

OUTCOMES BASED SERVICE DELIVERY (OBSD)

READINESS ASSESSMENT TOOL

Revised October 23, 2011

Introduction

Traditional government processes and practices have often focused on a process-compliance characterization of results rather than being outcome-based. While compliance to approved processes is required and acceptable, it can result in less emphasis on achieving actual substantive benefits for the public.¹ Outcomes Based Service Delivery (OBSD) principles and practices work to assure that an organization's strategies, processes, and culture are aligned with the results the organization aims to achieve, while still insuring fairness and accountability.

This Readiness Assessment Tool was developed, based on information from: "lessons learned", in-depth consultations with Regions and Agencies, literature review and OBSD documents. Representatives from contracted agencies, Child and Family Service Authorities (CFSAs) and the Department have contributed significantly to its development.

The Tool is intended to facilitate transition to OBSD and can be used by a range of stakeholders. It is designed to bring evidence-informed approaches into planning and implementation.

The Tool is based on the following key concepts that are critical for a successful implementation of OBSD. Taken as a whole, the success factors present a 'big picture' view to help guide a comprehensive approach to service delivery. These success factors include:

- A. **Preparation**
- B. **Implementation and**
- C. **Evaluation**

The Tool is intended to be a flexible resource for use by Regions and Agencies, to support the transition to working from an OBSD perspective. Regions and Agencies can use it to identify their level of preparedness as they implement OBSD. The Tool is meant to be a working, evolving and learning document.

Through dialogue, stakeholders can come together to assess the extent to which they have implemented the elements identified in the Tool by checking the appropriate column (Yes: implemented fully – Partially: implemented to some extent but more work to be done – No: not implemented at all or leave blank if does not apply). Comments can be made in the columns, margins and at the end of each section. This Tool may be adapted or revised to accommodate the needs of individuals and groups as they move forward with the implementation of OBSD.

This Readiness Tool is a guide only. Its use is discretionary.

¹ National Performance Management Advisory Commission (2010)
www.pmcommission.org accessed from the web on March 28, 2011

Preparation

OBSD	<i>While there is much consideration and discussion about OBSD, there are many interpretations as to what it means, the implications and the intent. Depending upon the perspective of the individual and/or group, OBSD is a shift: in vision, in practice and /or in how child intervention is funded. One of the strengths of the phase-in projects in Alberta is that much of the learning is on-going, intentional and evolutionary. What it also means is that there are, and will continue to be unanswered questions – which may have better answers a year or two from now.</i>							
Activity	CFSA	Yes	No	Partial	Agency	Yes	No	Partial
Understanding OBSD	<p>The orientation sessions are provided for all – staff includes detailed explanations on the following:</p> <ul style="list-style-type: none">• What is OBSD• Intent• Objectives• Principles• History• Lessons learned• Reality vs. myth• Relationship with Lead Agency <p>An OBSD Lead has been assigned/ appointed</p> <p>Questions as to OBSD have been collected</p> <p>Questions have been addressed and</p> <ul style="list-style-type: none">• A process developed to table and address questions that are currently unanswerable <p>A criteria for pilot site selection has been developed</p> <p>An assessment of potential Lead Agencies have been completed</p> <p>OBSD has been communicated to CFSA, Agencies and Clients in Regions</p> <p>Learning sessions/discussions are scheduled and questions formulated and/or addressed</p> <ul style="list-style-type: none">• Issues are addressed• Board is knowledgeable and supportive of OBSD• Senior staff is knowledgeable and supportive of OBSD• Front line staff are knowledgeable and supportive of OBSD				<p>Orientation sessions are provided for Board(if appropriate), staff and stakeholders and addressed the following:</p> <ul style="list-style-type: none">• What is OBSD• Intent• Objectives• Principles• History• Lessons learned• Reality vs. myth• Relationship with CFSA <p>An OBSD Lead has been assigned/ appointed</p> <p>Questions as to OBSD have been collected</p> <p>Questions have been addressed and</p> <ul style="list-style-type: none">• A process developed to table and address questions that are currently unanswerable <p>Learning sessions/discussions are scheduled and questions formulated and/or addressed</p> <ul style="list-style-type: none">• Issues are addressed• Board is knowledgeable and supportive of OBSD• Senior staff is knowledgeable and supportive of OBSD• Front line staff are knowledgeable and supportive of OBSD• Other stakeholders are knowledgeable and supportive of OBSD			

	<ul style="list-style-type: none"> Other stakeholders are knowledgeable and supportive of OBSD 							
Planning	<p>Select a Site that is well positioned</p> <p>Select a Beta Site for comparison</p> <p>OBSD Committee is created</p> <ul style="list-style-type: none"> Lessons learned from other phase-in sites is gathered <p>Use an existing, or develop, an implementation guide and work plan that addresses:</p> <ul style="list-style-type: none"> Change processes Communication Relationship building Collaboration Breaking down “silos” to create seamless service delivery Joint training Expected outcomes Timelines and accountability <p>Build relationship of trust with Agency and stakeholders</p> <p>Staff readiness for OBSD is determined</p> <p>Barriers to OBSD are identified and a plan has been developed to address the barriers</p>				<p>OBSD Committee is created</p> <ul style="list-style-type: none"> Lessons learned from other phase-in sites are gathered <p>SWOT analysis is undertaken to determine readiness to implement OBSD</p> <ul style="list-style-type: none"> Internal discussions as to the realities, benefits and risks associated with OBSD Internal and external issues are identified <ul style="list-style-type: none"> Barriers to providing seamless services are identified – “silo” Capacity is assessed (see below) Supervisory, front-line staff, volunteers (Board) and foster parents are included in the planning of OBSD <p>Process to decide if an Agency will tender to become a Lead Agency and if so:</p> <ul style="list-style-type: none"> Expand programming to include areas of service not offered previously Sub-contract services (either as a lead buying service or sub-contracted agency selling services) <p>Beginning discussions with potential partners:</p> <ul style="list-style-type: none"> Values, beliefs, practice Strengths and benefits of working together <p>Use an existing, or develop, an implementation guide and work plan that addresses:</p> <ul style="list-style-type: none"> Change processes Communication Relationship building Collaboration Breaking down “silos” to create seamless service delivery Joint training Expected outcomes Timelines and accountability <p>OBSD is included in the Strategic Plan</p> <p>Board/staff readiness for OBSD is determined</p> <p>Barriers to OBSD are identified and a plan has been developed to</p>			

