

ACHIEVING PERMANENCE THROUGH INTERAGENCY COLLABORATION

Tier II Assessor Training



CROSSING THE RIVER

- To win, each team must get all its members to the other bank.
- If any member gets wet, the team loses.
- If your entire team reaches the other side, you may eat the candy in the bucket!




PERMANENCE

“...an enduring family relationship that:

- Is safe and meant to last a lifetime
- Offers the legal rights and social status of full family membership
- Provides for physical, emotional, social, cognitive and spiritual well-being
- Assures lifelong connections to extended family, siblings, and other significant adults, and to family history and traditions, race and ethnic heritage, culture, religion, and language.”

Definition from – *A Call to Action: An Integrated Approach to Youth Permanency and Preparation for Adulthood*, April 2005, Casey Family Services in Collaboration with California Permanency for Youth Project, Casey Family Program, and Jim Casey Youth Opportunities Initiative.



LEGAL PERMANENCY

Finding youth permanent homes, either through reunification, kinship placement or adoption



EMOTIONAL PERMANENCY

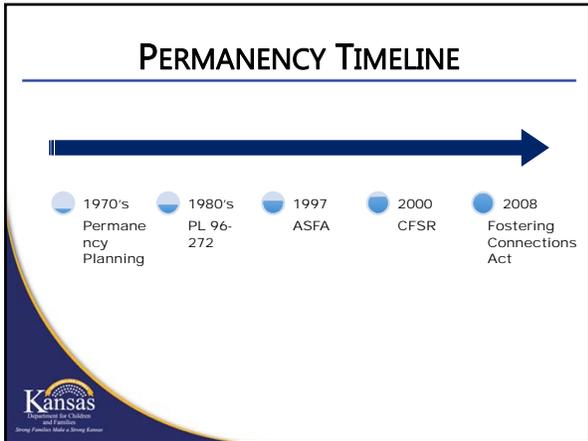
Appropriate, positive connections to adults who support the youth in a real, permanent way



PERMANENCY PLANNING

“A comprehensive and ongoing case planning process directed toward achieving the goal of permanence for children.”





CHILD AND FAMILY SERVICES REVIEW (CFSR)

- Thorough assessments designed to monitor the performance of state child welfare services
- Conducted by the Children's Bureau, U.S. Department of Health and Human Services
- Regulations that carry fiscal penalties for non-compliance

CFSR OUTCOMES

- Safety
- Permanency
- Well-being

INTERSTATE COMPACT ON PLACEMENT OF CHILDREN (ICPC)

The ICPC provides another permanency option for children.

- Creates a legal agreement between states
- Regulates the movement of foster and adoptive children across state lines
- Requires extensive collaboration between the local agencies and state departments involved



SMALL GROUP ACTIVITY

- Which type of permanency option does your agency most commonly practice?
- In what ways does your agency promote CFSR outcome measures of permanency for children and youth?
- Which steps of the permanency process can you do, and which ones do you need to do in collaboration with another agency?



INTERAGENCY COLLABORATION

A fluid process through which a group of diverse autonomous organizations undertake a joint initiative, solve shared problems, or otherwise achieve common goals (to find permanency for children).

Adapted from: (Rosenthal, 1995, in Walter and Petr 2000, p. 494)



IN PERMANENCY PLANNING...

- **Interagency collaboration** refers to collaboration between staff in two separate agencies (e.g. public and private; agency and court).
- **Intra-agency collaboration** refers to collaboration between staff within the same agency (e.g. foster care and adoption; intake and on-going).



RECIPE FOR COLLABORATION TO IMPROVE PERMANENCY

- **Ingredients:**
 - Each partner contributes
 - Brings value and purpose
- **Mix:**
 - Combine ingredients to produce desirable outcomes for children and their families
- **Warning:**
 - Too much or too little of an ingredient can spoil the overall effectiveness of the product.
 - To achieve desirable outcome, requires time, planning, relationship-building and effective communication by each partner.



IMPLICATIONS FOR PRACTICE

- Assessors must be willing to:
- Enhance their knowledge and skills in collaboration
 - Build collaborative partnerships with internal and external stakeholders
 - Adapt a flexible, collaborative approach with other service providers to meet the needs of families and children



WHAT'S IN YOUR MIXING BOWL?

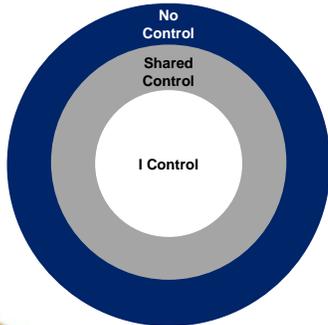
Write a word/phrase on a strip of paper you think represents a necessary ingredient for collaboration.



INGREDIENTS TO EFFECTIVE COLLABORATION



CIRCLES OF CONTROL



Developed by the National Resource Center for Youth Development, "Positive Youth Development: Vital Link" Curriculum

BARRIERS TO EFFECTIVE COLLABORATION

Take a marker and complete the statements on the posters.



