

Texas Foster Care Redesign: Initial insights into foster care reform



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Texas foster care redesign: Initial insights into foster care reform

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EXECUTIVE SUMMARY

This report provides findings from a process evaluation on the ‘redesign’ of the foster care system in Texas. Foster Care Redesign is the result of a multi-year process that involved over 3,000 stakeholders, the consideration of numerous foster care models, and a detailed analysis of data related to how children fare in Texas foster care. Foster care redesign is a new way of providing foster care services that relies on a single contractor to implement its model, within various geographic areas, to find foster homes or other living arrangements for children in state care and provide them, and if necessary, their families a full continuum of services. The goals are to: 1) Keep children and youth closer to home and connected to their communities and siblings; 2) Improve the quality of care and outcomes for children and youth; and 3) Reduce the number of times children move between foster homes. Rather than contracting with multiple foster care agencies and other service providers for services, the Department of Family and Protective Services (DFPS) will contract with one agency (Single Source Continuum Contractor or ‘SSCC’) in specific ‘catchment areas.’ The SSCC will then be responsible for providing a continuum of care to youth who are in foster care and their families from that specific catchment area. The implementation of redesign in a catchment area occurs in three stages. The initial stage requires the SSCC to provide a continuum of foster care, Preparation for Adult Living (PAL) services and Supervised Independent Living (SIL) services. Those services continue in the second stage of implementation with the addition of services to the families of children in foster care. The third stage of implementation requires the SSCC to continue offering all of the services provided in the first and second stages of implementation with financial incentives and remedies being assessed for the timely achievement of permanency for children and youth in foster care.

The first catchment area identified to implement the new redesign system includes DFPS administrative regions 2 and 9. These regions are primarily rural and include several mid-size cities such as Abilene, Midland/Odessa, Wichita Falls and San Angelo. Providence Services Corporation (“Providence”) was chosen through a competitive procurement process to be the SSCC in this first catchment area. Providence and DFPS signed a contract in January 2013. Providence and DFPS then had a preparation period during which protocols were developed and infrastructure was developed. The new system ‘went live’ when Providence assumed responsibility for new foster care placements on August 26, 2013.

Data for this process evaluation were collected in September and October 2013. The primary purpose of this study was to understand the early implementation processes, strengths and challenges in order to inform future catchment areas. There were two components of this process evaluation. First, a qualitative component included interviews and focus groups with 67 individuals involved in or impacted by the redesign. These individuals included DFPS administrators, DFPS workers, Providence employees, representatives of various foster care agencies, foster youth, foster parents, CASAs and a judge. An online survey and interview was also conducted with 19 Public Private Partnership (PPP) members. The second component of this study included two surveys completed by DFPS employees, Providence employees and provider agency employees (“providers”

or “agencies”). Surveys assessed the organizational climate and culture in the area as well as the collaboration that exists between DFPS, Providence and agencies. Sixty-six employees completed surveys.

Findings from both study components suggest the redesign pilot has experienced the initial implementation issues typical of large-scale system change, but that people in the region are committed to making the redesign work. Respondents identified many challenges to a successful redesign. First, according to participants, services are lacking in the area to provide a continuum of care to youth. It is an expectation that the redesign will provide the impetus for the development of a continuum of care in the catchment area and the establishment of resources for children, youth and families so that children and youth in foster care can remain in their home communities and maintain contacts with their siblings, schools, and support networks. Second, at the time data were collected, participants noted there was confusion among ground level workers regarding responsibilities and roles under the redesign. There were also major technology issues, according to the evaluation participants, that hindered Providence and DFPS staff from either making or documenting placements efficiently. Finally, collaboration emerged as a challenge. The relationship between Providence and DFPS was perceived by participants to have shifted prior to implementation from a partnership to a more contractual relationship. Issues of control, cooperation and joint problem solving were noted as issues that need resolution. Despite these challenges, the redesign is generally seen by those in the region as a positive change. There is a pervasive sense of optimism about the potential changes the redesign can have on the foster care system in the catchment area. However, there is also a feeling of skepticism that the redesign will not have enough resources or be able to develop resources quickly enough to work. At the time of data collection, there was pleasant surprise that Providence had been able to implement and push through the first weeks of referrals despite the challenges.

Based on these findings, it is recommended that the redesign system in this area be given ample time to become established before outcomes or judgment is made about its success or lack thereof. Financial solvency of the redesign is crucial and adequate resources must be levied from the state and community to build and sustain a continuum of care for those in the area. An additional recommendation is that the state agency and current and future SSCCs work as partners. While such a relationship is somewhat unprecedented, a partnership approach is crucial to ensuring success and will require support from state level policymakers and state level administrators. Finally, evaluation must continue to be a part of the redesign.

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INTRODUCTION

The Texas Department of Family and Protective Services (DFPS), in conjunction with community child welfare stakeholders, is undertaking an effort to redesign the Texas foster care system. The focus of the redesign is to address current systemic issues related to how DFPS procures, contracts, and pays for foster care services. The goal of these changes is to improve outcomes for youth related to safety, permanency, and well-being. Of particular interest are outcomes related to well-being (family connections, preparation for adulthood, youth participation in decision-making, and placements in least restrictive environments). This report presents a summary of the redesign, the methodology for the process evaluation of the first phases of the redesign, findings, and suggestions.

TEXAS CHILD WELFARE SYSTEM

Texas has a “centralized” child welfare system, meaning that policies and procedures for child welfare programs are consistent statewide and are governed by state level administrators (Burstain, 2010). Figure 1 on page 2 provides an illustration of the current child welfare system in Texas. With roughly 17,000 children in foster care, Texas has one of the largest child welfare systems in the country. In addition to being large, the system for meeting the needs of the children in the state is complex. A statewide intake hotline processes reports of abuse and neglect while workers in 11 different DFPS regions conduct investigations. Family-based safety services are provided by caseworkers to keep children with their families. In cases when a child is removed from his or her home, caseworkers, known as conservatorship workers, work with the child and possibly his or her family. Children who are removed from their homes may be placed with relatives or in another foster care setting. Foster family homes are the most common type of foster care setting. Other settings in which children may be placed include: emergency shelters, residential treatment facilities, facilities that serve children with intellectual or developmental disabilities, or mental health facilities. The payment structure differs slightly for the different settings. In the case of foster homes, some are developed, administered, and paid by DFPS while others are developed, administered, and paid by child placing agencies (CPAs) that contract with DFPS. For all facilities and homes, a daily rate is paid based on each facility type and the needs of the child. DFPS conservatorship workers are responsible for all placement activities, permanency planning, working with the child’s parents, and court activities. Foster care providers are responsible for meeting the daily needs of the child and ensuring that all therapeutic needs are addressed.

Figure 1. Simplified legacy model

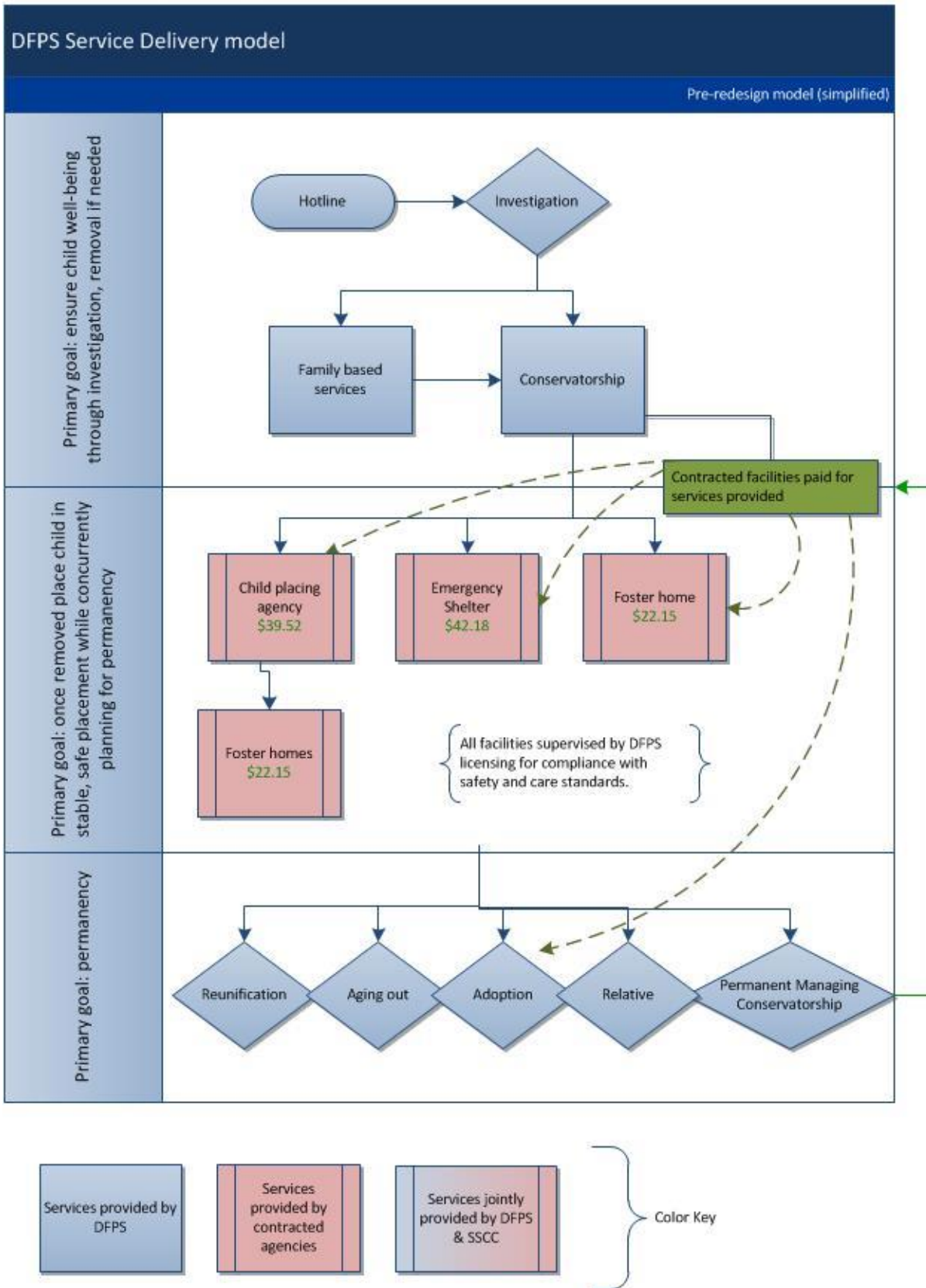
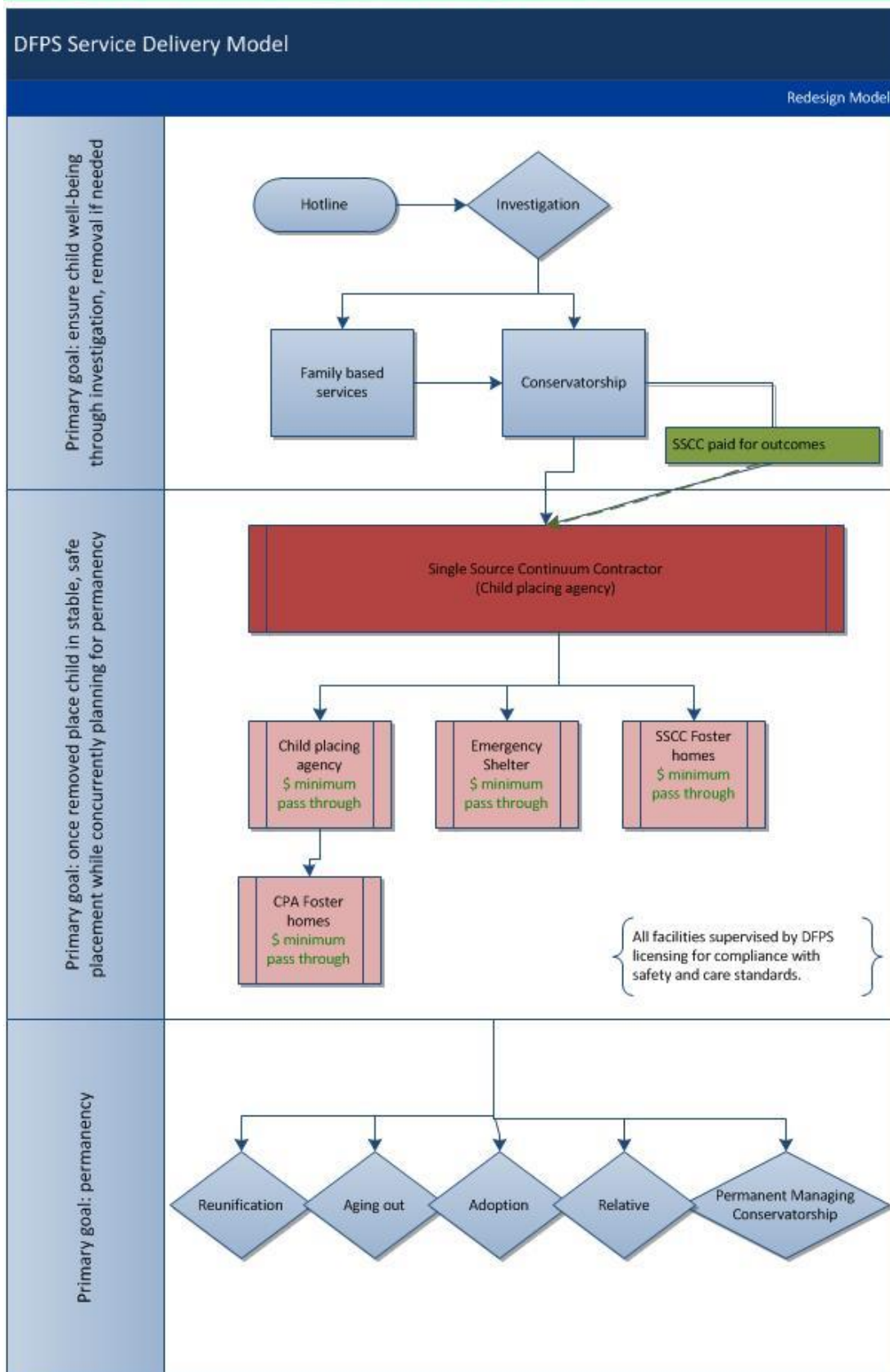


Figure 2. Simplified redesign model in regions two and nine



PRIOR IMPROVEMENT INITIATIVES

Several attempts have been made to improve the Texas foster care system. In 1995, DFPS (known as DPRS at the time) implemented the Permanency Achieved through Coordinated Efforts (PACE) project. The PACE project had several similar elements to the current redesign. It was designed to provide a continuum of care for children through a single contractor (DPRS, 2001). However, the systemic changes were not sustainable and the project ended unsuccessfully primarily due to attempts to outsource case management services. Burstain (2010) details reform efforts from 2004 through 2009 that range from privatization of services to increases in caseworkers. Like the PACE project, many of these reforms related to the outsourcing of case management services either stalled or yielded mixed results. The current foster care redesign will not outsource case management services.

REDESIGN SUMMARY

The current redesign efforts focus on establishing a Single Source Continuum Contractor (SSCC) who will be paid a single blended rate, have a “no eject, no reject” policy, achieve improvements in permanency rates, and be accountable to performance measures created by DFPS. Changes in permanency rates are tied to financial incentives and remedies. The redesign is being implemented under the context of cost neutrality. In order to meet outcome expectations, the SSCC will need to use a community-focused approach to create a continuum of care and establish resources that meet the needs of children, youth, and, when necessary, their families locally. Figure 2 on the previous page provides a simplified overview of the redesign model.

A primary focus of the redesign is on implementing performance-based contracting (PBC) to incentivize the provision of quality services. Under the current system, providers with higher need children and youth are paid higher rates, and thus are not incentivized through the payment structure to foster improvements in child well-being. Through an incentive structure, the SSCC will be rewarded for quality services that improve the well-being and permanency outcomes of children (RFP, 2011). A summary of quality indicators for the redesign is provided in Table 1 on the following page.

In addition to PBC, a crucial element of the Texas foster care redesign is the creation of the Single Source Continuum Contractor (SSCC). As previously stated, the SSCC will be the only provider directly contracting with DFPS for performance outcomes. The SSCC may add a layer of community level management to the child welfare system by taking on the tasks of managing provider payments and coordinating between providers in specific catchment areas. However, the SSCC may also provide a continuum of care as a single entity. Regardless of the service model, the SSCC will create a single point of entry into the foster care system and serve as the entity accountable for child outcomes. In the current Texas foster care system, providers are not obligated to accept or keep a child placed in their care (Roper, 2008). Because the need for some placements can be difficult to meet, DFPS negotiates for some placements on a child per child

basis (Roper, 2008). Moving to the PBC model with the SSCC will shift the emphasis to negotiating with a contractor for all paid foster care placements in a particular region using a “no reject, no eject” policy. In Texas, the level of care system determines a child’s needs and payment coincides with the expected needs of the child. The redesign would instead pay a blended rate to the SSCC per child, regardless of determined level of care. The SSCC is required to have a minimum pass

Table 1. Summary of outcomes and indicators for the Texas foster care redesign

Outcomes <small>(From Attachment A1 of Request for Proposals)</small>	Indicator <small>(From Attachment A1 of Request for Proposals)</small>	Quality Indicator <small>(Listed in Request for Proposals; developed by a public private partnership)</small>
 Children and youth are safe in foster care	<input type="radio"/> % who do not experience an incidence of abuse, neglect, or exploitation	<input checked="" type="checkbox"/> Children are safer in their placements (A)
 Children and youth have stable placements	<input type="radio"/> % with two or fewer placement changes in previous 12 months	
 Children and youth maintain family and community connections	<input type="radio"/> % placed within 50 miles of their home <input type="radio"/> % cases where all siblings are placed together <input type="radio"/> % who have at least one monthly personal contact with a family member who is not a parent or sibling and is identified as appropriate for contact by DFPS <input type="radio"/> % who have at least one monthly personal contact with each sibling in foster care	<input checked="" type="checkbox"/> Connections to family and others important to the child are maintained (D) <input checked="" type="checkbox"/> Are placed in their home communities (B) <input checked="" type="checkbox"/> Are placed with siblings (E) <input checked="" type="checkbox"/> Services respect the child’s culture (F)
 Youth are fully prepared for adulthood	<input type="radio"/> % who have a regular job at some time during the year <input type="radio"/> % of 17 year old youth who had completed PAL Life Skills Training <input type="radio"/> % who had a drivers license or state identification card	<input checked="" type="checkbox"/> To be fully prepared for successful adulthood... are provided opportunities, experiences and activities similar to those experienced by their non-foster care peers (G)
 Children and youth are placed in the least restrictive placement setting	<input type="radio"/> % placed in a foster family home	<input checked="" type="checkbox"/> Appropriately served in the least restrictive environment that supports minimal moves for the child (C)
 Children and youth participate in decisions that impact their lives	<input type="radio"/> % age 10+ who participated in any Service Plan meeting <input type="radio"/> % who participated in at least one discussion about the child’s/youth’s opinion regarding placement options <input type="radio"/> % of court hearings attended by children/youth age 10+	<input checked="" type="checkbox"/> Are provided opportunities to participate in decisions that impact their lives (H)

through for foster homes meaning that they are required to provide foster homes a minimum amount of funds. It is believed that a single blended rate will incentivize the contractor to improve the child's well-being so that less costly services are needed for the child because the contractor's financial gain is tied to the child meeting the desired outcome as quickly as possible (DHHS, 2007).

During the regular session of the 82nd Texas Legislature, the Department of Family and Protective Services (DFPS) was authorized to redesign the foster care system in Texas in accordance with the 2010 Foster Care Redesign Report issued by DFPS. The redesign of the foster care system in Texas has been developed through the work of a partnership of DFPS and child welfare stakeholders, including foster care providers, former foster youth, members of the judiciary, advocates, and trade associations, known as the Public Private Partnership (please see Appendix A for a logic model of the redesign system). The first step in the redesign was to implement the redesign plan in two areas of the state known as catchment areas: one metropolitan and one non-metropolitan catchment area. The initial implementation sites were anticipated to be under contract in mid-2012 and operational within 180 days. However, contractual delays resulted in one catchment area implementing the redesign in August of 2013. The first SSCC contract was awarded to Providence Corporation ("Providence") to redesign foster care in DFPS regions two and nine.

METHODS

This process evaluation of the Texas foster care redesign assesses the initial implementation and functioning of the restructured system with the purpose of informing subsequent phases of the redesign. The process evaluation is mixed methods; the qualitative component serves to provide context for understanding the implementation process and evaluate the functioning of the redesigned system, while the quantitative component assesses the specific element of employee engagement within and across the organizations involved (DFPS, Providence, and provider agencies). These components together provide an overview of the initial redesign implementation process. The primary research questions of the process evaluation are:

- 1) How has Providence developed the infrastructure necessary to receive referrals?
- 2) What barriers or challenges are there in collaboration between Providence and partnering agencies?
- 3) What barriers or challenges are there in collaboration between Providence and DFPS?
- 4) What barriers or challenges might Providence face in meeting performance outcomes?
- 5) What are the successes of the redesign thus far?

QUALITATIVE COMPONENT: INSIGHT FROM KEY STAKEHOLDERS

Data for the qualitative component were collected in September and October of 2013. The redesign system “went live” on August 26, 2013. Thus, the data were collected almost immediately after the redesign implementation occurred, and findings must be interpreted knowing that the data collection timeframe did not allow for follow-up to understand how any initial issues might have been handled.

SAMPLE

Prior research suggests that effective communication, information-sharing, and collaboration are essential to ensuring the success of a large-scale redesign of a state foster care system (Freundlich & Gerstenzang, 2003). Therefore, this process evaluation was structured to include the perspectives of professionals and caregivers involved in a diverse range of positions and agencies within the foster care system affected by the redesign.

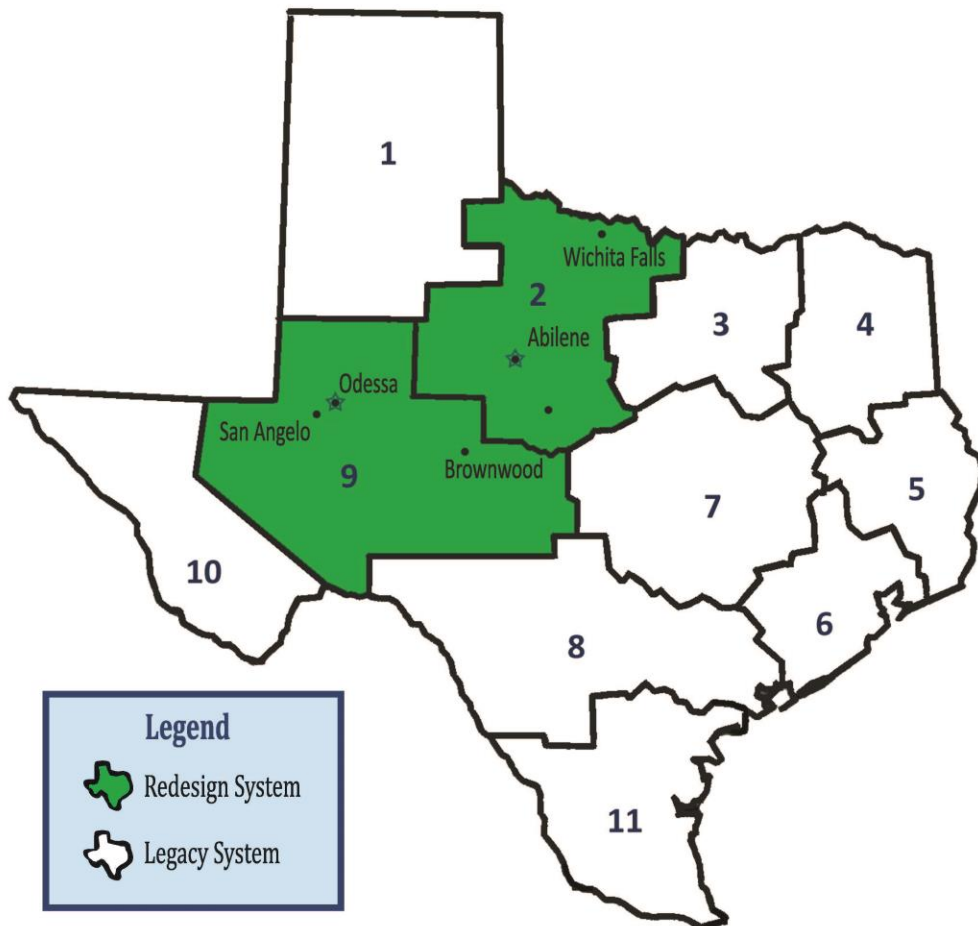
The sample for this process evaluation was a purposive, convenience sample constructed from information provided by both DFPS and Providence. DFPS provided the UT team with lists of potential participants based on their internal information and information provided by Providence. All names were compiled into a master list of 124 potential participants stratified by city and role in the foster care system. Five cities were identified as key cities for data collection. These cities include: Abilene, Midland/Odessa, San Angelo, Wichita Falls, and Brownwood, as seen on the map in Figure 3 on the following page.

Participants were invited to participate in a focus group or interview based on their position and level of involvement in the foster care system. Professionals were grouped into seven categories of participants: Providence employees, DFPS administrators, DFPS workers, provider agency employees, CASA/Ad litem/judges, foster parents, foster youth, community advisory group members and Public Private Partnership members. Detailed information about each group of participants follows.

Providence employees. Employees of Providence are responsible for building the infrastructure of the foster care redesign and are held accountable for outcomes. We conducted either in-person or phone interviews with 10 of the 12 employees Providence identified. The two employees who were not interviewed did respond to requests. However, conflicts with the data collection timeline and employee work schedules resulted in interviews not being completed with those two employees. Providence employees were asked questions regarding the preparation and implementation process of the redesign.

DFPS administrators. DFPS administrators are responsible for supporting the new infrastructure and clarifying the roles and responsibilities of workers in the region. For the

Figure 3. Data collection sites



purpose of this process evaluation, DFPS employees are considered administrators if they are program directors or hold positions above program directors. Sixteen DFPS administrators were identified by DFPS state office and 11 were interviewed. While those not interviewed did respond to requests to be interviewed, conflicts with the data collection timeline and employee work schedules resulted in interviews not being completed with five employees. From this group, we gathered information relating to the status of the implementation, readiness for referrals, and their perception of how the redesign is functioning.