					address the barriers Prepare tender for contracting process			
Capacity	<p><i>Capacity refers to knowledge, skill and resources. For the purpose of this document, the meaning of capacity is the ability of the organization, agency, unit and/or group to:</i></p> <ul style="list-style-type: none"> • Take on, perform the roles required to achieve the defined outcomes and • Has the internal structures, staffing, equipment and/or processes in place and/or • Has the willingness and ability to acquire and implement the changes/additions as needed 							
Human Resources Capacity	<p>Management staff have the skills that support:</p> <ul style="list-style-type: none"> • Innovation and creative problem solving • Operational effectiveness/efficiency • Collaboration with internal and external stakeholders <p>OBSD training is provided</p> <p>An internal analysis is done to determine:</p> <ul style="list-style-type: none"> • Level of congruency between the skills of staff to the needs of working from an OBSD perspective • Skills needed to work in OBSD are identified • Strengths of current staff are identified • Gaps in skills/weaknesses are identified 				<p>Management staff have the skills that support:</p> <ul style="list-style-type: none"> • Innovation and creative problem solving • Operational effectiveness/efficiency • Collaboration with internal and external stakeholders <p>Human Resource (HR) management, systems and processes have the capacity to accommodate OBSD</p> <p>OBSD training is provided</p> <p>An internal analysis is done to determine:</p> <ul style="list-style-type: none"> • Level of congruency between the skills of staff to the needs of working from an OBSD perspective • Skills needed to work in OBSD are identified • Strengths of current staff are identified • Gaps in skills/weaknesses are identified 			
Financial Capacity	<p>Funding model is determined</p> <p>Financial management personnel, systems and processes have the capacity to accommodate OBSD</p> <p>Current accounting system is able to capture costs in accordance with monitoring and reporting requirements</p> <p>Understanding the implications/process of GST</p>				<p>Financial management personnel, systems and processes have the capacity to accommodate OBSD</p> <p>Current accounting system is able to capture costs in accordance with monitoring and reporting requirements</p> <p>Understanding the implications/process of GST</p> <p>Start up and ongoing costs are able to be accommodated:</p> <ul style="list-style-type: none"> • Moving to allow for co-location, • Staff training of new and existing staff • Increased time on the part of management, supervisory and front-line staff to meet, plan and implement a changed way of working collaboratively and from a new perspective • Program development and/or adaptation to working within an OBSD framework 			

					<ul style="list-style-type: none"> Potential additional costs to build and maintain financial and HR systems <p>The following financial issues are addressed:</p> <ul style="list-style-type: none"> Understand the OBSD funding model Risks and benefits Start-up vs. on-going costs <p>Process is in place for regular discussions with the CFSA :</p> <ul style="list-style-type: none"> Contract terms Risk management – potential loss, unanticipated costs etc. <p>There is discussion of outstanding financial issues i.e.:</p> <ul style="list-style-type: none"> Funding of “out of case rate” exceptions Definition and clarification of case closure and re-entry to service Increases of referrals beyond projected volume (volume risk) Payment on a fee-for-service, quarterly, yearly or multiyear basis Costs included (or excluded) depending upon region i.e. over 18 services, secure services, brief services etc. Size of worksite and costs associated with staff and travel time i.e. Urban/rural areas <p>Negotiate contracts and sub-contracts (lead agencies)</p>			
Information Technology (IT) Capacity	<p>Capturing client management , outcome and financial data</p> <p>Definitions and data collected is congruent across systems</p> <p>Ability to generate reports as required</p>				<p>Database software has the capacity and flexibility to accommodate the needs of implementing OBSD:</p> <ul style="list-style-type: none"> Capturing client management , outcome and financial data Is compatible with the system used by the CFSA Definitions and data collected is congruent across systems - comparing “apples to apples” <p>Ability to generate reports as required</p>			
Legal Capacity	<p>Legal implications of the differences contracting under OBSD are acknowledged and addressed</p>				<p>Legal services are available to support OBSD:</p> <ul style="list-style-type: none"> Contracting Consulting and/or training as to the legal processes, court involvement and responsibilities <p>Board and senior staff are aware of risks and responsibilities associated with:</p> <ul style="list-style-type: none"> Liability issues (Shared) responsibility Potential financial risks 			

					<ul style="list-style-type: none"> Contracts and subcontracts etc. <p>Contracts and/or sub-contracts are developed and reviewed</p>			
Change Process	<p><i>The implementation of OBSD requires huge change that impacts individuals, working units and the organizations involved. Adopting OBSD principles can also impact relationships, roles, and power dynamics; and as such requires huge amounts of good will, respect and common understanding of the change process itself.</i></p>							
Change Management	<p>Change management principles and processes are communicated and understood by board and staff</p> <p>Change management plan created and included into OBSD</p> <ul style="list-style-type: none"> The type and scope of change are defined and communicated The desired outcomes of the change are articulated A process is in place to solicit staff feedback on change process Issues and concerns that result from the change are addressed <p>Organizational culture and practice differences between the CFSA/lead agencies are acknowledged and identified as an area to manage, document and learn from</p> <p>Issues involved with the change process are heard, documented and strategies are developed to address the issues</p> <p>Staff and other stakeholders are supported and encouraged to voice their concerns, fears and suggestions for change</p> <p>Barriers to change are identified – i.e. fears, losses, change fatigue, etc.</p> <p>Processes to record and document issues, concerns, potential solutions and corrective actions are developed and incorporated into the quality assurance system e.g. Tracking forms</p> <p>An analysis of the changes that will be required within and across ministries</p> <ul style="list-style-type: none"> Identification of ways and means to engage policy makers to understand and work towards more 				<p>Change management principles and processes are communicated and understood by board and staff</p> <p>Change management plan created and included into OBSD implementation plan</p> <ul style="list-style-type: none"> The type and scope of change are defined and communicated The desired outcomes of the change are articulated A process is in place to solicit staff feedback on change process Issues and concerns that result from the change are addressed <p>Organizational culture and practice differences between the CFSA/lead agencies are acknowledged and identified as an area to manage, document and learn from</p> <p>Issues involved with the change process are heard, documented and strategies are developed to address the issues</p> <p>Staff and other stakeholders are supported and encouraged to voice their concerns, fears and suggestions for change</p> <p>Barriers to change are identified – i.e. fears, losses, change fatigue, etc.</p> <p>Processes to record and document issues, concerns, potential solutions and corrective actions are developed and incorporated into the quality assurance system e.g. Tracking forms</p> <p>An analysis of the changes that will be required within and across ministries</p> <ul style="list-style-type: none"> Identification of ways and means to engage policy makers to understand and work towards more seamless service delivery Create opportunities to be involved in discussions and/or information sessions involving lawyers, judges, school principals and teachers, mental health professionals, etc. Address current barriers to collaboration and a focus on positive outcomes 			