CHANGE

-  **Change is inevitable like death and taxes**
-  **Change is hard work!**
-  **No system will ever be ready for change**
-  **People go through predictable steps when change occurs**



COMMON REACTIONS TO CHANGE

Denial	Anger
Feelings Cycle	
Acceptance	Curiosity



THREE REASONS PEOPLE CHANGE:

- They *want* to change.
- They *need* to change.
- They *know how* to change.

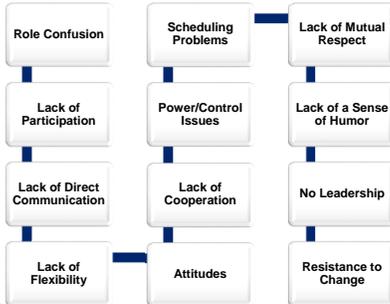


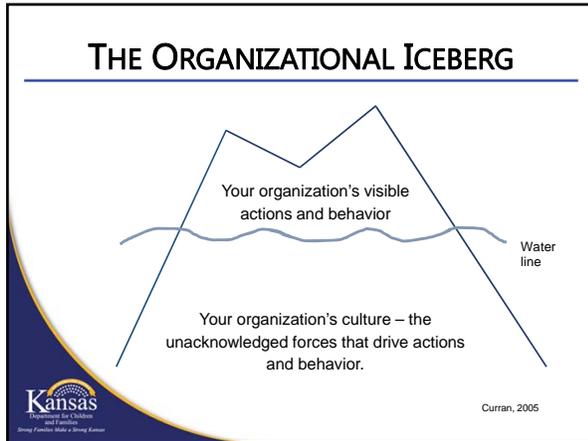
ORGANIZATIONAL CULTURE

“The deeply embedded patterns of organizational behavior and the shared values, assumptions and beliefs, or ideologies that members have about their organization or its work.”

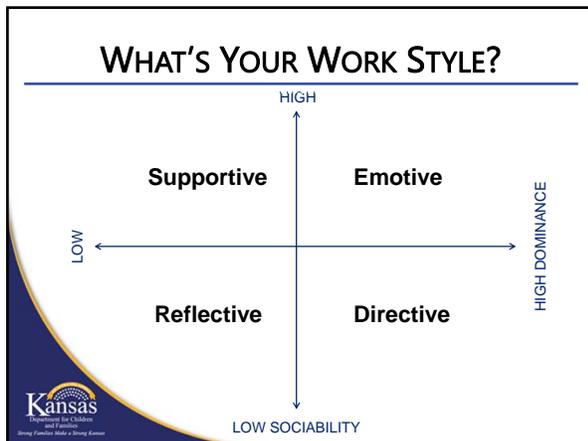


WHY COLLABORATIONS FAIL









WHAT ABOUT YOU?

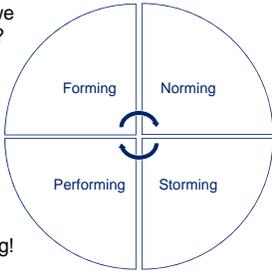
- What strengths do you bring to the team?
- What characteristics or attributes of others 'drive you nuts?'



THE DANCE OF COLLABORATION

Shall we dance?

Who's gonna lead?



Wow! We're dancing!

I thought I was leading!



DISCUSSION QUESTIONS

1. What are the barriers to collaboration? Be sure to include cultural differences among agencies.
2. These agencies are in the storming phase. Using handout #13, what strategies should be considered to: promote concept of shared vision, remove barriers and facilitate collaboration?
3. How could more attention to the forming and norming phases have prevented the storming phase?



DISCUSSION QUESTIONS

- 4. What services are needed, and which will each partner provide?
- 5. What role/voice should Tiffany and Mrs. Stevens have in permanency planning? Who should be on their team? Who should take the lead?



THE BUTTERFLY EFFECT

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"Each smallest act of kindness reverberates across great distances and spans of time, affecting lives unknown to the one whose generous spirit was the source of this good echo, because kindness is passed on and grows each time it is passed, until simple courtesy becomes an act of selfless courage years later and far away. Likewise, each small meanness, each expression of hatred, each act of evil."

-Dean Koontz, *From the Corner of His Eye*



**ACHIEVING PERMANENCE THROUGH
INTERAGENCY COLLABORATION**

Written by IHS for the Ohio Child Welfare Training
Program. Adapted, with permission, for the Kansas
Department for Children and Families
October 2016



Kansas
Department for Children
and Families
Strong Families Make a Strong Kansas

Agenda

Agenda:

I.	Introduction/Activity/Agenda	20 minutes
II.	Permanency and Interagency Collaboration	50 minutes
III.	Ingredients to Effective Collaboration	35 minutes
IV.	Barriers to Effective Interagency Collaboration	75 minutes
V.	The Impact of Organizational Culture and Personal Diversity on Interagency Collaboration	35 minutes
VI.	Interpersonal Collaboration	60 minutes
VII.	Stages of Collaboration	15 minutes
VIII.	Transfer of Learning: Case Study	60 minutes
IX.	Conclusion and Action Plan	10 minutes

Competencies

Competencies:

- 306-01-001 Knows the benefits and challenges of intra-agency, interagency and interdisciplinary-team approaches to serving families and children
- 306-01-002 Knows the potential intra-system and intersystem barriers to collaboration with other staff, units, departments or community agencies
- 306-01-004 Understands how services offered by different organizations can be integrated to create an effective continuum of care within a community for children and families
- 306-01-005 Understands the detrimental outcomes to families and children when agencies serving them fail to collaborate or coordinate their work
- 306-01-006 Understands how an agency's policies and procedures can increase conflict and prevent collaboration with other community agencies
- 306-01-007 Understands the typical stages of group development and how to help working groups maintain productivity at each stage of their development
- 306-01-008 Understands the value and benefits of diversity in teamwork
- 306-01-009 Knows facilitation strategies that can build and sustain collaboration among staff members and their organizations

Child and Family Services Reviews

The Child and Family Services Reviews (CFSR) are thorough assessments conducted by the Children's Bureau within the United States Department of Health and Human Services, designed to monitor the performance of states' child welfare services compliance with federal requirements.

7 Outcomes Measured

Safety

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

Permanency

3. Children have permanency and stability in their living situations.
4. The continuity of family relationships and connections is preserved for children.

Well-being

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

Sources: U.S. Department of Health and Human Services, Administration for Children and Families; Children's Bureau Child and Family Services Review Fact Sheet.

Kansas – Interstate Compact on the Placement of Children (ICPC)

Kansas – Interstate Compact on the Placement of Children (ICPC)

Introduction

Any adoption or foster care placement that involves the placement of a child outside of Kansas, will involve a federal law called the Interstate Compact on the placement of Children (ICPC). All 50 states, U.S. Virgin Islands and the District of Columbia are members of the compact. To proceed with any placement when there is a child in the custody of the Secretary of the Kansas Department for Children and Families (DCF), or court jurisdiction, ICPC requirements must be followed.

Additional information on the ICPC can be found at:

<http://www.aphsa.org/content/AAICPC/en/resources/ICPCFAQ.html>

What is ICPC?

- ICPC is a statutory agreement between all 50 states, the District of Columbia and the U.S. Virgin Islands.
- The compact is a legally-binding contract between the sending state and receiving state, and has been enacted into law in each of the participating states and territories. (K.S.A. 38-1202)
- The agreement governs the placement of children from one state into another.
- The compact sets forth the requirements that must be met before a child can be placed out of state.
- The compact exists to ensure prospective placements are safe and suitable before approval, the individual or entity placing the child remains legally and financially responsible for the child following placement, and children receive the same protections and services that would be provided had they remained in their home states.
- Ten articles make up the main compact, and these are in statute – K.S.A. 38-1202 through 38-1206. The complete compact is also contained in the DCF Prevention and Protection Services (PPS) Policy and Procedure Manual (PPM) as an appendix at <http://content.dcf.ks.gov/PPS/robohelp/PPMGenerate>
 - The articles give authorization for the states to come together to create regulations as part of the compact.
 - There are currently 12 regulations.

When does ICPC apply?

- Applies to four types of placements:
 - All placements when the child is in the custody of the Secretary or court jurisdiction
 - Public and private adoptions
 - Non-relative placements, including foster care, residential and group home
 - Placements with parents/relatives, when the parent/relative isn't making the placement. (Relative = parent, stepparent, grandparent, adult brother/sister, adult uncle/aunt, non-agency guardian)
 - Placements of adjudicated delinquents in a facility in another state
- Does not apply to:
 - Visits—no longer than 30 days or during school vacation, must have a pre-determined end date, no home study/supervision requested, purpose is social/cultural experience of short duration, such as a stay at a camp, with a friend/relative who has not assumed legal responsibility
 - Parent from whom child was not removed when:
 - No reason to believe parent is unfit
 - No home study/supervision required
 - Court/agency will end jurisdiction immediately upon placement
 - A placement, not for adoption, when a parent/relative/guardian (as defined in compact) is making the placement with another parent/relative/guardian
 - (Also probate court cases—divorce custody issues, as a result of will after death of parent/guardian, etc.)

Pertinent Regulations:

- Regulation 1
 - An approved placement resource where a child is already placed can move to another state with the child.
 - ICPC request should be sent on or soon after the date of the family's move.
 - Supervision of the placement should begin immediately upon receipt of the ICPC request.
 - Family will need to have a new home study completed, in accordance with the rules of the receiving state.
 - If the placement is found to be unsuitable, the child must be returned to the sending state.

