Bridging the Gap between Education and Child Welfare

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Purpose of Paper

Provide update of literature on interagency work

- Statement of the problem, historical information
- Summarize 4 promising evidence-informed theoretical frameworks
  - Interactive Systems Framework for Dissemination & Implementation (Wandersman et al., 2008)
  - Interagency Collaborative Team Process (Hurlburt et al., 2014)
  - Systems of Care (Stroul & Friedman, 1986)
  - Collaboration Evaluation and Improvement Framework (Woodland & Hutton, 2012)
- Offer practical strategies/recommendations to guide your work

Acknowledgements

- Abe Wandersman for permission to use his slides of *The Interactive Systems Framework for Dissemination and Implemention (ISF)*
- Rebecca Woodland for her permission to use visuals of the *Collaboration Evaluation and Improvement Framework*
- Teams, children, and families with whom I have had the pleasure to work!

Statement of the Problem

- Increasingly governments *at all levels* are calling upon organizations to collaborate in order to address complex issues related to children's lives
- This type of work is difficult!
- To do this successfully partnering organizations need information…
  - Theoretical frameworks
  - Critical factors
  - How to evaluate their work

Key Findings from Lit Review by Duggan & Corrigan (2009)

- Few theoretical frameworks to guide work

- Limited research in field, especially evaluative

- Context is critical!

BUT…

"Key Learnings" from Duggan & Corrigan (2009) cont'd

Factors that Facilitate

- Adequate resources
- Shared understanding of roles & responsibilities
- Stakeholder involvement
- Strong leadership
- Shared commitment to work

Barriers

- Lack of resources
- Confusion re: roles & responsibilities
- Lack of commitment
- Weak leadership
- Lack of interagency training
- Harmful agency cultures

Promoting school attendance, engagement, and retention requires partnerships between education & child welfare!

Why partnerships between education and child welfare?

- Root causes of prolonged school absences, disengagement, and early school withdrawal
  – Are often multi-faceted
  – Involve factors that extend beyond school walls
  – Schools can't do it alone!
- Child welfare system traditionally has broad focus on the well-being of the child & family
  – Recognizes the complex web of factors that can contribute to student disengagement & absences

Problem: "Terminological Quagmire"*

- Interagency collaboration?
- Interagency cooperation?
- Strategic partnerships?
- Inter-organizational coalitions?
- Strategic Alliances?
- Etc., etc., …

*Lloyd, Stead, and Kendrick, 2001

Interagency work exists on continuum

Peterson (1991)
- Cooperation: share information to support each organizations work
- Coordination: work together to conduct activities or co-sponsor events
- Collaboration: each organization gives up some autonomy to achieve common goals

Cooperation   Coordination   Collaboration

Least   Degree of Integration   Most

Interagency work exists on continuum

Lloyd et al. (2001): didn't describe as continuum, but…
- Multi-agency working: Multiple agencies involved, but not done jointly or concurrently
- Interagency working: Work together in intentional, formal way
- Joined up working: Act together purposefully and effectively; Warmington et al. (2004): "Totem in current UK social policy"
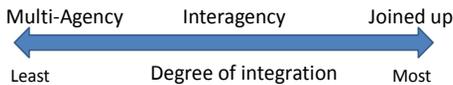
Multi-Agency   Interagency   Joined up

Least   Degree of integration   Most

Promising Theoretical Models

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Promising Theoretical Models

1. **Interactive Systems Framework for Dissemination & Implementation (ISF; Wandersman et al., 2008)**
   - **Origins in Implementation Science**