	<div>seamless service delivery</div> <ul style="list-style-type: none">• Create opportunities to be involved in discussions and/or information sessions involving lawyers, judges, school principals and teachers, mental health professionals, etc.• Address current barriers to collaboration and a focus on positive outcomes							
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Comments: _____

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Implementation

Collaboration	<i>Collaboration requires interpersonal as well as organizational sensitivity: skills in listening, self-awareness, ability to read others signals, and a dose of humility. (Moss 1999 – in Change is Everyone’s Job: Managing the Extended Enterprise in a Globally Connected World).</i> <i>Successful implementation of an OBSD approach will be dependent upon building trusting relationships between the CFSA’s, the Lead Agencies, other Agencies within the sector and other partners i.e. extended family, schools, community supports etc., to ensure families and their children have more positive outcomes.</i>							
Activity	CFSA	Yes	No	Partial	Agency	Yes	No	Partial
Collaboration	<p>Potential partners – lead agency, community groups etc – are identified</p> <p>A process to facilitate collaboration formalized</p> <p>Joint meetings are organized and held with other service providers</p> <p>An operational strategy is developed together with Lead Agency</p> <p>Planning meetings and presentations are organized with Lead Agency</p> <p>Time and resources are allocated for CFSA and Lead Agency staff to meet and discuss issues - (bi) weekly or monthly - before each meeting with family, etc.</p> <p>Time needed to absorb new learning is addressed</p> <p>Collaboration is made an integral part of service delivery</p> <p>A relationship of trust is established with Agency and stakeholders</p> <p>Joint celebrations/feedback sessions to staff and other stakeholders is held</p>				<p>Potential partners – CFSA, other agencies, community groups etc – are identified</p> <p>A process to facilitate collaboration formalized</p> <p>An operational strategy is developed together with CFSA</p> <p>Planning meetings and presentations are organized with CFSA</p> <p>Time and resources are allocated for CFSA and Lead Agency staff to meet and discuss issues - (bi) weekly or monthly - before each meeting with family, etc.</p> <p>Time needed to absorb new learning is addressed</p> <p>Collaboration is made an integral part of service delivery</p> <p>A relationship of trust is established with CFSA and stakeholders</p> <p>Joint celebrations/feedback sessions to staff and other stakeholders is held</p>			
Differences of Opinion	<i>Differences of opinion are inevitable in any situation where there are people trying to work together who have different mandates, visions and/or ways of practicing. It is not a question of “if”; it is a question of “when” differences of opinion will arise and “how” they will be managed. “Fierce discussions” are a part of the process and have the potential to lead to new understanding and learning, new ways of interacting and ultimately better long-term outcomes.</i>							
Resolution Process	Resolution process models are examined and a single approach identified				Resolution models are examined and a single approach identified			
					A resolution process is created jointly or adopted and understood by			

	<p>A resolution process is created jointly, or adopted and understood by staff</p> <p>Mechanism includes timelines and lines of authority/accountability</p> <p>The resolutions process is evaluated and refined as needed</p>				<p>staff</p> <p>Mechanism includes timelines and lines of authority/accountability</p> <p>The resolutions process is evaluated and refined as needed</p>			
Training and Orientation	<p>A Region-wide OBSD orientation for staff, contracted agencies and stakeholders is organized</p> <p>In collaboration with Lead Agency, develop a guide for practice, process and procedures to be used in Orientation for new staff and other phase in sites</p> <p>OBSD-specific training for Supervisors and Case workers is held</p> <p>Training needs and opportunities are identified and made available with appropriate resources</p> <p>Joint training may include:</p> <ul style="list-style-type: none"> • Interpretation of legislation • Policy and/or practice • Issues of confidentiality • Sharing information on files • Resolution process • Organizational and workplace culture/respect • Roles and responsibilities • Use of and interpretation of screening, assessment and evaluative tools • Use of a practice model (i.e. Signs of Safety, Circle of Courage etc.) • Court requirements and expectations 				<p>A Region-wide OBSD orientation for CFSA staff, contracted agencies and stakeholders is organized</p> <p>In collaboration with CFSA, develop a guide for practice, process and procedures to be used in Orientation for new staff and other phase in sites</p> <p>OBSD-specific training for Supervisors and Case workers is held</p> <p>Training needs and opportunities are identified and made available with appropriate resources</p> <p>Joint training may include:</p> <ul style="list-style-type: none"> • Interpretation of legislation • Policy and/or practice • Issues of confidentiality • Sharing information on files • Resolution process • Organizational and workplace culture/respect • Roles and responsibilities • Use of and interpretation of screening, assessment and evaluative tools • Use of a practice model (i.e. Signs of Safety, Circle of Courage etc.) • Court requirements and expectations 			
Focus on Outcomes	<p>Staff are familiar with the National Outcome Matrix, OBSD logic model and are aware of the expectations:</p> <ul style="list-style-type: none"> • CFSA outcomes • Lead Agency outcomes • Family outcomes • Create common outcomes indicators with Lead Agency • Set effectiveness and efficiency guidelines 				<p>Board and staff are familiar with the National Outcome Matrix, OBSD logic model and are aware of the expectations:</p> <ul style="list-style-type: none"> • CFSA outcomes • Lead Agency outcomes • Family outcomes • Create common outcomes indicators with CFSA • Outcomes learning is incorporated into the on-going work of implementing of OBSD 			

