700: Moving Through the Collaboration Continuum to Improve Permanency Outcomes

A Training Outline

Developed by:
Maryann Marchi and Deborah Mock

For:
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Agenda for the 3 hour curriculum on
700: Moving Through the Collaboration Continuum to Improve Permanency Outcomes

Estimated Time	Content	Page
15 minutes	**Section I:** Introductions	1
1 hour	**Section II:** Why Teaming and Why Now?	1
1 hour, 30 minutes	**Section III:** Leading the Team	6
15 minutes	**Section IV:** Summary and Evaluations	10

700: Moving Through the Collaboration Continuum to Improve Permanency Outcomes

Section Name	Est. Time	Key Concepts	Resources Used
Section I: Introductions	**15 minutes**	<u>Method</u>: Lecture • Introduce the moderators and panelists. • Moderators will review the learning objectives and the agenda.	• **Handout #1: 700: Moving Through the Collaboration Continuum to Improve Permanency Outcomes** (PowerPoint) • **PowerPoint Slide #1: 700: Moving Through the Collaboration Continuum to Improve Permanency Outcomes** • **PowerPoint Slide #2: Learning Objectives** • **PowerPoint Slide #3: Agenda**
Section II: Why Teaming and Why Now?	**1 hour**	<u>Method</u>: Lecture/Panel Presentation/Large Group Discussion/Small Group Activity. **Trainer note:** Participants will most likely have seen the draft version of PA's Practice Model. Since the last workshop, the Practice Model has been finalized. Ask the OCYF panelist the following question: • Why the TA Collaborative and why now?	• **Handout #1: 700: Moving Through the Collaboration Continuum to Improve Permanency Outcomes** (PowerPoint) (revisited) • **Handout #2: Pennsylvania's Child**

The Pennsylvania Child Welfare Resource Center   700: Moving Through the Collaboration Continuum to Improve Permanency Outcomes

Page **1** of **11**

		- Improved safety, permanence, and well-being outcomes for children, youth and families is our mission. - The Program Improvement Plan (PIP) identified continuous quality improvement (CQI) as the way to improve outcomes for children, youth, and families. - The CQI identified the need for the PA's Practice Model. The PA's Practice Model's values/principles/skills are NOT NEW – it is work that you have been doing and the model came from our identification of your best practices and highest quality of services that helped develop what is now Pennsylvania' final Practice Model. - Refer participants to **Handout #2 (PA's Child Welfare Practice Model)** - Describe how the value/principle of teaming is outlined in PA's Practice Model. - Describe how the skill of teaming is outlined in PA's Practice Model. - Refer participants to **Handout #3 (A Collaborative Approach to Concurrent Planning).** - The Technical Assistance Collaborative was identified as a CQI strategy in our Program Improvement Plan to improve outcomes. - Refer participants to **Handout #4 (Teaming Indicator from Pennsylvania's QSR Protocol Version 3.0).** - Emphasize that teaming across levels is the parallel process at work. Compare how teams	**Welfare Practice Model** • **Handout #3: A Collaborative Approach to Concurrent Planning** • **Handout #4: Teaming Indicator from Pennsylvania's QSR Protocol Version 3.0** • **Handout #5 : Activity** • **Handout #6 : The Collaboration Continuum** • **PowerPoint Slide #4: Why Teaming and Why Now?** • **PowerPoint Slide #5: Teaming is a Parallel Process** • **PowerPoint Slide #6: Is this really all that different than how we lead before?** • **PowerPoint Slide #7: The Collaboration**

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are expected to form and function at the child, youth, and family level by reviewing the Quality Service Review (QSR) Practice Performance Indicator: Teaming.
  - Explain that teaming happens at every level and across partnerships.
    - With children, youth and families
    - With agency staff
    - With private providers and community members
    - With state partners
  - Explain that the Concurrent Planning bulletin is a "real time" example of how the vision of the Statewide TA Collaborative is coming to life.