2. Interagency Collaborative Team Process (ICT; Hurlburt et al., 2014)

3. Systems of Care (SOC; Stroul and Friedman, 1986)

4. Collaboration Evaluation and Improvement Framework (CEIF; Woodland & Hutton, 2012)

Interactive Systems Framework (ISF: Wandersman et al., 2008)
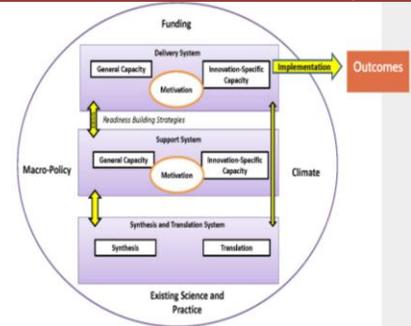
ISF Delivery System

- Actions needed by partnership, organization, & individuals to implement & sustain EBP
- *General* activities to ensure
  - Strong leadership
  - Sufficient staff
  - Adequate funding
- *Specific* activities related to EBP
  - Selecting practice that "fits" setting
  - "Rolling it out"
  - Taking steps to ensure sustainability
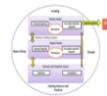
ISF Support System

- Actions needed to *support* implementation of the practice
- *General* activities related to capacity building
  - Within collaborative & member organizations
- *Specific* activities related to EBP
  - Initial training
  - Ongoing consultative or coaching support
  - Provision of necessary materials
  - Monitoring of fidelity of implementation

Getting to Outcomes (GTO) – Example of a Support System

Series of 10 questions that serve as steps in the GTO process
- Questions 1-6: Planning
  - E.g., "What is the plan for implementing this practice?"
- Questions 7 & 8: Process and outcome evaluations
  - E.g., "How will implementation quality be assessed?"
- Questions 9 & 10: Using data for quality improvement & sustainability
  - E.g., If the practice is successful, how will it be sustained?"

- Currently in use in US, Canada, and Japan
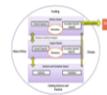
ISF Synthesis & Translation System

- *General* activities: Actions needed to ensure practice is user-friendly & accessible to implementers
- *Specific* activities related to EBP
  - Developing manuals & tools to measure fidelity
  - Articles in practitioner-oriented journals, presentations at practitioner conferences
  - Development of other resources such as websites

Implications of ISF for Tusla-School Partnerships

- Focus: Adoption, implementation, & Dissemination of Evidence-Based Practices (EBPs)
- Need to consider 3 systems, <u>not</u> just 1
- Context & "fit" of EBPs to setting
- Adequate supports & processes in place to implement EBPs
- Macro-context factors
- Many resources available to support work, including GTO
- Continued…

Implications of ISF for Tusla-School Partnerships

- Consider *general* & *specific* factors

  – Example: Tusla-School partnerships & *confidentiality in sharing attendance data*
    - General: Confidentiality is relevant at partnership, organization, & individual levels

    - Specific to attendance data: What data? How to collect? Fields needed? To do what analyses?

Promising Theoretical Models

1. Interactive Systems Framework for Dissemination & Implementation (ISF; Wandersman et al., 2008)

2. **Interagency Collaborative Team Process (ICT; Hurlburt et al., 2014)**
   - Origins in implementation science

3. Systems of Care (SOC; Stroul and Friedman, 1986)

4. Collaboration Evaluation and Improvement Framework (CEIF; Woodland & Hutton, 2012)

Interagency Collaborative Team (ICT) Process

- Focus: Bringing an EBP to scale
- Currently: Scaling up "*SafeCare,*" an EBP to prevent child neglect in several regions of the US
- Four-stage model that indicates processes & actions relevant to each stage

ICT Stage 1: Exploration Stage

- Collect information about a EBP for stakeholders to consider
  – Staffing needs
  – Training costs
  – Time needed to implement EBP
  – Targeted outcomes
- ID relevant stakeholders, engage them, & gain their commitment to change effort
- Determine "fit" of practice to local context
  – Population targeted
  – Feasibility within setting

