

National Quality Improvement Center

QIIC • AAG

Adoption & Guardianship
Support and Preservation

A Program funded through a five-year cooperative agreement with
Department of Health and Human Services,
Administration for Children and Families, Children's Bureau in partnership with:
Spaulding for Children
The University of Texas at Austin,
The University of Wisconsin-Milwaukee, and
The University of North Carolina at Chapel Hill

Annual Lessons
Learned Webinar
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QIC-AG: IMPLEMENTATION LESSONS LEARNED

WELCOME AND INTRODUCTIONS

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LEARNING OBJECTIVES

Participants will:

- Gain a basic understanding of the deliberate approach to implementation used by the QIC-AG
- Learn about the lessons learned themes that emerged during implementation and site specific examples
- Gain an understanding of how these lessons are relevant to work in the field

GOAL OF THE QIC-AG

The National Quality Improvement Center for Adoption and Guardianship Support and Preservation (QIC-AG) is a five-year project working with eight sites that will implement evidence-based interventions or develop and test promising practices which if proven effective can be replicated or adapted in other child welfare jurisdictions. Effective interventions are expected to achieve long-term, stable permanence in adoptive and guardianship homes for waiting children as well as children and families after adoption or guardianship has been finalized.

QIC-AG LEADERSHIP TEAM



QIC-AG is funded through a five year cooperative agreement with Department of Health and Human Services, Administration for Children and Families, Children's Bureau.

❖ Spaulding for Children



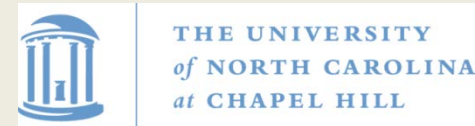
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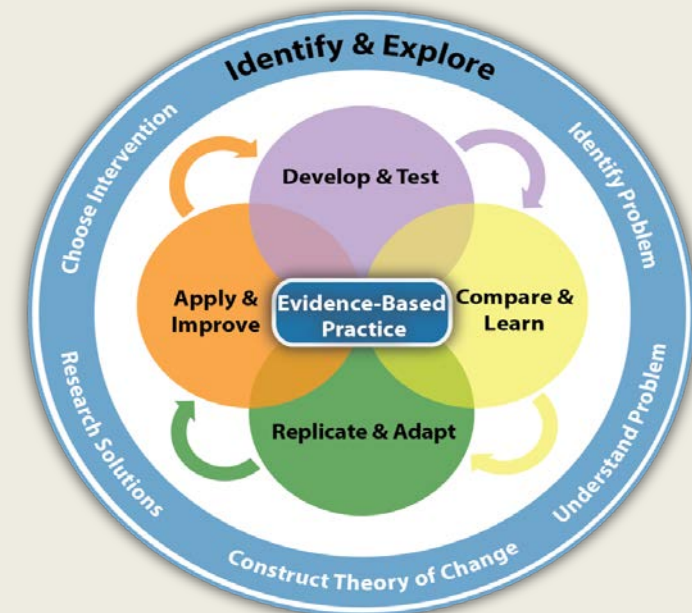
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QIC-AG IMPLEMENTATION

The work in each of the QIC sites followed a structured progression through the various phases of implementation science informed by the National Implementation Science Network (NIRN, 2010) and “ A Framework to Design, Test, Spread, and Sustain Effective Practice in Child Welfare (Children’s Bureau, 2014). The phases of implementation are:

- Identify and Explore
- Implementation Planning
- Installation
- Initial Implementation
- Full Implementation



IMPLEMENTATION TOOLS

Implementation Tools can be found at:

- <https://qic-ag.org/imt/>
- <https://capacity.childwelfare.gov/states/focus-areas/cqi/change-implementation/series-at-a-glance/>
- <https://nirn.fpg.unc.edu/>

The framework can be found at:

- www.acf.hhs.gov/sites/default/files/cb/pii_ttap_framework.pdf

LESSONS LEARNED THEMES

The following are themes for lessons learned:

- Staffing
- Internal and External Stakeholder Engagement
- Training, Coaching and Supervision
- Recruitment and Retention
- Affordability
- Logistics and Scheduling

STAFFING SELECTION



Use staff who have the knowledge, skills, characteristics, abilities needed for the intervention approach to ensure a “good fit” with the program.