- Regulation 2
 - Governs the basic home study— most often applied regulation
 - See checklist at Appendix 9H in the DCF/PPS PPM
- Regulation 7
 - Allows for an expedited home study, which requires a court order
 - Can be used when:
 - Unexpected dependency due to a sudden or recent incarceration, incapacitation or death of a parent or guardian. Incapacitation means a parent or guardian is unable to care for a child due to a medical, mental or physical condition of a parent or guardian.
 - The child is sought to be placed is four years of age or younger, including older siblings sought to be placed with the same proposed placement resource
 - The court finds that any child in the sibling group sought to be placed has a substantial relationship with the proposed placement resources. Substantial relationship means the proposed placement has a familial or mentoring role with the child, has spent more than cursory time with the child and has established more than a minimal bond with the child.
 - The child is currently in an emergency placement
- Regulation 11
 - Lists requirements for supervision in receiving state
 - If placement is approved, the supervising agency in receiving state must provide supervision upon notification of placement.
 - Supervision can, and should, begin whether or not a 100B is received.
 - Supervision must continue until the sending agency no longer has jurisdiction— there is no time limit.
 - Progress/supervision reports must be sent at least quarterly.
 - Minimum of monthly in-person visits.
- Regulation 12 covers private adoptions:
 - Must have cover letter identifying the child, birth parents, prospective adoptive parents, statement how match was made, name of intermediary, name of supervising agency and address.
 - Consent/relinquishment signed by parents in accordance with law of sending state or receiving state if signs waiver of own state’s law. Detailed information on how the rights of all parents shall be legally addressed.

- Certification that the consent/relinquishment is in compliance with applicable laws of sending or, when applicable, receiving state
- Verification of compliance with Indian Child Welfare Act Legal Risk acknowledgement signed by adoptive parents
- Court entry or other statement showing basis on which sending agency has authority to place child
- Social/medical history for child
- Adoption home study
- Affidavit of expenses
- Biological parents' social/medical history statement from entity providing post-placement supervision

Kansas Process

- All packets must contain a **100A: 100A** sending agency/person must be in Kansas. The packet must include all required documents as outlined on the ICPC Checklist contained in the PPM.
- The required forms include: the 100A (PPS9130), cover letter, Case Manager Statement (PPS 9100), child social history, Appendix 3A, current custody court order, current Case Plan, Financial/Medical Plan (PPS 9140), copy of the Eligibility Determination Worksheet, current medical/psychological and school records, birth certificate and Social Security card
- Not having one of the required supporting documents (school records, birth certificate, etc.) should not delay making an ICPC referral. The forms are still required, but may be sent after ICPC referral is initiated.
- Once child placed, send 100B showing the date of placement
- All placements must be supervised until both states are in agreement that the case can be closed, adoption finalized, legal custody can be granted to a relative OR the child is emancipated, returns to sending state, etc.
- Once case is closed, the sending entity is responsible for sending a 100B showing that the ICPC can be closed and the reason

Kansas ICPC contact:

Susan Gile, ICPC DCA (Deputy Compact Administrator)
Kansas Department for Children and Families
555 S. Kansas Ave., Topeka, KS 66605
785-296-5254
Email: susan.gile@ks.gov

Additional information and complete list of ICPC articles and regulations can be found at: <http://icpc.aphsa.org/content/AAICPC/en/home.html>

Ingredients to Effective Collaboration

1. Commitment

Requires:

- Shared goals and vision
- Establishment of a high level of trust
- Mutual responsibility for goals held in common

Suggestions:

- Compromise on important differences.
- Make clear those issues that cannot be compromised.
- Keep the goals and potential positive outcomes of the collaboration in mind at all times.

Implications for practice:

- Establish administrative buy-in at the onset between both agencies.
- Assure both the child placing agency and family serving agency are focused on the goal of safety, permanency and well-being for children and youth.

2. Communication

Requires:

- Open lines of communication.
- Enhanced communication is most often the solution to overcoming barriers to collaboration.

Suggestions:

- Be up front with the issues.
- Talk about the differences.
- Make sure everyone is aware of the problems.
- Update partners with necessary information in writing to minimize miscommunication (especially early in the collaboration).
- Create frequent opportunities for communication (regular meetings, phone calls, mail, email).
- Develop personal connections to promote a cohesive working relationship.
- Informal communication links (lunch, cup of coffee)

Implications for practice:

- Return phone calls and emails in a timely manner
- Assure clear and explicit delineation of roles during placement activities

3. Strong Leadership from Key Decision-Makers

Requires:

- Upper management involvement and commitment to the collaboration

Suggestions:

- Involve someone who truly understands the agency's position and priorities.
- Involve someone with enough authority to make decisions on behalf of the agency.
- Involve someone who can provide immediate and direct assistance when problems arise.
- Involve someone who can authorize the utilization of their agency's resources to support collaboration.

Implications for practice:

- Administrative support (both services and subsidies) to post-adoptive families
- Assure that staff are complying with assessor training requirements.

4. Understanding the Culture of Collaborating Agencies

Each agency has its own organizational culture (language, values or priorities, rules and regulations, ways of doing business and even definitions of collaboration).

Requires:

- Understanding of each agency's culture
- Adopting a cultural perspective encourages one to seek solutions that are sensitive to the unique culture of the agencies involved in the collaboration.
- Assuring worker is familiar with the contractual agreements between agency administrators regarding the scope, nature and expectations of the collaboration

Suggestions:

- Take time to learn and understand each agency's mission, priorities and technical language.
- Develop a staff loan program (housed at the other agency's office).
- Have each agency provide a presentation at the start of the collaboration.
- Make sure the definitions of what may appear to be common terms are understood by collaborating agencies.
- Review pertinent laws and regulations prior to the collaborative effort.

