER

Just ask – I'll give it.

An ANALYTICAL

Ask specific questions. Tell me why you want my input. I need to know that you are sincerely interested in what I think and that I have a clear understanding of what you are asking.

An EXPRESSIVE

Don't worry we'll give you our input maybe even before you ask! We have lots of creative ideas!!!

IDEAL PHYSICAL SURROUNDINGS for ...

An AMIABLE

We like calm and quiet settings that are comfortable and inviting. We like plenty of lighting and enjoy making sure that others are comfortable when they visit.

A DRIVER

Privacy – an office with a door. Pretty sparse setting just make sure we have the right equipment and an environment conducive to getting work done.

An ANALYTICAL

Uncluttered and organized with no interruptions... An office with a lock! We need to have the proper equipment and materials to get our work done.

An EXPRESSIVE

Big windows, music, comfortable with furniture. Decorated to feel like home.

Supervising the Styles

Employees need:

Analyticals: reasons why they should participate in or complete tasks

Drivers: options or alternatives for completing tasks, and freedom to select them

Amiables: assurance that they will not be left alone to complete tasks

Expressives: exciting premiums or incentives for completing tasks

Employees ask:

Analyticals: “How does it work? How is it put together? How do I complete the task?”

Drivers: “What is it? What is your idea or plan?” What do you want me to do?”

Amiables: “Why should I do that? Why should I attempt this and risk losing our relationship?”

Expressives: “Who else is involved? Who will I interact with? Who is in charge?”

Employees want freedom to:

Analyticals: breathe. Let them off the hook. Give them time to think and react – especially in interpersonal relationships.

Drivers: win. Let them choose the most successful paths for reaching the goals you suggest. Give them choices.

Amiables: relax. They already have enough relationship tensions in their social style. Don't give them more.

Expressives: gain. They have high aspirations for many relationships. They need endorsement and encouragement.

Employees irritate others by:

Analyticals: expressing negativism and criticism.

Drivers: displaying impatience and sarcasm

Amiables: not being able to make decisions

Expressives: not following through

Employees are irritated by:

Analyticals: people who don't follow rules and meet deadlines

Drivers: tasks that have no logic or appear unreasonable

Amiables: pressures of any kind

Expressives: rules and procedures

Employees need to learn to:

Analyticals: decide. In their quest for perfectionism, they never decide.

Drivers: listen. Because of their fast pace, they do not take time to really listen to others and their concerns.

Amiables: take a risk. They don't do anything that may possibly threaten the relationship.

Expressives: check. They have such strong opinions that they may forget to check facts.

Employees measure progress by:

Analyticals: activity

Drivers: results

Amiables: attention

Expressives: applause

Employees want:

Analyticals: carefulness

Drivers: capabilities

Amiables: contributions

Expressives: cleverness

Day Two



The Platinum Rule: Creating Partnerships From Top to Bottom

My Symbol

- What was your symbol? What did it mean to you?
- How did it feel to leave your symbol in someone else's hands? What were you thinking?
- How did you feel about the “improvements” made to your symbol? Did the other person understand your symbol?
- How did it feel to “improve” someone else's symbol? Was it hard or easy?
- How is this experience like our work with our partners? What did you learn?

Do You Hear What I Hear?

The following are examples of Stephen Covey's concepts of listening. You may want to jot down definitions or examples during the discussion.

Autobiographical Listening

- Ignoring
- Selective Listening
- Pretend Listening
- Attentive Listening

Empathic Listening

- Striving to get inside the other person's frame of reference in order to really understand their point of view
- Listening with the intent of seeing the world through their eyes and understanding how they feel

Source: Covey, S. R. (1989). *The seven habits of highly effective people: Powerful lessons in personal change*. New York: Simon & Schuster.