DFPS workers. This group included caseworkers and their supervisors. DFPS identified 22 workers who they felt had sufficient knowledge of the redesign. Of those identified, 14 participated in focus groups. Four workers could not participate due to logistical constraints and four did not respond to requests for interviews. One caseworker who did not participate in an interview was later found to have taken a position with Providence. Supervisors and caseworkers represent part of what is referred to as the “ground-level” system. This group provided information regarding their roles and changes to their roles, as well as their level of understanding of the redesign in general and perceptions of the changes taking place.

Agency Administrators. ‘Agencies’ include administrators and/or staff at the various provider agencies in the region with which Providence has contracted services. Twelve agencies were identified along with the contact information of their executive director or other staff who could speak on behalf of the agency. Seven of the 12 identified agencies completed interviews. Two agencies did not participate due to logistical constraints and three agencies did not respond to requests. Agencies provided key information regarding the actual logistics of the redesign implementation process in the region and its perceived impact on their agencies. The terms agencies, provider agencies, and providers are used interchangeably throughout the report.

CASA/Judges/Ad litem. CASA employees and volunteers, judges, and ad litem were included in the sample because they play crucial roles in the lives of foster children. Unlike the groups discussed above, we anticipated that their role in implementation would be peripheral. We did not have a complete list of CASAs, judges, or ad litem in the regions, so we identified participants in these categories from a list of individuals who participated in the Community Advisory Group (described below). We identified two judges. One judge was interviewed and one was unavailable due to scheduling issues. Two ad litem were identified, but neither was available for interview. Three CASAs were identified. One was interviewed. However, other CASAs were identified during the focus groups. In one case, a participant in a focus group identified as a CASA volunteer even though her participation in the group was in a different capacity. In another case, a participant recruited a CASA employee to participate in an interview. In total, three CASAs were interviewed.

Foster parents. Three foster parents were recruited to participate in interviews. Foster parents were recruited by staff at agencies. We followed up with staff at agencies who had

already been interviewed or who were scheduled to be interviewed and asked them to have interested foster parents contact us.

Foster youth. Foster youth included youth (over 18 years of age) who formerly lived in foster homes in the region. Six former foster youth were interviewed and/or participated in a focus group. Foster youth were recruited based on a list of 10 youth provided by a DFPS Preparation for Adult Living (PAL) Coordinator. While all youth responded with interest in an interview, only six were interviewed due to logistical constraints.

Community Advisory Group (CAG) members. The Community Advisory Group (CAG) consists of community stakeholders who were brought together to meet regarding the redesign. The Community Advisory Group was established by an agency that responded to the RFP, but was not awarded the Providence contract. However, the group had not necessarily been involved in the redesign after the RFP process, and thus we anticipated that many would not have knowledge about the redesign implementation. We were provided a list of 33 CAG members based off of a list provided to DFPS by Providence. Six members declined to participate in the process evaluation, 16 did not respond to requests, 10 participated in three focus groups and one participated in a telephone interview. During the data collection process we discovered that the CAG had not been active since the RFP process, likely accounting for some of the lack of response.

Public Private Partnership (PPP) members. Public Private Partnership members include individuals who helped develop the redesign as part of a work group. While PPP members were the guiding body for the redesign, they will also be involved in other initiatives and projects unrelated to the redesign. We received a list of 28 PPP members from DFPS. Two members of the PPP declined to release their contact information. We sent an online survey to members and received 19 responses. Additionally, 16 wanted to be contacted for a follow-up interview. We conducted 14 of the 16 follow-up interviews. The PPP members were integral in constructing the redesign and some individuals of the PPP might overlap the groups discussed above. PPP members were asked their opinions about the most important components of the redesign and how they felt about the redesign.

DATA COLLECTION METHODS

Qualitative data collection included in-person interviews and focus groups, phone interviews, and for PPP members only, an open-ended online survey and follow-up interview.

Interviews. We conducted individual interviews with DFPS administrators, Providence administrators, PPP members, foster parents, some foster youth, agency administrators, and judges. The majority of the interviews were conducted in person. However, phone interviews were conducted with Providence employees out of state and PPP members who did not live or work in the Austin area. In-person interviews were conducted at DFPS offices or the individual's office. Most were interviewed at their agency; however, a few chose to come to DFPS offices. Foster parents were asked for their preference in locations. One parent chose to be interviewed in her home, one came to a DFPS office, and one was met at her workplace. Foster youth were

also asked for their preference in interview locations. One youth chose her apartment and another chose a local coffee shop. All interviews lasted between 30 minutes and one hour.

Focus groups. When it was conducive, focus groups were held in lieu of individual interviews. CAG members and DFPS workers were given times that focus groups would be held in their area. Those focus groups were held at DFPS offices. Additionally, one group of foster youth who lived at the same location agreed to participate together in a focus group at their independent living facility. All focus groups lasted between 30 minutes and one hour.

PPP online survey & interviews. In order to include all members of the PPP, an online survey was distributed to the PPP members. The survey asked three open-ended questions and then asked members if they would like to participate in a follow-up interview. Those who said they would participate in a follow-up interview were contacted by members of the research team.

Instruments. Interview and focus group guides for each group listed in the sample section are provided in Appendix B. These guides were constructed to be used in focus groups, yet were versatile enough to be used in interviews. The online survey for the PPP can be found in Appendix C. This survey was designed by modifying questions found in the other interview guides.

Compensation. Professionals participating in the interviews were not provided compensation. However, youth who participated were provided \$25 gift cards and foster parents who participated were provided \$50 gift cards.

Staff. The majority of the interviews and focus groups were conducted by one of the Principal Investigators who traveled to all five cities. One research assistant assisted in interviews conducted in Wichita Falls and Abilene. Another researcher assisted in the Abilene data collection as well. Another research assistant completed phone interviews for the project. All research team members were involved in developing the instruments. Weekly staff meetings were held to process information and make protocol adjustments if necessary.

For the PPP interviews, all members of the research team participated. Each research team member was charged with completing a phone or in-person interview with one to three members of the PPP who indicated they wanted to be interviewed.

Consent. Informed consent was obtained from all participants. For in-person interviews and focus groups, written informed consent was obtained. With phone interviews, the consent form was e-mailed prior to the interview and verbal consent was obtained. Finally, with PPP members, consent was obtained through participation in the online survey and verbally prior to interviews. Interviewers reviewed the consent form with participants and explained confidentiality procedures. Participants were informed that their responses would be confidential and reported only in aggregate form.

Audio-taping. Participants were also asked to consent to the interview being audio-taped. None of the PPP interviews were audio-taped. Two participants declined to have the interview audio-taped.

DATA ANALYSIS

All recorded interviews and focus groups were transcribed and field notes for the non-recorded interviews were typed. Transcripts were analyzed using conventional content analysis, a qualitative analysis technique used for analyzing text data from transcripts based on interview questions (Cavanagh, 1997). Conventional content analysis is appropriate when there is limited existing theory or research on a phenomenon, but enough information to have a general sense of a coding structure (Hsieh & Shannon, 2005). In the case of the redesign, there is limited theory to guide the process, but literature evaluating reforms in other states was used to inform the interview guides. In the first step in the analysis, researchers immersed themselves in the data by reading transcripts (Kondracki & Wellman, 2002).

The research team read through portions of multiple transcripts and discussed findings in weekly team meetings. From these discussions, an initial coding scheme was developed. In the second step data is analyzed by labeling thoughts and statements and then “coding,” grouping the data into broader categories (Mayring, 2000). Coding began with teams of three researchers coding transcripts. The teams coded a transcript and met to discuss codes and update the coding scheme. This process continued until reliability was established between the researchers whereby they were coding the same interview excerpts the same 90% of the time. After reliability was established, three coders individually completed coding of assigned remaining transcripts. After coding was complete, codes were grouped into themes.

For the PPP online survey and follow-up interviews, one team member reviewed and summarized those findings. The online survey consisted of three open-ended questions. Interviewers with PPP members were not audio taped. Notes were taken and interviewers typed up a summary of the responses from the interviews.

QUANTITATIVE COMPONENT: SEE AND SIOC SURVEYS

The purpose of the quantitative component of the evaluation is to assess through the use of two distinct survey instruments the quality of collaboration and the organizational culture from the perspective of the employees involved from the various participating agencies in the foster care redesign. The Survey of Employee Engagement (SEE) was utilized to assess organizational culture. The Survey of Inter-Organizational Collaboration (SIOC) was utilized to measure employee perceptions of the effectiveness of their collaboration by assessing the quality of outcomes, availability of resources, quality of internal communications, level of flexibility, organizational leadership and interactions, shared goals and visions, and effectiveness of processes.

The methodology and administration of the surveys along with results for the quantitative data collection are divided into two main sections. The first is for the SEE, comparing responses from DFPS, Providence, and the subcontracting Agencies (referred to as Agencies). The second section contains the results for the SIOC. This section is also broken down by three sets of

collaborative interactions: (1) DFPS and Providence, (2) DFPS and Agencies, and (3) Providence and Agencies.

SURVEY OF EMPLOYEE ENGAGEMENT (SEE)

The purpose of the SEE was to assess the difference in organization climate, culture, and employee engagement between the three types of organizations (DFPS, Providence, and subcontracting Agencies) involved in the foster care redesign. Assessing directly from employees their perceptions of these aspects of their organizations creates a unique perspective and viewpoint of the organization's function and effectiveness. However, organizations that are in a unique position of working together toward common goals must pay particular attention to aligning cultural practices and engagement opportunities. This is particularly true for organizations just initiating a collaborative or joint venture in which each organization has had prior established protocols and work practices.

DFPS is a well-established and large state agency governed by various rules, policies, procedures, and state law. The second group is a small group of employees from Providence who were recently brought together under the framework of foster care redesign. The third group represents a multitude of established foster care and child welfare agencies traditionally operating autonomously in Regions 2 and 9, many of which have been in existing and prior contracts directly with DFPS.

Sample (SEE). The sample for this process evaluation was a census based on information from DFPS and Providence. Research suggests that effective communication, information sharing, and collaboration are essential elements when organizations undergo substantive changes in the way they interact and do business. To assess for these elements of success, this process evaluation included the perspectives of multiple professionals and caregivers involved in the foster care system from DFPS and Providence. These perspectives included a sample of DFPS employees, Providence employees, and sampled subcontracting Agency employees working with Providence in delivering foster care services. To obtain baseline data for potential comparison at a later time, the survey was administered when Providence first began taking placements.

DFPS provided an electronic list of forty employees to be surveyed who were directly involved with foster care redesign. This electronic list included e-mail addresses, the region in which the employee worked (either Region 2 or Region 9), and information regarding the employee's role in the organization (frontline, supervisor, or management). Providence also provided its own e-mail list of twelve employees to be included in the survey. DFPS in collaboration with Providence provided a list of forty-one key contact individuals who contracted with Providence in working on foster care redesign. Given the timeframe for initial administration of the survey and the lack of familiarity that contracted organizations would have with foster care redesign, only one individual from the Agencies working directly with Providence was asked to participate. In total, 93 individuals were invited to participate in the surveys.

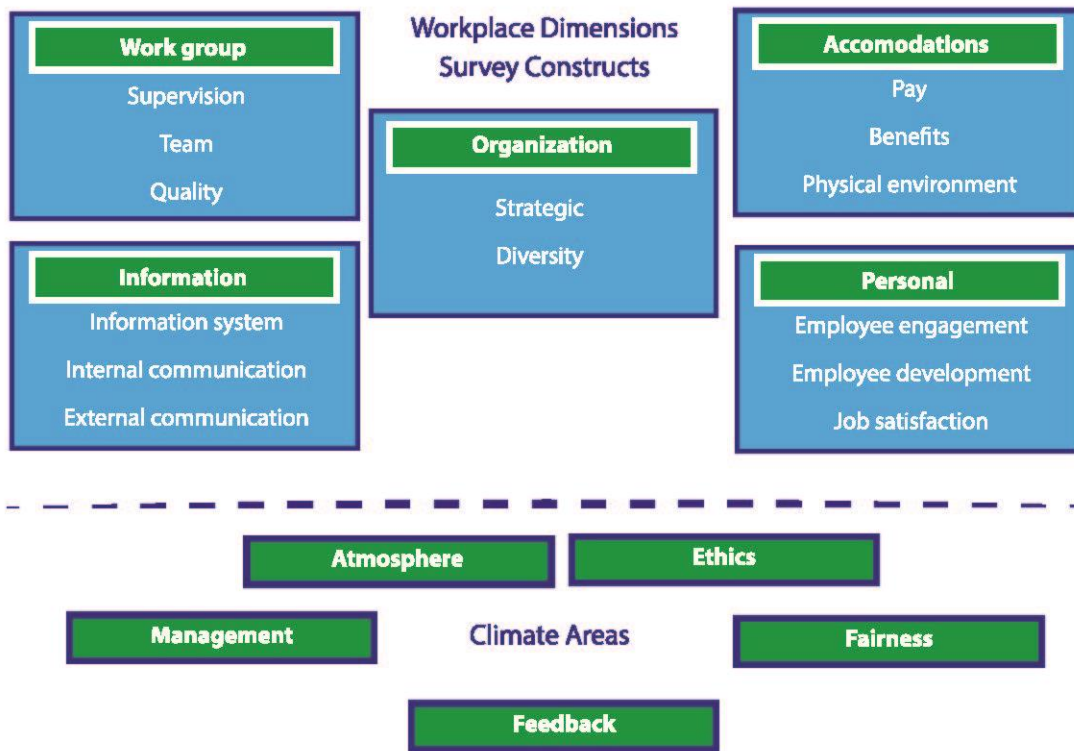
Administration (SEE). The SEE was administered electronically using a custom online data collection protocol designed by the Institute for Organizational Excellence. On the survey website, respondents selected radio responses (only one response accepted) to items. At the completion of the survey, data were submitted electronically to a secure database.

An initial e-mail invitation with individual links to the SEE website was sent to the sample on September 16, 2013. For validation purposes, each respondent's link was encoded with a unique access code in order to avoid the possibility of duplicate responses to the survey. The following week, a reminder e-mail with the survey access link was sent to all members of the sample who had not yet participated in the survey. To increase the response rate, additional e-mail reminders were sent during the iteration timeframe to non-respondents asking them to participate. The data collection period for the SEE closed on October 11, 2013. In order to ensure access to the instrument, the survey was available in both English and Spanish, and was compatible with online reading software.

Instrument (SEE). The approach used to assess the area of organizational culture was an organization-wide (from the employees' perspective) assessment—using the SEE—of the lead Providence agency, related Agencies' employees, and DFPS employees. The framework of the SEE is designed to capture commonly shared organizational features and employment elements across various types of organizations. The assessment contains 71 primary items and uses a five point Likert-scale response set ranging from "Strongly Agree" to "Strongly Disagree." Scores range from a high of 5 to a low of 1. Respondents were able to mark "Don't Know/Not Applicable" or leave the item blank. Both these types of responses were not entered into any calculations. In addition, various demographic and job characteristic items were also collected. The survey framework (see Figure 4 on the following page) captures the essential workplace features and includes five dimensions consisting of 14 constructs and an additional 5 climate areas. The constructs are designed to profile organizational areas of strength and concern so that interventions are targeted appropriately and strategically. The climate areas provide an overview of critical environmental factors.

Data Analysis (SEE). Data from the responses received from the SEE were processed to allow for reporting both the results from all employees participating in the assessment as well as from the three individual groupings (DFPS, Providence, and the subcontracting sampled Agencies' employees). Standard reporting processes were used including determining the frequency counts and percentages by each response category (strongly agree, agree, etc.), means, and standard deviations for all primary survey items. The demographic and job

Figure 4. Survey of Employee Engagement framework



characteristic items were categorically summed and a percentage of respondents table created. Survey construct and climate scores were tabulated by averaging items according to pre-defined relationships, and these averages were then multiplied by 100. The purpose of multiplying by 100 is a simple convention used to differentiate—for presentation and demonstration purposes—the items averages from construct averages.

To compare the variability on the survey items among the three different groupings, an ANOVA was completed. The ANOVA tests the hypothesis that the variation among the groups is no greater than what is due to the variation normally present due to differing characteristics or error in measurement. Within social science research, an ANOVA is an accepted statistical test for standard Likert-type scaled responses. For each item, the appropriate tables providing mean score, standard deviation, F-ratios, and level of significance are provided. Items with a significance level of .05 or lower are listed as significant.

SURVEY OF INTER-ORGANIZATIONAL COLLABORATION (SIOC)

The purpose of the SIOC was to assess the interactions of collaborative involvement along with identification of areas of strength, concern, agreement, and disagreement within the collaborative process. Given that the three groupings interact with each other both directly and through one another (i.e. DFPS may at times need to interact directly with an agency and at other

times with Providence), it was necessary to set up three collaborative interactions. One model measured DFPS and Providence collaboration. Another measured the collaboration between Providence and the Agencies, and lastly, there was one model for the collaboration between Agencies and DFPS (See Figure 5 below).

The assumption in the process evaluation of collaboration is that in the foster care redesign, the related processes arising from this new system would—during the initial startup time period—be faced with issues of effectively communicating and working together as systemic issues would surface. Working across, within, and through different organizations creates different challenges and evaluating collaborative patterns surfaces opportunities to improve the system.

Sample (SIOC). The SIOC utilized the same sample used for the SEE.

Administration (SIOC). The SIOC was also administered electronically to employees. The survey was available through a secure online site that utilizes online data collection software

Figure 5. Survey of Inter-Organizational Collaboration Framework



available through a site license of the University of Texas at Austin. An initial invitation to

complete the SIOC was e-mailed to the sample on October 1, 2013. In the first few weeks of October, additional reminder e-mails were sent out to members of the sample who had not yet completed the survey. The SIOC data collection period closed on October 18, 2013.

Instrument (SIOC). The SIOC is a collaboration survey containing 31 items—27 primary items and four demographic items. The assessment uses a five point Likert-scale response set scaled from “Strongly Agree” to “Strongly Disagree.” Scores range from a high of 5 to a low of 1. Respondents were able to mark “Don’t Know/Not Applicable” or leave the item blank. Both of these responses types were not entered into any calculations. The instrument measured perceptions of employees on eight constructs (see Figure 5 on the previous page) quality of outcomes, availability of resources, quality of internal communication, level of flexibility, organizational leadership and worker interactions, shared goals and visions, and effectiveness of process.

Data Analysis (SIOC). Data from the responses received from the SIOC were processed to allow for reporting the three sets of collaborative interactions: DFPS and Providence, DFPS and Agencies, and Providence and Agencies. Standard reporting processes were used including determining the frequency counts and percentages by each response category (strongly agree, agree, etc.), means, and standard deviations for all primary survey items. To compare the variability on the survey items among each pair of two organizations in the three different combinations, a t-test was used. The t-test is used to determine if two sets of data are significantly different from one another. Within social science research, a t-test is an accepted statistical test for standard Likert-type scaled responses. For each item, the appropriate tables providing mean score, standard deviation, F-ratios, and level of significance are provided. Items with a significance level of .05 or lower are listed as significant.

COMBINED COMMUNICATION STRATEGY

Prior to the SEE and SIOC administration a communication strategy and timeline was developed (see Figure 6 on the following page). First, an introductory memo was sent to all foster care redesign staff from Camille Gilliam (DFPS Regional Director for Region 9), Sherrell Matthews (DFPS Regional Director for Region 2), Cyndi Reed (DFPS Foster Care Redesign Administrator for Regions 2 and 9), and Bob Hartman (Providence Executive Director). This memo was sent on September 9, 2013, and explained that the Institute for Organization Excellence at the University of Texas at Austin would be sending e-mail invitations to take both the SEE and SIOC. The memo’s authors emphasized the importance of employees completing the survey in order to increase understanding of areas of success and areas for improvement. The memo also provided information regarding survey logistics such as the time required to complete the survey and the reminder e-mails that would be sent to non-respondents. On September 25, 2013, a second memo was sent confirming that the SEE had been initiated, and that an invitation to take the

Figure 6. Communication strategy and timeline

September 2013						
Su	M	T	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

October 2013						
Su	M	T	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

- September 9: Introductory **memo**
- September 16: Initial **SEE** email invitation
- September 23: First **SEE** reminder email
- September 25: Second **memo**
- September 26: Second **SEE** reminder email
- October 1: Initial **SIOC** email invitation
- October 2: Third **SEE** reminder email
- October 7: First **SIOC** reminder email
- October 11: **SEE** closes
- October 14: Second **SIOC** reminder email
- October 16: Third **SIOC** reminder email
- October 18: **SIOC** closes

SIOC would be forthcoming. The second memo again emphasized the importance of participation in the survey process.

LIMITATIONS

There are several limitations to the methodology which should be taken under consideration when interpreting findings. Major limitations include the time period of data collection, sampling, and limited opportunity for comparison.

TIME PERIOD

The primary limitation is that the data were collected within weeks of the redesign system being implemented. Prior to Providence taking on cases, much work was done in the creation of organizational structure, staffing, subcontracting with agencies, developing communication protocol, and designing processes. All of these elements were coming online and being tested and subsequently adjusted as needed to meet the demands on the systems. Findings must be interpreted with this limitation in mind as issues were evolving quickly and researchers were unable to follow up to report progress on addressing issues.

QUALITATIVE SAMPLE

Another limitation with data collection was that key informants for the qualitative interviews were identified by DFPS and Providence. Therefore, some selection bias may exist. For instance, the staff identified had participated in the cultural change committee, indicating that they had been involved in training and protocol development prior to the redesign.

QUANTITATIVE SAMPLE

At the initial startup timeframe, not all employees in the subcontracting agencies were actively working with the foster care redesign process and therefore were not identified to participate in either the employee (SEE) or the collaboration (SIOC) survey. While still providing valuable insight, the data lack the robustness of having a larger group of employees participate.

LIMITED COMPARISON

Data and findings from this study are useful to guide changes being made when additional catchment areas are being added. However, for this catchment area assessment the results are limited as being start-up or baseline evaluation data. Additionally, this is the first catchment area at startup, so there are no comparable groups available or past data to contrast current findings. An original process evaluation plan was developed to collect additional data over time, but the delay to execute the first Providence contract pushed back the start-up and implementation periods. Funding for this process evaluation ended before additional data could be collected. Some of the findings and conclusions shared in this report may have been different had the original process evaluation plan had time to unfold.

FINDINGS

This section details the findings from both the qualitative and quantitative data collection. It should be noted from the outset that these findings should be interpreted within the context of the limitations detailed in the previous section. To reiterate, data collection began a week after initial referrals had begun. Thus, findings represent issues which may have changed during the finalization of this report.

QUALITATIVE FINDINGS

This section is divided into two parts. The first part details findings from the data collection conducted with individuals involved in the redesign in regions two and nine (Catchment Area Findings). The second part discusses findings from the Public Private Partnership members (PPP findings). In these sections, the 'n' listed refers to the number of mentioned responses by participants. In some cases, there were several mentions within one conversation, and those were counted as one mention.

CATCHMENT AREA FINDINGS

A total of 67 individuals participated in interviews or focus groups. Thirty-three people completed in-person interviews, three people completed phone interviews and 31 people participated in focus groups for a total of 34 interviews and 8 focus groups.

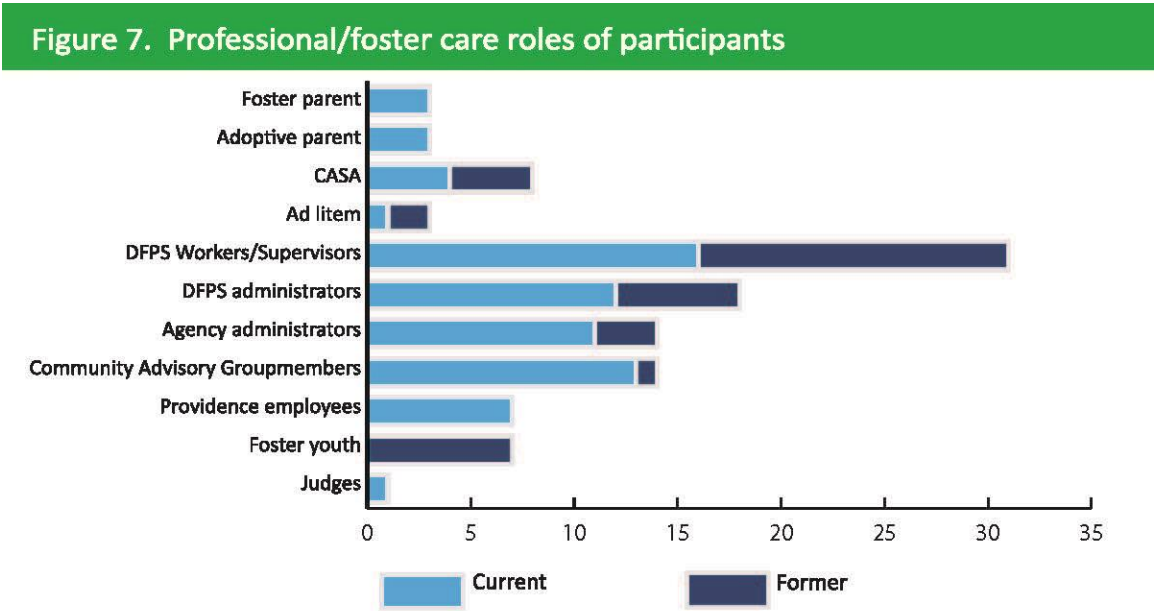
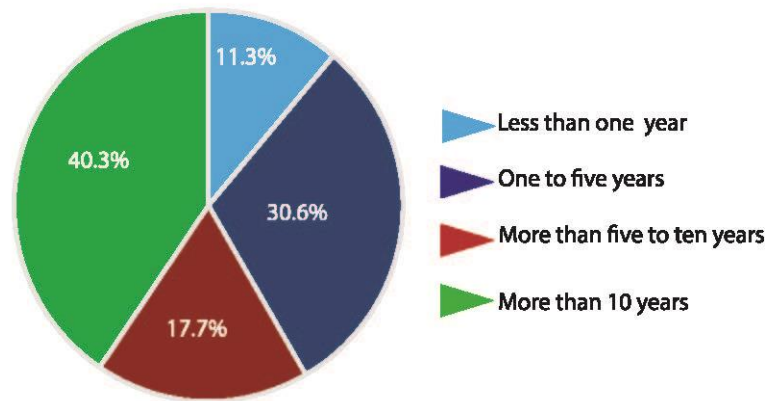


Figure 8. Participants' length of time working or participating in foster care



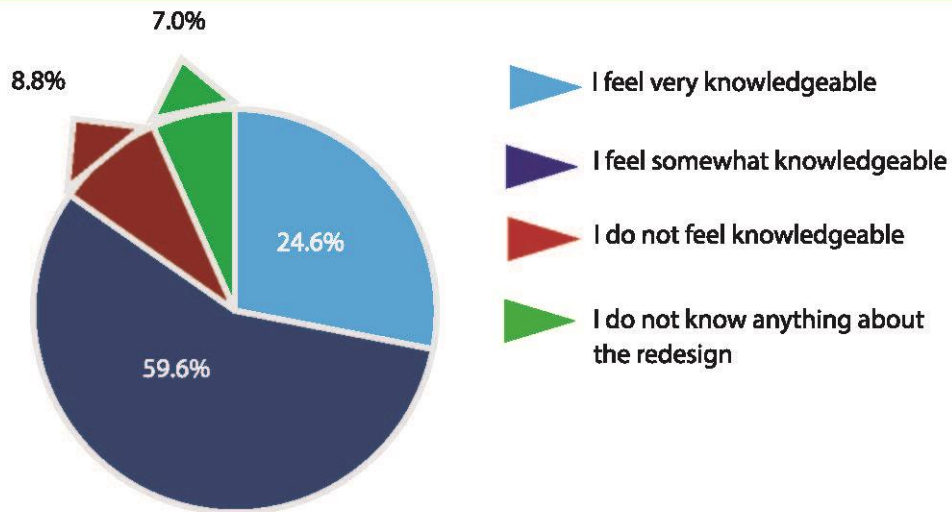
Participant characteristics. Participants provided basic demographic information regarding their role in foster care, their years of experience in foster care, and their knowledge of the redesign. As participants often perform multiple roles within the foster care system we asked them to identify both current and former roles. Figure 7 on the previous page details the experiences of participants within the foster care system. Most participants were current or former DFPS employees.