Implications for practice:

- Recognize holidays observed by faith-based organizations.
- Demonstrate awareness of work rules imposed for bargaining unit staff in agencies with union representation.
- Demonstrate sensitivity to differences in funding and administration between public and private agencies.

5. Provide Adequate Resources for Collaboration

It is important that leadership recognize the difficulty of the collaborative process and provide individuals with adequate resources and support needed to be successful.

Suggestions:

- Provide time and additional resources for those engaging in the collaboration.
- Ensure upper-level management in both agencies negotiate and clarify roles and responsibilities of each
- If needed, look for additional funding sources to avoid the pitfall of asking individuals to engage in a difficult task while still being held accountable for their full load of tasks prior to the collaborative effort.

Implications for practice:

- Regularly provide information to supervisors and caseworkers regarding agencies that provide foster care, adoption kinship services within the state/region.
- Encourage participation in regional adoption exchanges, foster care liaison meetings and statewide advocacy groups.

6. Minimizing Turf Issues

Recognize that turf issues are likely to occur and cannot be ignored. It is important to anticipate their appearance and develop a plan for addressing them as they emerge.

Suggestions:

- Provide staff with a positive view of the collaboration by highlighting the potential positive outcomes of the collaboration.
- Disseminate examples of positive outcomes of previous collaborations that worked effectively.
- Implement a system of rewards and consequences for individuals participating in the collaborative effort.
- Engage in serious preplanning to anticipate and minimize potential “turf issues”.

Implications for practice:

- Avoid competition between agencies for foster and adoptive family resources.
- Notify public child welfare agencies when placing a child with special needs in their county.

7. Engaging in Serious Pre-planning

It is important to build a foundation that will enhance the chances of success.

Suggestions:

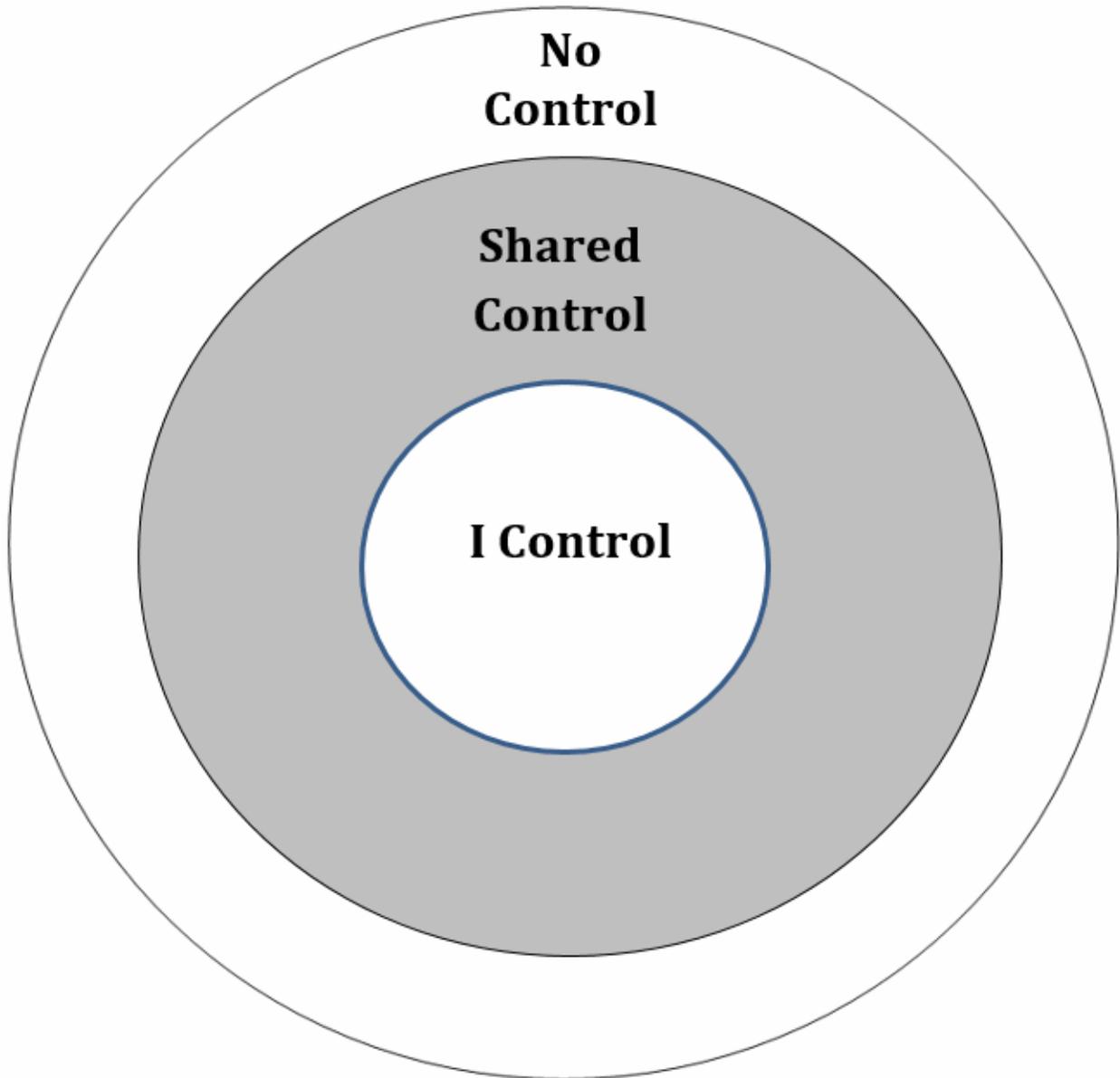
- Form a steering committee to identify potential problems, key issues and similarities/differences between the cultures of participating agencies.
- Clearly articulate the developing goals and anticipated outcomes of the collaboration.