	<ul style="list-style-type: none"> • Create a common vision • Define the parameters and expectations: single service plan, family involvement, collaboration etc. <p>Common outcomes have been identified</p> <p>Indicators of success have been agreed upon</p> <p>Valid and reliable tools have been identified and used to measure outcomes</p> <p>Outcomes learning is incorporated into the on-going work of implementing of OBSD</p>			<ul style="list-style-type: none"> • Joint training sessions are organized • Interpretation of legislation, policy and/or practice is jointly understood i.e. issues of confidentiality, sharing information on files etc. <p>Common outcomes have been identified</p> <p>Indicators of success have been agreed upon</p> <p>Valid and reliable tools have been identified and used to measure outcomes</p> <p>Outcomes learning is incorporated into the on-going work of implementing of OBSD</p>			
Logistical Considerations and Resources	<p>Plans have been discussed to co-locate CFSA and agency staff</p> <p>Office space and requirements of staff are in place</p> <p>Issues identified as needed to build capacity are being addressed</p> <ul style="list-style-type: none"> • Management • Hiring and training of new staff • IT • HR • Administration 			<p>Plans have been discussed to co-locate CFSA and agency staff</p> <p>Office space and requirements of staff are in place</p> <p>Issues identified as needed to build capacity are being addressed</p> <ul style="list-style-type: none"> • Management • Hiring and training of new staff • IT • HR • Administration <p>Assessment of community resources and their role is completed:</p> <ul style="list-style-type: none"> • Identification of resources that are in place and available • Identification of resources that are needed <p>Develop internal resources and/or create relationships with those who have the needed resources</p> <p>Sub-contracting with others to access and/or build resources is in process</p>			
Communication	<p>Develop an OBSD communication plan for the Region in collaboration with Lead Agency.</p> <p>Knowledge sharing is encouraged by organizing events or workshops</p> <p>Staff in programs, units not directly involved with OBSD are kept informed of the progress of the group that is</p>			<p>Processes to communicate within the agency/CFSA and externally within the sector are developed</p> <p>Knowledge sharing is encouraged by organizing events or workshops</p> <p>Staff in programs not directly involved with OBSD are kept informed of the progress of the group that is actively working from an OBSD</p>			

	<p>actively working from an OBSD model</p> <p>Key messages are repeated and presented in different ways to be heard and understood – both internally and externally</p> <p>Inclusion of the voice of families</p>				<p>model</p> <p>Key messages will need to be repeated and presented in different ways to be heard and understood – both internally and externally</p> <p>Inclusion of the voice of families</p>			
Common Use of Language	<p>There has been clarification leading to a common understanding of the terms/words being used by CFSA/agency and family</p> <ul style="list-style-type: none"> Jargon/acronyms and technical terms are explained Simple English is the preferred method of communicating Meanings of commonly used words i.e. collaboration/family involvement/intake etc. have been discussed and there is agreement as to the interpretation 				<p>There has been clarification leading to a common understanding of the terms/words being used by CFSA/agency and family</p> <ul style="list-style-type: none"> Jargon/acronyms and technical terms are explained Simple English is the preferred method of communicating Meanings of commonly used words i.e. collaboration/family involvement/intake etc. have been discussed and there is agreement as to the interpretation 			
Information Sharing	<p>A guide for practice, process and procedures has been developed</p> <p>Staff are aware of the limits and expectations of:</p> <ul style="list-style-type: none"> Sharing information (i.e. verbally, in writing, in court etc.) Use of technology- equipment and forms of communicating File recording etc <p>A formal process to solicit the input of Frontline workers has been established</p> <ul style="list-style-type: none"> Frontline staff have opportunities to share their experiences i.e. question and answer sessions Staff have opportunities to reflect and learn from work projects <p>Communication strategies addressed in the work-plan have been implemented i.e. internal newsletter, standing agenda item on staff/board meeting agendas, annual report etc.</p> <p>Learning from the pilot projects have been shared within and between CFSA, Agencies and the broader</p>				<p>A guide for practice, process and procedures has been developed</p> <p>Staff are aware of the limits and expectations of:</p> <ul style="list-style-type: none"> Sharing information (i.e. verbally, in writing, in court etc.) Use of technology- equipment and forms of communicating File recording etc <p>A formal process to solicit the input of Frontline workers has been established</p> <ul style="list-style-type: none"> Frontline staff have opportunities to share their experiences i.e. question and answer sessions Staff have opportunities to reflect and learn from work projects <p>Communication strategies addressed in the work-plan have been implemented i.e. internal newsletter, standing agenda item on staff/board meeting agendas, annual report etc.</p> <p>Learning from the pilot projects have been shared within and between CFSA, Agencies and the broader community:</p> <ul style="list-style-type: none"> Program issues- successes and on-going challenges Practice Issues Financial issues <p>Minutes of meetings , reports reflect discussions of OBSD</p>			

	<p>community:</p> <ul style="list-style-type: none"> • Program issues- successes and on-going challenges • Practice Issues • Financial issues <p>Minutes of meetings, reports reflect discussions of OBSD</p> <p>Outcomes and results are included in Annual Report to stakeholders</p> <p>Policy practice reviews are done regularly and are dated</p> <ul style="list-style-type: none"> • Processes and practices have been reviewed and adapted (if needed) <p>Staff are aware of expectations</p> <p>Joint meetings and presentations with Agency have occurred</p> <ul style="list-style-type: none"> • Information sessions and presentations to stakeholders • Public meetings on OBSD <p>New and/or changed processes and procedures shared with all staff</p> <p>Successes and issues are identified, recorded and shared</p>				<p>Outcomes and results are included in Annual Report to stakeholders</p> <p>Policy practice reviews are done regularly and are dated</p> <ul style="list-style-type: none"> • Processes and practices have been reviewed and adapted (if needed) <p>Staff are aware of expectations</p> <p>Joint meetings and presentations with CFSA have occurred</p> <ul style="list-style-type: none"> • Information sessions and presentations to stakeholders • Public meetings on OBSD <p>New and/or changed processes and procedures shared with all staff</p> <p>Successes and issues are identified, recorded and shared</p>			
Role Clarity	<p>Issues of how staff work differently and have different priorities in CFSA and agencies is understood and have been addressed</p> <ul style="list-style-type: none"> • Role clarity, responsibilities and expectations are discussed and agreed on with agency <p>Regular (weekly/bi-weekly/monthly) meetings between CFSA/ agency staff are occurring</p> <p>Decision-making and service delivery roles and responsibilities of CFSA and Lead Agency are clearly defined and articulated</p> <p>Expectations of CFSA workers and agency staff are clarified and understood i.e. training, mentoring, etc.</p>				<p>Issues of how staff work differently and have different priorities in CFSA and agencies is understood and have been addressed</p> <ul style="list-style-type: none"> • Role clarity, responsibilities and expectations are discussed and agreed on with CFSA <p>Regular (weekly/bi-weekly/monthly) meetings between CFSA/ agency staff are occurring</p> <p>Clarify and ensure that there is a common understanding of the roles and responsibilities between the:</p> <ul style="list-style-type: none"> • CFSA staff/lead agency staff/ foster parents and family • Lead agency/other agencies • The family/CFSA staff/lead agency in decision making, goal setting and service provision • Programs within the same organization not currently working from 			