ICT Stage 2: Preparation Stage

- Focus is on obtaining necessary resources for the EBP's implementation
- *Interagency* Seed Team: Members from all partnering organizations; Key role in this model here and in remaining stages
  – Liaison role with practice developers
  – Train new staff
  – Provide on-site support to implementers
  – Monitor and ensure fidelity
  – Conduit between implementers and key stakeholder leadership team
  Continues…

ICT Preparation Stage (cont'd)

- Other *interagency* teams
  – Start at this stage and continue throughout remaining stages
  – Implement intervention
  – Providing feedback to Seed Team
  – Sharing information with one another re: implementation successes and challenges

ICT Stage 3: Implementation Stage

- Fidelity is major focus
- Commitments from key stakeholders are sought to provide necessary supports to maintain high fidelity
- Progress monitoring is started and continues throughout implementation of EBP

ICT Stage 4: Sustainment Stage

- Emphasis on fidelity and progress monitoring continues
- Continued focus on skill development via training new staff and on-site coaching to trained staff
- If EBP developers have been involved up to this point, plans are made to phase them out

Implications of ICT for Tusla-School Partnerships

- Focus on entire process through to "taking to scale"
  – Increase # of collaborative partnerships locally, regionally, and nationally that are using targeted EBPs
- "Stage" model so provides temporal aspect to partnership workings
  – What to do when
- Unique element: SEED TEAM
  – Membership would include reps from both organizations
  – Role includes cross-training, on-site support, monitoring fidelity
  – Liaison between implementers and inter-organizational leadership team of key stakeholders

Promising Theoretical Models

1. Interactive Systems Framework for Dissemination & Implementation (ISF; Wandersman et al., 2008)
2. Interagency Collaborative Team Process (ICT; Hurlburt et al., 2014)

3. **Systems of Care (SOC; Stroul and Friedman, 1986) & Wraparound (Eber et al., 2008)**
   - **Ecological systems theory, Environmental ecology theory**

4. Collaboration Evaluation and Improvement Framework (CEIF; Woodland & Hutton, 2012)

Systems of Care (SOC)

- Focus: Emotionally disturbed children & youth
- Core values reflected in emphases on....
  – Community-based, culturally & linguistically competent services that are…
  – Child-centered, family-focused,
  – And strengths based

SOC cont'd…

Key elements
- Individualized care within LRE
- Access to wide spectrum of services
- Families as full participants
- Coordination among programs and agencies
- Cultural competence

Outcomes of SOC*

Children
- improved school attendance and performance
- fewer law enforcement contacts
- more stable living arrangements
- decrease in substance use and clinical sx

Families
- Caregivers: less strain related to child care
- Improved interactions and communications

*Review by Manteuffel et al. (2008) of outcomes for communities funded through US *Comprehensive Community Mental Health Services for Children and Their Families*

SOC: Wraparound

- Used in numerous schools in US
- Proceeds in four phases
- Role of facilitator is crucial

Wraparound Phase 1: Engagement & Team Preparation

- Focus is on building trust & ownership among family, student & teacher
- Initial informal conversation
- Child & family educated on Wraparound process
- Child & family asked to tell their story
- Family needs prioritized to create family mission
- Potential team members considered based on relationship with family, mandates, or areas of expertise

Wraparound Phase 2: Initial Plan Development

- Develop plan to improve quality of life for student and family
- Collect baseline data
- Plan is based on family's strengths to address their needs
- If needed, Safety Plan for home and/or school is developed

Wraparound Phase 3: Ongoing Plan Implementation and Refinement

- Plan is implemented
- Data are used to monitor progress
- Meetings focus on monitoring progress and determining whether initial plan needs to be revised to better address student and family's current needs & progress
- Meetings continue until goals are achieved

Wraparound Phase 4: Transition from Wraparound

- Celebrate achievement of goals
- Transition plan developed to
  - Phase out supports
  - May include other less intensive supports