Implications for practice:

- Prevent disruption by clarifying roles and responsibilities of each agency in placement planning.
- Develop a back-up plan in the event one of the partners would break a commitment.

From: Johnson, L.J., Zorn, D., Tam, B.K.Y., Lamontagne, M., and Johnson, S. A., (2003). Stakeholder's views of factors that impact successful interagency collaboration, *Exceptional Children*, 69(2), 195-209

Effective Collaboration Circles of Control



*Developed by the National Resource Center for Youth Development,
"Positive Youth Development: Vital Link" Curriculum*

Why Collaborative Efforts Fail



*Adapted from work by The Rapid Response Team, 1994
Children's Protection Section Attorney General's Office*

Descriptive Inventory Work Style Profile

Check the word or phrase in each set that best describes you:

1. ___ Competitive	1. ___ Tries new ideas	1. ___ Will power	1. ___ Daring
2. ___ Joyful	2. ___ Optimistic	2. ___ Open-minded	2. ___ Expressive
3. ___ Considerate	3. ___ Wants to please	3. ___ Cheerful	3. ___ Satisfied
4. ___ Harmonious	4. ___ Respectful	4. ___ Obliging	4. ___ Diplomatic
5. ___ Powerful	1. ___ Restless	1. ___ Unconquerable	1. ___ Self-reliant
6. ___ Good mixer	2. ___ Popular	2. ___ Playful	2. ___ Fun-loving
7. ___ Easy on others	3. ___ Neighborly	3. ___ Obedient	3. ___ Patient
8. ___ Organized	4. ___ Abides by rules	4. ___ Fussy	4. ___ Soft-spoken
1. ___ Bold	1. ___ Outspoken	1. ___ Brave	1. ___ Nervy
2. ___ Charming	2. ___ Companionable	2. ___ Inspiring	2. ___ Jovial
3. ___ Loyal	3. ___ Restrained	3. ___ Submissive	3. ___ Even-tempered
4. ___ Easily led	4. ___ Accurate	4. ___ Timid	4. ___ Precise
1. ___ Stubborn	1. ___ Decisive	1. ___ Positive	1. ___ Takes risks
2. ___ Attractive	2. ___ Talkative	2. ___ Trusting	2. ___ Warm
3. ___ Sweet	3. ___ Controlled	3. ___ Contented	3. ___ Willing to help
4. ___ Avoids	4. ___ Conventional	4. ___ Peaceful	4. ___ Not extreme
1. ___ Argumentative	1. ___ Original	1. ___ Determined	1. ___ Persistent
2. ___ Light-hearted	2. ___ Persuasive	2. ___ Convincing	2. ___ Lively
3. ___ Nonchalant	3. ___ Gentle	3. ___ Good-natured	3. ___ Generous
4. ___ Adaptable	4. ___ Humble	4. ___ Cautious	4. ___ Well-disciplined
1. ___ Forceful	1. ___ Assertive	1. ___ Aggressive	1. ___ Eager
2. ___ Admirable	2. ___ Confident	2. ___ Life of Party	2. ___ High-spirited
3. ___ Kind	3. ___ Sympathetic	3. ___ Easily fooled	3. ___ Willing
4. ___ Non-resisting	4. ___ Tolerant	4. ___ Uncertain	4. ___ Agreeable

**Source: Carolyn Gellerman, The Boeing Company*

Scoring Graph for the Work Style Profile

1. Count the **#1s** you checked. Mark that number in the square to the right of cell marked **#1**. Do the same with rows **#2, #3 and #4**.
2. Shade in row **#1** up to your total number of “ones”. Do the same with **#2, #3 and #4**.
3. The longest row is your predominant work style. Your backup work style is the next longest row.

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Work Styles



Style Flexing

Style Flexing: A deliberate attempt to change or alter your style to meet the needs of another

To the Emotive Style:

- Take time to build a social as well as a business relationship.
- Leave time for relating and socializing.
- Display interest in other person's ideas, interests and experiences.
- Do not place too much emphasis on details.

To the Directive Style:

- Be specific, brief and to the point.
- Use time efficiently.
- Present the facts logically, and be prepared to provide answers to specific questions.
- If you disagree, take issue with the facts, not the person.

To the Reflective Style:

- Appeal to the person's orderly, systematic approach to life.
- Be well organized.
- Approach in a straightforward, direct manner.
- Get down to business quickly.
- Be as accurate and realistic as possible.