In terms of experience, most participants reported extensive experience within the foster care system. As seen in Figure 8 above, most participants (40.3%) claimed to have more than ten years of experience working or participating in the foster care system. Another 17.7% reported between five and ten years of experience. Those with less experience were primarily caseworkers and Community Advisory Group members. Those with most experience were primarily DFPS administrators, Providence employees, agency employees and foster youth.

Participants also had varying levels of knowledge about the foster care redesign (see figure 9 on the following page). Roughly 25% of participants reported feeling “very knowledgeable” about the redesign. These participants were primarily DFPS administrators and Providence employees. The majority of participants (59.6%), however, reported feeling only “somewhat knowledgeable” about the redesign. These participants primarily included agency administrators, DFPS caseworkers and judges/CASAs. Finally, a minority of participants (15.8%), all either Community Advisory Group members or foster youth reported that they were “not knowledgeable” about the redesign.

State of the pre-redesign system: Rural, underserved area. The first theme that emerged from the interviews and focus groups relates to how foster care worked in the area prior to the redesign. Several subthemes illustrate the structure and functioning of the pre-redesign system in regions two and nine. These subthemes include: not meeting outcomes, dislike for the level of care system, foster agency competition, and lack of services.

Figure 9. Participants' knowledge of the redesign



Unmet outcomes. In general, participants reported concern that outcomes were not being met by the pre-redesign system. Two concerns in particular dominated the discussion of unmet outcomes in the area and, to some extent, the entire state. First, youth were not being placed within their communities (n=16). This concern was often expressed in conjunction with valuation of the redesign goal of placing youth within 50 miles of their home communities. In seeing this as an improvement, participants revealed what for them was a major concern about services in the area. Improving this outcome in these regions, however, is not as simple as increasing the number of foster homes in the area. Region 2 is unique in the sense that it hosts a number of foster homes. However, those homes are often filled with youth from other areas and, as a result, youth from Region 2 get placed outside of the region. One participant explained,

“OUR BIGGEST DILEMMA IS WE HAVE A LOTTA CHILDREN HERE FROM OTHER REGIONS, WHICH MEANS THAT A LOT OF OUR CHILDREN, PROBABLY MORE THAN HALF, GET PLACED OUTSIDE OUR REGION, OR OUTSIDE THE AREA.”

The other issue mentioned by participants is the lack of decision making that youth have within the foster care system (n=31). While this issue was not mentioned as unique to the region, participants felt that the goal of having youth more engaged in the process was a noteworthy component of the redesign. One youth stated,

“I’VE EXPERIENCED SOME OF THE THINGS WHERE I’VE VOICED MY OPINION AND VOICED WHAT I’VE SEEN AND THEY’VE JUST IGNORED IT.”

Some participants linked this issue with the first concern about youth placement outside of their communities and expressed the belief that keeping youth closer to their communities would enable them to have a greater voice in decision-making. For instance, if youth stay closer to home they could potentially visit more with their families and meet more frequently with

CASAs and their attorneys. One participant also observed that they might be able to participate more in court hearings. This participant explained,

“(WE) CAN’T MAKE THE KIDS COME TO EVERY HEARING. (WE) TRY TO MAKE ‘EM COME IN THE SUMMER AND AT CHRISTMAS, SPRING BREAK, OR LET ‘EM, IF THEY WANT TO, PARTICIPATE BY TELEPHONE, CALL IN AND TALK TO PEOPLE. I THINK IT’LL BE BEING—IF WE CAN GET WITHIN THE RANGE THAT THEY CAN COME TO HEARINGS AND BE MORE PARTICIPATORY, I THINK IT’LL BE GREAT BECAUSE I THINK A LOT OF KIDS NEED THAT.”

Dislike of the level of care system. Another issue participants discussed was the level of care system and their dislike of it (n=25). Again, the level of care system is not a region specific issue. However, participants noted that they felt the level of care system was doing a disservice to the children that they served. They felt that children were often kept at levels that were much higher than necessary or that children needed more time in a particular placement even though their level had been lowered. One participant stated,

“OUR CURRENT SYSTEM SETS UP A SITUATION WHERE PLACEMENTS ARE OFTEN DICTATED BY THE LEVEL OF CARE SYSTEM; CREATES A SITUATION WHERE KIDS HAVE TO MOVE BECAUSE A LEVEL DROPS. WELL, EVERY TIME A CHILD MOVES THAT’S JUST ANOTHER LOSS FOR THEM; IT’S ANOTHER TRAUMATIC EXPERIENCE FOR THEM AND TO HAVE TO DO THAT BASED ON AN ASSESSMENT, IF THERE’S ANOTHER WAY TO MEET THAT CHILD’S NEEDS WITHOUT HAVING TO HAVE THEM GIVE UP EVERYTHING THEY’VE ESTABLISHED AGAIN AND GO THROUGH THAT LOSS.”

Youth had particularly strong feelings about the stigmatizing effect of the level of care system. One youth stated simply,

“(BEING ON A HIGHER LEVEL) MADE ME FEEL LIKE I WAS BAD AND I WASN’T.”

Youth also expressed a keen awareness of the link between the level of care system and funding that agencies and foster parents received for their care. This link led to a general level of youth mistrust of the system’s goals with regards to their care. In the words of one youth,

“THE HIGHER (YOUR LEVEL) IS, THE MORE MONEY THEY GET...THEY’RE LIKE, “OH, WELL HE’S DOIN’ THIS AND THIS,” WHICH WILL RAISE HIS LEVEL AND SO THEY GET MORE MONEY.”

Yet despite the dissatisfaction with the level of care system, participants generally acknowledged that caring for children with specialized needs does require additional resources. Participants were concerned with how to balance the issue of payment with ensuring that the needs of children are met without incentivizing unnecessary treatment and higher levels of care. As one participant stated,

“THE LEVELS OF CARE ARE GOING AWAY, BUT WE STILL HAVE TO HAVE A WAY TO DETERMINE HOW TO MEET THE NEEDS OF THE CHILD.”

Child placing agency (CPA) competition. According to participants, the pre-redesign regional context reportedly included a history of competition among child placing agencies in the area (n=6). CPAs were said to “steal” foster parents from one another to increase their own

access to resources. Although this issue likely exists in other parts of the state, it was particularly bothersome to participants in these regions. A participant stated,

“THEY COMPETE FOR BUSINESS AND STEAL EACH OTHER’S HOMES. THERE’S BEEN SOME, I GUESS, BAD BLOOD BETWEEN SOME AGENCIES.”

That was a sentiment commonly expressed among participants. This complicates the challenge of ensuring that increasing foster homes within a CPA means increasing numbers of foster homes in the community, not simply moving them around.

Resource gaps. According to participants, the foster care system in the region prior to the redesign was characterized by lack of resources (n=69). There is an expectation that the redesign will facilitate the growth and expansion of resources in the area. According to participants, while some areas have a lot of foster homes, other areas are lacking in homes, particularly therapeutic homes. In areas such as San Angelo and Midland, the oil boom has increased the price of housing, making it financially more difficult for families to foster. Other placement options for children in care are also extremely limited. Participants noted a lack of emergency shelters, residential treatment centers, psychiatric hospitals, and independent living facilities as well as a lack of services for children with specialized needs such as juvenile sex offenders. Additionally, services for parents are also a serious issue in the region. Some participants noted parents having to travel to Dallas or other metropolitan areas for substance use counseling and parenting classes. A major factor shaping the service needs in the area is the geography of the region. As one participant noted,

“FOSTER CARE RESOURCES IN (THE REGIONS) ARE EXTREMELY LIMITED. I THINK SOME OF IT HAS TO DO WITH THE FACT THERE’S SO MANY RURAL AREAS IN THE REGION.”

This idea is echoed by another participant who spoke to the challenge of connecting individuals with services,

“THE DISTANCE IN (THE REGIONS) IS SIGNIFICANT FOR ANYBODY. THE ROADS ARE MIGHTY LONG BETWEEN ONE END OF THE REGION AND THE OTHER.”

Because the area is so large and so rural, children often have to travel outside of their area for more specialized placements. The same is true for providers – participants reported that contract providers such as therapists often had to travel significant distances to provide services to children and their parents.

Strengths of community. Despite the challenges of the resource gaps and unmet outcomes faced by the rural area, participants were quick to note strengths with regards to foster care service provision that their community brings to the redesign implementation process (n=49). Resonant through most of the interviews is the sentiment that the communities in the region were very committed to foster children. One participant noted,

“MAINLY, EVERY COMMUNITY , RURAL OR NOT, THEY HAVE A CORE GROUP OF PEOPLE WHO ARE INVESTED AND WANT TO HELP KIDDOS, AND SO THERE IS A STRONG COMPONENT OF FAMILY-COMMUNITY INVESTMENT IN OUR FOSTER CARE SYSTEM.”

Many felt that this was even more obvious because this commitment existed in a context of resource gaps. As another participant stated after acknowledging the gap in the number of foster homes,

“THE FOSTER PARENTS THAT WE DO HAVE ARE PRETTY DARN GOOD. WE HAVE MANY FOSTER PARENTS HERE WHO HAVE BEEN FOSTERING FOR MANY, MANY YEARS.”

Understanding of redesign. The second theme that emerged from interviews and focus groups addresses the understanding participants have of what the redesign is and why the redesign is happening. Subthemes in this area include positivity towards the redesign, cautious optimism, fears about finances, mixed feelings about Providence, and confusion by DFPS ground level staff.

General positivity towards redesign. In general, participants were positive about the concepts behind the redesign (n=120). In fact, when asked to explain the redesign, participants focused on the positive impact they expected from its individual components. A participant stated,

“I EXPLAIN IT AS REDESIGNING OUR SYSTEM TO BETTER MEET THE NEEDS OF OUR CHILDREN AND YOUTH, FOCUSING ON OUTCOMES. VERY SPECIFIC; RELATE TO SPECIFIC OUTCOMES FOR THE YOUTH. THE MAJOR ONES THAT ARE OF REAL INTEREST TO PEOPLE ARE OBVIOUSLY KEEPING YOUTH WITHIN 50 MILES OF THEIR FAMILIES, KEEPING THEM IN THEIR HOME REGIONS, REDUCING THE—CHANGING THE WAY WE PAY, ELIMINATING THE LEVEL OF CARE SYSTEM.”

That the redesign would potentially allow children to stay within “50 miles” was often the first component of the redesign participants mentioned. Another participant described the redesign in terms of community connections. The participant stated,

“MY UNDERSTANDING IS THAT IT’S SUPPOSED TO KEEP CHILDREN CLOSE TO HOME, PREFERABLY IN THEIR OWN COMMUNITY, TO BE ABLE TO HAVE MORE PARENT/CHILD VISITS, NOT HAVE THE CHILD WITHDRAWN FROM SCHOOL A LOT, BE ABLE TO REACH PERMANENCY QUICKER FOR THE CHILDREN INSTEAD OF HAVING ‘EM LINGER IN FOSTER CARE.”

Despite the positivity around the stated outcomes of the redesign, few participants had any understanding of the broader conceptual shifts that the redesign was attempting. For instance, only one participant articulated an understanding that the redesign would shift resources from the state level back down to the community. That participant articulated that communities should be re-engaged by the redesign. Another participant articulated the general excitement shared by many others:

“I THINK THAT THOSE OF US WHO’VE BEEN AROUND A LONG TIME KNOW SOME OF THE PITFALLS AND ALL, BUT IT IS EXCITING. IT’S AN EXCITING THING THAT’S COME ABOUT, AND I HOLD OUT REALLY HIGH HOPES FOR IT.”

Cautious optimism. Given the lack of broader understanding by participants, it follows that they had little idea how the outcomes of the redesign would be met. As previously discussed, some services are lacking in the area, but participants expressed excitement about the fact that children would be placed closer to home. When asked how community placements would be possible given the lack of services, most participants admitted that they did not know. Thus, there was a sense of optimism and skepticism articulated by participants (n=32). The idea expressed was that they did not know how Providence was going to do all they are supposed to do, but participants were happy that they were trying. Several participants articulated this idea. One stated,

"MAN IF THEY CAN MAKE IT HAPPEN, AWESOME. I MEAN THAT'S ALL, THAT WOW— IF THEY CAN MAKE IT HAPPEN, I MEAN WE ARE—WE'RE FULLY BEHIND THEM, WHATEVER CAN BE DONE. IT'S KINDA LIKE A FIREWORK. WE'RE JUST STANDIN' BACK WAITIN' TO SEE."

For participants who had worked in foster care for many years, the skepticism was rooted in the fact that they had seen other efforts fail. Despite this, they recognized that improvements are needed and that there was capacity for positive changes. As one explained,

"MY FEAR IS IT'S ALWAYS A PENDULUM SWING. WE'RE GONNA HAVE IT GO TO THE FAR RIGHT AND WE'RE GONNA MAKE THESE MASSIVE CORRECTIVE CHANGES, BUT FOR SOME REASON, USUALLY WITHIN ABOUT A TWO YEAR LAPSE OF TIME OR LESS, THE PENDULUM GOES BACKWARDS. WE ALWAYS HAVE A PENDULUM SWING. I WANT TO HAVE FAITH THAT MOST OF THESE THINGS CAN TAKE PLACE AND OCCUR."

Almost all participants recognized the lack of resources as a major barrier which also led to skepticism. After clearly articulating that there were few placements within a 50 mile radius, participants would state that they were not sure how Providence could improve upon DFPS' efforts to place children close to their home communities, despite it being a performance measure in the contract. Many felt that Providence would not be able to meet this outcome. One participant stated,

"SOME OF THE GOALS OF PROVIDENCE HAD A LOT OF PEOPLE REALLY SHAKING THEIR HEAD. IT WAS LIKE, 'OH, I DON'T KNOW HOW THIS IS GONNA HAPPEN.' THE 50 MILE RADIUS, THINGS LIKE THAT."

In general, the attitude by many participants was that the redesign is a great idea because it will keep kids closer to home even though the region does not have the capacity to provide a continuum of care to make that happen immediately. A handful of participants were able to explain that the capacity would be built in the community, but several participants who did not have a more detailed understanding of the redesign, simply felt that it was not their problem to worry about those details.

Financial Concerns. A major component of the redesign articulated by some participants relates to the changes in payment structures (n=29). Participants from agencies were particularly vocal about their concerns regarding anticipated changes in payment. Specifically, the idea of a blended rate concerns many agencies.

Even though a blended rate had not been passed through to agencies at the time data were collected, the concern about a blended rate was foremost in agency administrators' thoughts. Their understanding was that Providence would be receiving a blended rate from DFPS and that they would be negotiating a similar blended rate with Providence. Agency administrators stated that foster parents had negative reactions to the idea of blended rates. One agency administrator stated,

“(FOSTER PARENTS) FELT THAT THAT THEY SHOULD BE PAID MORE TO TAKE CARE OF A CHILD THAT HAS SEVERE BEHAVIORS AND MAY NEED MORE ONE-ON-ONE ATTENTION AND TO—AND THEY’VE STRUGGLED WITH THAT.”

Another administrator noted that her frustration stemmed from not having answers for her agency or foster parents because they had not yet heard from Providence about the final rate structure. The agency was concerned with payments and its own financial solvency. Additionally, foster parents were reportedly asking questions that implied that they were considering not fostering. The lack of information made it difficult for her to reassure the parents. She stated,

“THAT WAS ONE OF THE THINGS THAT WAS FRUSTRATING TO ME WITH THE FOSTER PARENTS WHEN THEY WERE ASKING ME, “WHAT’S OUR RATE GONNA BE? HOW ARE WE GONNA BE PAID IN THE FUTURE?”

Mixed feelings about Providence. Participants did discuss their positive and negative views of Providence. In general, participants appear to have mixed feelings. Several participants who spoke of their distrust of Providence then alluded to the good job they felt Providence was doing in the region. Five participants specifically spoke of their distrust of Providence. The distrust stemmed from two sources: 1) the fact that Providence is a for-profit company and 2) the fact that Providence is from outside their community. One participant stated,

“I KNOW THEY’RE A FORTUNE 500 COMPANY, AND I KNOW THEY’RE PROBABLY JUST LIKE ANY OF THE MANAGED MEDICAID COMPANIES. THEY’RE IN FOR MONEY. I CAN TELL YOU HORROR STORIES ABOUT THAT, DEALING WITH THOSE COMPANIES THAT [HAVE] TAKEN OVER MEDICAID.”

Another participant stated,

“THE FACT THAT THEY WERE FOR-PROFIT AND UNDERSTANDING THAT FOR-PROFITS HAVE CERTAIN RESPONSIBILITIES TO THE PEOPLE WHO—THEIR SHAREHOLDERS OR WHATEVER—WAS CONCERNING TO ME. IT WAS ALSO CONCERNING THAT THEY WEREN’T CLOSE (IN THE COMMUNITY). I MEAN, (THE OTHER AGENCY THAT BID) IS GREAT BECAUSE THEY KNOW THIS COMMUNITY. THEY’RE IN THIS COMMUNITY. THEY UNDERSTAND THE UNIQUE NEEDS OF THIS COMMUNITY, AND I HAD CONCERNS ABOUT THAT, BUT THOSE AS CONCERNS HAVE BEEN ALLEVIATED.”

For this participant and others, concerns were alleviated after Providence began working in the community. Participants mentioned that they were won over when they heard certain DFPS staff whom they trusted were hired by Providence (n=3). One stated that her interactions with the Providence CEO, “Mr. Bob,” were very positive and that she gained trust in Providence through community and individual interactions. Finally, one participant noted that Providence

had the financial capacity to carry out the redesign in a way that none of the non-profits in the area could have done.

Ground-level confusion. A final issue related to understanding is the confusion by DFPS ground level workers about what the redesign is and what the redesign is not (n=44). Both DFPS and non-DFPS participants reported that staff out in the field did not appear to be well-educated in the changes in protocol that occurred with redesign. One participant reported hearing a DFPS caseworker tell an agency employee not to call Providence regarding a placement, but to call her directly. Another participant reported that agencies were much better versed on what the redesign entailed than caseworkers. One participant described this from the caseworkers' point of view,

“THERE'S NOT AN UNDERSTANDING OF THE DEPTH OF THIS PROGRAM AND WHAT FOSTER CARE REDESIGN IS GONNA BRING TO US. THEY HAVEN'T REALLY RECOGNIZED THAT. THEY'RE JUST LOOKING AT TASK BY TASK, WHAT DO I HAVE TO DO NOW? THEY'RE OVERWHELMED. THEY'RE TIRED AND THEY DON'T—SO THEY DON'T KNOW.”

Participants suggested that the lack of understanding from top to bottom was likely due to the fact that during the RFP process and contract negotiations with Providence, DFPS staff were not included in community meetings in the same way agencies were included. Agency staff was able to participate openly in meetings and meet with Providence. DFPS caseworkers, however, could not do so and thus were farther behind in that process when implementation began. DFPS did, however, implement a cultural change committee of caseworkers, supervisors, and other employees who were educated on the redesign. Members were responsible for spreading the message and discussing concerns internally with their coworkers. In general, participants in that committee felt it was a worthwhile strategy.

Caseworkers themselves also reported concerns and confusion about protocol. One concern of caseworkers was their jobs and changes to job functions. As one participant explained, **“ONE OF THE CONCERNS THAT I ALWAYS HEARD, AND I'M SURE EVERYBODY 'S HEARD IT, CONCERNS ABOUT JOB LOSS. ‘OH, THEY JUST—THEY'RE GONNA GRADUALLY PHASE US OUT. THEY'RE GONNA KNOCK US OUT OF OUR JOBS’.”**

While participants felt that DFPS employees would not be terminated, they felt that their jobs may be re-purposed as more work shifted to Providence. This generated concern about their abilities to complete their work. All DFPS employees who participated expressed their commitment to working with children and families. It was this commitment that many cited as a reason for their concerns; they expressed a fear that their ability to provide services to children would be impacted by the changes. In the words of one participant,

“FROM AN ADOPTION WORKER’S POINT OF VIEW, I SEE WHY THEY’RE SO UPSET. BECAUSE YOUR WHOLE GOAL OF ADOPTION IS TO FIND A FOREVER HOME AND THAT’S BEEN TAKEN FROM UNDER THEM. PROVIDENCE IS FINDING THAT HOME FOR THEM. THEY DON’T HAVE A SAY-SO IN THAT FINAL HOME. I MEAN THEY’LL COME TO YOU AND SAY, “HEY, THIS IS THE HOUSE THAT WE PICKED.” WHEN

WE TALK TO OUR KIDS, WE BUILD THAT BOND WITH THEM. WE KNOW THEM AND FOR SOMEONE ELSE TO MAKE THAT FINAL DECISION—I MEAN I WOULD HATE TO BE AN ADOPTION WORKER.”

Despite the fact that DFPS is maintaining decision-making authority over placements, including adoptions, there is a fear internally that the ability of workers to make decisions will be hindered. This sentiment was reflected in statements by other participants indicating a lack of understanding of the procedural components of the redesign. For instance, many DFPS workers thought Providence was going to have actual caseworkers who would be meeting with children and developing service plans rather than understanding the provider agencies were assuming those responsibilities on behalf of Providence. Although this may have been the intent in the Providence’s response to the RFP, implementation processes had evolved and caseworkers were unsure of the Providence infrastructure.

Preparation for redesign. A major theme that emerged from the interviews and focus groups relates to the preparation of everyone involved in the redesign. Many subthemes are nested within this theme. Subthemes include: the RFP process, building community support, DFPS preparation, agency preparation, Providence preparation, and preparation challenges.

RFP Process. Participants reported on their participation (or lack of participation) in the development of the request for proposals (RFP), its award, and the negotiations over the initial contract. Despite the fact that Regions 2 and 9 were identified as a catchment area two years before the redesign was implemented, few people in the area reported following the RFP process. Only three participants commented that they had read the RFP. The rationale given for non-participation was either that the process was complex or did not apply to them directly. Many participants commented that the process of award and negotiation lasted so long that they were not confident the redesign would actually happen. Those that did follow the process felt it was handled well. One participant noted,

“I MEAN IT WAS A PRETTY LONG AND DRAWN OUT PROCESS AND I KNOW THE AGENCY I WAS WITH WAS VERY THOUGHTFUL ABOUT THE PROCESS.”

Building community support. As discussed previously, the participants noted the cohesiveness of the community as a strength leading into the implementation of the redesign. Participants also noted that during the implementation process there have been several attempts at intentionally building community support, and that those attempts have been helpful to the implementation. Early in the process of preparing for the redesign, community members were brought together by an agency who also bid on the contract. This group would become the Community Advisory Group that was a sampling unit for this study.

Because members of this group were specifically contacted to participate in the process evaluation, many participants discussed their involvement in the Community Advisory Group (n=13). Though the group has not been active since the contract was awarded to Providence,

members felt the group was beneficial and was a key in the development of community support for the redesign.

“I REALLY THINK THAT THAT’S BENEFICIAL, AND I THINK THAT REGARDLESS OF THE FACT THAT (AGENCY) WASN’T AWARDED THE PROJECT. I THINK WE’RE ALL PROBABLY BETTER FOR HAVING HAD THAT DISCUSSION.”

Agency preparation. Some agencies closely watched the RFP process and started planning strategically for changes to their workloads. Several participants mentioned aspects of the agencies’ preparation process (n=10). Primary preparation work mentioned included agency planning to take on additional work required due to increased court appearances, service plan timeline changes, additional foster parent training, and the provision of additional therapeutic services. Agencies began looking at staffing changes, primarily the hiring of additional staff despite the lack of additional funds. As one participant commented,

“WE’RE IN THE PROCESS OF HIRING ONE, MAYBE TWO MORE (CASE MANAGERS) TO KEEP UP WITH THE NEED, WHICH I THINK IN THE SHORT RUN, WON’T COST US MUCH. WE CERTAINLY WILL NOT BE COST EFFECTIVE IN TERMS, BUT WE KNEW THAT GOING INTO THIS THAT THE FIRST THREE YEARS WE’VE GOTTA BE ABLE TO PUT MORE MONEY INTO THE SYSTEM BEFORE IT COMES BACK.”

Additionally, child placing agencies began talking with their foster parents to help them understand the coming changes. However, without specific information agencies were not able to provide much reassurance to foster parents. One participant explained,

“WE FELT LIKE WE HAD NOTHING TO LOSE AND EVERYTHING TO GAIN. WE REALLY STARTED PREPARING OURSELF AND OUR FOSTER PARENTS RIGHT WHEN THE RFP CAME OUT. OF COURSE, THERE WERE LOTS OF STARTS AND STOPS. IN FACT, OUR FOSTER PARENTS PROBABLY GOT OUT OF THE LOOP A LITTLE BIT BECAUSE THE MORE WE KEPT GETTING ON HOLD AND IT KEPT GETTING PUSHED BACK, WE QUIT TALKING TO OUR FOSTER PARENTS ABOUT IT BECAUSE IT WAS ANXIETY-PRODUCING.”