Strengths and Transitions

The benefits of attending to strengths during times of transition include:

➤ An environment of inclusion

➤ Team cohesion

➤ Champions of change

➤ Durable change

The Ladder of Inference

- The first step on the ladder is observation. We see, hear, or experience something.
- We select some details or data from what we observed. At this point, we are operating much like a computer—taking in and sorting information without evaluating or judging it.
- The next step up the ladder is when we add meaning to the data. Because of life experiences, the meaning I attach to the data may be very different from the meaning another person may attach to it.
- We don't stop halfway up the ladder but, now, take the next step and make assumptions based on what the data meant to us.
- On the next step, we draw conclusions based on the assumptions we have made. It comes as no surprise that conclusions drawn by two different people may be entirely different.
- We now take our conclusions one step further up the ladder and use them to adopt beliefs about our world. These beliefs become our reality. They are **the** truth.
- Once we establish a set of beliefs about our observation, we take action.
- In addition, our beliefs actually affect what data we select from future observations. A cycle thus begins that's hard to break.



Working the Ladder

Step 1: There is observable data.

Everyone including myself will choose data based on our own biases, needs and hopes for the situation. As we gather and select data, here are some questions we may want to ask:

- The journalist's questions: Who? What? When? Where? How?
- *What* is the data that I selected to attend to?
- Do we have *all* the pertinent data?
- What *other* information is there about what actually occurred?
- Do we have *all the perspectives* included that have pertinent information? How might we get more perspectives?

Step 2: I add meaning and interpretations.

I do this based on connections to past experiences and associations. I generate patterns, add value and beliefs, and have emotional responses. Suggested questions to ask at this step:

- What connections do I see across these different sets of information?
- Am I surprised by any of the data? The information?
- What emotional responses to the data/information am I aware of?
- Are there differing sets of information?

Step 3: I make assumptions.

These assumptions may or may not be true, but I am likely to perceive them as true. These could be about people and their thinking, the context and relationships, significance, outcomes, etc. At this step I may want to ask:

- What information am I generating that may not be true?
- About people & their thinking?
- About the context?
- About the significance of events or information?
- About possible results or consequences?

Step 4: I make judgments and draw conclusions.

This is the final step in the thinking process underlying whichever actions I choose to take. It is a powerful habit to develop an awareness of when I may want to climb back down the ladder and ask some of those questions about the conclusion I am making. I may have reached a judgment that evidence, facts or assertions point toward but do not absolutely establish. I may draw tentative conclusions from incomplete data. The operative word here is tentative. Recognizing this internal process may allow me to stay open to alternatives or to disconfirming evidence.

Step 5: We make decisions and take action.

We can continue to check ourselves by asking some of the following:

- What resulted from this action?
- Are the results what I intended?
- What unintended results occurred?
- Are these results moving toward the larger vision, beyond this particular circumstance?
- Do the results suggest that reflection using the ladder of inference is warranted?

Day Three



The Platinum Rule: Creating Partnerships From Top to Bottom

Lessons from the 3-Headed Expert

- Ideas and solutions can come from any member of the partnership.

- Partnership sometimes requires giving up leadership.

- Partners take on different roles at different times, sometimes directing, sometimes following, sometimes just encouraging their partner(s).

- Setbacks or struggles are a part of all partnerships.

- True partnership takes not just our intention to be partners, but also our attention to the small details along the way.

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Rules for Brainstorming

1. State your target clearly.

Define the problem you are seeking solutions for in concise terms. “How can we help this county comply with reporting requirements?”

2. Establish a brainstorming group.

Five to eight people is ideal for brainstorming. Too few results in the same ideas you’ve been hashing out already. Too many can cause the process to get silly or out of hand. *Having different perspectives is critical.*

3. There needs to be a designated facilitator who enforces the following rules:

A. Strive for quantity

Ask members to come up with as many ideas as they possibly can. Out of quantity will come quality. Therefore, the more ideas, the better.

B. No criticism allowed

Tell the group there are no impossible ideas at this stage in the game. The crazier and more far-out their ideas, the better. Write down everything that is mentioned. No censoring. You can eliminate and revise options later.

C. Build on the ideas of others

Ask participants to add onto what others have said, take it a step further, propose the opposite, piggy-back, etc.