	<p>The decision making process and authority is clear:</p> <ul style="list-style-type: none"> • Which decisions may be made by whom; • When are supervisors needed and/or • When is the OBSD team involved <p>Areas needing clarification have been identified at the point of:</p> <ul style="list-style-type: none"> • Apprehension • Access • Placement • Permanency 				<ul style="list-style-type: none"> • an OBSD model and • Other community resources <p>Expectations of CFSA workers and agency staff are clarified and understood i.e. training, mentoring, etc.</p> <p>The decision making process and authority is clear:</p> <ul style="list-style-type: none"> • Which decisions may be made by whom; • When are supervisors needed and/or • When is the OBSD team involved <p>Areas needing clarification have been identified at the point of:</p> <ul style="list-style-type: none"> • Apprehension • Access • Placement • Permanency 			
Supervision	<p><i>Excellent supervision of staff has been identified as a critical factor to the effective implementation of OBSD. Supervision incorporates and supports the following :</i></p> <ul style="list-style-type: none"> • <i>Administrative supervision - the correct, effective and appropriate implementation of agency policies and procedures. (Kadushin 1992: 20).</i> • <i>Clinical supervision - “an intervention that is provided by a senior member of a profession to a junior member - is evaluative, extends over time, and has the simultaneous purposes of enhancing the professional functioning of the junior member, monitoring the quality of the professional services offered to clients and serving as a gatekeeper for those who are entering the profession.” Bernard and Goodyear (1998)</i> • <i>Reflective supervision – which is distinctive from administrative or clinical supervision in that it is based on shared experiences and exploration of how relationships (CFSA, agency workers and family) affect each other.</i> 							
Shared Supervision	<p>Supervisors have the skills to address:</p> <ul style="list-style-type: none"> • Administrative requirements • Practice supervision • Reflective practice • Shared supervision <p>Supervisors are trained to mentor or coach frontline staff</p> <p>Supervision is meaningful and peer support mechanisms are built in i.e. mentoring.</p> <p>Supervisors are available for consultation, support, case conferencing etc.</p> <p>Supervisor’s training needs and opportunities are identified and made available – i.e. critical thinking, reflective/shared practice, relational skills, mentoring, coaching etc.</p>				<p>Supervisors have the skills to address:</p> <ul style="list-style-type: none"> • Administrative requirements • Practice supervision • Reflective practice • Shared supervision <p>Supervisors are trained to mentor or coach frontline staff</p> <p>Supervision is meaningful and peer support mechanisms are built in i.e. mentoring.</p> <p>Supervisors are available for consultation, support, case conferencing etc.</p> <p>Supervisor’s training needs and opportunities are identified and made available – i.e. critical thinking, reflective/shared practice, relational skills, mentoring, coaching etc.</p>			

Staff Retention	<p>A comprehensive Human Resources plan to recruit and retain staff working in OBSD sites is developed</p> <p>A mentoring relationship between supervisors and staff is encouraged</p> <p>Mechanisms to solicit, identify and address staff issues and concerns are in place</p> <p>A continuous training program for OBSD staff and Supervisors is established</p> <p>Relevant staff are involved in planning</p> <p>A feedback/input mechanism in place to allow all staff to contribute to the implementation process</p> <p>Appreciate, recognize and motivate staff</p>				<p>A recruitment and retention plan has been developed and implemented</p> <p>Issues from all levels of staff have been identified</p> <ul style="list-style-type: none"> Increased/changed workload issues addressed Caseload size is manageable <p>Staff are included in planning, reflection and implementation</p> <p>Issues of staff burn-out are acknowledged and addressed</p> <p>Appreciate, recognize and motivate staff</p>			
Practice Principles	<p><i>While there has been no single practice approach mandated in relation to OBSD, it is understood that working from an OBSD perspective requires a continued shift in practice emphasizing assessment, collaboration and family engagement.</i></p> <p><i>Different regions are approaching the issue of practice somewhat differently, but all are very clear that the family is more involved, decisions are more collaborative and the plan (including goals, expectations and outcomes need to be clearly articulated, shared and understood).</i></p> <p><i>From the Lessons Learned there is a natural tri-partite tension between: the CFSA with a primary focus upon “safety”; the agency with a primary focus upon “well-being”; and the family with a primary focus upon “permanence” which needs to be acknowledged, understood and incorporated into the working dynamics of joint planning, decision-making and goal setting.</i></p>							
Practice Approach	<p>Discussions have occurred between staff from CFSA/agencies as to the model of practice and priorities</p> <p>There is consistency in Practice approach(s) used for OBSD - solution focused/ asset/ strength and evidence based</p> <p>A common service delivery plan is developed and used by CFSA frontline workers and Agency staff</p> <ul style="list-style-type: none"> Working intentionally with the purpose of changing how services are provided will take more time than the current model – i.e. involvement of extended family, school, community etc. 				<p>Discussions have occurred between staff from CFSA/agencies as to the model of practice and priorities</p> <p>There is consistency in the Practice approach(s) used for OBSD - solution focused/ asset/ strength and evidence based</p> <p>A common service delivery plan is developed and used by CFSA frontline workers and Agency staff</p> <ul style="list-style-type: none"> Working intentionally with the purpose of changing how services are provided will take more time than the current model – i.e. involvement of extended family, school, community etc. <p>Training is provided for Supervisors and caseworker on practice</p>			

	Training is provided for Supervisors and caseworker on practice models used				models used			
Aboriginal/ Other Cultural Competence	<p>Staff have an understanding of and sensitivity to working with families who are Aboriginal and/or from other cultural communities:</p> <ul style="list-style-type: none"> • Staff recognise that “culture” reflects a world view/philosophical approach, a particular value base, is grounded by language, traditional practices, customs and ways of interacting with each other, the community and the larger world. • Staff are aware of and understand the requirements to involve Aboriginal communities (i.e. Designate) in planning • Staff are aware that cultural communities (Aboriginal or other ethnic group) are not homogeneous and are unique in their practices and approaches • Staff work collaboratively with people from the community to enhance connectedness between the person served and their cultural community (i.e. First Nation designate) • Staff have access to language and cultural interpreters and knowledge-keepers (elders, imams, other religious leaders, etc.) 				<p>Staff have an understanding of and sensitivity to working with families who are Aboriginal and/or from other cultural communities:</p> <ul style="list-style-type: none"> • Staff recognise that “culture” reflects a world view/philosophical approach, a particular value base, is grounded by language, traditional practices, customs and ways of interacting with each other, the community and the larger world. • Staff are aware of and understand the requirements to involve Aboriginal communities (i.e. Designate) in planning • Staff are aware that cultural communities (Aboriginal or other ethnic group) are not homogeneous and are unique in their practices and approaches • Staff work collaboratively with people from the community to enhance connectedness between the person served and their cultural community (i.e. First Nation designate) • Staff have access to language and cultural interpreters and knowledge-keepers (elders, imams, other religious leaders, etc.) 			
Family Involvement Single Service Plan	<p>There is agreement as to when the agency staff become involved with the family– intake, apprehension, assessment stage</p> <p>A single service plan is developed involving CFSA/agency and family input</p> <p>Meetings with the with family involve CFSA and Agency workers</p> <p>Family is involved with planning, goal setting and decision making</p> <p>Service planning with families:</p>				<p>There is agreement as to when the agency staff become involved with the family– intake, apprehension, assessment stage</p> <p>A single service plan is developed involving CFSA/agency and family input</p> <p>Meetings with the with family involve CFSA and Agency workers</p> <p>Family is involved with planning, goal setting and decision making</p> <p>Service planning with families:</p> <ul style="list-style-type: none"> • Occur as quickly as possible • Is transparent and open 			