- ✓ **New Jersey:** Create position descriptions and interview tools that identify needed characteristics and skills
- ✓ **Tennessee:** Use existing staff versus hiring new staff

STAFFING SELECTION



Considerations for the Field:

- Examine the effectiveness of the recruitment and selection process. For example, were the selection criteria correct? Did the recruitment process get the “right” staff to apply; did the interviews yield the information needed to make staffing decisions?
- Determine the skills, knowledge, and abilities needed by implementation staff.
- Determine the workload-to-staff ratio.
- Determine the number of staff (by position) needed to support full implementation.
- Determine if any internal capacity or barriers exist to obtaining qualified staff.
- Consider the agency’s experience with staff turnover and retention before making the investment in staff time and cost.

STAFFING COMPENSATION



Demonstrate respect for project staff through thoughtful consideration of their time, effort, and compensation.

- ✓ **Texas:** Provide merit pay and expense reimbursement
- ✓ **Tennessee:** Provide compensation for additional responsibility
- ✓ **New Jersey:** Provide comp time for overtime

STAFFING COMPENSATION



Considerations for the field:

- Determine if the agency has the ability to incentivize staff who are assigned responsibility “above and beyond” existing job duties.
- Determine creative methods to recognize dedication if traditional compensation is not an option.

INTERNAL AND EXTERNAL STAKEHOLDER ENGAGEMENT



Collaborate with internal and external stakeholders to strengthen the impact of an intervention or bring about systems change

- ✓ **Winnebago:** Confer with community stakeholders such as elders and caregivers to ensure cultural congruence
- ✓ **New Jersey:** Create teams to guide the implementation of the project (SAT, PMT)

INTERNAL AN EXTERNAL STAKEHOLDER ENGAGEMENT

Considerations for the field:

- Consider collaborating with respected community leaders/elders to ensure cultural congruence and credibility.
- Consider who needs to be actively involved in the implementation, such as:
 - leaders who can champion the work;
 - stakeholders with professional experience; and
 - stakeholders with personal or lived experience.



TRAINING, COACHING AND SUPERVISION



Solidify the practice model by supporting staff through training and ongoing coaching.

- ✓ **Tennessee:** Offer internal learning/study groups
- ✓ **New Jersey:** Support staff through purveyor coaching, internal leadership and booster session
- ✓ **Winnebago:** Use external mentoring to build internal expertise

TRAINING, COACHING AND SUPERVISION



Considerations for the field:

- Determine the availability of supervision and coaching from the intervention purveyor or other entity.
- Consider the time and resource investment that will be needed, including the extent to which your system can accommodate having fewer staff available to see clients during the training and capacity building phase.
- Determine if ongoing training will be needed to reinforce or boost the initial training.
- Establish the frequency of supervision to ensure staff are meeting expectations.
- Select a coaching model that helps staff explore their strengths and weaknesses



Develop a comprehensive recruitment and retention strategy to involve participants

- ✓ **New Jersey:** Contact families often and using a variety of mediums that promote buy-in
- ✓ **Illinois:** Use language that appeals to the need the family thinks that they have
- ✓ **Vermont:** Don't hesitate to ask families if they need assistance

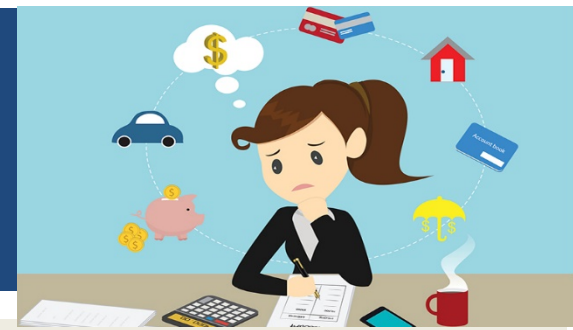
RECRUITMENT AND RETENTION



Considerations for the field:

- Make the program and the pitch appealing to the target audience.
- Develop a recruitment strategy that is multifaceted.
- Determine the best person/agency to contact the family.
- Provide incentives that make a participant feel valued.
- Ensure the program meets the expectations of the participants (does it do what it claims to do).