D. Talk in headlines

Short and snappy responses are best. Tell participants they can elaborate or explain later.

4. Consistently reward and encourage the group.

5. Keep it going.

If the process bogs down, you can jump in with an idea or review some of the ideas mentioned to spark more imagination. You’ll know when to stop when the ideas stop coming.

6. Use two recorders if necessary to get everything down as it is being said.

Behaving Your Way to Trust

- **Talk Straight**
- **Demonstrate Respect**
- **Create Transparency**
- **Right Wrongs**
- **Show Loyalty**
- **Deliver Results**
- **Get Better**
- **Confront Reality**
- **Clarify Expectations**
- **Practice Accountability**
- **Listen First**
- **Keep Commitments**
- **Extend Trust**

The Star Thrower

“While wandering a deserted beach at dawn, stagnant in my work, I saw a man in the distance bending and throwing as he walked the endless stretch toward me. As he came near, I could see that he was throwing starfish, abandoned on the sand by the tide, back into the sea. When he was close enough I asked him why he was working so hard at this strange task. He said that the sun would dry the starfish and they would die. I said to him that I thought he was foolish. There were thousands of starfish on miles and miles of beach. One man alone could never make a difference. He smiled as he picked up the next starfish. Hurling it far into the sea he said, "It makes a difference for this one." I abandoned my writing and spent the morning throwing starfish.”



— Loren Eiseley

Source: http://www.goodreads.com/author/quotes/56782.Loren_Eiseley

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Notes

Notes

State	CA	CO	NC	NY	PA	VA	WI
Name of Board	California Child Welfare Council	Colorado Collaborative Management Program (State Steering Committee)	Children's Services Committee of the North Carolina Association of County Directors of Social Services	Office of Children and Family Services/New York Public Welfare Association	Pennsylvania TA Collaborative	Virginia Child Welfare Advisory Committee	Secretary's Council on Child Welfare
Primary direction of communication	Largely state to stakeholders	Two way	"true two way"	Two way	Two way	Primarily state to county	Primarily state to county
Composition of group	Mandated by statute--Multiple state agencies; legislative representatives; private and public sector representatives	County CMP coordinators; family members; state agencies;	County directors or staff	Multiple groups: County social services commissioners Association; County child welfare directors	TA providers; state agencies; county agencies; (private providers invited but not members)	Multiple stakeholders: state, county, private, courts	Multiple stakeholders: state, county, private, youth, foster parents
Reason/mechanism for establishment of group	Created by legislature in response to CFSR (took 6 years)	2005 state statute	In by laws of NCACDSS	In response to limited utility of statewide Advisory Board that is mandated in statute, the agency has utilized multiple alternative structures	Outcome of 2008 CFSR/PIP process	To provide input regarding CFSR and PIP	Established in 2008 to provide direct feedback on initiatives to the Secretary
Accessibility of meetings	Vary location; meet in either court or DSS; teleconference available	Always in Denver; teleconference available, most people choose to drive	Always in Raleigh; at Division of Prisons; teleconference available	Vary; in-person meetings, teleconferences, yearly state hosted retreat off-site		Always in Richmond, at public library; No video- or teleconferencing	Always in Madison at DCF offices
Length of term	indefinite	indefinite	One year	n/a	indefinite	indefinite	Indefinite