	<ul style="list-style-type: none">• Occur as quickly as possible• Is transparent and open• Include family/child goals• Goals, roles and expectations of all parties are clearly articulated• Has room for creativity, innovation and flexibility <p>Service plans reflect who was present, clear goal planning, expectations and indicators of outcomes being achieved</p> <p>Mechanism(s) established to discuss case plans, role of workers, case closures, follow-up are in use and are seen to be effective</p>				<ul style="list-style-type: none">• Include family/child goals• Goals, roles and expectations of all parties are clearly articulated• Has room for creativity, innovation and flexibility <p>Service plans reflect who was present, clear goal planning, expectations and indicators of outcomes being achieved</p> <p>Mechanism(s) established to discuss case plans, role of workers, case closures, follow-up are in use and are seen to be effective</p>			
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Comments:

Evaluation

Activity	CFSA	Yes	No	Partial	Agency	Yes	No	Partial
Evaluation	<p>Establish an evaluation committee involving Lead Agency</p> <p>Review and discuss information from past evaluation activities (regional and provincial)</p> <p>Develop an approach to assess barriers and facilitators to current policy, planning and practice</p> <p>Regular assessment of work activities vis-à-vis OBSD objectives are conducted</p> <ul style="list-style-type: none"> Joint meetings are planned and held with Agency to reflect on outcomes and assess progress <p>The processes developed to implement OBSD (work groups/OBSD table, etc.) are regularly assessed as to their effectiveness and efficiency</p> <p>Ways of improving performance (e.g. set targets, training activities, etc) are solicited, discussed and implemented</p> <p>Mechanisms have been created that facilitate suggestions, critiques, and comments from staff and clients (i.e. a community of practice, suggestion box, survey, etc.)</p> <p>Develop ways of improving performance (e.g. set targets, training activities, etc.)</p>				<p>Establish an evaluation committee involving CFSA</p> <p>Develop an approach to assess barriers and facilitators to current policy, planning and practice</p> <p>Review and discuss information from past evaluation activities (regional and provincial)</p> <p>Regular assessment of work activities vis-à-vis OBSD objectives are conducted</p> <ul style="list-style-type: none"> Joint meetings are planned and held with CFSA to reflect on outcomes and assess progress <p>The processes developed to implement OBSD (work groups/OBSD table, etc.) are regularly assessed as to their effectiveness and efficiency</p> <p>Ways of improving performance (e.g. set targets, training activities, etc) are solicited, discussed and implemented</p> <p>Mechanisms have been created that facilitate suggestions, critiques, and comments from staff and clients (i.e. a community of practice, suggestion box, survey, etc.)</p>			
Quality Assurance	<p>Ensure that quality assurance processes and systems are inclusive of OBSD activities:</p> <ul style="list-style-type: none"> Processes to record and document issues, concerns, potential solutions and corrective actions are developed and incorporated into the quality assurance system i.e. Tracking forms Expectations for standards of practice are known and understood <p>Family and child outcomes reflect their involvement with planning, goal setting and satisfaction with the approach</p>				<p>Ensure that quality assurance processes and systems are inclusive of OBSD activities:</p> <ul style="list-style-type: none"> Processes to record and document issues, concerns, potential solutions and corrective actions are developed and incorporated into the quality assurance system i.e. Tracking forms Expectations for standards of practice are known and understood <ul style="list-style-type: none"> Licensing Accreditation Risk management 			

Activity	CFSA	Yes	No	Partial	Agency	Yes	No	Partial
	used to involve them				Family and child outcomes reflect their involvement with planning, goal setting and satisfaction with the approach used to involve them			
Data Collection	<p>Reason(s) for the collection of the data are known</p> <ul style="list-style-type: none">• Who needs what information and why<ul style="list-style-type: none">– Financial– HR– Service delivery – case data, CI’s moves, etc.– Outcomes– Quality improvement <p>Data collection methods have been standardized</p> <ul style="list-style-type: none">• Examination of data being collected and the reasons for the collection• Tools being used have been tested for validity and reliability• Process to be used in administering tools and interpreting data is understood• Staff are trained in the use of the tools being used and the process to gather information• There is a common language, timeframe and way to collect data between the CFSA/Lead Agency and other agencies• Reporting formats are congruent with those of the Lead agencies <p>Review of the data collection plan is dated</p>				<p>Reason(s) for the collection of the data are known</p> <ul style="list-style-type: none">• Who needs what information and why<ul style="list-style-type: none">– Financial– HR– Service delivery – case data, CI’s moves etc– Outcomes– Quality improvement <p>Data collection methods have been standardized</p> <ul style="list-style-type: none">• Examination of data being collected and the reasons for the collection• Tools being used have been tested for validity and reliability• Process to be used in administering tools and interpreting data is understood• Staff are trained in the use of the tools being used and the process to gather information• There is a common language, timeframe and way to collect data between the CFSA/Lead Agency and other agencies• Reporting formats are congruent with those of the CFSA <p>Review of the data collection plan is dated</p>			
Standards of Practice	<p>Programs/services are contracted to clearly defined standards of service and ethical behavior</p> <p>Contracts/subcontracts define expectations</p>				<p>Programs/services are contracted to clearly defined standards of service and ethical behavior</p> <p>Contracts/subcontracts define expectations</p>			

Comments:

Appendix A

OBSD Implementation Lessons learned - April 29, 2011

This document represents responses from four Regions and one Lead Agency during interviews that were held between March and April 2011. The purpose of the interviews was to gather pertinent information from Regions and Lead Agencies that will inform a Readiness Assessment Tool for OBSD. During the interviews, some common responses emerged. An asterisk is placed before a response that occurred frequently to emphasize the importance.