Implications of SOC & Wrap for Tusla-School Partnerships

- Improves school attendance & performance so aligns well with partnership's goals
- Very intensive and highly individualized so should be reserved for neediest families and students, especially those with mental health needs
- Like ISF and ICT, emphasizes DBDM, importance of planning & having "the right people at the table," and importance of context, esp. related to families culture and community

Continues…

Implications of SOC & Wrap for Tusla-School Parnerships

- Like ICT emphasizes temporal aspect of interagency work in its four phases

- Although very individualized Wraparound is often embedded in a broader school-wide system of supports

Promising Theoretical Models

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4. **Collaboration Evaluation and Improvement Framework (CEIF; Woodland & Hutton, 2012)**
   - Grounded in collaboration theory, systems theory, organizational learning, & evaluation research

Collaboration Evaluation and Improvement Framework (CEIF)

- Used by collaborations between schools & community agencies focused on violence prevention, among others
- Involves 5 phases or what the authors call "five entry points for thinking about when, where, and how to engage in the complex task of evaluating organizational collaboration" (page 367)
- Of models discussed, I believe this one has greatest focus on the interagency collaboration itself

CEIF *PHASE 1*: Operationalize Collaboration – 5 attributes

1. Shared purpose: "*sine qua non* of collaboration" (page 370)
   - Shared vision or based on recognition that outcomes cannot be achieved by any one organization
   - Vision and mission statements for collaborative
2. Should be viewed as nested and networked phenomena
   - Collaborations nested in intra-organizational collaborations
3. Collaboration is developmental
   - Proceed through sequence of stages

CEIF PHASE 1: Operationalize Collaboration – 5 attributes

4. Collaboration involves a continuum of integration
   - Peterson's (1991) continuum:
   Cooperation, Coordination, and Collaboration
5. Collaboration involves an iterative cycle of inquiry that includes
   - dialogue
   - decision-making
   - taking action and
   - evaluation

CEIF *PHASE 2*: Identify & Map Communities of Practice

- Purpose: ID and map high leverage teams within collaboration <u>and</u> those nested within the individual organizations
  – "flow" of innovations through collaborative network
  – ID key individuals who could facilitate or impede work of collaboration
- When info is collected over time it can help determine which patterns of collaboration yield best (or worst) outcomes

CEIF *PHASE 3*: Monitor Stages of Development

<u>Rationale</u>: Collaboratives need to pass through stages successfully to accomplish targeted outcomes & specific questions can be used at each stage

Stage models of Bailey and Koney (2000) and Tuckman & Jensen (1977)

   - For each stage there are a series of questions that can be asked to guide the thinking & work of the group

CEIF Stage 1: Forming/Assembling Stage

<u>Tasks</u>
- Clarify major tasks to be accomplished
- Determine leadership, purpose, strategies and structures to be used

<u>Sample questions:</u>
- Are the right people & organizations part of the group?
- Are leader and member roles & responsibilities clear to all?
- Is everyone aware and have a clear understanding of the purpose(s) of this collaborative?

CEIF Stage 2: Storming/Ordering Stage

<u>Feelings surface</u>
- Turf issues, expertise
- Resources
- Differences in sense of urgency
- Differences in willingness to take on tasks & responsibilities

<u>Sample questions:</u>
- Has collaborative established ways of arriving at consensus & managing conflict?
- What is the purpose of the collaborative?
- Are guidelines and policies in place to help the collaborative achieve its purpose?

CEIF Stage 3: Norming/Performing Stage

<u>Task:</u>
Stakeholders actively involved in necessary work to accomplish goals

<u>Sample questions:</u>
- How have roles & responsibilities changed over time?
- How have members balanced the needs of collaborative with those of own organization?
- Are leaders & members willing to acknowledge setbacks & celebrate progress?

CEIF Stage 4: Transforming/Adjourning Stage

Task:

Teams use data related to progress toward goals an outcomes to determine next steps -

Change, reconfigure, or dissolve collaborative

Sample questions:

- What activities have been accomplished?
- How satisfied is group with accomplishments?
- Have we attained outcomes for targeted children and families? If not, why not? What do we
  need to do differently?