State	CA	CO	NC	NY	PA	VA	WI
Membership selection process	Co-chairs extend invitation to people recommended by Steering Committee	County CMP coordinators mandatory, others selected by group	Appointed by President of NCACDSS	n/a	Selected by state regional office staff	Appointed by state	Appointed
Sharing of authority	Co-chaired by the Secretary of HHS and Chief Justice's designee; agenda created by 7 person steering committee	Co-chaired by state CMP administrator and one provider	Tri-chairs, all county directors	State attends Association meetings; works with Association to convene "Policy Conversations" on specific topics; state hosts Leadership Retreat	Co-chairs: one TA representative and one county representative	State chairs the meeting; asks for input for agenda	Co-chairs from public (county or Tribe) and private sector
Formal minutes/meeting records		Minutes	Summary of discussion; action steps	n/a	minutes	Minutes/posted on website	none
Formalization of process	Created by statute; 18 page Operations Handbook	Charter & handbook & interagency MOUs in counties (forming IOG)	Very minimal- "paragraph somewhere" (in by-laws of NCACDSS)	none	charter	charter	charter
Frequency of meetings	quarterly	monthly	monthly	Policy Conversations convened as needed		monthly	quarterly
Length of meetings	3 hours (followed by 3 hour committee meetings)		Two hours	As needed		Two hours	Three hours
Attendance policy	Maximum of 3 absences	Informal	Informal	n/a	Informal	Informal	Informal
Food served	Yes	No (meetings typically 1pm-3pm)		Sometimes—deemed important			

Implementation Plan

Office of Families & Children

Technical Assistance Model: **Solutions through
Empowerment & Partnership**



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Implementation Plan

Office of Families & Children SOLUTIONS THROUGH EMPOWEMENT & PARTNERSHIP



I. STEP Team

The STEP (Solutions through Empowerment and Partnership) Team is an internal OFC planning group comprised of no more than 20 staff representing a cross section of OFC program areas and job categories. It is governed by charter and has an established purpose to:

- Implement a new Technical Assistance Model.
- Address issues of organizational culture and climate that impact the office's ability to sustain innovation and adhere to its vision, mission and principles.

II. Resources

STEP's implementation plan was guided by:

A. **Statewide Regional Forums**, July 2010: Only 17% of respondents reported that they had a "strong collaborative partnership" with OFC. Four predominant themes emerged through respondent comments:

- 1) Relationships/bureaucracy
- 2) Empowerment
- 3) Responsibility
- 4) Reactionary/collaborative

B. **Organizational Social Context** (culture and climate) **Assessment**, July 2010: OFC's scores were not in the desired range for any of the six dimensions of organizational culture and climate assessed:

- 1) Proficiency: desire high/scored low
- 2) Rigidity: desire low/scored high
- 3) Resistance: desire low/scored high
- 4) Engagement: desire high/scored low
- 5) Functionality: desire high/scored low
- 6) Stress: desire low/scored high

These dimensions have been linked to an organization's ability to generate and sustain innovation, and client outcomes.

- C. **OFC Focus Groups**, November 2010
Overall, findings suggested that OFC staff desire:
- 1) Respect and to feel valued by management/leadership
 - 2) Honest, open and engaging communication with management
 - 3) Included in decision-making whenever appropriate.
- D. **OFC Vision, Mission and Principles**, November 2010
This cross-bureau workgroup developed OFC vision, mission and principles. These statements establish the benchmarks staff agreed to as measure all decision-making.
- 1) Vision (future): the goals OFC has set to achieve
 - 2) Mission (future): the approach OFC will use to achieve its goals
 - 3) Principles (day-to-day): how OFC will conduct its daily work
- E. **SACWIS Survey**, 2011
Responses to the question “*What training method best meets your needs?*” (multiple responses could be chosen):
- 1) 41% Onsite Technical Assistance
 - 2) 34% Webinars
 - 3) 29% Classroom curriculum-based training
 - 4) 24% County-specific online or webinar training
 - 5) 24% County trainers
 - 6) 16% Knowledge Base
 - 7) 16% SACWIS training integrated into CORE training
- F. **Technical Assistance Framework Team**, January 2011
This workgroup of OFC and stakeholder representatives:
- 1) Defined technical assistance and its essential elements
 - 2) Described the outcomes that are desired
 - 3) Developed the important characteristics or essential activities of technical assistance
 - 4) Decided how state staff will identify the need for technical assistance
- G. **Definition of Technical Assistance**, January 2011
The Technical Assistance Framework Team established the definition of technical assistance to be used in the development of model.