To the Supportive Style:

- Show a sincere interest in the person.
- Take time to identify areas of common interest
- Patiently draw out personal goals and views.
- Listen and be responsive to the person's needs.
- Present your views in a quiet, non-threatening manner.
- Do not be pushy.

The Dance of Collaboration

Phase One: Forming

Focus is on Shared Vision

Issues:

- Do we match?
- What's in it for us?
- What are their motives?
- Why should we?
- What could we gain?
- Are we being used?
- Are they worthy of us, and are we worthy of them?
- Are they trustworthy?
- What are the consequences of collaborating and of not collaborating?

Assessment Activities:

- Exploratory meetings
- Learning about each other's organizations
- Brainstorming
- Thinking about financial implications
- Checking out the potential for a good fit and for success

Interagency Collaboration:

- Can we trust each other? Will this affiliation be a good experience for me, my agency and my client?
 - What is this other agency?
 - Who is this other worker? Spend some time getting acquainted. What are the other's values and beliefs?
 - How well does this worker know this child or family? Ask questions; staff the potential match. Get answers for questions.
 - Within the two agencies, how are decisions made? Does the worker have autonomy? Are decisions made by supervisors? Is a team model employed?
 - If we proceed with this potential placement, to what extent will workers from the collaborating agencies be permitted to team?
 - What are each agency's usual practices when a placement is made?
 - Do adjustments need to be made?
 - How do we define success?
- Phase Two: Norming

Focus is on the Mission, the Unique Contributions of Each Agency

Issues:

- How do we select from alternative models?
- What are the pros and cons?
- What are the risks and potential benefits?
- How do we build an evaluation (what will success look like)?
- Can we trust one another?

Planning Activities:

- Contracting
- Laying out roles and responsibilities
- Deciding parameters
- Communicating these within the collaborating organizations
- Easing the normal fears about change both internally and externally
- Estimating costs
- Beginning the work

Interagency Collaboration:

- How will the child presentation be handled?
- Who will be responsible for full disclosure, and how will the worker serving the adoptive family get to know the child and the child's history?
- How does the contractual worker represent the family in subsidy negotiations, and how will conflicts and differences of opinion be handled?
- Will the collaborating workers go together to meet the family and child?
- How will visitation be handled, and how will we communicate throughout the visitation process?
- How will roles be explained to the family and child?
- In the event of disruption, how will the situation be handled?
- What if the family needs respite? Who arranges? Who pays?
- At each stage of the process, who is going to be responsible for what?

Phase Three: Storming

Focus is on Barriers to Collaboration, Overcoming Barriers through Examination of Successful Ingredients

Issues:

- It's too hard to change.
- The _____ are resisting.
- Who's in charge?
- Whose decision is this?
- Is this working?
- She doesn't like her.
- We're too different (or too alike).
- Let's re-look at the whole idea!
- Oops, I thought they were doing that!

Implementation Activities:

- Communication
- Service delivery
- Reporting (transmitting information)
- Developing mechanisms to handle conflicts
- Developing a process for joint decision-making and shared ownership of decisions
- Ongoing adjustments of original contract and communication of roles internally and across organizations
- Learning about one another

Interagency Collaboration:

- This child or this family is not who I was led to believe they were! (Dealing with the real rather than the ideal.)
- Working through conflicts without personalizing them
- The collaborating agencies' need for papers and reports (medical history of child, post-placement reports, signed placement agreement, FACSIS numbers, items for legalization and so on)
- What constitutes a successful placement?
- Working with former foster parents and/or birth family members—who, what and how?
- Allegations about the adoptive family, who will investigate, and can workers trust one another?

Phase Four: Performing

Refocus is on Shared Vision, Celebration of Success

Issues:

- Can we appreciate and value differences at all levels of both organizations?
- Can we build in clear communication?
- Are your needs being met? Are ours?
- Can we share power?
- Can we recognize success when we see it?
- Can we build strength with what we each bring to the partnership (synergy)?
- Are our clients being better served?
- Is this partnership a good value for the cost?

Evaluation Activities:

- Readjustment of contracts
- Developing new services
- Broadening the collaboration to new partners
- Adjusting to the new environment
- Celebrating successes
- Learning from challenges
- Recommitment to work through the problems. **Wow, we're dancing!**
- Learning from each other and learning side by side
- Joint ventures
- Communicate, communicate

Interagency Collaboration:

- Legalization and the ending of the collaborative relationship
- Evaluation to determine if it was a good partnership for all involved
- Would each party do it again?
- What was gained, lost or learned?
- Looking at roles in the post-legalization phase of adoption service

Developed by Kathy Franz, Oct. 13, 1997

Tiffany Case Study

Tiffany, a youth in the permanent custody of the Kansas Department for Children and Families (DCF), is 14 years old and has waited for a family to adopt her since she became free for adoption two years ago. Until now, no other families have been available to adopt this African-American teen. She has been in foster care with DCF for a little more than four years.