Ask the OCYF panelist the following:
  - How is the structure of the TA Collaborative supportive of teaming across all levels of the child welfare community.

Give a statewide TA Collaborative panel member an opportunity to respond to the following question:
  - How will the formation and functioning of the TA Collaborative at the state level move our efforts to team forward?

Give a regional TA Collaborative panel member an opportunity to respond to the following question:

  - How will the formation and functioning of the TA Collaborative at the regional level move our efforts

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Continuum

- **PowerPoint Slide #8: What is Collaboration?**

- **PowerPoint Slide #9: Why should we care about the collaboration continuum?**

- **PowerPoint Slide #10: Let's Hear From the Statewide and Regional TA Collaborative**

- **PowerPoint Slide #11: Let's Hear From You**

- **PowerPoint Slide #12: Let's Hear From OCYF**

- **PowerPoint Slide #13: Let's Get Different Perspectives**

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		to team forward?	

		Explain that collaborative efforts evolve over time over a continuum. Working relationships can be characterized as follows:
		    o Networking
		    o Coordinating
		    o Cooperating
		    o Collaborating
		    o Integrating
		
		Divide the class into small groups and ask them to define the five following terms, networking, coordinating, cooperating, collaborating, and integrating, and identify what type of activities a team might be engaged in at each of the levels.
		
		Encourage them to record their ideas on **Handout #5 (Activity).** After 10 minutes, reconvene the large group. Ask if anyone would like to share their thoughts. Record ideas for each term on flip chart paper.
		
		Assist the large group in building a collaboration continuum by facilitating discussion of their small group work.
		
		Distribute **Handout #6 (The Collaboration Continuum).** Give participants an opportunity to review the handout and the descriptions of each level on the continuum. As participants review it, encourage them to compare the descriptions of each level to the continuum they developed as a group.	

Emphasize that collaboration is not always the goal for every team for which he/she is a member. The desired future state needs to be identified so the team members know how to act when they are functioning successfully. For example, if integration was the desired future state for the TA Colloborative, it would warrant very different actions on the part of team members. In addition, there would be a very different shared purpose.

Ask the group, why should we care about the collaboration continuum? Facilitate a discussion until the group identifies the importance for a team to
- develop a shared purpose
- assess where they are on the continuum.

Each new team needs to move through the continuum at its own pace. A new team is not expected to be able to collaborate until it has successfully achieved networking, coordination, and cooperation. Each stage takes time.

Explain that the panelists will describe their successes and challenges as they work together to collaborate with teams to support the concurrent planning implementation. Explain that these collaboration efforts can and should be transferred to other projects or change efforts.

Give a statewide and a regional TA Collaborative panel participant an opportunity to respond to the following questions:

- How were team members identified?

		• Are there leadership skills the person in the role of leader needs to be able to apply to be successful? • How did the Collaborative decide what roles people will play? Ask the large group to brainstorm ways an effective statewide/regional TA Collaborative group could support agency efforts? As ideas are called out, record them on a flip chart. Give a statewide panel participant and an OCYF regional representative an opportunity to respond to the following questions: • How might the role of regional representatives be different in this bulletin implementation as opposed to others? Give the opportunity for any panel participant to respond to the following questions: • What are the benefits/challenges to teaming for bulletin implementation?	
Section III: Leading the Team	**1 hour, 30 minutes**	<u>Method</u>: Lecture/Panel Presentation/Large Group Discussion/Small Group Activity. Provide a statewide TA Collaborative, regional TA Collaborative and a county panelist with the opportunity to respond to the following questions: • Where is your team currently on the continuum? • How your team has moved through the	• **Handout #1: 700: Moving Through the Collaboration Continuum to Improve Permanency Outcomes** (PowerPoint) (revisited)