Technical Assistance is any substantive interaction between OFC and its partners to address a need, provided either on-site (e.g., in-person consultation, meeting, facilitation, coaching, or training) or off-site (e.g., technology and creation of resources, e-mail, telephonic).

This definition clarified that technical assistance is:

- 1) Two-way, requiring the active engagement of both parties
- 2) Matched to a need

- 3) Offered through a menu of methods
- H. **Technical Assistance Model Development Team**, May 2011
This workgroup of OFC and stakeholder representatives developed a model:
- 1) Perceived as helpful by user groups and feasible within administrative parameters
 - 2) That would accomplish the objectives and characteristics established by the report of the Technical Assistance Model Framework Team

III. Pre-Implementation: Tenets

OFC's technical assistance practice is grounded in the following foundational beliefs:

- A. COMMUNITIES AND AGENCIES¹
 - 1) Agency staff are experts; technical assistance should recognize and use their strengths, wisdom and expertise.
 - 2) All counties and agencies have strengths and resources; it is the job of a technical assistance provider to tap into these to assist counties in applying them to continuously improve practice.
 - 3) Agencies want to partner with one another and with OFC to enhance practice and improve outcomes for children and families.
 - 4) Communities and agencies each have a unique culture to be understood and respected.
- B. Office of Families and Children
 - 1) OFC staff are experts; effective technical assistance will require the acknowledgement that staff bring value to the issue.
- C. TECHNICAL ASSISTANCE PRACTICE
 - 1) The primary goal of TA is improved outcomes for children and families.
 - 2) Transparency in purpose and process is of utmost importance.
 - 3) TA focuses on the solutions, not the problems.
 - 4) Collaborative planning driven by counties and agencies is more likely to succeed.

IV. Implementation: Organization

The nucleus of the May 2011 technical assistance model (Model) is the formation of cross-program teams (Teams) assigned to specific county groupings. Existing program units and supervisory responsibility remain intact; as a component of regular job duties, each staff is assigned to a specific county team(s). It will be a two-way information flow: unit staff will bring program knowledge *to the team*, and will bring enhanced understanding of county operation *to the unit*. These teams are intended to:

- Generate a knowledge build across program areas
- Improve communication.
- Encourage innovation through the on-going sharing of ideas.

¹ For purposes of this document, the term "agency" is an umbrella term used to refer to public children services agencies and private child serving agencies licensed through OFC.

- Empower decision-making at the lowest appropriate denominator.
- Generate support through group decision-making.
- Move staff towards shared goals and values.
- Work from a strength-based perspective.
- Support a holistic approach
- Encourage relationships without being reliant upon a single individual.

CORE PROGRAM TEAM MEMBERS	AS-NEEDED PROGRAM TEAM MEMBERS
Field Staff: Technical Assistance Supervisors	Data Analysis
Field Staff: Licensing Specialists	Federal Initiatives (CFSR, MEPA)
Substitute Care (Adoption, Kinship, Foster Care, ICPC, Independent Living)	Differential Response Program Management
Protection Services (Child Protection Policy, Central Registry & Adult Services)	Licensing Enforcement
	Fiscal Accountability
	SACWIS/OIS

V. Implementation: Setting Expectations

Long-term, the Model is intended to shift staff focus to:

- Increased on-site county interaction.
- Decreased focus on compliance².
- Increased focus on best practice development and innovation.
- County-led needs assessment.
- Holistic response to county-identified needs.
- On-going professional development for both state and county.

Management will be expected to:

- Establish clear expectation for team performance.
- Provide each team member with a job model and detail the accountabilities of each staff.

² STEP has acted on the belief that the Comprehensive Rule Review will produce more concise, less duplicative and conflictual rules, as well as a new process for promulgation. It is assumed that some regulation currently included in OAC will devolve to county (e.g. Memorandum of Understanding), will free some staff from rule-related activity, and will allow adjustment to staff time and function.

- Establish clear performance goals for each staff.
- Establish a workplace that focuses on solutions.
- Establish an “innovation zone” that allows staff to take risks and does not place blame for mistakes if employees have staff themselves in a responsible and professional manner.
- Provide access to information needed to meet expectations.
- Establish a culture of transparency.
- Establish clearly understood inter-team expectations for consistency and communication.
- Resolve cross-Team issues.