Recognizing the need for additional foster parents, particularly for therapeutic homes, agencies began recruiting additional foster parents. One participant explained,

“NOW BECAUSE OF THE REDESIGN WE’VE HAD AN INFLUX OF OTHER CHILD PLACING AGENCIES THAT ARE STARTING TO RECRUIT HOMES. IT’LL BE A SLOW PROCESS WE THINK. IT’S IMPROVING, HOPEFULLY.”

Recruitment was somewhat different than recruitment seen in previous years. In response to the known problem of agencies stealing foster parents, Providence issued a statement alerting agencies to its position that competitive recruitment of foster homes would not be tolerated. As agencies were essentially prohibited from recruiting foster parents from other child placing agencies, they had to find other avenues for recruitment. This inspired several agencies in one city to work together to create a public information campaign to promote foster parenting. This change is generally viewed as a positive development for the community. One participant described the impact of Providence’s position:

“THEY’VE BEEN PRETTY OPEN—PROVIDENCE— BOUT NOT TOLERATING STEALING FAMILIES FROM OTHER AGENCIES. I’VE REALLY APPRECIATED THAT. THAT’S BEEN A HUGE ISSUE IN THIS AREA AND SURROUNDING AREAS, OF OTHER PRIVATE AGENCIES COMING IN AND ACTIVELY RECRUITING AWAY FAMILIES. IT HAPPENED AT THE PREVIOUS AGENCY I WAS WITH. IT HAPPENED TO THIS AGENCY BEFORE I WAS HERE, AND PROVIDENCE HAS HAD A VERY NO-NONSENSE ATTITUDE ABOUT IT. THEY’RE LIKE, ‘WE’RE NOT GONNA TOLERATE THIS.’ THAT TO ME, IS A HUGE SUCCESS, BECAUSE DFPS BEFORE, WOULD NOT TOUCH THAT.”

Providence preparation. Providence’s preparation and readiness for implementation has been highly monitored by stakeholders involved in the foster care system. The primary concerns with regards to Providence’s preparation related to staffing issues. Participants discussed the fact that Providence employees were hired late in the process, some within weeks of the anticipated start date. As a result, their staff were still learning the new system and their job duties. One participant stated,

“I THINK IT’S BEEN CHALLENGING FOR PROVIDENCE IN THE SENSE THAT SOME OF THEIR STAFF DIDN’T COME ON BOARD UNTIL SHORTLY BEFORE WE WENT LIVE AND I CAN UNDERSTAND THE QUANDARY THEY WERE IN FOR THAT BUT HAVING THEIR PEOPLE ON BOARD AS EARLY AS POSSIBLE WOULD BE HELPFUL FOR THE NEXT REGION.”

While staffing was viewed as an issue, many participants questioned whether Providence was receiving any payment during the start-up period. Thus, there was a general understanding that the decision to not fully staff their offices was primarily a financial decision.

The hiring of DFPS staff by Providence was an aspect of staffing and Providence’s preparation discussed by several participants. While some noted that hiring former DFPS staff was a benefit to Providence as those staff hired had been senior level administrators at DFPS and thus brought deep knowledge of the system, others viewed that knowledge as a barrier to innovation and change. They generally explained this by highlighting that the purpose of the redesign was to create a better system, not recreate DFPS procedures. In general, participants favorably viewed Providence’s decision to staff their offices with a mixture of former DFPS employees and professionals who had not worked for DFPS. As one participant summarized,

“I SEE (HIRING DFPS STAFF) AS A BENEFIT. I THINK THE FACT THAT THEY HIRED OTHER THAN JUST (DFPS) STAFF IS ALSO A BENEFIT. I DON’T THINK IT WOULD’VE BEEN GOOD FOR IT TO BE ALL FORMER CPS EMPLOYEES. THEY’VE DIVERSIFIED, BUT THEY HAVE HIRED PEOPLE THAT ARE KNOWLEDGEABLE ABOUT THE CPS SYSTEM, SO I THINK THAT WAS A POSITIVE.”

Providence’s preparation and readiness were also discussed in terms of their contracting with agencies for services. Agencies noted that Providence began holding monthly Provider Council meetings where agencies met with Providence to discuss the restructuring of services.

Providers felt those meetings were important and appreciated the relationship building that occurred. They also referred to the contracting process. Some agencies stated that the requirements of Providence for contracting were more stringent than they had been used to but

that the requirements were fair and good. Several acknowledged that they had no choice but to agree. However, several participants noted two smaller agencies that chose not to contract with Providence. Overall, bringing together providers in the regions was a smooth process. The critique mentioned by several participants was the lack of contracted agencies out of the regions. Because a continuum of care does not exist in the regions due to service gaps, there was concern that Providence would need contracts outside of the regions to ensure that continuum of care for children. One participant stated,

“INITIALLY, THEY DIDN’T HAVE ALL THE RESOURCES ACROSS THE ENTIRE STATE AS PART OF THEIR NETWORK ‘CUZ THEY WERE FOCUSING ON THOSE HERE IN REGIONS 2 AND 9. AS THEY RUN OUT OF PLACEMENT OPTIONS IN 2/9 FOR THOSE KIDS—AND I’M NOT TALKING ABOUT ALL KIDS BUT THOSE REALLY HIGH-END, WHAT TYPICALLY WOULD’VE BEEN LIKE THE INTENSE-LEVEL CHILDREN UNDER THE LEVEL OF CARE SYSTEM—THEY’LL HAVE TO GO OUT AND SEEK SOME.”

Another idea frequently discussed by participants was the fact that they did not feel that Providence was ready for the system to go live. However, they felt that the lack of readiness was handled the best as could be expected given the timeframes, staffing issues and lack of clarity regarding procedures. Several participants noted that they didn’t feel Providence or DFPS were ready for the system to go live. They noted that procedural issues were changed up until the week before the system went live. In general, they felt surprised that things went as well as they did. One participant summarized this idea by stating,

“I MEAN THAT WHOLE PROCESS AND THE WAY THAT HAPPENED—WE WENT INTO THIS, I THOUGHT HOW ON EARTH—HOW ON EARTH ARE GONNA DEVELOP THIS IN SIX MONTHS? I WAS JUST AMAZED AT THE WAY THEY HAD ALREADY THOUGHT IT THROUGH AND ALREADY HAD—AND BROUGHT IN PEOPLE WHO THAT WAS THEIR SKILL; TO LEAD US IN THAT DISCUSSION AND GET THE PRODUCT THAT WE NEEDED OUT OF IT. THAT WAS ALL GREAT.”

Preparation challenges. Agencies, DFPS, and Providence shared common challenges in getting ready for the major systemic changes of the redesign. One challenge discussed by members of each of these groups was the ever-changing information about procedural issues. This issue appears to stem from conversations between DFPS and Providence regarding protocols. For agencies and ground level staff, that information trickled down slowly and then was frequently changed. One participant described this challenge:

“WE WERE GIVEN A LOT OF DIFFERENT DATES THAT THINGS WERE GONNA COME TO PASS, AND THEY DIDN’T. IT WOULD BE POSTPONED. IT WAS ALMOST COMICAL AT SOME POINT OF, “WHAT ARE THEY GOING TO TELL US THIS MONTH THAT THEY’LL RETRACT NEXT MONTH?”

Agencies in particular noted that the consistent changes in information were difficult for them. They did not, however, appear to assign blame for this to anyone in specific. Rather, they expressed the opinion that it was a symptom of a larger issue of organizing a massive restructuring. As one participant from an agency commented,

“I THINK THE BIGGEST FRUSTRATION IN ALL OF THIS EXPERIENCE HAS BEEN THE MISINFORMATION. BY THAT I MEAN WE WOULD GO TO A MEETING IN ABILENE WHICH WE DID MONTHLY THAT PROVIDENCE WOULD HOST, AND THEY WOULD BEGIN TALKING ABOUT WHAT THEY KNEW COMING FROM THE STATE AND COMING FROM THE LEGISLATORS AND WHATNOT. THEY WOULD COME AND SHARE WITH US, AND THEN THEY WOULD COME BACK THE NEXT MONTH AND RETRACT A LOT OF WHAT THEY HAD SAID BEFORE.”

Another challenge referred to by participants was lack of training. DFPS caseworkers reported that not having sufficient training, particularly around technology, was a huge challenge in preparing for changes. Though they reported that they did receive some training on what the redesign would mean for their workload and some staff were involved in protocol developments, there appeared to be a general consensus that they did not have enough training. As one worker noted,

“WE DID SOME INFORMATION MEETINGS. WE DID SOME TRAINING, AND THEN WE DID SOME COMPUTER-BASED TRAINING FOR OUR IMPACT. WE’VE DONE SOME CLASSROOM TRAINING. WE’VE DONE WHAT WE CALL BLASTS, FOSTER CARE REDESIGN BLASTS ALONG THE WAY WHERE JUST BLURBS OF INFORMATION IS SHARED.”

The lack of training in IMPACT (the data collection system for DFPS) was a challenge for staff. Because the technology details were not worked out until the system went live, workers were not trained directly on the IMPACT system. This posed an issue as its use was required by DFPS for tracking children.

Implementation of redesign. The fourth main theme that emerged from the interviews and focus groups relates to implementation. Because the system had just gone live a few weeks prior to data collection, issues related to implementation were the most frequently discussed topics.

Collaboration: DFPS & Providence. The collaboration of DFPS and Providence was often discussed in relation to implementation. Along with issues of communication, the general collaboration between DFPS and Providence appeared tenuous at the start of implementation. Several issues were discussed related to collaboration challenges (n=100). First, most participants noted that control was a major issue. They felt DFPS was having trouble relinquishing control of certain aspects of their roles. Front line caseworkers expressed that they worried about having Providence send notices on time and that they worried about being held responsible for issues in court that were not their fault. Many workers felt they would ultimately end up duplicating efforts until they could be sure Providence would get all their work done. From a more administrative level, control was also an issue. One participant explained,

“AS LONG AS CPS RECOGNIZES THAT THEY HAVE TO PLAY WITH EVERYBODY IN THE SANDBOX—THEY CAN’T BALL OFF IN A CORNER OF IT AND STAY THERE BY THEMSELVES—THEY CAN MAKE IT WORK.”

The lines of communication between DFPS and Providence, however, were well-established (n=12). During the first weeks of implementation, DFPS brought in extra staff to help in regional offices and they spoke with Providence on a daily basis. As one participant concisely reflected,

“MAN, WE (DFPS & PROVIDENCE) TALK CONSTANTLY. CONSTANTLY.”

However, the constant communication was leaving some confusion between ground level workers and Providence. For instance, caseworkers reported that they had to elevate issues and questions internally instead of just calling Providence directly. Because they knew staff at Providence who were their former coworkers, these requirements did not make a lot of sense to them. On the flip side, Providence workers reported being asked questions by DFPS caseworkers about internal DFPS policies that they felt they could answer, but should leave for DFPS to handle. An example of such issues included how to input things into IMPACT under the new system.

Participants also discussed the fact that the concept of the redesign had been sold to them as a community partnership. In other words, DFPS would be working collaboratively with Providence to build foster care resources and manage foster care from a community-based perspective. Participants felt that this vision was not reality based on the relationship between Providence and DFPS during implementation. For instance, it was expressed that the collaborative relationship had shifted too much into a solely contractual relationship. This issue was perhaps best illustrated by the initial referrals received by Providence during the first week of implementation. Although the numbers reported varied, participants perceived that Providence received an unexpected number of referrals on their first day. One participant explained,

“76 KIDS DUMPED ON PROVIDENCE THAT THEY HAD TO—THAT WERE EMERGENCY PLACEMENT THAT HAD TO BE DONE AND ANOTHER 35 OR 40 THE FOLLOWING WEEK. THE RESPONSE THAT I HEARD FROM DFPS SIDE KIND OF WAS ‘WELL, THAT’S THEIR JOB. IT’S IN THEIR CONTRACTS.’”

Another participant reflected that ultimately, this resulted in an increased trust in the capacity of Providence to meet challenges, stating,

“IT WAS LIKE THEY WERE TRYING TO, TO ME IT FELT LIKE (PROVIDENCE) WAS GETTING SET UP FOR FAILURE, BUT NOTHING HAPPENED. (PROVIDENCE) JUST MADE DO AND FIGURED OUT HOW TO MAKE IT WORK THE BEST (THEY) COULD.”

While some participants saw this initial large number of referrals as “normal” for the area, others felt that DFPS could have done a better job preparing Providence for those initial referrals. Regardless, most expressed sentiments that DFPS’ initial referral process signaled a shift in its relationship with Providence from collaboration to contracting. All participants who discussed the collaboration felt that this shift was a shift in the wrong direction.

Collaboration: Providence & other agencies. Unlike the relationship between DFPS and Providence, the collaboration between Providence and agencies in the area appeared to have

more of a solid foundation. Participants generally characterized the collaboration as positive (n=42). Many participants felt that the redesign was a way to get DFPS out of the foster care business and viewed that change as a good thing. They felt that, primarily through the Provider Council, agencies and Providence had engaged in dialogue and coalition building. One participant stated,

“WHAT I SEE HAPPENING IS MORE OF A BUILDING AND CREATING A SYSTEM THAT EVERYONE'S INVESTED IN AND WANTS TO SEE FLOURISH AND BE SUCCESSFUL, AND SO WE HAVE A LOT MORE COMMUNICATION AND DIALOGUE AMONGST OURSELVES AS PLAYERS WITHIN THE SYSTEM.”

Agencies have felt able to communicate their concerns to Providence. Even though Providence did not always have answers, agencies reported feeling that they were heard. Another participant stated,

“FROM WHAT I CAN SEE, THE AGENCIES HAVE WORKED TOGETHER. THEY’VE BEEN OPEN ABOUT THEIR NEEDS. THE SETBACKS, THEY SEEMED DETERMINE TO FIX. FROM OUR PERSPECTIVE, THE AGENCIES ARE REALLY—EVERYBODY IS REALLY TRYING REALLY HARD.”

Participants also felt that the community was committed to making the redesign work. Agencies in particular felt that they needed to be supportive and work together to ensure success. A participant explained.

“I HAVE STOOD ON MY CHAIR AND SAID, “PEOPLE STOP THINKING ABOUT THINGS FROM A DFPS PERSPECTIVE, AND THINK ABOUT WHAT IT’S LIKE BEING IN THE FIELD DOING IT AS A PROVIDER. YOU HAVE TO THINK ABOUT IT. THESE PEOPLE, WE ARE DEPENDENT UPON THEM TO DO THIS AND TO HELP US BE SUCCESSFUL.”

DFPS internal issues. Internal communication from DFPS administrators to caseworkers at the ground level left some room for confusion (n=12). Caseworkers generally felt that the e-mail blasts they received and the cultural change committee were useful to help them understand the redesign. However, there was still a great deal of confusion about procedural issues (n=92). One prominent area of confusion was around the caseworker understanding of Providence’s role in the system. In many cases, workers misconceptualized this role, expecting that Providence would have caseworkers who perform similar job functions to their own, rather than understanding their role as one of passing caseworker tasks to child placing agencies. In the words of one worker,

“I THINK PROVIDENCE WILL INTERACT WITH THE KID. MY UNDERSTANDING WAS THAT—NOW, IN THE NEXT COUPLE OF MONTHS, NO, BUT THE IDEA DOWN THE LINE WAS THAT SOMEONE FROM PROVIDENCE—AND I DON’T KNOW THAT THEY’VE DESIGNATED EXACTLY HOW THEY’RE WORKING IT, BUT SOMEONE FROM PROVIDENCE WOULD VISIT THE KIDS IN THEIR PLACEMENT, JUST AS WE DO AND CPS DOES. EVENTUALLY, SOMEONE FROM PROVIDENCE WOULD MAKE A COURT REPORT. SHOW UP IN COURT, MAKE A RECOMMENDATION ON WHAT THEY THINK IS IN THE CHILD’S BEST INTEREST. I DON’T THINK THEY CAN DO THAT WITHOUT ACTUALLY HAVING SOME CONTACT WITH THE CHILD.”

Additionally, and likely because implementation had begun just weeks prior to data collection, there was much reported confusion about procedural issues. Some of these issues had to do with technology. That Providence was unable to use IMPACT in order to make placements created additional work, leading to much frustration, for both Providence and DFPS caseworkers. As one participant noted,

“WE’VE HAD SOME GLITCHES. WE’VE HAD SOME BLIPS ON THE SCREEN. WE’VE HAD SOME COMPUTER ISSUES, IT-TYPE ISSUES TO DEAL WITH, THAT WERE A LITTLE UNANTICIPATED, ALTHOUGH I SAY UNANTICIPATED, BUT YOU REALLY HAVE TO ANTICIPATE THAT WE’RE GONNA HAVE THOSE KINDS OF THINGS THAT WITH ANY NEW PROGRAM THAT YOU START.”

Although the participant above felt that the computer issues could be worked through, other participants saw these issues, if not addressed, as a fatal flaw of the redesign. According to one participant,

“THE COMPUTER ISSUE IS THE SINGLE BIGGEST PROBLEM FOR STAFF AND THEIR ATTITUDE TOWARD FOSTER CARE REDESIGN. EVERYTHING ELSE CAN BE WORKED OUT.”

Agency concerns. Agencies reported two main concerns about the implementation, one regarding foster parents and the other focused on payment structure. First, agencies were concerned that they were going to lose foster parents (n=5). At this stage of the implementation, however, this fear appeared largely unfounded and none reported actually having lost foster parents. Much of the fear, however, was driven by uncertainty about what would happen once the blended rate was implemented or if and when foster parents would be required to work with biological family. One participant reflected the sentiment of foster parents that she found concerning,

“ONE PARENT TOLD ME, THEY’LL PROBABLY NOT CONTINUE FOSTERING. THEY’RE PROBABLY GONNA JUST CLOSE THEIR HOME. THAT’S PROBABLY OKAY. IT’S DISAPPOINTING ON ONE LEVEL, CUZ YOU INVEST IN THE FAMILY. YOU WANT TO SEE THEM CONTINUE TO WORK, BUT ULTIMATELY WE KNOW THAT THESE KIDS, IF THEY CAN, THEY NEED TO GO TO THE RIGHT HOME.”

The second major concern for agencies was payment. This concern related both to the impact that the blended rate would have on placing children with foster parents as well as the mechanisms for payment from Providence. One participant went as far as to assert that payment would be a fatal flaw of the system if it was not addressed immediately. Participants were concerned about how they would now be paid through Providence. They perceived that Providence had not been paid either, so they were unsure how the funds would be passed down to them. One participant explained,

“WE’VE BEEN ASKING THEM, “HOW ARE MY FINANCIAL PEOPLE GOING TO REPORT THE—WE HAVE ONE CHILD THAT’S BEEN PLACED WITH US SINCE WE STARTED—AND HOW ARE WE GONNA REPORT ON THAT CHILD? COME NOVEMBER, HOW ARE WE GONNA REPORT ON THAT CHILD? HOW ARE WE GONNA TRY AND GET PAID FOR THIS KID AND THE KIDS THAT WE’LL BE PLACING?” THEY KEEP TELLING US, “IT’S COMING. IT’S COMING. BEAR WITH US.” AS OF TODAY, WE STILL DON’T KNOW EXACTLY.”

Providence challenges. Because data were collected at the beginning of implementation, there were several issues raised that were current challenges Providence was working through. The first relates to managing placements of youth (n=100). As previously discussed, there was not a continuum of care in the region. Participants felt that Providence was having problems placing youth with higher needs due to the lack of services in the area. One participant stated, **“THEN IT WAS OBVIOUS AFTER THEY WENT LIVE THAT IT STILL WASN’T ENOUGH. CUZ THERE WERE SOME KIDS THAT CAME—THAT NEEDED PLACEMENT THAT THEIR NETWORK DID NOT HAVE WHAT IT NEEDED AND THEY HAD TO GO OUT SCRAMBLING AND WORKING ON SOME INDIVIDUAL CONTRACTS AND STUFF LIKE THAT. THEY DID IT.”**

Second, due to the problems with managing placements, transferring of legacy services is a current concern particularly as the transferring of legacy cases is a key component of making sure the system is financially solvent. At the time data were collected, legacy cases had been transferred if a child required a physical change of placement. However, there was still discussion about when transfer the remaining legacy cases would begin.

A final current challenge consistently reported by participants was transportation (n=31). Participants described confusion between DFPS and Providence as to who was responsible for transportation. It was not clear until the program was about to go live that Providence would be responsible for transportation. Many participants perceived confusion regarding Providence’s role in providing transportation to and from placements. Providence hired transporters right before and after the go live date. Due to the rural area that required travel over large distances and the large number of cases that came in during that first week, transporters were kept very busy and it became apparent that transportation posed substantial logistical concerns. As one participant explained,

“(TRANSPORTING) WILL BE AN ALL HOURS JOB, BECAUSE A LOT OF THE TRANSPORTATION SPECIALISTS WEREN’T EXPECTING THAT. THEY WERE TOLD, “YOU’RE ONLY GONNA BE DRIVING 50 MILE RADIUS,” WHEN THEY’RE DRIVING EIGHT HOURS ONE WAY, AND THEN EIGHT HOURS BACK, THEN DRIVING AGAIN, SOMETIMES IN THE SAME DAY AT 2:00 IN THE MORNING TO DO A PLACEMENT.”

Successes. Despite the many challenges the community was grappling with during the data collection period, there was a sense of hope and reassurance that the system would work (n=45). Participants were quick to share successes that they had seen in the first weeks of the implementation. In one oft-cited case, a sibling group of six was placed together in a newly recruited foster home. In general, participants felt that more successes would follow. In the words of one participant,

“IT’S KINDA’ CRAZY RIGHT NOW AND I THINK THAT THEY’LL GET THINGS FIGURED OUT. WITH ANY BIG CHANGE LIKE THIS I KNOW THERE’S CHAOS AT THE BEGINNING, SO NO, I’M NOT CONCERNED.”

Another participant spoke to the fact that she considered it a success that the implementation even began. This participant stated that the fact that Providence was able to get

things moving was a success given the complexity and challenges with DFPS and agencies. The participant stated,

“(PROVIDENCE) SURPRISED ME. THEY SURPRISED DFPS. THEY ARE MAKING THIS HAPPEN.”

Lessons learned. The final theme that emerged from the interviews and focus groups related to specific ‘lessons learned.’ While many lessons learned can be derived from the themes discussed above, some participants specifically noted things that they would have done differently or things that they wanted the next catchment area to know. Four main types of lessons were offered around subthemes of (1) communication and training of DFPS workers on the content and procedures involved with redesign, (2) technological training and improvements, (3) the role of DFPS administrator, and (4) emphasizing collaboration.

First, participants mentioned that implementation would be smoother if DFPS workers had a better understanding of the redesign (n=9). Caseworkers not only need to know more details regarding protocol and procedures, but also need to conceptually understand the redesign and the significance of these changes to the foster care system. As one participant explained,

“CPS, INTERNALLY, NEEDED TO PUT TOGETHER A TRAINING AND AN UNDERSTANDING—SOMETHING FOR STAFF TO KNOW, HERE'S WHY THIS IS SUCH A BIG THING. CUZ I THINK THAT WAS A LITTLE BIT OF A PIECE THAT (CPS) MISSED OUT ON AND PROBABLY COULD HAVE DONE MORE OF.”

Second, in addition to increasing caseworker training on protocol and the big picture, participants felt that implementation would go more smoothly if DFPS staff had more hands-on training on technology. For the next catchment area, a number of participants (n=9) specifically recommended in-person trainings for DFPS staff that included a computer training component where staff could enter mock cases.

Third, participants highlighted the importance of a DFPS redesign administrator in ensuring the training and preparation of caseworkers. For this reason, participants explicitly recommended having a DFPS redesign administrator designated as soon as possible (n=3). In the current implementation in Regions 2 and 9, the administrator was brought in only after contract negotiations occurred. Participants felt that having the administrator working internally with staff and externally with Providence and the community would foster increased support and understanding and recommended bringing the administrator on earlier in other areas.

There was a strong recommendation among participants to streamline procedures (n=4). As previously reported, a consistent theme was participants’ confusion about procedures. In order to minimize that confusion, some participants suggested that the placement procedures between DFPS and Providence be altered to minimize the “back and forth.” At the time of data collection, DFPS had to enter things into the system, then Providence, then DFPS had to approve, and only then Providence could place a child. Even though the protocols were developed with

input from many individuals, once initiated, it was clear to many that the protocols were burdensome. One participant explained,

“I THINK SOME OF THE THINGS THEY WORKED ON SO MUCH—OKAY, THIS IS HOW WE’LL DO ALL THIS—IN REAL LIFE IS NOW PRETTY COMPLICATED, SO I THINK DOWN THE ROAD THEY’LL STREAMLINE HOW ALL THAT WORKS.”

Another procedural issue that participants felt could be streamlined was advanced planning for how the first referrals would be made (n=4). Some participants suggested that instead of referring all kids who have 30-day notices on the day the new system began or “went live,” the list could be staggered and a plan created with the new SSCC regarding what that list would include. As one participant explained,

“I RECOMMEND THAT (HANDING OVER A LIST) NOT HAPPEN AT THE NEXT ROLL-OUT. I RECOMMEND THAT EITHER (DFPS) KEEP THAT LIST FOR 30 DAYS OR (DFPS) GIVES IT TO (PROVIDENCE) 30 DAYS BEFORE (THE SYSTEM) GO LIVE. I MEAN ‘GO LIVE’ SHOULDN’T MEAN (PENDING PLACEMENTS) AND NEW PLACEMENTS AT THE SAME TIME.”

Several participants mentioned the importance of the learning through collaboration during the initial implementation and asserted that the importance of collaboration was a key lesson learned. Several recommended that the next catchment area be particularly mindful of fostering collaboration (n=4). While acknowledging that traditionally the foster care system has not been very successful in bringing together partners to collaborate, the redesign ushers in a renewed hope of collaboration around doing what is in the best interest for children. In the words of one participant,

“I WOULD GO TO REGION 3 AND TELL THEM, DO THIS WITH PARTNERSHIP IN MIND, AND KEEP THAT IN MIND BECAUSE YOU’RE GONNA HAVE A STRONGER LINK BETWEEN YOURSELF AND PROVIDENCE, WHOEVER THEY PROCURE, IF YOU CAN LOOK AT IT AS, WE’RE IN THE SAME TEAM. WE’RE IN THE SAME BOAT AND WE WANT TO MAKE THIS WORK. KEEP THAT ATTITUDE. TRY TO KEEP DOING THAT.”