Why Assess Stages?

- Reframe: Normalize as developmental progression
- Members need to know what stage and what tasks they need to accomplish in that stage

CEIF *PHASE 4*: Assess levels of integration between & within organizations

- Doesn't imply higher levels of integration are necessarily better
- Level of integration needed is function of goals & purposes

CEIF Phase 4: Levels of Integration Rubric (LOIR; Gajda, 2004)

CEIF Phase 4: Levels of Integration Rubric (LOIR; Gajda, 2004)

How to use:
- Determine current level of integration
- Determine ideal level of integration
- Develop Action plan to arrive at ideal level

- LOIR data could serve as formative & outcome in and of itself

CEIF *PHASE* 5: Evaluate "Cycles of Inquiry"

- Process that occurs within groups
- Systematic focus on communication process can prevent "co**blab**oration" & maximize performance

Phase 5: Team Collaborative Assessment Rubric (TCAR: Woodland & Hutton, 2012)

Measures 4 aspects of communication
- Quality of dialogue
- Decision-making process
- How teams take action
- How teams evaluate their effectiveness

Could be used as formative ax and/or determine rlshp. between quality of communication & child outcomes

Implications of CEIF for Tusla-School Partnerships

- Most helpful to evaluate and improve partnership itself
- Provides tools practitioners and evaluators can use to increase effectiveness
- Like the ICT and SOC it utilizes stage model
- Unique is its focus on team development and personal aspects of team work
  – "Ultimately it is the people who collaborate, not organizations." (Gajda, 2009)

So What? Now what?: Recommendations

- Choose the model that focuses on the issues or aspects of interagency work that you are seeking to address
- Outcomes should benefit children & their families
  – THE most important stakeholders
  – Active voice in decisions
- Key stakeholders should be represented at the national, regional, and local levels & committed to the work
- Relationships matter!
  – Across Tusla-School partnerships
  – Between staff in same organization
  – Between team members and families

Recommendations for Bridging the Gap

- Practitioners benefit from tools that reflect useful theoretical frameworks
- Evaluate interagency work – "If it isn't measured it doesn't get done."
- Consensus-building should be focus early on
  – Precedes adequate infrastructure & provision of services to children & families
  – **Vision & Mission Statements** for Interagency Work

Recommendations for Bridging the Gap

Examples of Vision and Mission Statements related to Tusla-School Partnerships

Vision: "All students in Ireland will attend school on a regular basis and stay in school until they complete their course of studies."

"The mission of the Tusla-School Partnership is to work collaboratively to help more students in Ireland come to school on a regular basis and complete their course of studies so they can benefit from the educational and social opportunities available in school."

Recommendations for Bridging the Gap

- Woodland & Hutton (2012): Often people are well-intentioned but don't have the knowledge and/or skills to engage in interagency work.
  – Provide written or visual materials & time to discuss them
  – Application activities
  – On-site coaching & support
- Interagency work requires strong leadership.
- Cross-agency training should occur – ICT's "Seed Team" as example

Recommendations for Bridging the Gap

- Partnership work follows developmental sequence. Teams should be aware of stage they're in and activities they need to accomplish
- Teams need to consider general factors related to the partnership and partnering organizations and the specific factors related to the innovation to implement
- SOC (Wraparound) is intensive intervention
  – Save for neediest families
  – Best if part of broader systemic approach
- Teams should routinely use data to inform decisions. More on this in the afternoon!

Finally, thank you, truly THANK YOU! For all you do for Ireland's neediest children and families!

Concluding Remarks

- To promote school attendance, participation, and retention requires partnerships between Tusla and schools.
- Schools can't do it alone!
- This work can be complicated, messy, and extremely challenging.
- Also incredibly rewarding
- My hopes are that the models and strategies will help you with your work.