Teams will be expected to:

- Meet frequently, on a regularly-scheduled and as-needed basis.
- Establish clearly understood intra-team expectations and responsibilities.
- Integrate the OFC vision, mission and principles into daily work and decision-making.
- Respond to inquiries and requests quickly.
- Become fully cognizant of what is happening within assigned counties.
- Gather information for make informed decisions on the basis of current
- Meet on-site at least annually with each assigned county.
- Develop county-led technical assistance and/or action plans for the provision of support to county agencies.
- Provide analytical support to leaders who make organizational decisions.
- Document and share common patterns, issues and questions for cross program teaming and improvement
- Gather regular feedback on what is and is not working and facilitate practical solutions to resolve obstacles to effective, efficient practice
- Schedule county meetings and interaction in accordance with OFC policy
- Register team-county activities on OFC Event Calendar.

All staff will be expected to:

- Assume ownership and personal accountability for team tasks; perform the work necessary to solve and manage county technical assistance needs.
- Participate in the establishment of clear expectations within teams
- Bring in best practice and innovation from outside the organization.
- Have frequent communication with team members and other program leads within OFC
- Act as a resource for the team as it considers how best to provide support and in strategic planning sessions.
- Report on team progress and results, identifying and analyzing trends, sharing with leadership and program units.
- Maintain an open dialogue about how to continuously improve.
- Continue to report to their OFC functional manager.
- Work in partnership with county agency and team staff.

VI. Implementation: Building Skill Sets

The following attributes and associated knowledge, skills, and abilities are essential for members serving on Teams:

A. Attribute 1: Partnerships with Agencies

This attribute requires the knowledge, skill and ability to:

- 1) engage agencies in:
 - a) identifying technical assistance needs;
 - b) planning for technical assistance;
 - c) establishing technical assistance objectives;
 - d) achieving the objectives of technical assistance; and,
 - e) evaluating outcomes of technical assistance.
- 2) engage in:
 - a) self reflection to recognize and adapt personal behavior when appropriate.
 - b) collaborative and participative problem solving
 - c) prioritization of competing demands
 - d) effectively giving and receiving constructive feedback.

B. Attribute 2: Team Relationships

This attribute requires the knowledge, skill and ability to:

- 1) cross functional and organizational boundaries to collectively collaborate in meeting team objectives
- 2) assume multiple roles based on needs dictated by objective(s) of the team
- 3) be responsive and accessible to the agency and team in order to communicate, coordinate and synchronize team activities.
- 4) share responsibility for planning and delivery of technical assistance and achieving outcomes of technical assistance.
- 5) work in a variety of interdependent workflow processes (e.g., pooled, sequential, reciprocal, intensive) to exchange ideas and information in order to complete team objectives.

C. Attribute 3: Task Knowledge

This attribute requires the knowledge, skill and ability to:

- 1) identify and analyze resources needed to mobilize the team and achieve team objectives.
- 2) be adaptable when exploring technical assistance solutions
- 3) study human processes in organizations with the agency and identify what processes may be impacting agency effectiveness or outcomes.
- 4) train agency staff to use diagnostic models that permit them to make better decisions.
- 5) monitor, evaluate and provide feedback on overall team performance and individual team member performance.