AFFORDABILITY



Recognize the full costs of interventions that require extensive training and/or sustained purveyor involvement

✓ **Illinois:**

- ✓ On going training and coaching costs can be prohibitive for the long term
- ✓ Consider using an intervention for which staff are trained

AFFORDABILITY



Considerations for the field:

- Ensure the program budget includes all initial and ongoing administrative fees.
- Make sure project staff are aware at the outset of project planning of costs related to staff, including time needed to prepare sessions; Ensure estimated costs are as realistic and accurate as possible.
- Prepare for staff turnover by taking into account the cost of training new staff members.
- Consider the costs associated with working with the purveyor.

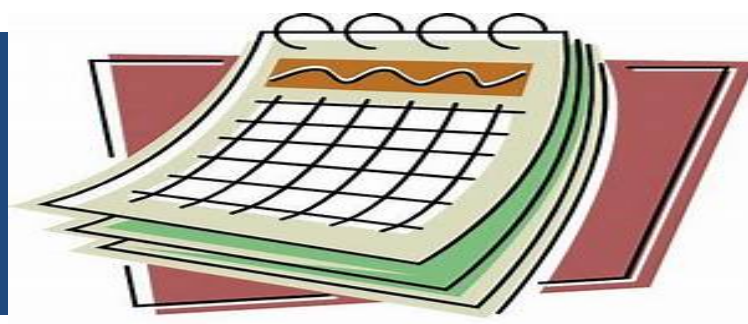
LOGISTICS AND SCHEDULING

Structure schedules so program staff are available at times when families are available for services.

✓ **Illinois:** Allow for weekend and evening work schedules



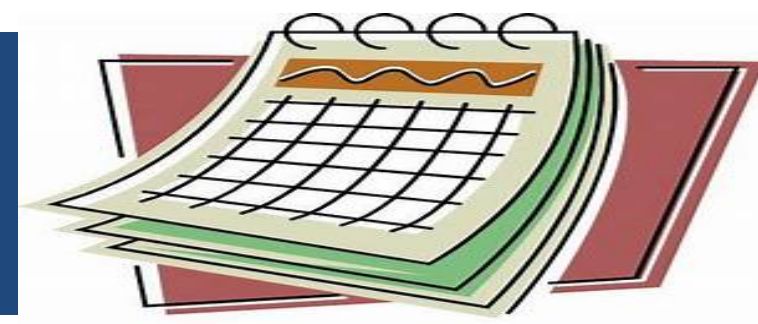
LOGISTICS AND SCHEDULING



Considerations for the field:

- Determine if insurance policies or agency policy restricts “work” to certain hours.
- Offer the program outside of school and business hours to accommodate the children’s and families’ schedules.
- Allow real life to define the plan; ensure program staff have the ability to adapt to variations in the family schedules.
- Ensure staff are willing to work flexible and/or non-traditional hours

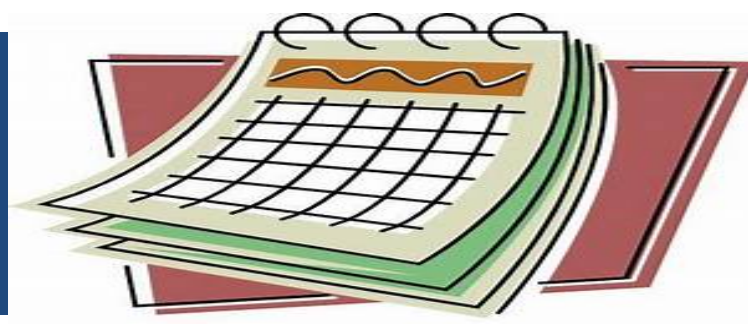
LOGISTICS AND SCHEDULING



Anticipate the logistical planning and support needed to successfully implement an intervention

- ✓ **Texas:** Schedule venues in advance to facilitate enrollment
- ✓ **New Jersey:** Support families with food and transportation and child care subsidies

LOGISTICS AND SCHEDULING



Considerations for the field:

- Secure venues that work with the program budget and are well located for the target audience.
- Plan out the schedule well in advance of implementing the program to minimize delays and maximize registration.
- Consider the complexity of logistics when rolling out multiple sessions in multiple venues.
- Build time and staffing levels into the plan for the logistical supports that make the program possible.
- Provide options for child care to eliminate one of the most common participation barriers.
- Support families with features such as food and transportation subsidies to drive registration and sustain engagement over time.

QUESTIONS?

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Site Intervention Profiles: Lessons Learned
can be found at QIC-AG.org



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