DCF contracted with the Case Management Child Welfare provider (CMCWP) to recruit a family for Tiffany. Seven months later, the CMCWP has recruited, assessed and trained Mrs. Stevens, a single parent. Mrs. Stevens is a middle-aged, African-American woman who has raised three children to young adulthood. She is not ready to stop parenting and has responded to recruitment campaigns for older children. Through Adopt Kansas Kids, Mrs. Stevens has identified Tiffany as the child for her. Mrs. Stevens is currently employed, but was out of work for six months until she began her new job two months ago. She is barely able to meet her monthly financial obligations and will need the support of Adoption Assistance to parent another child.

There are internal tensions and strained communication between DCF and the CMCWP over permanency planning for Tiffany. Just weeks before the best interest staffing meeting, Tiffany's foster parents changed their minds and are now expressing an interest in adopting her, over the objections of the adoption worker who favors Mrs. Stevens as a more appropriate match. Also, Tiffany secretly informed her GAL that she does not want to be adopted by her foster parents. In recent weeks, she has become uncooperative, defiant and withdrawn. She is having recurring nightmares. Her grades have declined, and her truant behavior at school has increased. She engages in frequent fights with her classmates and foster siblings. She recently was charged with petty theft for shoplifting a pair of earrings at a local department store. A hearing in Juvenile Court is pending.

Group A: Matching

The workers and supervisors from DCF and the CWCMP have scheduled a meeting to discuss the match of Tiffany with the most appropriate family. The meeting is not going well because:

- The caregiver’s caseworker adores the family and is very protective of them. He strongly supports their sudden interest in adopting Tiffany. He wants to move ahead quickly on an adoption from foster care plan for her.
- The adoption worker at the CWCMP worked hard to help recruit a permanent family for Tiffany and highly favors Mrs. Stevens as the “ideal” family for this youth.
- Tiffany’s worker highly suspects that Tiffany is unhappy in the caregiver home, and her unhappiness may be linked to her acting-out behavior. She is torn about the most appropriate placement option for Tiffany.
- The CWCMP has been left in limbo and believes DCF staff is playing games with them and with Tiffany’s permanency planning.
- Finally, the DCF worker and the CWCMP workers have never collaborated before, and the workers are having trouble understanding and trusting one another.

Group B: Visitation

Following two difficult matching conferences and multiple telephone calls, (DCF and the CWCMP have agreed to proceed with the adoptive placement of Tiffany with Mrs. Stevens. There have been some difficulties with the development of a visitation plan because:

- Tiffany’s foster parents are upset over the permanency decision for Tiffany. Their foster home is 80 miles from Mrs. Stevens’ home. Mrs. Stevens’ car is not reliable, and the foster parents have refused to assist with transportation.
- The worker for Mrs. Stevens believes that the CWCMP staff has not adequately prepared Tiffany for the move and should be very involved in working with the youth during the visitation period.
- Mrs. Stevens works 8 a.m. to 5 p.m., Monday through Friday, and cannot take time off from her new job for visits. As a result, all visitations need to occur on weekends.
- The DCF worker believes that “dragging out” the placement creates confusion and tension for the child. She believes Tiffany should be placed after three weekend visits. The CWCMP worker feels strongly that the visitations should continue over a much longer period.

Group C: Subsidy

Note: DCF and the CWCMP have agreed to proceed with the adoptive placement of Tiffany with Mrs. Stevens.

The workers from CWCMP and DCF have very different attitudes and beliefs about the appropriateness of Adoption Assistance. The areas of disagreement/concern are:

- The CWCMP worker believes that adoptive families should not have to struggle financially to provide a permanent home for a waiting child.
- DCF subsidy staff believes strongly that adoptive parents should be responsible for meeting the needs, financial and otherwise, of the children they adopt. DCF staff is suspicious about the motives of a parent who indicates that they need supplemental help.
- DCF has limited resources; administrators feel that they cannot supplement the federal subsidy. The CWCMP staff feels that this attitude indicates a lack of commitment to permanence by DCF staff.
- During the pre-placement phase, Tiffany has experienced recurring adjustment problems. The CWCMP worker has recommended counseling with a private therapist who is skilled in working with adopted children. Mrs. Stevens will need a subsidy to pay for counseling by this therapist. The DCF worker feels that post adoption support services should be provided by the CWCMP worker and that the medical card should be used for needed mental health counseling at Mrs. Stevens' community mental health center.

Group D: Supportive Services

Note: DCF and the CWCMP have agreed to proceed with the adoptive placement of Tiffany with Mrs. Stevens.

Tiffany's worker maintains individual contact with each outside agency involved in her case, but has not been successful in integrating service planning in a coordinated way to meet the needs of this youth. Likewise, these systems of care involved in Tiffany's case have each established independent plans to address her needs, and none have made any attempts to collaborate with one another.

- Tiffany's therapist strongly recommends she continue to receive Trauma-Focused Cognitive Behavioral Therapy after her adoptive placement. However, there is a waiting list and limited mental health resources in Mrs. Steven's county.
- The juvenile court and educational systems each have a low tolerance for delinquent behavior. Further, they view community service compared to mental health therapy as a more appropriate response to Tiffany's "acting-out" behavior.
- The current and prospective school districts are at odds over Tiffany's IEP as well as their funding responsibilities to her.