VII. Implementation: Institutionalizing Behavior

Successful behavior change will require the establishment of an environment that supports and rewards the desired behavior, and encourages the development of expected skills and attributes. This will require that OFC:

A. Build/Institutionalize Behavior

- 1) Prepare staff for transition through change management
 - a) Plan long-term broadly; focus detail on establishing and measuring delivery of immediate actions
 - b) Create short-term wins; set series of achievable milestones
 - c) Involve every layer; create ownership
 - d) Enable constructive feedback
 - e) Clearly communicate:
 - Reasons for the change
 - Benefits of successful implementation
 - Details of change
 - f) Empower people to make decisions at operating level.
 - g) Encourage and develop capable people to be active in the change
 - h) Adjust recruitment, training and development
 - i) Provide personal counseling if needed to alleviate change-related fears.
- 2) Give staff tools to do job; skill development
 - a) Provide each OFC staff grounding on the core values and behaviors of partnership.
 - b) Provide joint OFC-county training to establish mutually agreed-to behaviors and expectations of behavior.
 - c) Establish a menu of professional development opportunities –basic and advanced- to support staff’s ability to meet job expectations.
- 3) Reinforce expected behavior through:
 - a) Targeted recruitment
 - b) Written performance expectations and evaluations
 - c) Opportunity for recognition and advancement based on performance
- 4) Set expectations through leadership

VIII. Implementation: Establishing Structured Communication

The Model will require a new level of communication that is regular and anticipated; multi-directional; and, that promotes:

- Information flow and informed decision-making.
- Context and understanding
- Communication across boundaries
- A sense of ownership and organizational affinity
- Focus on key aspects of work and practice
- Information-sharing without overload

- Self-accountability to be informed

The communication will employ a variety of methods and will address:

- A. Internal: “top down” communication
- B. Internal: peer-to-peer communication
- C. Internal: “bottom-up” communication
- D. External: state to county
- E. External: county to state
 - 1) Distribute Point of Contact List so that county staff can easily seek support

IX. Implementation: Building a Knowledge Base

Successful implementation requires the development of:

- staff skills and competencies
- mechanisms for consistency and timeliness in response and
- venues for staff and county to seek self-help
- a level of mutual- and self-regard between state and county staff

The building of a knowledge base will require:

- A. Professional development opportunities
- B. Documentation of responses to improve consistency
- C. Triage protocols
- D. Development of a centralized event calendar.
- E. Establishment of pre-meeting and meeting protocols
- F. Identification of “best practices”

X. Implementation: Supporting Agencies’ Ability to Self Assess

Successful implementation supports agencies’ ability to:

- self-assess
 - thoughtfully identify needs
 - seek meaningful assistance from state staff and peers.
- A. Develop pre-meeting tools to jointly develop technical assistance focus
 - B. Support access to and understanding of county-specific data
 - C. Facilitate connection between county requests and colleagues who are doing “it right.”

LIST OF ATTACHMENTS

Attachment 1	STEP Team Charter
Attachment 2	Putting It All Together
Attachment 3	Office of Families & Children: Vision
Attachment 4	Office of Families & Children: Mission
Attachment 5	Office of Families & Children: Principles
Attachment 6	Technical Assistance Framework Report
Attachment 7	Technical Assistance Model Development Report
Attachment 8	Planning Meetings
Attachment 9	Practice Fundamentals
Attachment 10	Communication Plan

STEP TEAM



Why STEP?

- Office of Family and Children (OFC) staff reported a culture and climate that impeded individuals' ability to effectively meet the needs of clients and to improve outcomes for Ohio's children.
- OFC's customers --public and private child serving agencies-- reported dissatisfaction both with the manner in which OFC provided support and the usefulness of the support that was being provided.

What is STEP?

- **S**olutions **T**hrough **E**mpowerment and **P**artnership.
- A cross-section of staff, representing all OFC bureaus and work levels.
- Volunteers who meet monthly and in individual work groups.

What is the Purpose of STEP?

- To address issues of organizational culture and climate that impact OFC's ability to sustain innovation and adhere to its vision, mission and principles.
- To institute a new way of working with public and private children services agencies that provides services that are regarded as value-added; advances agencies' ability to improve outcomes; and establishes a relationship of mutual accountability and respect.

What Has STEP Accomplished?

- Vision, Mission & Principles.
- Charter.
- Five Element Work Plan.
 1. Building a Team Approach.
 2. Building Institutional Behavior.
 3. Establishing Structured Communication.
 4. Building a Knowledge Base.
 5. Supporting Agencies to Self-Assess.
- Comprehensive rule review.