Additionally, collaboration has to be more than just the relationship between Providence and DFPS (n=9). Participants also noted that the community has to be engaged in the redesign process and informed about the redesign. Participants advised agencies in the community to be positive and keep an open mind about change (n=3).

Participants cautioned that their recommendations needed to take into consideration new contexts, though, as they noted that there were clear differences between the new area and their area (n=3). First, they felt that the size of the area was much more manageable than Regions 2 and 9. Because their regions are so large and so rural, they felt the catchment area needed to be reduced so that it represented a more homogeneous community. The second issue mentioned regarding region three was that participants were willing to talk to Region 3 to share lessons learned (n=4).

PUBLIC PRIVATE PARTNERSHIP FINDINGS

A total of 19 individuals participated in an online survey for PPP members. Fourteen of those completing the online survey also completed follow up interviews to provide additional information about their responses.

Participant characteristics. Participants were asked for basic demographic characteristics regarding their role in foster care and their years of experience in foster care. Of those completing the online survey, the majority were employees at agencies. Five participants identified as advocates. Two participants were currently judges, one participant was a DFPS employee, and one participant was a current foster parent. Additionally, many of the participants had previously been in other roles in the foster care system such as serving as a CASA, ad litem or researcher. Figure 10 below details the professional roles of participants.

Participants in the online survey had an average of 21.81 years of experience working or participating in the foster care system. Figure 11 on the following page illustrates the length of time participants had worked in foster care. None of the PPP members who participated in the online survey had less than one year of experience, and only 5.9% had one to five years of experience. The participants were clearly tenured in terms of their experience in the system as 17.7% had five to ten years of experience and the majority (70.6%) had more than ten years of experience.

Figure 10. Professional/foster care roles of PPP participants

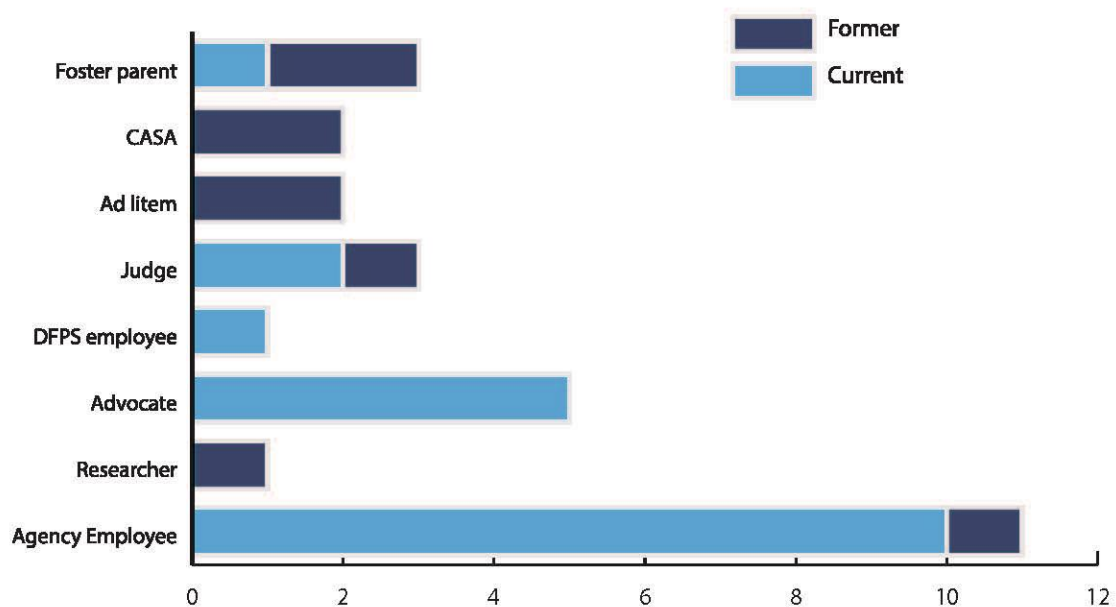
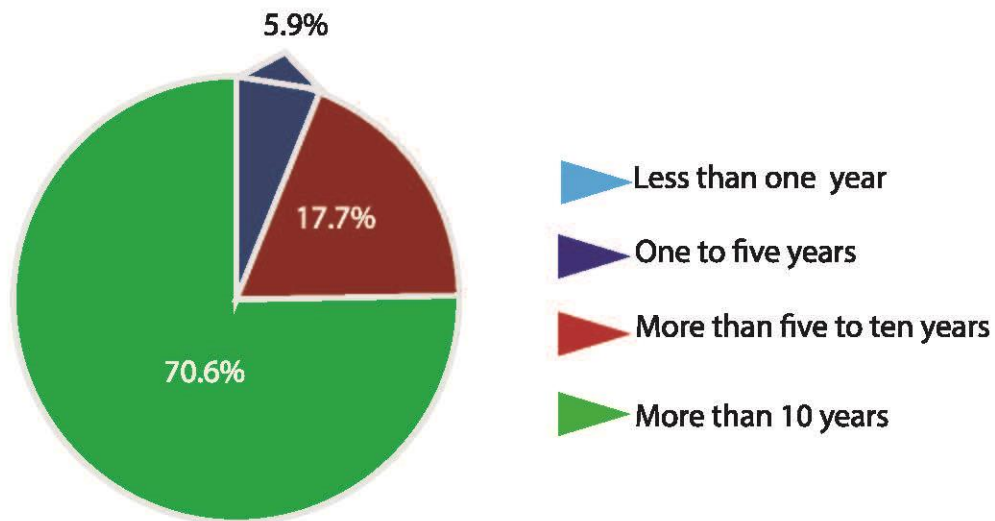


Figure 11. PPP participants' length of time working or participating in foster care



Main goals of the foster care redesign. The participants thought the main goals or components of the foster care redesign were to improve outcomes of safety, permanency, and well-being through stable placements and keeping kids closer to their homes, communities, and connections. These components would involve reducing the moving of kids around and improving the services to families, especially wrap around services.

A focus on systems improvement was also a goal of the foster care design. Reviewing the system of care for strengths and weaknesses as well as strengthening accountability and realigning duties of public and private responsibilities to streamline roles was mentioned by the participants. Promoting collaborative strategic planning, consolidating authority, and enhancing the relationship between DFPS and the providers were other goals mentioned.

PPP role. The PPP has brought many interested and different stakeholders together and engaged the community with their diversity of views, providing input into the foster care redesign. It created a forum for analysis and discussion for providers to be in the loop and contribute to the process, giving important feedback.

But there was another viewpoint. This view was that the PPP watched the redesign happen while DFPS made the majority of decisions, and the PPP was merely a sounding board. There was also an observation made that there was no professional review of the current child protective service system before the redesign plan was developed.

Current redesign matching PPP intentions. The majority of the participants knew about the first phase of the redesign: purpose, goals, and the procurement and contracting process. Some said the PPP involvement was not clear or PPP feedback was sought after the RFP was

written. All the participants had either read or reviewed the RFP, but only a few of the participants followed the implementation of the foster care redesign. The majority had very little involvement with or in the implementation. One participant who was involved in the implementation of the foster care redesign noted that there was just “another layer between DFPS and the providers” which she felt would create additional bureaucracy.

Many participants said it was too early or too soon to tell whether the redesign matched expectations or intentions. Some said it looked good so far but there were still concerns about too little money, or the state was too big and diverse, or there was duplication of case management services. An observation was made that there was a hard start so the roll out did not go as smoothly as desired. Being behind schedule, disorganization, and lack of basic knowledge about the child welfare system were expressed. There was also disappointment that the Providence model ended up being more of a change in contracting rather than a community-driven model.

Concerns. Concerns focused around Providence being a for-profit entity. Because Providence is a for-profit organization, there was a viewpoint that when Providence begins to lose money, it will ‘pull out’ and DFPS would not be able to adapt so quickly with kids falling through the cracks. Another related concern in using a for-profit entity was “the money off the top for investors and taxes, which limits money to provide services for kids.” There was also concern about lack of funding, cost neutrality and inadequate forecasting and communication of costs by DFPS.

Other concerns included redundancy among case management; small, local organizations being pushed out and some providers being put out of business; money being siphoned into another bureaucracy and not into services; underfunding; and dual authority and dual decision making. Comments were made that CPS needed to give up their role as case manager if they were really going to privatize services, and evaluation at each phase was needed to show improvement in outcomes. It was stated that DFPS should not be rolling out to other areas if there is not an evaluation.

Suggestions. There is sentiment that DFPS needs to listen more to dialog about problems in the system and there needs to be a total review of the existing process at the State to identify areas of improvement. Other suggestions included: promoting increased youth engagement, having flexible contracts, putting resources into technology, fostering balanced partnerships with providers, conducting open inclusive community meetings, having realistic plans with high-needs kids, ensuring accountability, providing regional support to state employees, and thinking out of the box. Many participants suggested that the role of the PPP be examined so that the skills and expertise of members are utilized to the benefit of the redesign and the entire system. Specifically, DFPS needs to capitalize on the expertise of the PPP members. An additional suggestion is that DFPS adhere to its original plan to evaluate the first rollout of the redesign before they roll out to the next area.

QUANTITATIVE FINDINGS

SURVEY OF EMPLOYEE ENGAGEMENT (SEE)

Response Rate. Out of the 93 total foster care redesign employees who were invited to take the SEE, 66 responded, representing an overall response rate of 71%. Of the 66 survey respondents overall, 32 identified themselves with DFPS, which represents 48% of the total number of respondents. Of the 40 DFPS employees invited to take the survey, 32 participated, giving DFPS employees specifically an 80% response rate (see Figure 12 on the following page).

Combined Analysis. An ANOVA was conducted on the items comparing the variability between the three groups (DFPS employees, Providence staff, and agency employees). As anticipated and described in the Methods section of this report, the three organizational groups scored differently with a less than .05 level of significance on 52 of the 71 primary items. There were three construct areas where there was agreement. These three areas included information systems, external communication, and perceptions of upper management. Again, given the different operational and cultural nature of these three entities, the differences were anticipated. However, the data do provide insight into barriers that may be present in the individual organizations that must be corrected in order to improve collaborative processes. Item 33 is a good example, “I feel the communication channels I must go through at work are reasonable.” Providence and DFPS scored the item relatively low, 3.25 and 3.56 respectively; whereas, the agencies’ score was a 4.27. This is an indication that the agencies may have greater access and streamlined or defined processes of communication relative to the other two groups. A complete table of the responses and the statistical analysis are available in Appendix D.

DFPS. The following is a summary of the SEE results from the perspective of DFPS employees. Appendix E contains more detailed information and a summary of scores for each item and construct.

Survey Scores. The Overall Category Score for DFPS on the SEE is 379 (see Figure 13 on the following page). The Overall Score is an average of all survey items and serves as a broad indicator for comparison. The Overall Score for all foster care redesign employees is 396, indicating that DFPS scored lower than the “all employees” average. Overall scores range between 100 and 500.

SEE scores can be further analyzed by looking at scores on individual constructs. As a guideline, scores above 379, the average overall score for this group, suggest that employees perceive the issue more positively. Conversely, scores below 379 are viewed less positively, and substantively lower scores should be a source of concern for the organization and should receive more prompt attention. The three highest and lowest scoring constructs for DFPS are depicted in Figure 14.

The SEE has benchmark scores available for comparison including past DFPS overall (entire organization), Regions 2 and 9, and an external benchmark of state child welfare agencies. In these cases, the scores obtained from DFPS in this iteration exceed those other benchmark scores. The SEE also analyzes scores in a similar fashion in terms of five climate areas. For each climate area, scores can range from a low (strongly disagree) of 100 to a high (strongly agree) of 500. The two highest-scoring climate areas for DFPS, with scores in parentheses, are Ethics (402) and Atmosphere (400), and the two lowest-scoring climate areas are Fairness (380) and Feedback (372).

Additionally, SEE results were analyzed by looking at scores on individual survey items (see Figure 14 on the next page). An illustration of a higher scoring item for DFPS, with a score of 4.56, is “I have a good understanding of our mission, vision, and strategic plan.” Other high-scoring items for DFPS refer to work group processes, and include “People in my work group cooperate to get the job done,” and “My work group is actively involved in making work processes more effective.” The averages for these items were 4.47 and 4.41 respectively. The three lowest-scoring items for DFPS all related to compensation. The lowest-scoring item, with an average of 1.94, was “My pay keeps pace with the cost of living.” Another area of concern is workload and balance, as indicated by lower scores on these two items: “The amount of work I am asked to do is reasonable,” and “My work environment supports a balance between work and personal life” (both with scores of 2.69).

Providence. The following is a summary of the SEE results from the perspective of Providence employees. Appendix F of this report contains more detailed information and a complete summary of scores for each item and construct.

Figure 12. DFPS response rate

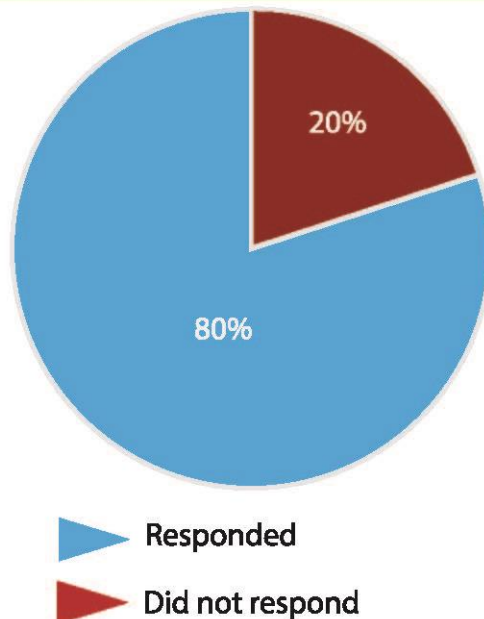


Figure 13. DFPS overall score

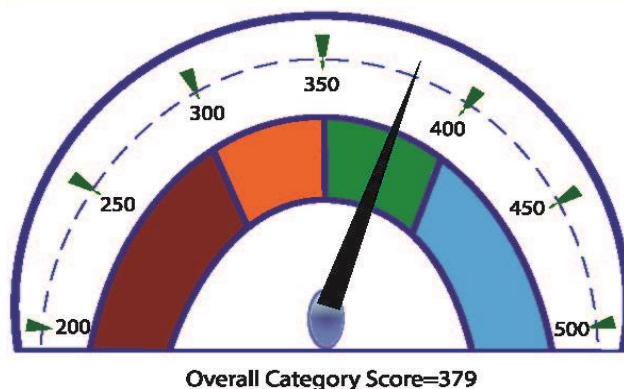
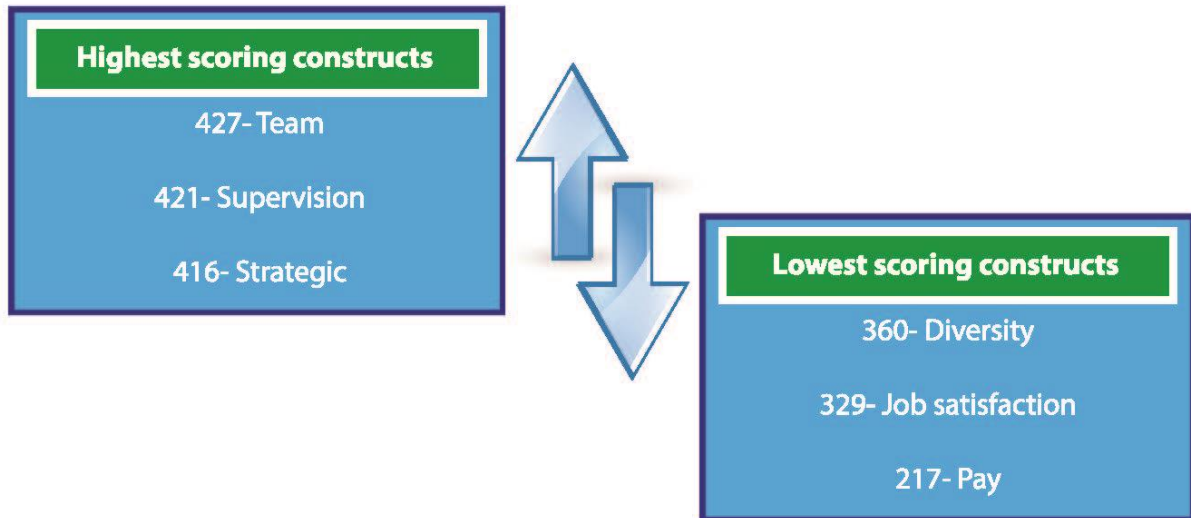


Figure 14. DFPS high and low constructs



Response Rate. Out of the 93 total foster care redesign employees who were invited to take the SEE, 66 responded, representing an overall response rate of 71%. Of the 66 survey respondents overall, 12 identified themselves with Providence. All Providence employees responded, resulting in a 100% response rate.

Survey Scores. The Overall Category Score for Providence on the SEE is 366 (see Figure 15 below). The Overall Score is an average of all survey items and serves as a broad indicator for comparison. The Overall Score for all foster care redesign employees is 396, indicating that Providence scored lower than the “all employees” average. Overall scores range between 100 and 500.

SEE scores can be further analyzed by looking at scores on individual constructs. As a guideline, scores above 366, the average overall score for this group, suggest that employees perceive the issue more positively. Conversely, scores below 366 are viewed less positively, and substantively lower scores should be a source of concern for the organization and should receive more prompt attention. The three highest and lowest scoring constructs for Providence are depicted in Figure 16 on following page.

The SEE also analyzes scores in a similar fashion in terms of five climate areas. The two highest-scoring climate areas for Providence, with scores in parentheses, are Management (405) and

Figure 15. Providence overall score

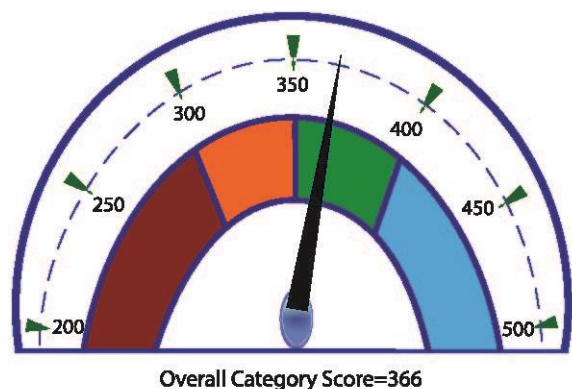
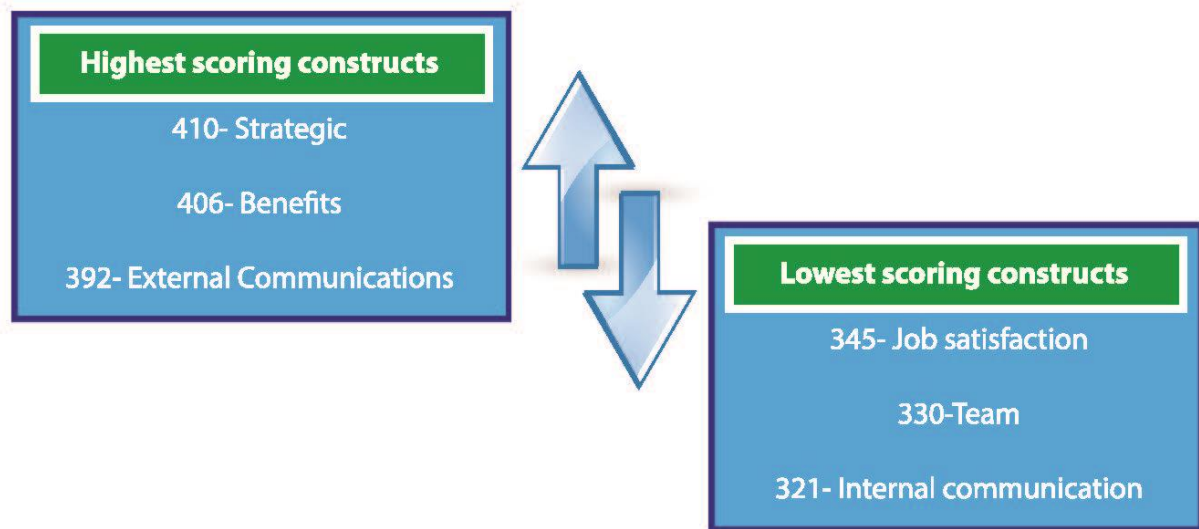


Figure 16. Providence high and low constructs



Atmosphere (379), and the two lowest-scoring climate areas are Feedback (350) and Fairness (313).

Additionally, SEE results are analyzed by looking at scores on individual survey items. An illustration of a higher scoring item for Providence, with a score of 4.25, is “Harassment is not tolerated at my workplace.” Other high-scoring items for Providence include “I feel a sense of pride when I tell people that I work for this organization,” and “Benefits can be selected to meet individual needs.” The averages for these items were 4.25 and 4.17 respectively. The lowest-scoring item for Providence, with an average of 2.92, was “In my workplace, I believe people generally are treated fairly (i.e. without favoritism).” Two other low-scoring items, both with scores of 3.0, were “My work environment supports a balance between work and personal life,” and “The right information gets to the right people at the right time.”

Agencies. The following is a summary of the SEE results from the perspective of the key contact individuals from the Agencies. Appendix G of this report contains more detailed information and a complete summary of scores for each item and construct.

Response Rate. Out of the 41 subcontracting Agency employees invited to take the survey, 22 completed the survey, resulting in a 54% response rate (see Figure 17 below).

Survey Scores. The Overall Category Score for Agencies on the SEE is 441 (see Figure 18 below). The Overall Score is an average of all survey items and serves as a broad indicator for comparison. The Overall Score for all foster care redesign employees is 396, indicating that Agencies scored higher than the “all employees” average. Overall scores range between 100 and 500.

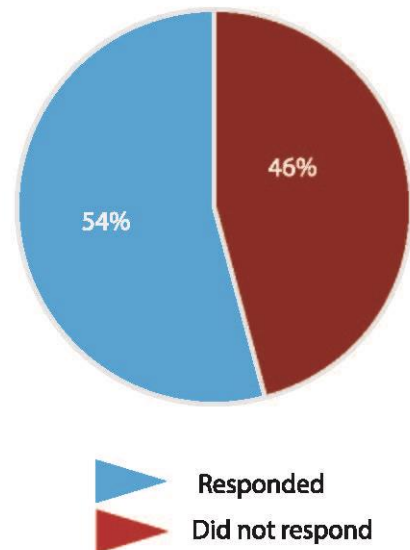
SEE scores can be further analyzed by looking at scores on individual constructs. As a guideline, scores above 441, the average overall score for this group, suggest that employees

perceive the issue more positively. Conversely, scores below 441 are viewed less positively, and substantively lower scores should be a source of concern for the organization and should receive more prompt attention. The three highest and lowest scoring constructs for Agencies are depicted in Figure 19 on the following page.

The SEE has benchmark scores available for comparison. The score for Agencies in this iteration of the SEE is in line with benchmark scores for private child welfare agencies. The SEE also analyzes scores in a similar fashion in terms of five climate areas. The two highest-scoring climate areas for Agencies, with scores in parentheses, are Ethics (473) and Atmosphere (471), and the two lowest-scoring climate areas are: Management (437) and Feedback (415).

Additionally, SEE results are analyzed by looking at scores on individual survey items. The highest-scoring item for Agencies, with a score of 5.0, is “In my work group, I have an opportunity to participate in the goal setting process.” Other high-scoring items for Agencies include “I have a good understanding of our mission, vision, and strategic plan,” and “People in my work group cooperate to get the job done.” The averages for these items were both 4.86. The two lowest-scoring items for Agencies both related to compensation. These items were “Salaries are competitive with similar jobs in the community” with a score of 3.43, and “My pay keeps pace with the cost of living” with a score of 3.59. Another low-scoring item, with an average of 3.72, was “I am satisfied with the opportunities I have to give feedback on my supervisor’s performance.”

Figure 17. Agencies response rate



SURVEY OF INTER-ORGANIZATIONAL COLLABORATION (SIOC)

DFPS and Providence Collaboration. Two methods of analysis were conducted to investigate both the level of agreement between the two entities and a rank order—from low to high—as to the various strengths and areas of concern of the collaboration. Given the timeframe of the survey, and the limited direct interaction occurring based on handling an active caseload, these data represent employees forming initial perceptions of how the processes are rolling out. As a matter of

Figure 18. Agencies overall score

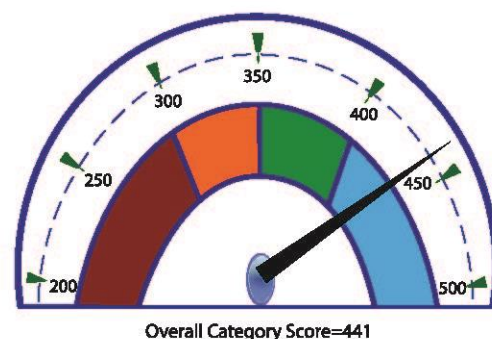
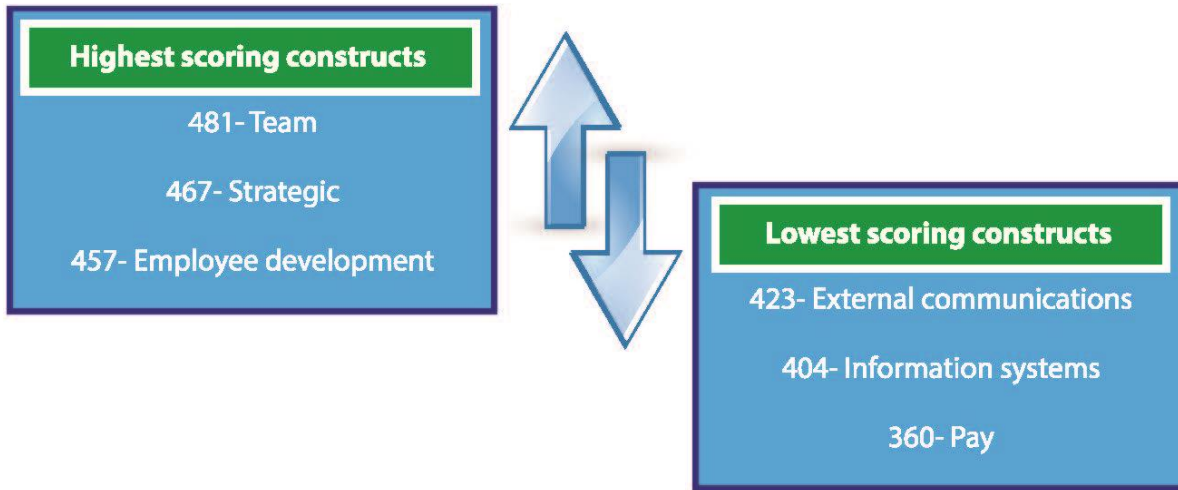











Figure 19. Agency high and low constructs



priority, only the top and bottom five ranked scores for each group are described here. A t-test analysis was used to determine if perceptions were significantly different among groups. The test of significance found that DFPS and Providence employees gave significantly different scores on 9 of the 27 survey items. Four of these significantly different items were among the five higher scoring items for Providence employees. Table 2 below provides an overview of SIOC results discussed above. More detailed results are available in Appendices H and I.