		collaboration continuum? • What are the most critical elements that have helped your team evolve past the networking phase? • Was the charter helpful to you as a team member? If so, how? Refer participants to **Handout #7 (Charter).** Have them consider the current rationale for the TA Collaborative: _Rationale:_ *To develop a cohesive group of Technical Assistance providers who work in collaboration with county children and youth agencies (CCYA) to enhance the quality of child welfare services and improve outcomes for children, youth, and families. To improve communication, increase knowledge level, and enhance coordination of TA and other support services provided to CCYAs.* Provide a statewide and county panelist with the opportunity to respond to the following questions: • Why is collaboration so difficult? Refer participants to **Handout #8 (Barriers to Collaboration).** Provide a statewide TA Collaborative, regional TA Collaborative and a county panelist with the opportunity to respond to the following questions:	• **Handout #7: Charter** • **Handout #8: Barriers to Collaboration** • **Handout #9: Does Psychological Safety Hinder Performance?** • **Handout #10: Discussion Questions** • **PowerPoint Slides #14-16: Let's Get Different Perspectives** • **PowerPoint Slide #17: Barriers to Collaboration** • **PowerPoint Slides #18: Let's Get Different Perspectives** • **PowerPoint Slide #19: Let's Hear from the Statewide TA Collaborative** • **PowerPoint Slide #20: Psychological Safety**

		• Do you have examples as to how your team has successfully addressed one or more of these challenges of time, trust, or turf Provide a statewide TA Collaborative panelist with the opportunity to respond to the following question: • How can a team leader balance meeting the team where they are at (cultural proficiency) and keeping the group moving towards the desired future state (goal focused)? Refer participants to **Handout #9 (Does Psychological Safety Hinder Performance?)** Introduce Amy Edmondson's psychological safety/accountability matrix. Explain that some participants may remember this matrix from previous leadership trainings. Provide a regional TA Collaborative or a county panelist with the opportunity to respond to the following question: • Describe any challenges that the team has faced in building psychological safety and accountability? If the team overcame this challenge, how did it do so? Provide panelists with the opportunity to respond to the following question: • Can you identify any lessons learned? Divide the class into groups of 4 or 5 based on similar class sizes. Ask small groups to discuss the following: **Refer participants to Handout #10 (Discussion**	**Versus Performance** • **PowerPoint Slides #21-22: Let's Get Different Perspectives**

The Pennsylvania Child Welfare Resource Center   700: Moving Through the Collaboration Continuum to Improve Permanency Outcomes

Page **8** of **11**

		Questions). *Ask participants the critical thinking questions:* • *How prevalent is the concept of teaming in your local child welfare system?* • *How would your families, staff, community, providers and state partners describe your agency's collaborative teaming efforts?* • *Which existing teams beyond concurrent planning teams within my agency have opportunities to move through the collaboration continuum?* • *Would the team be expected to coordinate, cooperate, collaborate, or integrate?* • *What will be the challenges for the team in moving through the collaboration continuum?* • *What role do you as the agency leader have in making that happen?* • *How can the TA Collaborative help your team move through the continuum?* Facilitate a large group report out. Document the challenges, the role of the leader, and the assistance being requested of the TA Collaborative on flip chart. Explain that the next step for the TA Collaborative will be to review these comments/suggestions/requests and strategize how to meet these needs. Encourage participants to continue working with their technical assistance teams on concurrent planning assessments.	

700: Moving Through the Collaboration Continuum to Improve Permanency Outcomes

Section IV: Summary and Evaluations	**15 minutes**	<u>Method</u>: Lecture/Panel Presentation/Large Group Discussion/Individual Activity • Provide an opportunity for final thoughts or questions from the participants and answers by the moderators and panelists. • Instruct participants to complete their Action Plans. • Distribute and collect the workshop evaluations.	• **Handout #1: 700: Moving Through the Collaboration Continuum to Improve Permanency Outcomes** (PowerPoint) (revisited) • **Handout #11: Action Plan** • **PowerPoint Slide #23: Let's Hear From You!** • **PowerPoint Slide #24: Final Thoughts?** • Workshop evaluations

700: Moving Through the Collaboration Continuum to Improve Permanency Outcomes

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Web Resources:

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