Key Questions	Region Responses	Lead Agency Responses
What have been the strengths/successes of implementing OBSD?	<p>The strengths of implementing OBSD include following:</p> <ul style="list-style-type: none">• Working with Lead Agency as a team• Knowledge sharing between Agency, CFSA and Stakeholders• Clearly articulating roles and responsibilities• *Collaboration, engagement and openness at all levels - Frontline staff, Supervisors, Management, etc• *Holding frequent meetings with staff and Agency• *Bringing various stakeholders together to discuss issues, exchange views and build relationships• Using data evidence to drive practice• Applying holistic approach in work• Involving Frontline staff in planning• Linking practice to outcomes and having a good measurement framework• <p>The successes of OBSD include the following:</p> <ul style="list-style-type: none">• *Improved relationship with partners<ul style="list-style-type: none">▪ Creativity and flexibility – OBSD provides an opportunity for caseworkers and frontline workers to think about alternative ways of dealing with issues▪ Enabled vision▪ *Ability to do things quicker than before▪ Effectiveness and efficiency in service delivery▪ Timeliness in getting service done▪ *Inclusiveness - more people at the table, including families▪ Increased service delivery - more services at front end than before.▪ *Families are realizing the benefits of OBSD.▪ Work activities are well coordinated▪ *Less children in care than before	<ul style="list-style-type: none">• Collaboration• Ability to expedite service• Timeliness in getting service done• Appropriateness of service• Creativity in working with kids• Greater trust between CFSA and Agency• More people at the table, including families• More services at front end than before• Cases are closing quicker
What have been the challenges/major issues in OBSD implementation?	<ul style="list-style-type: none">• *CFSA’s focus of safety often clashes with Agency’s child well-being culture.• *Control vs. influence - Going from control to influence is a challenge.• Managing multiple organizational cultures in same Region- Having two culturally different approaches can create confusion for management, agencies and front line staff.• *Human Resources issue – not enough staff• Building trust with Agency staff• Mixed messages to Agency with OBSD having more flexibility than the other programs• *No guide to start OBSD	<ul style="list-style-type: none">• Recruitment and retention of staff has been a challenge especially in rural areas.• Difficulty in building capacity• Inflexibility of some government programs• No guide to start OBSD

Key Questions	Region Responses	Lead Agency Responses
	<ul style="list-style-type: none"> Defining roles and responsibilities outside of Region boundaries Challenge of converting existing cases into OBSD (legacy files) Foster care program payment disruption can have undesired impact Still challenging how to blend old and new i.e. blending OBSD with old system 	
What do you see as obstacles in implementing OBSD?	<ul style="list-style-type: none"> *Resistance to change *Lack of consistency in practice framework Not enough staff No organizational approach to practice Lack of knowledge on the part of foster parents, staff and Agency. Change fatigue Human Resources in rural settings 	<ul style="list-style-type: none"> High start-up cost Capacity to delivery services may limit the ability of small Agencies Human Resources issues
What needs to be in place for a Region/Agency to be ready to start OBSD?	<ul style="list-style-type: none"> *A good relationship of trust between the Region and the Agency A process for CFSA and Lead Agency to plan and work together A change management process An information dissemination mechanism *Staff orientation to OBSD Hire a planning staff and set up a planning committee There must be commitment from the leadership A readiness tool that will help organization answer questions *Clear understanding regarding work with Agency Get data collection methodology figured out Get financial system in order Make sure process is clear – the key is to be ready to focus on practice relationship between CFSA, Agency and families. Develop transition plan with Agency Look at what practices you are hoping to enhance or continue Prepare for unexpected eventualities Hire a program person to deal with relationship issues that arises from OBSD *Clear and precise understanding of roles and responsibilities *Involve Agency and other stakeholders in planning and decision-making process Have an open communication *Hold frequent meetings Motivate and engage staff Use the CWPM All systems have to be in place *Educate board and staff Create a shared vision together with the Agency. 	<ul style="list-style-type: none"> A solid infrastructure – physical facility and system Ability to quickly respond client needs All systems have to be in place Educate board and staff Build relationships with CFSA, community and other stakeholders Have enough financial resources Do your homework on outcomes Have an Orientation session for staff and board on OBSD
What's your understanding about a Readiness	<ul style="list-style-type: none"> A document to help identify what needs to be addressed such as training, meeting, flexibility, level of commitment, etc; A guide that can be used to address issues or minimize the risk. 	<ul style="list-style-type: none"> An evaluation of organization from outcome model to business practice, risk management, and service delivery

Key Questions	Region Responses	Lead Agency Responses
Assessment Tool?	<ul style="list-style-type: none"> • *A tool be used for phase-in sites • A preparation document that can be used to pick Sites and provide information to Lead Agency. • A recommendation. • *A guide to help Regions understand what OBSD is and what areas need improvement. • *An evaluation to help determine the level of a Region in terms of preparedness for OBSD. 	<ul style="list-style-type: none"> • A document that assesses key areas of work • A checklist with queries such as, do you have enough capacity to start OBSD? How many staff do you have? Do you have the space to accommodate staff?, etc.
When do you see this tool being used?	<ul style="list-style-type: none"> • The tool would be useful before implementing OBSD. • *As soon as a Region decides to add sites for OBSD. Regions should hire an OBSD specialist for practice support • *The tool can be used early in a focused manner and annually to evaluate and assess previous year's activities. 	<ul style="list-style-type: none"> • The Tool will be useful six months before the implementation of OBSD • Use the tool to consult CFSA and stakeholders before tender
How do you think we should approach the Agencies in implementing OBSD?	<ul style="list-style-type: none"> • CFSA should approach Agency with honesty and transparency • *Collaborate with and involve Agency from the start. • *Be open • *Work together on outcomes and have a shared product - it should be a collaborative approach. • *Have a good team work approach. • Ask for information • *Be very direct and honest with the Agencies and expect the same from them. • *Be willing to talk; hold regular meetings; and leave a lot of time for discussion. 	<ul style="list-style-type: none"> • Work together • Have open and honest dialogue • Hold regular meetings • Use lessons learned form others – the more the better • Look at what others did and avoid mistakes
To what extent has OBSD impacted program operations?	<ul style="list-style-type: none"> • *Overall impact has been positive • OBSD generates questions around the way work is done. • It is solution-focused. New things have been added. • There have been more meetings, created process and flowcharts. • *There is more inclusiveness and collaborative decision-making. • *There's more opportunity to identify critical decision-making points. For example in a crisis situation, other options can be considered. • *Things are better with OBSD. • There is joint ownership with the Agency. People have a better idea of what children need. • *Agency and CFSA staff are working together • *Achieving outcomes much quicker 	<ul style="list-style-type: none"> • Demand of existing staff • Service get strained and it becomes stressful for staff • Increased responsibility • Achieving outcomes much quicker • Impact has been positive
What training needs resulted from OBSD implementation?	<ul style="list-style-type: none"> • *There is a need to create opportunities for continuous training and networking. • Child Protective Services (CPS core training to staff) will need to be updated to focus on OBSD • *Need to develop some other key training modules such as strength based training, resiliency training, signs of safety, etc • *Joint training between Agency and CFSA • Staff training in communication, collaboration and the ability to communicate quickly and move forward. • The “what” aspect of OBSD is already understood, the issue now is to train staff on the “how” aspect which is the process. • There is a need to make certification principles alive. For example make certified practice to be renewed every 5 years. • There is a need to clarify roles and responsibilities and exchange knowledge on strength-based 	<p>Joint training with CFSA</p> <ul style="list-style-type: none"> • Training CFSA staff in safe hour study training • IT training • Training to understanding common language between CFSA and Agency