Table 2. DFPS, Providence SIOC Results	
 <p>Significantly Different and Also Higher Scoring Items for Providence</p>	<p>2) This collaboration has done a good job towards maintaining the connection children have to those important to them (i.e. family, community, siblings, etc.).</p> <p>3) This collaboration has done a good job towards ensuring each child’s culture is respected.</p> <p>4) This collaboration has done a good job towards placing children in the least restrictive environment.</p> <p>5) This collaboration has done a good job towards allowing children to participate in decisions impacting their lives.</p>
 <p>Significantly Different and Also Lower Scoring Item for Providence</p>	<p>7) We are given the right amount of time needed to do a good job.</p>
 <p>Significantly Different and Also Higher Scoring Item for DFPS</p>	<p>27) Everyone in the collaboration that I interact with seems to be working towards the same goals.</p>

DFPS and Agencies Collaboration. Two methods of analysis were conducted to investigate both the level of agreement between the two entities and a rank order—from low to high—as to the various strengths and areas of concern of the collaboration. Given the timeframe of the survey, and the limited direct interaction occurring based on handling an active caseload, these data represent employees forming initial perceptions of how the processes are rolling out. As a matter of priority, only the top and bottom five ranked scores for each group are described here. A t-test analysis was used to determine if perceptions were significantly different among groups. The test of significance found that DFPS and Agencies

Table 3. DFPS, Agencies SIOC Results	
 Significantly Different and Also Lower Scoring Item for Agencies	<p>7) We are given the right amount of time needed to do a good job.</p> <p>21) We have the necessary information systems in place to work well with one another.</p> <p>22) The technology we share in the collaboration enhances our ability to get things done.</p>
 Higher Scoring Item for Both Groups	<p>26) There is a clear understanding of what our collaboration is working towards.</p> <p>27) Everyone in the collaboration that I interact with seems to be working towards the same goals.</p>
 Lower Scoring Items for Both Groups	<p>8) We currently have an adequate number of people to do the work we are asked to do.</p> <p>18) People throughout the collaboration seem to understand their roles and responsibilities</p>
 Higher Scoring Items for DFPS	<p>12) When working with people involved in the collaboration, they are open to discussing different options.</p> <p>13) When working with people involved in the collaboration, they are willing to arrive at compromise when possible on important issues.</p> <p>15) Employees are given the opportunity to do their best work.</p>
 Lower Scoring Items for DFPS	<p>11) The communication between the organizations allows the work to flow smoothly.</p> <p>19) We have good procedures in place to facilitate the work between organizations.</p> <p>20) In the collaboration, the decision-making process is clear.</p>
 Higher Scoring Items for Agencies	<p>9) When applicable, important information is openly shared between the organizations.</p> <p>16) Responsibility is shared among people working in the collaboration.</p> <p>25) People involved in the collaboration seem committed to the process of working together.</p>

employees gave significantly different scores on 3 of the 27 survey items. All three of these significantly different items were among the five lower scoring items for Agencies employees.

The data analysis included the identification of five higher scoring items and five lower scoring items for each organization. These data provide employee perceptions regarding

Table 4. Providence, Agencies SIOC Results	
 Significantly Different and Also Higher Scoring Item for Providence	<p>1) This collaboration has done a good job towards improving the overall of the children we serve.</p> <p>5) This collaboration has done a good job towards allowing children to in decisions impacting their lives.</p>
 Lower Scoring Item for Both Groups	<p>7) We are given the right amount of time needed to do a good job.</p> <p>8) We currently have an adequate number of people to do the work we are asked to do.</p> <p>21) We have the necessary information systems in place to work well with one another.</p> <p>22) The technology we share in the collaboration enhances our ability to get things done.</p>
 Higher Scoring Items for Providence	<p>2) This collaboration has done a good job towards maintaining the connection children have to those important to them (i.e. family, community, siblings, etc.).</p> <p>4) This collaboration has done a good job towards placing children in the least restrictive environment.</p> <p>26) This collaboration has done a good job towards placing children in the least restrictive environment.</p>
 Lower Scoring Items for Providence	<p>10) Our opinions are taken into account when decisions are made that impact our work.</p> <p>12) When working with people involved in the collaboration, they are to discussing different options.</p> <p>16) Responsibility is shared among people working in the collaboration.</p> <p>17) Recognition is given to those who deserve it.</p> <p>24) People from the collaborating organizations trust and respect one another.</p>
 Higher Scoring Items for Agencies	<p>9) When applicable, important information is openly shared between the organizations.</p> <p>10) Our opinions are taken into account when decisions are made that our work.</p> <p>12) When working with people involved in the collaboration, they are open to discussing different options.</p> <p>13) When working with people involved in the collaboration, they are willing to arrive at compromise when possible on important issues.</p> <p>25) People involved in the collaboration seem committed to the process of working together.</p>
 Lower Scoring Items for Agencies	<p>18) People throughout the collaboration seem to understand their roles and responsibilities.</p>

collaboration strengths and areas for improvement. Table 3 on the previous page provides an overview of SIOC results discussed above. More detailed results are available in Appendices J and K.

Providence and Agencies collaboration. Two methods of analysis were conducted to investigate both the level of agreement between the two entities and a rank order—from low to high—as to the various strengths and areas of concern of the collaboration. Given the timeframe of the survey, and the limited direct interaction occurring based on handling an active caseload, these data represent employees forming initial perceptions of how the processes are rolling out. As a matter of priority, only the top and bottom five ranked scores for each group are described here. A t-test analysis was used to determine if perceptions were significantly different among groups. The test of significance found that Providence and Agencies employees gave significantly different scores on 2 of the 27 survey items. Both of these significantly different items were among the five higher scoring items for Providence employees. As described above, the data analysis included the identification of five higher scoring items and five lower scoring items for each organization. For some groups, tie scores caused more than five items to be included in the lists of higher and lower scoring items. These data provide employee perceptions regarding collaboration strengths and areas for improvement. The following items are ranked higher or lower, but were not significantly different from one another. Table 4 on the previous page provides an overview of SIOC results discussed. More details are available in Appendices L and M.

CONCLUSION

The purpose of this process evaluation was to assess the implementation and functioning of the Texas foster care redesign during a very early phase in the implementation to inform future processes. Using mixed methods, we sought to answer five questions related to the redesign. Each question is addressed below based on findings from the process evaluation; recommendations for moving forward based on the findings are also presented. It is important to note that these findings should be interpreted in the context of the limitations previously outlined. Specifically, the data were collected for this report almost immediately after the initial implementation. Findings may reflect a lack of understanding on the part of participants as specific details of the redesign were changing as adaptations were needed to ensure successful placements of children.

HOW HAS PROVIDENCE DEVELOPED THE INFRASTRUCTURE NECESSARY TO RECEIVE REFERRALS?

Providence worked on developing infrastructure during the contracting process, but, according to participants, more time was needed to be fully ready for implementation. In general, there were issues that still needed to be resolved prior to the system going live. It should be noted that no entity is solely responsible for the lack of readiness. Rather, the timeframe of six months may have been too short and no implementation process of this scale should be expected to run perfectly.

Providence prepared for implementation by developing relationships with agencies in the catchment area. Individual meetings were held with providers in the area and a “Provider Council” was established. The Provider Council began meeting monthly to discuss the redesign. Even though information was constantly changing during the contracting process, agencies in the area appreciated the fact that the Provider Council allowed them to come together to discuss the redesign. They felt that they had a means of putting their concerns on the table for consideration. The Provider Council was also a means of disseminating information about the redesign and building support among agencies. Although discussions about competitions among CPAs were difficult, the Provider Council allowed Providence a forum to state their expectations in terms of collaboration and fair practices.

Providence also developed infrastructure through hiring staff. Because Providence did not have a substantial presence in the region prior to the redesign, hiring staff was a key component of infrastructure building. Hiring a mix of former DFPS staff and non-DFPS staff appears to be a successful strategy thus far. The former DFPS staff had institutional knowledge of the system that assisted in building trust with agencies and other members of the community. They understood the challenges of implementation and were able to manage the challenges of implementation thus far. However, it was difficult to adjust to their new relationships with DFPS

as former employees. Providence's strategy of hiring non-DFPS employees was well-liked by those in the community who felt the redesign needed to move away from the more institutionalized ways of doing things. They felt that the non-DFPS employees would add new ideas and foster new ways of thinking in the foster care system.

Although the staffing choices were supported, people generally agreed that Providence staff should have been hired much earlier in the process. Some staff started just a month or so before the system went live. Therefore, roles were unclear and positions were not well-established. While this criticism may be valid in terms of contributing to readiness, it should be noted that Providence received a \$208,000 advance in funds. Other than that advance, all funds for staff and other activities were absorbed by Providence. They were offered a loan by DFPS during implementation, but that loan still would not have covered their reported costs. Without funds coming in during implementation, Providence chose the more economical strategy of hiring staff when they were needed.

The approach of hiring staff as the need arose may be what is reflected in the collaboration survey. For each of the three groups evaluated (DFPS, Providence, and Agencies), the lower scoring items were found between the groups in the measured area of resources. Among the items scoring below the 3.0 level or neutral score were the areas of adequate amount of people or staffing and time available to address the need. The perceived shortage of staff would tend to impact the other factor, time needed to do a good job. Too few staff during the startup phase coupled with adapting to new procedures could have resulted in perceptions that adequate staffing time was not available to deliver the best possible level of service.

A final implementation issue was technology. Providence has established systems of monitoring placements which they have used in other areas. They worked on connecting and training agencies on how to use their programs. They worked with agencies to pilot test their technology. During the first week of implementation, there were some glitches with their technology. However, the main technology issues were with the IMPACT system. The IMPACT system was not ready until right before the system went live. Therefore, Providence and DFPS staff did not get to practice with the technology in place.

Issues of technology and the role played by technology were also raised as concerns in the collaboration survey as a general area of potential improvement. Scores on the collaborative assessment showed that employees in each group had concerns regarding technology and information sharing. First, respondents gave relatively low scores (scores around 3) when asked if the needed information systems were in place to work well with each other. Additionally, low scores were marked on the item asking if technology was in place to enhance the ability to work together collaboratively. The utilization of technology to successfully transmit and communicate the needed information in a clear, timely, and accurate fashion is essential in the collaborative process.

WHAT BARRIERS OR CHALLENGES ARE THERE IN COLLABORATION BETWEEN PROVIDENCE AND PARTNERING AGENCIES?

In general, the collaboration between the partnering agencies and Providence is good, but there are some areas for improvement. As stated previously, the Provider Council is appreciated by agencies. At this point, agencies feel that they are heard and that they are able to provide feedback. They feel that Providence has been able to address challenges and fix problems. Issues of trust may arise as agencies are asked to expand their duties. For instance, it has yet to be seen if there will be problems meeting service plan deadlines or court deadlines. Moreover, the issue of trust was assessed between Providence and partnering agencies in the collaboration survey. Three items grouped together were phrased to evaluate collaborative trust. Two of the three items scored relatively well for the collaboration between Providence and partnering agencies. Those items dealt with understanding how work impacted others and working well together. However, the item asking how well people trusted and respected each other scored lowest in the grouping. As organizations are formed based on new inter-organizational dynamics, the establishment and building of trust is critical. Individuals are commonly hesitant to initially hold high levels of trust. Those develop as communications, relationships, predictability, and stability are improved over time. As was stated in the findings sections, the SEE results also support the idea that in forming organizations, employees may score items lower because they realize the higher level of potential the organization can achieve once fully realized.

WHAT BARRIERS OR CHALLENGES ARE THERE IN COLLABORATION BETWEEN PROVIDENCE AND DFPS?

The primary issues challenging the collaboration between Providence and DFPS are control issues and a lack of sense of partnership. The redesign was framed to the community as a partnership that would exist between DFPS and Providence. However, at some point in the process, the partnership is perceived to have shifted to solely a contractor and grantee relationship. As perceived by some participants, there is a lack of openness on the part of DFPS to discuss issues without attorneys clarifying contractual terms. Thus, the ability to solve problems and compromise is at risk. Additionally, there is a sense from all levels of DFPS that it is difficult to yield control. There is concern on DFPS side that Providence will be able to meet its contractual obligations.

The findings of the collaboration survey support the narrative above. Trust between Providence and DFPS is right on the neutral mark indicating to these researchers that people are reserving critical judgment on the issue and waiting to see how it all rolls out. The issue of trust

parallels the issues raised in the communication section of the collaboration survey. People are skeptical of how their opinions play into decision making and are critical of the communication between the two organizations as a modality of effectively completing the needed work. Issues of communication between all parties are paramount to improving trust.

WHAT BARRIERS OR CHALLENGES MIGHT PROVIDENCE FACE IN MEETING PERFORMANCE OUTCOMES?

The primary barrier to Providence meeting outcomes is going to be the current lack of services in the community. As discussed in the results section, the pre-redesign system lacks many needed services. Although the community appears most excited about having more youth placed within 50 miles of their home, Providence will not likely be able to improve upon DFPS' efforts until more components of a continuum of care are established in the area. Indeed, part of Providence's redesign plan includes the development of more components of the continuum of care in the area. The perception from participants is that a continuum of care does not exist within the community and it will take substantial time to build a continuum of care. Additionally, the geography of the region is rural and services are spread out across a large area. Participants expressed skepticism that all services will ever be available to youth within 50 miles of their homes.

Technology was a major factor that could have hindered the success of Providence. The inability to access the IMPACT system for placements is a barrier that could impede the process of placements. Additionally, transportation issues will need to be resolved soon for the placements to work as planned.

Finally, financial solvency is a crucial component of the redesign. If agencies are not fairly compensated, there is a risk of losing agencies and agencies losing foster parents. No conclusions can be drawn on this issue at this time since the financial agreements between Providence and its subcontractors have not been determined to be fair or not fair. If not fair, the loss of agencies will impact the already lacking services in the area.

WHAT ARE THE SUCCESSES OF THE REDESIGN THUS FAR?

Although there are clear challenges to the redesign, there are successes that were identified even within the first weeks of the system going live. Placements such as the six siblings who were placed together were considered successes. However, perhaps the bigger success was that despite the challenges, the system was working. Providence appeared to surprise multiple people by their ability to make placements while managing expectations, unclear roles, and technology issues.

RECOMMENDATIONS

As the redesign continues in this region and rolls out to other regions, there are multiple recommendations based on findings from this study to enhance future collaboration.

BE PATIENT

First and foremost, patience is needed by all involved. It is important to understand that major system changes, as acknowledged by multiple participants, take time. While some challenges can be anticipated, other challenges may arise unexpectedly. In addition, changes in outcomes will not occur quickly. Changes in the number of youth placed in the community will happen over time. Thus, it is important to keep the broader conceptual ideas of the redesign in mind when analyzing outcomes in the redesign system.

BE PARTNERS

The second recommendation is that DFPS and Providence commit ongoing resources and energy to their partnerships. A strong collaborative relationship between Providence and DFPS is crucial and must be maintained for redesign to work. In that the contract is performance-based, a contractual relationship must also exist for both legal and practical reasons. While these factors can create a complex relationship, it is recommended that emphasis is placed on partnership between Providence and DFPS so that it does not become solely a contractor/grantee relationship. It must be acknowledged by both entities that the only way the redesign will succeed is if both Providence and DFPS succeed. The success of each entity is tied to the other. Therefore, it is in the best interest of DFPS to support Providence through a collaborative relationship. Policymakers should allow DFPS space to foster that collaboration.

ENSURE FINANCIAL SOLVENCY

The redesign was developed to be a cost-neutral change for DFPS. However, the amount of funding that DFPS has historically operated with is unrealistic as Texas spends less funds per child than almost all other states (CPPP, 2004). In order for the redesign to work, funding needs to be reconsidered. Creating new infrastructure is costly. Despite the fact that Providence is a for-profit agency, other areas may be run by non-profit agencies. In order to ensure the success of those agencies, sufficient funding must be provided, particularly during the implementation phase.

KEEP EVALUATING

This process evaluation was conducted within weeks of the redesign going live. Even at that point, individuals were asking for feedback. Many individuals asked for evaluators to return to the area to document more of the successes later on in the process. Evaluation should be a continuous part of the redesign process to continue building a knowledge base for improvements and continued roll out. It should be noted that DFPS plans for an outcome evaluation and

continuous quality improvement process will be on-going using critical prospective measures that allow changes in outcomes to be observed in six month intervals.

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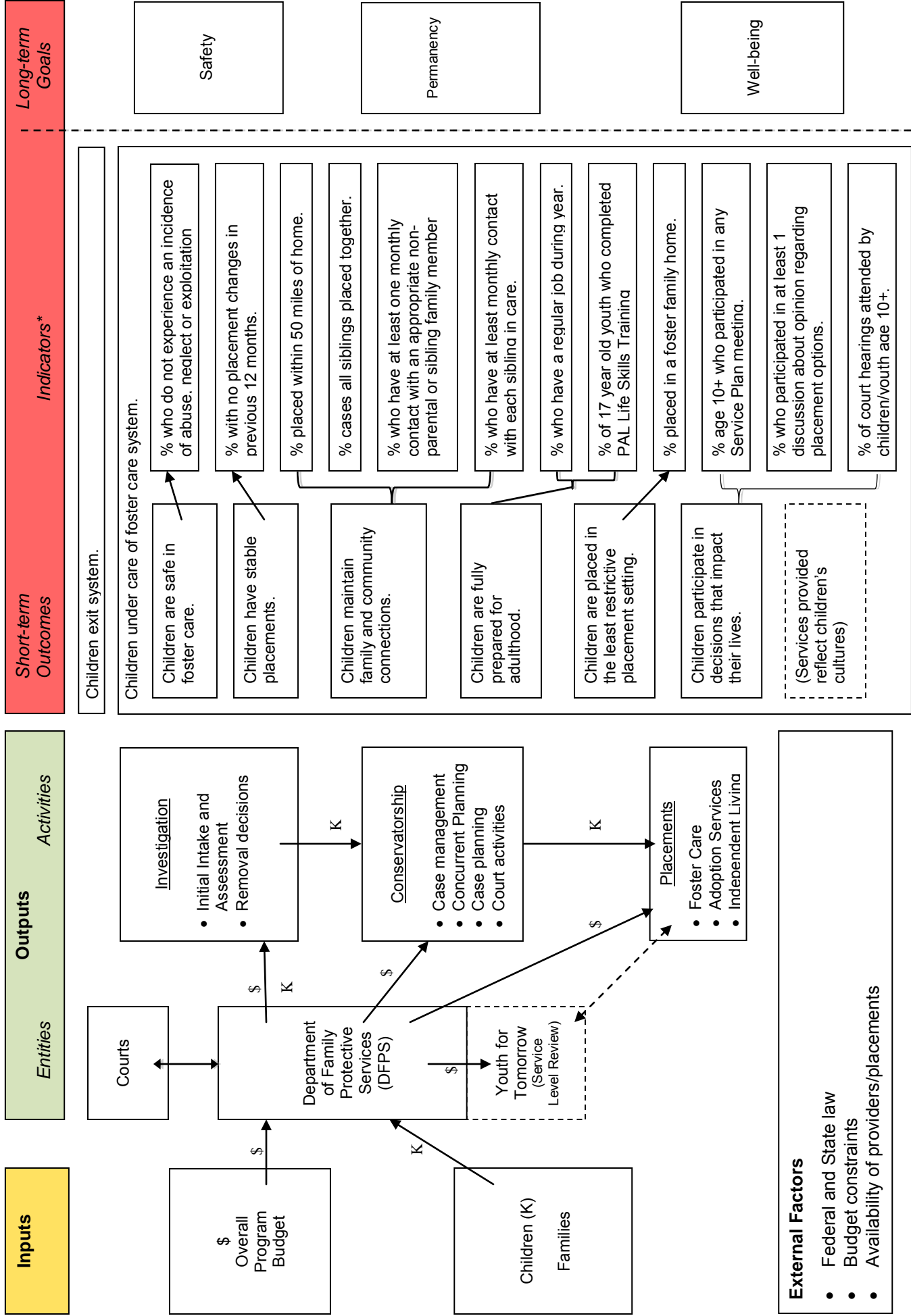
Appendix A:

Logic models



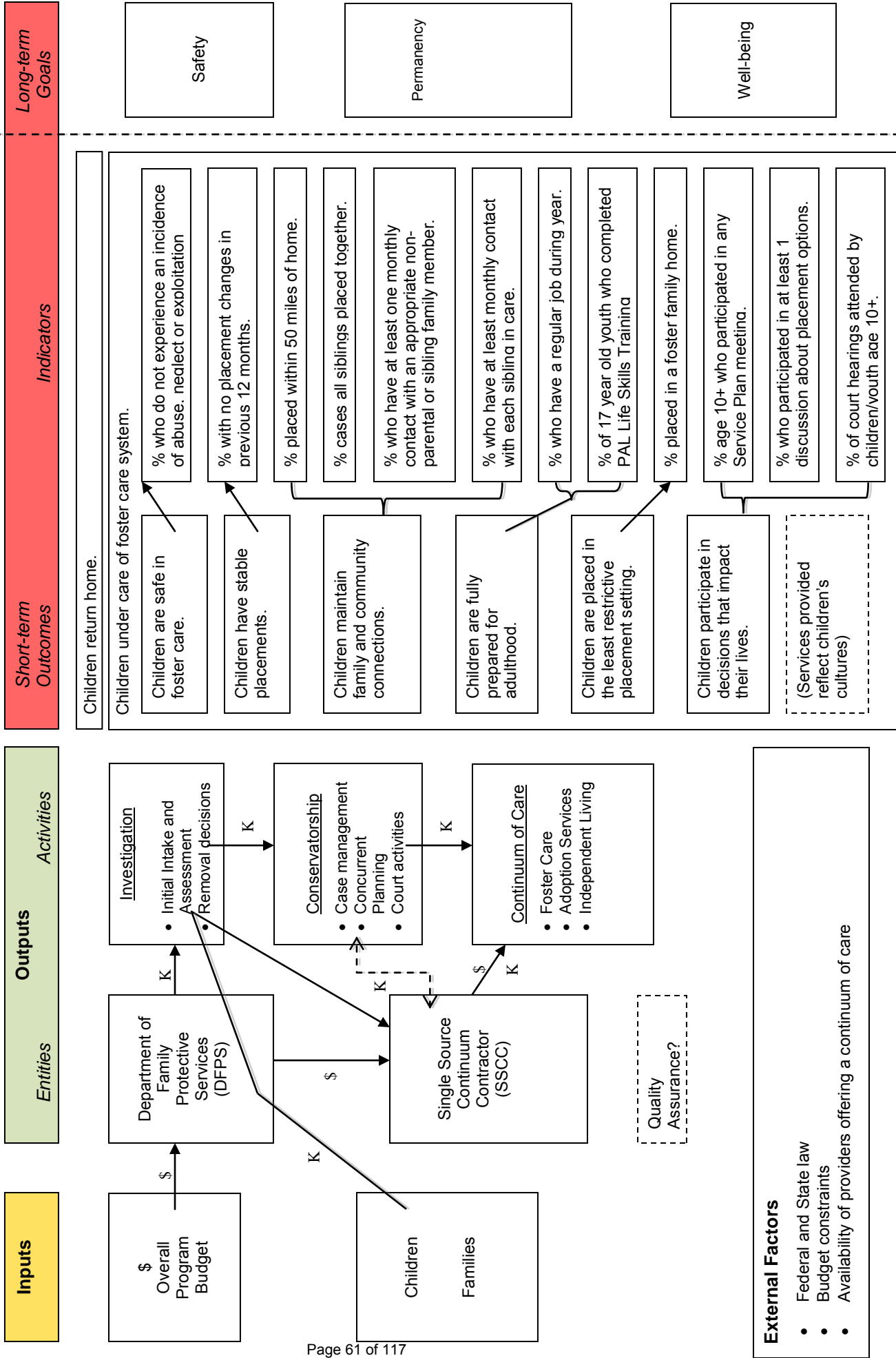
Texas Foster Care System Logic Model – Pre-Redesign

Goal: “Ensure child safety and well-being through investigation, removal if needed and provide safe and stable placements for children in care.”



Texas Foster Care System Logic Model – Redesign

Goal: “A system that addresses problems with the current system supports improved outcomes for children, youth and families and provides increased opportunities for collaboration and partnership in serving children youth and families.”



Appendix B:
Focus group guides



Interview guide

Community Advisory Group Members

Tell me about foster care in your community.

- What types of services exist? (foster homes, RTCs, psych beds)
- How likely is that kids are being kept in their home communities?
- How likely is it that kids are receiving the care that they need?
- What aspects of foster care need the most attention in terms of improvements?
- What are the strengths in this community in terms of foster care?

What is your understanding of the redesign?

- If you were explaining the redesign to someone, what would you tell them?

Can you tell me your experience working on the Community Advisory Committee?

- How were you approached to serve on the Advisory Committee?
- What have you been doing as a member of the Committee?

How would you characterize the implementation process of the redesign?

- What ideas have you heard expressed about the redesign in your community?
- What challenges do you foresee as the implementation continues to roll out?
- What would you tell another community to do to prepare for the redesign?

If you went to another community to talk about the redesign, what advice would you give them?

- What should the SSCC know to prepare?
- What should DFPS staff know to prepare?
- What should the agencies know to prepare ?
- What does the community in general need to know?

Interview guide

DFPS Administrators (Program Directors, Regional Directors)

Tell me about foster care in your area/region.

- What types of services exist in the area/region? (foster homes, RTCs, psych beds)
- What are the service gaps?
- What are the strengths in this community in terms of foster care?

What is your understanding of the redesign?

- If you were explaining the redesign to someone, what would you tell them?
- How much do you know about past systemic changes DFPS has attempted/ implemented?
- How much do you know about similar changes other states have made to their foster care systems?
- How will the redesign impact outcomes? (The redesign is attempting to improve multiple child welfare outcomes such as safety, permanency, and well-being (defined in terms of family connections, preparation for adulthood, youth participation in decision-making and placement in the least restrictive environment).