How Can ODJFS Leadership Support STEP?

- Commit to the STEP charter.
- Help engage other ODJFS offices when needed to move STEP recommendations forward.
- Champion STEP work and promote sustainability of the STEP model.
- Carry STEP's message:
 1. We heard you.
 2. We are working together to address concerns.
 3. Partnership is essential to improving outcomes for children and families.
 4. The work you do may not change, but how you do it will (OFC staff).

Office of Families and Children Regional Teams



PARTNERS
FOR OHIO'S FAMILIES

Roles and Responsibilities of Regional Team Coaches

Purpose:

Each of the five Regional Teams will have a pair of Coaches, who will share responsibility for supporting implementation of OFC's team-based technical assistance approach. Coaches do NOT take the place of individual team members' supervisors, but rather, provide additional cross-functional coordination and support, working in tandem with individual team members' supervisors.

Level of Support:

The initiation and early start-up of the Regional Teams implementation will require some unique supports to be provided by the Coaches. It is expected that the level and types of needed supports will likely change over time. As team members gain confidence in the process and experience working together in new ways, the Coaches' role will likely evolve as well.

Initial Support to Team:

Coaches will be expected to:

- Be responsible for scheduling and convening the initial internal meeting of their entire Regional Team. This meeting will be an in-person meeting with all members present and will be held prior to December 31, 2012. Coaches will follow the suggested agenda/format for these meetings, to be developed by the Implementation Team (Justin Abel is the lead of this team).
- Identify individual team members' experience and expertise relative to the mission of the Regional teams;
 - what unique strengths does each member bring to the team?
 - In what areas do team members need assistance?
- Inform the office management and PFOF Coordinator of any supports/resources that would be helpful to team operation. Training and other professional development resources are available and will be provided, as needs are identified. Coaches provide that link.

- Coordinate and host the Regional Team “kick off” meeting with all invited counties/private agencies in the region. This meeting is to be held prior to March 31, 2013, and will be located at a venue within the Region.
- Coaches will take the lead in scheduling, coordinating, and hosting this event, but can expect some task support from individual team members. Examples of specific tasks include, but are not limited to:
 - identifying a date.
 - securing a venue.
 - sending invitations to all counties and private agencies.
 - working with team members to create an agenda for the event.
 - identifying team members to lead on specific presentations.
 - serving as “host” at the event.
- Convene all members of the Regional Team for a meeting bimonthly (every other month) at a minimum. Meetings may be held via teleconference, videoconference, or in-person. All members are expected to attend and actively participate. Coaches are asked to be responsible for scheduling and facilitating these meetings, as well as ensuring that a note taker is identified and summary notes are distributed to all members (and their corresponding supervisors) afterwards.
- Facilitate discussions regarding any decisions that need to be made by the team
- Serve as the “go to” resource for team members, particularly regarding issues that may arise that are cross-functional or cross-supervisory. Coaches do not supplant individual team members’ supervisors, but will facilitate and help troubleshoot problems, concerns, or questions, encouraging team members to take personal responsibility and initiative using partnership principles.
- Serve as the “keeper” of the team’s official records of team events, decisions, assignments, etc.
- Ensure that Regional Team members document their work using Quality Center.
- Be responsible for tracking to ensure that every county in the Regional Team’s geographic service area has been met with every year, as per the TA Model Implementation Plan.

Cross Functional Support:

- Coaches will serve as a conduit for cross-team sharing of best practices, challenges, and issues.

- Coaches will need to meet on a regularly (frequency to be determined) scheduled basis with other Regional Team Coaches to:
 - coordinate efforts between teams
 - ensure consistency of response statewide
 - address cross-team issues
 - identify and raise system challenges and barriers that need addressed

- Ensure that their Regional Team member assignment list (“the master list” of staff assignments to county teams) is maintained. Supervisors will be responsible for providing Rachel with any changes in individual staff assignments. Rachel will update the Master List document. Coaches will ensure that their Regional Team members have the most current version of the document.