Key Questions	Region Responses	Lead Agency Responses
	<p>approach, Appreciative Inquiry, etc.</p> <ul style="list-style-type: none"> • Getting people together to tell their stories is a good approach to training. • *Need for better understanding of OBSD • Educate Agency around what happens at the front end • Foster parents training • Family violence training • Organize celebrations days where people can tell stories from their different work sites as a way of knowledge sharing and information exchange 	
What impact has OBSD had on organizational competency?	<ul style="list-style-type: none"> • *OBSD has improved organizational competency. • With OBSD, Regions and Agencies must have consistent approach and common practice approach. • OBSD requires certified practice - making sure things are done properly. • The system uses evidence and critical thinking instead of emotions and personal values • There are checks and balances in place. • *We are more adaptive • *There's better communication system • There's mentorship of staff in the Region and also with Agency • *There is tolerance, flexibility and professional knowledge • More competence in fostering wellbeing and needs of kids • *There's collaboration • Better needs assessment approach than before 	<ul style="list-style-type: none"> • Organization is more competent • It allows to assess needs better than a year ago • We're learning from each other • Positive
What technical needs resulted from OBSD implementation?	<ul style="list-style-type: none"> • *The need to get appropriate data has increased due to growth and capacity. • Better technical infrastructure • There is need for a bigger data system. A massive amount of information requires focused administration time. Contract managers must be able to have a system that will do the job. • Training staff to apply data input process. • Educate staff to use the system. Hire a data entry person to input data. • *There is a need for a better technical infrastructure 	<ul style="list-style-type: none"> • Need for more people to work on data • Increase people space • More computers and photocopier upgrades • Increase cellular coverage areas or use booster to enable service in rural areas
How has OBSD affected financial competency?	<ul style="list-style-type: none"> • Financial competency has been great! We have a good funding model. • Financial tracking for an Agency is not the same as that of a CFSA region. Agency deals with programs and need systems that are narrowed to children. In OBSD, expenses follow a child. Dollars are tacked per child and not per program. Due to the complexity of this, there is a need to hire a staff person to concentrate on financial tracking. • *The financial system is more complex now than before. Year one was more difficult. Things will get better in year two 	<ul style="list-style-type: none"> • Agency need to have a financial reserve to offset any losses that is accumulated from start-up cost • Making it work • Keep things separate – do not mix OBSD finances with other projects • Have a good infrastructure
What has been your approach to collaboration since implementing OBSD?	<ul style="list-style-type: none"> • *Be sincere with collaboration. Build it on trust and openness. • Share pertinent information – have a reporting back subcommittee to follow-up on issues arising from meetings • *Organize meetings that involve all staff, Agency and stakeholders. For example, organize a bi-weekly meeting that is chaired by the Lead Agency. All questions from staff that are not 	<ul style="list-style-type: none"> • Communication - open and honest • Hold joint meetings and presentations with CFSA • Engage other Agencies and service providers • Passion for OBSD

Key Questions	Region Responses	Lead Agency Responses
	<p>urgent are put on the agenda and discussed. Minutes from the meeting are sent to Region and Agency staff.</p> <ul style="list-style-type: none"> Organize management meetings, where issues are discussed. Involve Agency management as part of this meeting. Create a formal process to facilitate collaboration. For example have a special day set aside as OBSD day. Engage other Agencies that are not Lead Agencies to help them prepare. Build relationships through information sharing <p>Open communication - holding joint meetings with Lead Agency</p>	

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AASCF Chapter meetings – Edmonton/Calgary/Red Deer

AASCF OBSD Subcommittee- Agency Stakeholder Contribution- November 2010

AASCF Strategic Committee of the AASCF Board of Directors

AASCF Think Tanks - January - June 2011

AASCF web-site resources: www.aascf.com/Management/OBSD

Agency/CFSA Region 6 Working Committee - January - April 2011

CFSA - Region 4/McMan Youth, Family and Community Services Association Central Region Focus Groups - May 2011

CFSA - Region 2/ Woods Homes presentation Lethbridge - March 2011

CFSA- Region 6 Outcome Based Service Delivery Draft Regional Planning Process - December 2010

CFSA- Region 6 Outcome Based Service Delivery Transition Phase: lessons learned

In-person and phone meetings with 30+ AASCF member agencies (lead agencies of phase-in sites and non-lead agencies) - January - July 2011

Interviews conducted by John Gaye and Larry Gazzola in 2011 with CFSA Regions 3, 4, 6, and 7; and one Lead Agency

Lead agency/CFSA representatives' monthly meetings - January - July 2011

Lessons Learned Focus Group discussions conducted by ACYS staff Michelle Anderson-Draper and Larry Gazzola 2010-2-11

Outcome Based Service Delivery: Summary of Facilitated Discussions of Phase -in sites- "Lessons learned" - September 2010

Outcome Based Service Delivery Case Rate Methodology Overview Working Draft - October 2009

Outcome Based Service Delivery Outcomes Measurement Framework - December 2010

Presentations with Grant McEwen University- Child Care Program students and Grant McEwen staff - Child Care, Disability, Social Work and Justice programs April- May 2011

Prevention and Early Intervention Network - Edmonton

Provincial Change Management Plan, Alberta Children and Youth Services, June 18, 2010

The Family Centre/North Central OBSD- Joint Casework Communication and Decision Making - August 2010

The Family Centre/North Central OBSD- Joint Casework Protocol - New Referrals - August 2010