Can you tell me your perceptions of the changes the redesign will have on the area/region?

- What changes will there be to your position and job duties?
- What changes will there be to staff positions and job duties?
- How were staff trained and prepared for changes?
- How were agencies in the community prepared for changes?
- How was the community informed of the changes?
- In general, what is the mood related to the redesign?

How would you characterize the implementation process thus far?

- When the new system went live, how ready was DFPS? How ready was Providence?
- What have been the barriers to implementation?
- What are some of the successes to the implementation thus far?

If you went to another community to talk about the redesign, what advice would you give them?

- What should the SSCC know to prepare?
- What should DFPS staff know to prepare?
- What should the agencies know to prepare ?
- What does the community in general need to know?

Interview guide

SSCC Administrators

Tell me about foster care in this part of Texas.

- How familiar are you with foster care in this area?
- What types of services exist in the community? (foster homes, RTCs, psych beds)
- What are the service gaps?
- What are the strengths in this community in terms of foster care?

What is your understanding of the redesign?

- If you were explaining the redesign to someone, what would you tell them?
- How much do you know about past systemic changes DFPS has attempted/ implemented?
- How much do you know about similar changes other states have made to their foster care systems?
- How can the redesign impact outcomes? (The redesign is attempting to improve multiple child welfare outcomes such as safety, permanency, and well-being (defined in terms of family connections, preparation for adulthood, youth participation in decision-making and placement in the least restrictive environment)).

What was the process for preparing the area for the changes in the re-design?

- ❖ What was the process in contracting with agencies?
- ❖ What training have you done with agencies to prepare them for the new system?
- ❖ What was the process in informing the community about the redesign?

Can you tell me your experience working with DFPS?

- What has your experience been working with DFPS?

How would you characterize the implementation process thus far?

- When the new system went live, how ready was DFPS? How ready was Providence?
- What have been the barriers to implementation?
- What are some of the successes to the implementation thus far?

Moving forward, what are your plans?

- ❖ What is your timeline for recruiting and training new staff?
- ❖ How do you plan to minimize case movement?
- ❖ How do you plan to deal with children with significant behavior problems?
- ❖ What is the process when a provider requests a change of placement?

- How will case management activities such as court hearings, notices be handled?
- How are removals and intakes being handled?
- What challenges do you foresee?

If you went to another community to talk about the redesign, what advice would you give them?

- What should the SSCC know to prepare?
- What should DFPS staff know to prepare?
- What should the agencies know to prepare ?
- What does the community in general need to know?

Interview guide

DFPS Caseworkers & Supervisors

Tell me about foster care in your community.

- What types of services exist in the community? (foster homes, RTCs, psych beds)
- What are the service gaps?
- What are the strengths in this community in terms of foster care?

What is your understanding of the redesign?

- If you were explaining the redesign to someone, what would you tell them?
- How much do you know about past systemic changes DFPS has attempted/ implemented?
- How much do you know about similar changes other states have made to their foster care systems?
- How will the redesign impact outcomes? (The redesign is attempting to improve multiple child welfare outcomes such as safety, permanency, and well-being (defined in terms of family connections, preparation for adulthood, youth participation in decision-making and placement in the least restrictive environment).

Can you tell me your perceptions of the changes the redesign will have on the area/region?

- What changes will there be to your position and job duties?
- What changes will there be to other staff positions and job duties?
- How were staff trained and prepared for changes?
- How were agencies in the community prepared for changes?
- How was the community informed of the changes?
- In general, what is the mood related to the redesign?

How would you characterize the implementation process thus far?

- When the new system went live, how ready was DFPS? How ready was Providence?
- What have been the barriers to implementation?
- What are some of the successes to the implementation thus far?

If you went to another community to talk about the redesign, what advice would you give them?

- What should the SSCC know to prepare?
- What should DFPS staff know to prepare?
- What should the agencies know to prepare ?
- What does the community in general need to know?

Interview guide

Youth

How well do you think foster care is helping kids right now?

- What are the biggest issues that you see?

What do you know about the foster care redesign?

- What do you do?
- Who is on the youth council here?
- If you were telling another youth about the redesign, how would you explain it to them?
- Is there anything that worries you about it?
- Is there anything that you are excited about?

How did you learn about the redesign?

- Who told you about it?
- What have you heard at placements?

Interview guide

Agency Administrators

Tell me about foster care in your community.

- What services does your agency provide?
- What types of services exist in the community? (foster homes, RTCs, psych beds)
- What are the service gaps?
- What are the strengths in this community in terms of foster care?

What is your understanding of the redesign?

- If you were explaining the redesign to someone, what would you tell them?
- How much knowledge do you have about the RFP process? Did you participate? Bid?
- How much do you know about past systemic changes DFPS has attempted/ implemented?
- How much do you know about similar changes other states have made to their foster care systems?
- How will the redesign impact outcomes? (The redesign is attempting to improve multiple child welfare outcomes such as safety, permanency, and well-being (defined in terms of family connections, preparation for adulthood, youth participation in decision-making and placement in the least restrictive environment).

How did you prepare for the redesign?

- What is your interaction been with the SSCC?
- How was the contracting process?
- How would you describe your participation in the Provider Council?
- What trainings did you have or are you planning for your staff? Foster parents?

Can you tell me how the redesign is changing your care of foster children?

- What changes are there how your agency receives/intakes children?
- What changes are there to case management?
- What changes are there to discharges?
- What changes are there to court hearings?
- What changes are there to licensing issues?
- Do you have concerns about these changes?

How would you characterize the implementation process thus far?

- When the new system went live, how ready were you? How ready was DFPS? How ready was Providence?
- What have been the barriers to implementation?

- What are some of the successes to the implementation thus far?

If you went to another community to talk about the redesign, what advice would you give them?

- What should the SSCC know to prepare?
- What should DFPS staff know to prepare?
- What should the agencies know to prepare ?
- What does the community in general need to know?

Interview guide

CASAs, Judges & Ad Litem

Tell me about foster care in your community.

- What types of services exist? (foster homes, RTCs, psych beds)
- How likely is that kids are being kept in their home communities?
- How likely is it that kids are receiving the care that they need?
- What aspects of foster care need the most attention in terms of improvements?
- What are the strengths in this community in terms of foster care?

What is your understanding of the redesign?

- If you were explaining the redesign to someone, what would you tell them?
- How much do you know about past systemic changes DFPS has attempted/ implemented?
- How much do you know about similar changes other states have made to their foster care systems?
- How will the redesign impact outcomes? (The redesign is attempting to improve multiple child welfare outcomes such as safety, permanency, and well-being (defined in terms of family connections, preparation for adulthood, youth participation in decision-making and placement in the least restrictive environment).

How did you prepare for the redesign?

- What is your interaction been with the SSCC?
- What trainings or meetings did you attend?
- What trainings or meetings do you feel are needed?

Can you tell me how the redesign is changing/will change your care of foster children?

- What changes are there to court hearings?
- Do you have concerns about these changes?

How would you characterize the implementation process of the redesign?

- What ideas have you heard expressed about the redesign in your community?
- What challenges do you foresee as the implementation continues to roll out?
- What would you tell another community to do to prepare for the redesign?

If you went to another community to talk about the redesign, what advice would you give them?

- How should judges/CASAs/Ad litem prepare ?
- What does the community in general need to know?

*Appendix C:
Public private partnership survey & interview guide*



Default Question Block

PLEASE READ THE FOLLOWING INFORMATION ABOUT THIS SURVEY.

Identification of Investigators and Purpose of Study:

You are invited to participate in a study about the effort to redesign the Texas foster care system being undertaken by the Texas Department of Family and Protective Services (DFPS) in conjunction with community child welfare stakeholders. The purpose of this study is to qualitatively assess the implementation and functioning of the Texas foster care redesign as one component of a comprehensive evaluation of the first two phases of the redesign. This research is being conducted by researchers at the Child and Family Research Institute at The University of Texas at Austin.

If you agree to participate:

The survey will take approximately 10 minutes of your time. You can pause the survey and return to it at a later time. You will be asked questions about your experience working with the Public/Private Partnership.

Risks/Benefits/Confidentiality of Data:

There are no known risks to participating in this survey. There will be no costs for participating, nor will you benefit from participating. Your responses will be confidential. All results will be reported in aggregate form to DFPS. However, your responses will be identifiable to the researchers.

Participation or Withdrawal:

Your participation in this study is voluntary. You may decline to answer any question and you have the right to withdraw from participation at any time. You can stop your participation at any time and your refusal will not impact current or future relationships with DFPS, UT Austin or any other participating entities.

Contacts:

If you have any questions about the study, contact Dr. Monica Faulkner. Dr. Faulkner can be reached at (512) 471-7191, or mfaulkner@austin.utexas.edu.

- No, I do not want to take this survey.
- Yes, I agree to take this survey.

Which of the following apply to you?

I am a _____.

- Foster parent
-

- CASA
- Ad litem
- Judge
- DFPS employee
- Advocate
- Researcher

How long have you been involved in foster care and/or foster care issues?

0 50

Years involved in foster care

What has been your experience participating in the Public Private Partnership?

What are your hopes for the foster care redesign?

To what extent does the current redesign match the intentions of the Public Private Partnership?

Our research team is interested in interviewing a sample of Public Private Partnership Members in the next month. Interviews would be about 1 hour and would primarily be conducted in person, but may be conducted by phone depending on logistics. Are you interested in completing an interview?

Yes

No

Please provide us with your contact information.

First name

Last name

Email address

Phone number

Thank you for your time. If you have any questions, please contact Dr. Monica Faulkner at mfaulkner@austin.utexas.edu

Appendix D:
SEE Combined Means and ANOVA



SURVEY OF EMPLOYEE ENGAGEMENT

COMBINED MEANS AND ANOVA

OVERALL

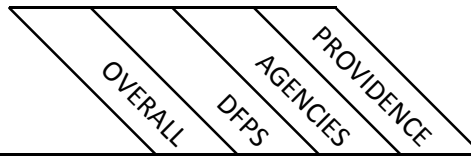
		OVERALL	DFPS	AGENCIES	PROVIDENCE		
#	Dimension 1: Work Group					F	Sig.
	Supervision	407	421	427	345		
11	My supervisor provides me with a clear understanding of my work responsibilities.	4.06	4.13	4.38	3.42	3.78	.028*
12	My supervisor gives me accurate feedback about my performance.	3.92	4.10	4.10	3.25	3.14	.050*
13	My supervisor recognizes outstanding work.	4.10	4.23	4.24	3.58	1.83	.169
14	My supervisor gives me the opportunity to do my best work.	4.25	4.38	4.45	3.67	3.33	.042*
15	My supervisor is consistent when administering policies concerning employees.	4.02	4.23	4.16	3.33	3.56	.035*
	Team	426	427	481	330		
1	People in my work group cooperate to get the job done.	4.37	4.47	4.86	3.25	17.73	.000*
2	My work group is actively involved in making work processes more effective.	4.32	4.41	4.77	3.33	11.18	.000*
3	There is a real feeling of teamwork.	4.29	4.38	4.82	3.17	12.92	.000*
4	In my work group, I have an opportunity to participate in the goal setting process.	4.20	4.00	5.00	3.33	14.04	.000*
5	Work groups are trained to incorporate the opinions of each member.	4.12	4.09	4.59	3.42	7.58	.001*
	Quality	390	363	439	383		
20	My work group uses the feedback from our customers/clients when making decisions.	4.02	3.75	4.41	4.08	4.26	.018*
21	My work group regularly uses performance data to improve the quality of our work.	3.98	3.91	4.18	3.92	0.70	.499
22	My work group's goals are consistently met or exceeded.	3.80	3.61	4.27	3.50	4.90	.011*
23	Our organization is known for the quality of service we provide.	3.81	3.25	4.68	3.82	20.51	.000*

*Denotes items that are significant at the 0.05 level.

SURVEY OF EMPLOYEE ENGAGEMENT

COMBINED MEANS AND ANOVA

OVERALL



#	Dimension 2: Accommodation					F	Sig.
	Pay	292	217	360	378		
24	My pay keeps pace with the cost of living.	2.78	1.94	3.59	3.67	15.63	.000*
25	Salaries are competitive with similar jobs in the community.	2.95	2.31	3.43	3.92	11.11	.000*
26	I feel I am paid fairly for the work I do.	3.02	2.26	3.77	3.75	13.58	.000*
	Benefits	409	393	438	406		
69	Benefits are comparable to those offered in other jobs.	4.05	3.81	4.50	3.92	2.86	.065
70	I understand my benefits plan.	4.22	4.03	4.59	4.08	4.73	.012*
71	Benefits can be selected to meet individual needs.	4.00	3.94	4.05	4.17	0.33	.722
	Physical Environment	395	364	444	392		
40	Given the type of work I do, my physical workplace meets my needs.	4.11	3.84	4.59	4.00	4.41	.016*
41	My workplace is well maintained.	3.94	3.63	4.38	4.00	5.33	.007*
42	There are sufficient procedures to ensure the safety of employees in the workplace.	3.86	3.38	4.55	3.92	8.56	.001*
43	I have adequate resources and equipment to do my job.	3.89	3.69	4.24	3.75	2.70	.075

*Denotes items that are significant at the 0.05 level.

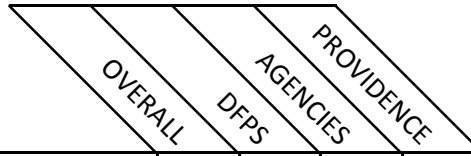
#	Dimension 3: Organization					F	Sig.
	Strategic	431	416	467	410		
16	I have a good understanding of our mission, vision, and strategic plan.	4.58	4.56	4.86	4.17	5.44	.007*
17	I understand the state, local, national, and global issues that impact the organization.	4.34	4.28	4.59	4.08	2.20	.12
18	My organization works well with other organizations.	4.20	3.94	4.68	4.08	6.61	.002*
19	My organization develops services to match the needs of our customers/clients.	4.11	3.84	4.55	4.08	4.55	.014*
	Diversity	386	360	449	350		
50	An effort is made to get the opinions of people throughout the organization.	3.78	3.50	4.59	3.17	10.40	.000*
51	The people I work with treat each other with respect.	4.08	3.97	4.64	3.42	9.15	.000*
52	My organization works to attract, develop, and retain people with diverse backgrounds.	3.88	3.56	4.36	3.92	4.90	.011*
53	Every employee is valued.	3.71	3.38	4.36	3.50	5.48	.006*

*Denotes items that are significant at the 0.05 level.

SURVEY OF EMPLOYEE ENGAGEMENT

COMBINED MEANS AND ANOVA

OVERALL



#	Dimension 4: Information	OVERALL	DFPS	AGENCIES	PROVIDENCE	F	Sig.
	Information Systems	398	392	404	390		
6	My work group uses the latest technology to communicate and interact.	4.14	4.06	4.18	4.17	0.145	.865
7	The information available from our computer systems is reliable.	4.02	4.06	4.00	3.75	0.52	.597
8	Overall, our computer information systems present information in an understandable way.	3.94	3.77	4.00	4.17	1.15	.322
9	Our computer systems enable me to easily and quickly find the information I need.	3.78	3.63	3.95	3.75	0.79	.46
10	Information systems are in place and accessible for me to get my job done.	4.02	4.09	4.05	3.67	1.08	.345
	Internal Communication	378	366	432	321		
32	I feel the communication channels I must go through at work are reasonable.	3.72	3.56	4.27	3.25	4.53	.015*
33	My work atmosphere encourages open and honest communication.	3.88	3.69	4.41	3.50	4.13	.021*
34	Overall within the groups I work, there is good communication.	3.91	3.88	4.45	3.08	10.59	.000*
35	The right information gets to the right people at the right time.	3.60	3.50	4.14	3.00	4.75	.012*
	External Communication	394	379	423	392		
36	I believe our organization communicates our mission effectively to the public.	3.86	3.63	4.23	3.92	2.66	.078
37	Our organization communicates well with our governing bodies (i.e. the board, the legislature, etc.)	4.11	3.97	4.36	4.08	2.53	.088
38	My organization shares appropriate information with the public.	3.92	3.88	4.05	3.92	0.34	.71
39	My organization communicates effectively with other organizations.	3.88	3.69	4.27	3.75	3.30	.043*

*Denotes items that are significant at the 0.05 level.

SURVEY OF EMPLOYEE ENGAGEMENT

COMBINED MEANS AND ANOVA

OVERALL

#	Dimension 5: Personal					F	Sig.
		OVERALL	DFPS	AGENCIES	PROVIDENCE		
	Employee Engagement	411	398	457	368		
44	The people I work with care about my personal well-being.	4.12	3.97	4.68	3.58	5.97	.004*
45	I am encouraged to come up with better ways to serve my customers/clients.	4.26	4.16	4.73	3.75	9.70	.000*
46	I know how my work impacts others in the organization.	4.32	4.28	4.64	3.92	5.87	.005*
47	I am encouraged to learn from my mistakes.	4.19	4.03	4.67	3.83	6.23	.003*
48	There is a basic trust among employees and supervisors.	3.77	3.63	4.36	3.17	5.28	.008*
49	When possible, decision making and control are given to employees doing the actual work.	3.98	3.81	4.36	3.83	2.47	.092
	Employee Development	413	403	457	352		
54	I believe I have a career with this organization.	4.25	4.03	4.77	3.92	5.01	.01*
55	I have access to information about job opportunities, conferences, workshops, and training.	4.24	4.19	4.64	3.40	6.95	.002*
56	Training is made available to me so that I can do my job better.	4.03	3.97	4.50	3.33	9.16	.000*
57	Training is made available to me for personal growth and development.	3.98	3.91	4.36	3.42	5.32	.007*
	Job Satisfaction	371	329	452	345		
27	My job meets my expectations.	3.83	3.59	4.59	3.17	12.29	.000*
28	My work environment supports a balance between work and personal life.	3.17	2.69	4.10	3.00	8.99	.000*
29	I feel my efforts count.	4.08	3.75	4.81	3.75	8.92	.000*
30	The amount of work I am asked to do is reasonable.	3.28	2.69	4.32	3.08	14.55	.000*
31	I feel a sense of pride when I tell people that I work for this organization.	4.17	3.75	4.77	4.25	14.34	.000*

*Denotes items that are significant at the 0.05 level.

SURVEY OF EMPLOYEE ENGAGEMENT

COMBINED MEANS AND ANOVA

OVERALL

		OVERALL	DFPS	AGENCIES	PROVIDENCE		
#	Climate					F	Sig.
	Atmosphere	419	400	471	379		
67	Harassment is not tolerated at my workplace.	4.40	4.22	4.77	4.25	6.38	.003*
68	Within my workplace, there is a feeling of community among employees.	3.97	3.77	4.64	3.33	9.58	.000*
	Ethics	418	402	473	367		
65	I am confident that any ethics violation I report will be properly handled.	4.12	4.00	4.64	3.58	6.69	.002*
66	Employees are generally ethical in my workplace.	4.23	4.03	4.82	3.75	14.96	.000*
	Fairness	388	380	447	313		
63	In my workplace, I believe people generally are treated fairly (i.e. without favoritism).	3.75	3.53	4.59	2.92	9.73	.000*
64	My performance is evaluated fairly.	4.00	4.07	4.35	3.33	3.95	.025*
	Feedback	380	372	415	350		
60	I believe we will use the information from this survey to improve our performance.	3.71	3.63	4.00	3.50	1.10	.341
61	I am satisfied with the opportunities I have to give feedback on my supervisor's performance.	3.57	3.55	3.72	3.50	0.17	.846
62	My ideas and opinions count at work.	4.12	3.97	4.73	3.50	7.02	.002*
	Management	402	381	437	405		
58	Upper management (i.e. Executive and/or Senior Leadership) effectively communicates important information.	3.97	3.81	4.30	3.92	1.38	.259
59	Upper management (i.e. Executive and/or Senior Leadership) tries to be accessible and visible.	4.06	3.81	4.43	4.17	2.33	.106

*Denotes items that are significant at the 0.05 level.

Appendix E:
SEE DFPS Means and Agreement



SURVEY OF EMPLOYEE ENGAGEMENT

DFPS MEANS AND AGREEMENT

DFPS		OVERALL	DFPS	S.D.	N	SA/A %	N%	D/SD %
#	Dimension 1: Work Group							
	Supervision	407	421					
11	My supervisor provides me with a clear understanding of my work responsibilities.	4.06	4.13	1.008	32	81.3%	6.3%	12.5%
12	My supervisor gives me accurate feedback about my performance.	3.92	4.10	1.094	30	76.7%	13.3%	10.0%
13	My supervisor recognizes outstanding work.	4.10	4.23	1.055	31	83.9%	6.5%	9.7%
14	My supervisor gives me the opportunity to do my best work.	4.25	4.38	0.751	32	90.6%	6.3%	3.1%
15	My supervisor is consistent when administering policies concerning employees.	4.02	4.23	0.92	31	83.9%	12.9%	3.2%
	Team	426	427					
1	People in my work group cooperate to get the job done.	4.37	4.47	0.567	32	96.9%	3.1%	0.0%
2	My work group is actively involved in making work processes more effective.	4.32	4.41	0.756	32	90.6%	6.3%	3.1%
3	There is a real feeling of teamwork.	4.29	4.38	0.751	32	90.6%	6.3%	3.1%
4	In my work group, I have an opportunity to participate in the goal setting process.	4.20	4.00	1.047	32	78.1%	15.6%	6.3%
5	Work groups are trained to incorporate the opinions of each member.	4.12	4.09	0.734	32	78.1%	21.9%	0.0%
	Quality	390	363					
20	My work group uses the feedback from our customers/clients when making decisions.	4.02	3.75	0.95	32	65.6%	21.9%	12.5%
21	My work group regularly uses performance data to improve the quality of our work.	3.98	3.91	0.995	32	71.9%	15.6%	12.5%
22	My work group's goals are consistently met or exceeded.	3.80	3.61	0.955	31	48.4%	41.9%	9.7%
23	Our organization is known for the quality of service we provide.	3.81	3.25	0.984	32	43.8%	28.1%	28.1%

SURVEY OF EMPLOYEE ENGAGEMENT

DFPS MEANS AND AGREEMENT

DFPS		OVERALL	DFPS	S.D.	N	SA/A %	N%	D/SD %
#	<u>Dimension 2: Accommodation</u>							
	Pay	292	217					
24	My pay keeps pace with the cost of living.	2.78	1.94	1.268	32	15.6%	9.4%	75.0%
25	Salaries are competitive with similar jobs in the community.	2.95	2.31	1.256	32	18.8%	21.9%	59.4%
26	I feel I am paid fairly for the work I do.	3.02	2.26	1.237	31	19.4%	12.9%	67.7%
	Benefits	409	393					
69	Benefits are comparable to those offered in other jobs.	4.05	3.81	1.203	32	81.3%	6.3%	12.5%
70	I understand my benefits plan.	4.22	4.03	0.782	32	84.4%	9.4%	6.3%
71	Benefits can be selected to meet individual needs.	4.00	3.94	0.84	32	81.3%	9.4%	9.4%
	Physical Environment	395	364					
40	Given the type of work I do, my physical workplace meets my needs.	4.11	3.84	1.051	32	78.1%	6.3%	15.6%
41	My workplace is well maintained.	3.94	3.63	1.008	32	68.8%	18.8%	12.5%
42	There are sufficient procedures to ensure the safety of employees in the workplace.	3.86	3.38	1.238	32	62.5%	12.5%	25.0%
43	I have adequate resources and equipment to do my job.	3.89	3.69	0.998	32	68.8%	12.5%	18.8%
#	<u>Dimension 3: Organization</u>							
	Strategic	431	416					
16	I have a good understanding of our mission, vision, and strategic plan.	4.58	4.56	0.564	32	96.9%	3.1%	0.0%
17	I understand the state, local, national, and global issues that impact the organization.	4.34	4.28	0.772	32	87.5%	9.4%	3.1%
18	My organization works well with other organizations.	4.20	3.94	0.84	32	75.0%	18.8%	6.3%
19	My organization develops services to match the needs of our customers/clients.	4.11	3.84	0.987	32	68.8%	18.8%	12.5%
	Diversity	386	360					
50	An effort is made to get the opinions of people throughout the organization.	3.78	3.50	1.107	32	59.4%	21.9%	18.8%
51	The people I work with treat each other with respect.	4.08	3.97	0.782	32	81.3%	12.5%	6.3%
52	My organization works to attract, develop, and retain people with diverse backgrounds.	3.88	3.56	1.105	32	62.5%	15.6%	21.9%
53	Every employee is valued.	3.71	3.38	1.289	32	56.3%	18.8%	25.0%

SURVEY OF EMPLOYEE ENGAGEMENT

DFPS MEANS AND AGREEMENT

DFPS		OVERALL	DFPS	S.D.	N	SA/A %	N%	D/SD %
#	Dimension 4: Information							
	Information Systems	398	392					
6	My work group uses the latest technology to communicate and interact.	4.14	4.06	0.948	32	78.1%	12.5%	9.4%
7	The information available from our computer systems is reliable.	4.02	4.06	0.759	32	81.3%	15.6%	3.1%
8	Overall, our computer information systems present information in an understandable way.	3.94	3.77	0.805	31	67.7%	25.8%	6.5%
9	Our computer systems enable me to easily and quickly find the information I need.	3.78	3.63	0.871	32	56.3%	34.4%	9.4%
10	Information systems are in place and accessible for me to get my job done.	4.02	4.09	0.777	32	87.5%	6.3%	6.3%
	Internal Communication	378	366					
32	I feel the communication channels I must go through at work are reasonable.	3.72	3.56	1.134	32	56.3%	28.1%	15.6%
33	My work atmosphere encourages open and honest communication.	3.88	3.69	1.12	32	65.6%	15.6%	18.8%
34	Overall within the groups I work, there is good communication.	3.91	3.88	0.833	32	71.9%	21.9%	6.3%
35	The right information gets to the right people at the right time.	3.60	3.50	0.984	32	56.3%	28.1%	15.6%
	External Communication	394	379					
36	I believe our organization communicates our mission effectively to the public.	3.86	3.63	1.129	32	68.8%	12.5%	18.8%
37	Our organization communicates well with our governing bodies (i.e. the board, the legislature, etc.)	4.11	3.97	0.657	31	77.4%	22.6%	0.0%
38	My organization shares appropriate information with the public.	3.92	3.88	0.66	32	78.1%	18.8%	3.1%
39	My organization communicates effectively with other organizations.	3.88	3.69	0.821	32	65.6%	25.0%	9.4%

SURVEY OF EMPLOYEE ENGAGEMENT

DFPS MEANS AND AGREEMENT

DFPS		OVERALL	DFPS	S.D.	N	SA/A %	N%	D/SD %
#	Dimension 5: Personal							
	Employee Engagement	411	398					
44	The people I work with care about my personal well-being.	4.12	3.97	1.062	32	78.1%	9.4%	12.5%
45	I am encouraged to come up with better ways to serve my customers/clients.	4.26	4.16	0.677	32	84.4%	15.6%	0.0%
46	I know how my work impacts others in the organization.	4.32	4.28	0.634	32	90.6%	9.4%	0.0%
47	I am encouraged to learn from my mistakes.	4.19	4.03	0.897	32	84.4%	9.4%	6.3%
48	There is a basic trust among employees and supervisors.	3.77	3.63	1.129	32	68.8%	12.5%	18.8%
49	When possible, decision making and control are given to employees doing the actual work.	3.98	3.81	0.931	32	75.0%	15.6%	9.4%
	Employee Development	413	403					
54	I believe I have a career with this organization.	4.25	4.03	1.062	32	75.0%	15.6%	9.4%
55	I have access to information about job opportunities, conferences, workshops, and training.	4.24	4.19	0.821	32	87.5%	6.3%	6.3%
56	Training is made available to me so that I can do my job better.	4.03	3.97	0.695	32	81.3%	15.6%	3.1%
57	Training is made available to me for personal growth and development.	3.98	3.91	0.818	32	81.3%	9.4%	9.4%
	Job Satisfaction	371	329					
27	My job meets my expectations.	3.83	3.59	0.946	32	56.3%	34.4%	9.4%
28	My work environment supports a balance between work and personal life.	3.17	2.69	1.355	32	37.5%	15.6%	46.9%
29	I feel my efforts count.	4.08	3.75	1.218	32	71.9%	12.5%	15.6%
30	The amount of work I am asked to do is reasonable.	3.28	2.69	1.306	32	34.4%	18.8%	46.9%
31	I feel a sense of pride when I tell people that I work for this organization.	4.17	3.75	0.842	32	71.9%	21.9%	6.3%

SURVEY OF EMPLOYEE ENGAGEMENT

DFPS MEANS AND AGREEMENT

DFPS		OVERALL	DFPS	S.D.	N	SA/A %	N%	D/SD %
#	Climate							
	Atmosphere	419	400					
67	Harassment is not tolerated at my workplace.	4.40	4.22	0.608	32	90.6%	9.4%	0.0%
68	Within my workplace, there is a feeling of community among employees.	3.97	3.77	0.956	31	67.7%	19.4%	12.9%
	Ethics	418	402					
65	I am confident that any ethics violation I report will be properly handled.	4.12	4.00	0.842	32	78.1%	15.6%	6.3%
66	Employees are generally ethical in my workplace.	4.23	4.03	0.538	32	87.5%	12.5%	0.0%
	Fairness	388	380					
63	In my workplace, I believe people generally are treated fairly (i.e. without favoritism).	3.75	3.53	1.191	32	68.8%	9.4%	21.9%
64	My performance is evaluated fairly.	4.00	4.07	1.048	30	83.3%	10.0%	6.7%
	Feedback	380	372					
60	I believe we will use the information from this survey to improve our performance.	3.71	3.63	1.185	32	62.5%	18.8%	18.8%
61	I am satisfied with the opportunities I have to give feedback on my supervisor's performance.	3.57	3.55	1.179	31	64.5%	12.9%	22.6%
62	My ideas and opinions count at work.	4.12	3.97	1.031	32	78.1%	15.6%	6.3%
	Management	402	381					
58	Upper management (i.e. Executive and/or Senior Leadership) effectively communicates important information.	3.97	3.81	0.998	32	68.8%	21.9%	9.4%
59	Upper management (i.e. Executive and/or Senior Leadership) tries to be accessible and visible.	4.06	3.81	1.12	32	71.9%	15.6%	12.5%

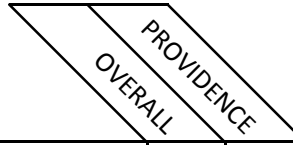
Appendix F:
Providence Means and Agreement



SURVEY OF EMPLOYEE ENGAGEMENT

PROVIDENCE MEANS AND AGREEMENT

PROVIDENCE



#		PROVIDENCE	OVERALL	S.D.	N	SA/A %	N%	D/SD %
	Dimension 1: Work Group							
	Supervision	407	345					
11	My supervisor provides me with a clear understanding of my work responsibilities.	4.06	3.42	1.165	12	66.7%	8.3%	25.0%
12	My supervisor gives me accurate feedback about my performance.	3.92	3.25	1.215	12	58.3%	8.3%	33.3%
13	My supervisor recognizes outstanding work.	4.10	3.58	1.084	12	58.3%	33.3%	8.3%
14	My supervisor gives me the opportunity to do my best work.	4.25	3.67	1.073	12	66.7%	25.0%	8.3%
15	My supervisor is consistent when administering policies concerning employees.	4.02	3.33	1.231	12	50.0%	25.0%	25.0%
	Team	426	330					
1	People in my work group cooperate to get the job done.	4.37	3.25	1.485	12	50.0%	16.7%	33.3%
2	My work group is actively involved in making work processes more effective.	4.32	3.33	1.497	12	41.7%	33.3%	25.0%
3	There is a real feeling of teamwork.	4.29	3.17	1.642	12	41.7%	25.0%	33.3%
4	In my work group, I have an opportunity to participate in the goal setting process.	4.20	3.33	1.371	12	33.3%	41.7%	25.0%
5	Work groups are trained to incorporate the opinions of each member.	4.12	3.42	1.379	12	41.7%	33.3%	25.0%
	Quality	390	383					
20	My work group uses the feedback from our customers/clients when making decisions.	4.02	4.08	0.669	12	83.3%	16.7%	0.0%
21	My work group regularly uses performance data to improve the quality of our work.	3.98	3.92	0.793	12	66.7%	33.3%	0.0%
22	My work group's goals are consistently met or exceeded.	3.80	3.50	1.087	12	58.3%	16.7%	25.0%
23	Our organization is known for the quality of service we provide.	3.81	3.82	0.751	11	63.6%	36.4%	0.0%

SURVEY OF EMPLOYEE ENGAGEMENT

PROVIDENCE MEANS AND AGREEMENT

PROVIDENCE



				S.D.	N	SA/A %	N%	D/SD %
#	Dimension 2: Accommodation							
	Pay	292	378					
24	My pay keeps pace with the cost of living.	2.78	3.67	0.985	12	66.7%	16.7%	16.7%
25	Salaries are competitive with similar jobs in the community.	2.95	3.92	0.793	12	83.3%	8.3%	8.3%
26	I feel I am paid fairly for the work I do.	3.02	3.75	0.866	12	66.7%	25.0%	8.3%
	Benefits	409	406					
69	Benefits are comparable to those offered in other jobs.	4.05	3.92	0.9	12	75.0%	16.7%	8.3%
70	I understand my benefits plan.	4.22	4.08	0.669	12	83.3%	16.7%	0.0%
71	Benefits can be selected to meet individual needs.	4.00	4.17	0.577	12	91.7%	8.3%	0.0%
	Physical Environment	395	392					
40	Given the type of work I do, my physical workplace meets my needs.	4.11	4.00	1.044	12	91.7%	0.0%	8.3%
41	My workplace is well maintained.	3.94	4.00	0.739	12	91.7%	0.0%	8.3%
42	There are sufficient procedures to ensure the safety of employees in the workplace.	3.86	3.92	0.996	12	91.7%	0.0%	8.3%
43	I have adequate resources and equipment to do my job.	3.89	3.75	0.754	12	75.0%	16.7%	8.3%
#	Dimension 3: Organization							
	Strategic	431	410					
16	I have a good understanding of our mission, vision, and strategic plan.	4.58	4.17	0.937	12	83.3%	8.3%	8.3%
17	I understand the state, local, national, and global issues that impact the organization.	4.34	4.08	0.9	12	83.3%	8.3%	8.3%
18	My organization works well with other organizations.	4.20	4.08	0.9	12	83.3%	8.3%	8.3%
19	My organization develops services to match the needs of our customers/clients.	4.11	4.08	0.9	12	83.3%	8.3%	8.3%
	Diversity	386	350					
50	An effort is made to get the opinions of people throughout the organization.	3.78	3.17	1.337	12	58.3%	8.3%	33.3%
51	The people I work with treat each other with respect.	4.08	3.42	1.311	12	50.0%	25.0%	25.0%
52	My organization works to attract, develop, and retain people with diverse backgrounds.	3.88	3.92	0.669	12	75.0%	25.0%	0.0%
53	Every employee is valued.	3.71	3.50	1.087	12	41.7%	41.7%	16.7%

SURVEY OF EMPLOYEE ENGAGEMENT

PROVIDENCE MEANS AND AGREEMENT

PROVIDENCE



				S.D.	N	SA/A %	N%	D/SD %
#	Dimension 4: Information							
	Information Systems	398	390					
6	My work group uses the latest technology to communicate and interact.	4.14	4.17	0.718	12	83.3%	16.7%	0.0%
7	The information available from our computer systems is reliable.	4.02	3.75	1.215	12	66.7%	8.3%	25.0%
8	Overall, our computer information systems present information in an understandable way.	3.94	4.17	0.718	12	83.3%	16.7%	0.0%
9	Our computer systems enable me to easily and quickly find the information I need.	3.78	3.75	1.138	12	58.3%	25.0%	16.7%
10	Information systems are in place and accessible for me to get my job done.	4.02	3.67	1.155	12	75.0%	8.3%	16.7%
	Internal Communication	378	321					
32	I feel the communication channels I must go through at work are reasonable.	3.72	3.25	1.055	12	50.0%	16.7%	33.3%
33	My work atmosphere encourages open and honest communication.	3.88	3.50	1	12	66.7%	8.3%	25.0%
34	Overall within the groups I work, there is good communication.	3.91	3.08	1.165	12	41.7%	25.0%	33.3%
35	The right information gets to the right people at the right time.	3.60	3.00	1.348	12	50.0%	8.3%	41.7%
	External Communication	394	392					
36	I believe our organization communicates our mission effectively to the public.	3.86	3.92	0.793	12	66.7%	33.3%	0.0%
37	Our organization communicates well with our governing bodies (i.e. the board, the legislature, etc.)	4.11	4.08	0.669	12	83.3%	16.7%	0.0%
38	My organization shares appropriate information with the public.	3.92	3.92	0.9	12	75.0%	16.7%	8.3%
39	My organization communicates effectively with other organizations.	3.88	3.75	1.215	12	75.0%	8.3%	16.7%

SURVEY OF EMPLOYEE ENGAGEMENT

PROVIDENCE MEANS AND AGREEMENT

PROVIDENCE



				S.D.	N	SA/A %	N%	D/SD %
#	Dimension 5: Personal							
	Employee Engagement	411	368					
44	The people I work with care about my personal well-being.	4.12	3.58	1.311	12	66.7%	8.3%	25.0%
45	I am encouraged to come up with better ways to serve my customers/clients.	4.26	3.75	0.866	12	66.7%	25.0%	8.3%
46	I know how my work impacts others in the organization.	4.32	3.92	0.669	12	75.0%	25.0%	0.0%
47	I am encouraged to learn from my mistakes.	4.19	3.83	0.577	12	75.0%	25.0%	0.0%
48	There is a basic trust among employees and supervisors.	3.77	3.17	1.267	12	50.0%	25.0%	25.0%
49	When possible, decision making and control are given to employees doing the actual work.	3.98	3.83	0.937	12	83.3%	0.0%	16.7%
	Employee Development	413	352					
54	I believe I have a career with this organization.	4.25	3.92	1.24	12	66.7%	25.0%	8.3%
55	I have access to information about job opportunities, conferences, workshops, and training.	4.24	3.40	1.43	10	50.0%	20.0%	30.0%
56	Training is made available to me so that I can do my job better.	4.03	3.33	1.155	12	50.0%	16.7%	33.3%
57	Training is made available to me for personal growth and development.	3.98	3.42	1.084	12	50.0%	25.0%	25.0%
	Job Satisfaction	371	345					
27	My job meets my expectations.	3.83	3.17	1.193	12	50.0%	16.7%	33.3%
28	My work environment supports a balance between work and personal life.	3.17	3.00	1.279	12	41.7%	25.0%	33.3%
29	I feel my efforts count.	4.08	3.75	0.754	12	58.3%	41.7%	0.0%
30	The amount of work I am asked to do is reasonable.	3.28	3.08	1.165	12	41.7%	25.0%	33.3%
31	I feel a sense of pride when I tell people that I work for this organization.	4.17	4.25	0.622	12	91.7%	8.3%	0.0%

SURVEY OF EMPLOYEE ENGAGEMENT

PROVIDENCE MEANS AND AGREEMENT

PROVIDENCE		PROVIDENCE OVERALL	PROVIDENCE	S.D.	N	SA/A %	N%	D/SD %
#	Climate							
	Atmosphere	419	379					
67	Harassment is not tolerated at my workplace.	4.40	4.25	0.754	12	83.3%	16.7%	0.0%
68	Within my workplace, there is a feeling of community among employees.	3.97	3.33	1.231	12	41.7%	25.0%	33.3%
	Ethics	418	367					
65	I am confident that any ethics violation I report will be properly handled.	4.12	3.58	1.24	12	50.0%	25.0%	25.0%
66	Employees are generally ethical in my workplace.	4.23	3.75	1.055	12	50.0%	41.7%	8.3%
	Fairness	388	313					
63	In my workplace, I believe people generally are treated fairly (i.e. without favoritism).	3.75	2.92	1.564	12	41.7%	25.0%	33.3%
64	My performance is evaluated fairly.	4.00	3.33	1.073	12	41.7%	33.3%	25.0%
	Feedback	380	350					
60	I believe we will use the information from this survey to improve our performance.	3.71	3.50	1.087	12	41.7%	41.7%	16.7%
61	I am satisfied with the opportunities I have to give feedback on my supervisor's performance.	3.57	3.50	1.168	12	50.0%	25.0%	25.0%
62	My ideas and opinions count at work.	4.12	3.50	1.243	12	50.0%	33.3%	16.7%
	Management	402	405					
58	Upper management (i.e. Executive and/or Senior Leadership) effectively communicates important information.	3.97	3.92	1.24	12	83.3%	0.0%	16.7%
59	Upper management (i.e. Executive and/or Senior Leadership) tries to be accessible and visible.	4.06	4.17	1.03	12	75.0%	16.7%	8.3%

Appendix G:

Agencies Means and Agreement



SURVEY OF EMPLOYEE ENGAGEMENT

AGENCIES MEANS AND AGREEMENT

AGENCIES		Overall	AGENCIES	S.D.	N	SA/A %	N%	D/SD %
#	Dimension 1: Work Group							
	Supervision	407	427					
11	My supervisor provides me with a clear understanding of my work responsibilities.	4.06	4.38	0.805	21	90.5%	4.8%	4.8%
12	My supervisor gives me accurate feedback about my performance.	3.92	4.10	0.889	21	85.7%	4.8%	9.5%
13	My supervisor recognizes outstanding work.	4.10	4.24	1.044	21	90.5%	0.0%	9.5%
14	My supervisor gives me the opportunity to do my best work.	4.25	4.45	0.999	20	90.0%	5.0%	5.0%
15	My supervisor is consistent when administering policies concerning employees.	4.02	4.16	1.015	19	78.9%	10.5%	10.5%
	Team	426	481					
1	People in my work group cooperate to get the job done.	4.37	4.86	0.351	22	100.0%	0.0%	0.0%
2	My work group is actively involved in making work processes more effective.	4.32	4.77	0.429	22	100.0%	0.0%	0.0%
3	There is a real feeling of teamwork.	4.29	4.82	0.501	22	95.5%	4.5%	0.0%
4	In my work group, I have an opportunity to participate in the goal setting process.	4.20	5.00	0	22	100.0%	0.0%	0.0%
5	Work groups are trained to incorporate the opinions of each member.	4.12	4.59	0.59	22	95.5%	4.5%	0.0%
	Quality	390	439					
20	My work group uses the feedback from our customers/clients when making decisions.	4.02	4.41	0.666	22	90.9%	9.1%	0.0%
21	My work group regularly uses performance data to improve the quality of our work.	3.98	4.18	0.733	22	90.9%	4.5%	4.5%
22	My work group's goals are consistently met or exceeded.	3.80	4.27	0.456	22	100.0%	0.0%	0.0%
23	Our organization is known for the quality of service we provide.	3.81	4.68	0.477	22	100.0%	0.0%	0.0%

SURVEY OF EMPLOYEE ENGAGEMENT

AGENCIES MEANS AND AGREEMENT

AGENCIES		Overall	AGENCIES	S.D.	N	SA/A %	N%	D/SD %
#	<u>Dimension 2: Accommodation</u>							
	Pay	292	360					
24	My pay keeps pace with the cost of living.	2.78	3.59	1.26	22	68.2%	9.1%	22.7%
25	Salaries are competitive with similar jobs in the community.	2.95	3.43	1.121	21	57.1%	19.0%	23.8%
26	I feel I am paid fairly for the work I do.	3.02	3.77	1.193	22	77.3%	0.0%	22.7%
	Benefits	409	438					
69	Benefits are comparable to those offered in other jobs.	4.05	4.50	0.913	22	95.5%	0.0%	4.5%
70	I understand my benefits plan.	4.22	4.59	0.503	22	100.0%	0.0%	0.0%
71	Benefits can be selected to meet individual needs.	4.00	4.05	1.024	21	85.7%	4.8%	9.5%
	Physical Environment	395	444					
40	Given the type of work I do, my physical workplace meets my needs.	4.11	4.59	0.59	22	95.5%	4.5%	0.0%
41	My workplace is well maintained.	3.94	4.38	0.498	21	100.0%	0.0%	0.0%
42	There are sufficient procedures to ensure the safety of employees in the workplace.	3.86	4.55	0.596	22	95.5%	4.5%	0.0%
43	I have adequate resources and equipment to do my job.	3.89	4.24	0.7	21	85.7%	14.3%	0.0%
#	<u>Dimension 3: Organization</u>							
	Strategic	431	467					
16	I have a good understanding of our mission, vision, and strategic plan.	4.58	4.86	0.351	22	100.0%	0.0%	0.0%
17	I understand the state, local, national, and global issues that impact the organization.	4.34	4.59	0.503	22	100.0%	0.0%	0.0%
18	My organization works well with other organizations.	4.20	4.68	0.477	22	100.0%	0.0%	0.0%
19	My organization develops services to match the needs of our customers/clients.	4.11	4.55	0.51	22	100.0%	0.0%	0.0%
	Diversity	386	449					
50	An effort is made to get the opinions of people throughout the organization.	3.78	4.59	0.59	22	95.5%	4.5%	0.0%
51	The people I work with treat each other with respect.	4.08	4.64	0.492	22	100.0%	0.0%	0.0%
52	My organization works to attract, develop, and retain people with diverse backgrounds.	3.88	4.36	0.727	22	95.5%	0.0%	4.5%
53	Every employee is valued.	3.71	4.36	0.79	22	90.9%	4.5%	4.5%

SURVEY OF EMPLOYEE ENGAGEMENT

AGENCIES MEANS AND AGREEMENT

AGENCIES		Overall	AGENCIES	S.D.	N	SA/A %	N%	D/SD %
#	Dimension 4: Information							
	Information Systems	398	404					
6	My work group uses the latest technology to communicate and interact.	4.14	4.18	0.795	22	77.3%	22.7%	0.0%
7	The information available from our computer systems is reliable.	4.02	4.00	0.926	22	77.3%	13.6%	9.1%
8	Overall, our computer information systems present information in an understandable way.	3.94	4.00	0.873	22	72.7%	22.7%	4.5%
9	Our computer systems enable me to easily and quickly find the information I need.	3.78	3.95	0.95	22	72.7%	18.2%	9.1%
10	Information systems are in place and accessible for me to get my job done.	4.02	4.05	0.844	22	77.3%	18.2%	4.5%
	Internal Communication	378	432					
32	I feel the communication channels I must go through at work are reasonable.	3.72	4.27	0.935	22	86.4%	4.5%	9.1%
33	My work atmosphere encourages open and honest communication.	3.88	4.41	0.959	22	90.9%	4.5%	4.5%
34	Overall within the groups I work, there is good communication.	3.91	4.45	0.596	22	95.5%	4.5%	0.0%
35	The right information gets to the right people at the right time.	3.60	4.14	1.037	22	86.4%	4.5%	9.1%
	External Communication	394	423					
36	I believe our organization communicates our mission effectively to the public.	3.86	4.23	0.685	22	86.4%	13.6%	0.0%
37	Our organization communicates well with our governing bodies (i.e. the board, the legislature, etc.)	4.11	4.36	0.581	22	95.5%	4.5%	0.0%
38	My organization shares appropriate information with the public.	3.92	4.05	0.785	22	81.8%	13.6%	4.5%
39	My organization communicates effectively with other organizations.	3.88	4.27	0.631	22	90.9%	9.1%	0.0%

SURVEY OF EMPLOYEE ENGAGEMENT

AGENCIES MEANS AND AGREEMENT

AGENCIES		Overall	AGENCIES	S.D.	N	SA/A %	N%	D/SD %
#	Dimension 5: Personal							
	Employee Engagement	411	457					
44	The people I work with care about my personal well-being.	4.12	4.68	0.477	22	100.0%	0.0%	0.0%
45	I am encouraged to come up with better ways to serve my customers/clients.	4.26	4.73	0.456	22	100.0%	0.0%	0.0%
46	I know how my work impacts others in the organization.	4.32	4.64	0.492	22	100.0%	0.0%	0.0%
47	I am encouraged to learn from my mistakes.	4.19	4.67	0.577	21	95.2%	4.8%	0.0%
48	There is a basic trust among employees and supervisors.	3.77	4.36	0.953	22	90.9%	4.5%	4.5%
49	When possible, decision making and control are given to employees doing the actual work.	3.98	4.36	0.953	22	90.9%	4.5%	4.5%
	Employee Development	413	457					
54	I believe I have a career with this organization.	4.25	4.77	0.429	22	100.0%	0.0%	0.0%
55	I have access to information about job opportunities, conferences, workshops, and training.	4.24	4.64	0.581	22	95.5%	4.5%	0.0%
56	Training is made available to me so that I can do my job better.	4.03	4.50	0.598	22	95.5%	4.5%	0.0%
57	Training is made available to me for personal growth and development.	3.98	4.36	0.658	22	90.9%	9.1%	0.0%
	Job Satisfaction	371	452					
27	My job meets my expectations.	3.83	4.59	0.59	22	95.5%	4.5%	0.0%
28	My work environment supports a balance between work and personal life.	3.17	4.10	0.831	21	81.0%	14.3%	4.8%
29	I feel my efforts count.	4.08	4.81	0.402	21	100.0%	0.0%	0.0%
30	The amount of work I am asked to do is reasonable.	3.28	4.32	0.646	22	90.9%	9.1%	0.0%
31	I feel a sense of pride when I tell people that I work for this organization.	4.17	4.77	0.429	22	100.0%	0.0%	0.0%

SURVEY OF EMPLOYEE ENGAGEMENT

AGENCIES MEANS AND AGREEMENT

AGENCIES		Overall	AGENCIES	S.D.	N	SA/A %	N%	D/SD %
#	Climate							
	Atmosphere	419	471					
67	Harassment is not tolerated at my workplace.	4.40	4.77	0.429	22	100.0%	0.0%	0.0%
68	Within my workplace, there is a feeling of community among employees.	3.97	4.64	0.581	22	95.5%	4.5%	0.0%
	Ethics	418	473					
65	I am confident that any ethics violation I report will be properly handled.	4.12	4.64	0.581	22	95.5%	4.5%	0.0%
66	Employees are generally ethical in my workplace.	4.23	4.82	0.395	22	100.0%	0.0%	0.0%
	Fairness	388	447					
63	In my workplace, I believe people generally are treated fairly (i.e. without favoritism).	3.75	4.59	0.734	22	95.5%	0.0%	4.5%
64	My performance is evaluated fairly.	4.00	4.35	0.875	20	85.0%	10.0%	5.0%
	Feedback	380	415					
60	I believe we will use the information from this survey to improve our performance.	3.71	4.00	0.926	22	68.2%	27.3%	4.5%
61	I am satisfied with the opportunities I have to give feedback on my supervisor's performance.	3.57	3.72	1.179	18	66.7%	16.7%	16.7%
62	My ideas and opinions count at work.	4.12	4.73	0.703	22	95.5%	0.0%	4.5%
	Management	402	437					
58	Upper management (i.e. Executive and/or Senior Leadership) effectively communicates important information.	3.97	4.30	0.979	20	85.0%	5.0%	10.0%
59	Upper management (i.e. Executive and/or Senior Leadership) tries to be accessible and visible.	4.06	4.43	0.87	21	85.7%	9.5%	4.8%

Appendix H:
SIOC DFPS and Providence T-Test



SURVEY OF INTER-ORGANIZATIONAL COLLABORATION

DFPS AND PROVIDENCE MEANS AND AGREEMENT

DFPS/PROVIDENCE		COMBINED	DFPS	PROVIDENCE	S.D.	N	SA/A %	N%	D/SD %
#	OUTCOME & QUALITY "This collaboration has done a good job towards..."	334	311	398					
1	..improving the overall safety of the children we serve.	3.34	3.19	3.78	.873	35	37.1	48.6	14.3
2	..maintaining the connection children have to those important to them (i.e. family, community, siblings, etc.).	3.34	3.09	4.11	1.027	35	54.3	20.0	25.7
3	..ensuring each child's culture is respected.	3.30	3.04	4.00	1.045	33	48.5	30.3	21.2
4	..placing children in the least restrictive environment.	3.35	3.08	4.11	1.012	34	55.9	23.5	20.6
5	..allowing children to participate in decisions impacting their lives.	3.34	3.12	4.00	.906	35	51.4	34.3	14.3
6	..providing a quality education and a variety of activities and experiences.	3.33	3.13	3.89	.816	33	39.4	51.5	9.1
	RESOURCES	275	294	222					
7	We are given the right amount of time needed to do a good job.	3.00	3.20	2.44	.921	34	38.2	26.5	35.3
8	We currently have an adequate number of people to do the work we are asked to do.	2.50	2.68	2.00	.929	34	14.7	26.5	58.8
	COMMUNICATION	304	321	256					
9	When applicable, important information is openly shared between the organizations.	3.24	3.40	2.78	1.208	34	50.0	14.7	35.3
10	Our opinions are taken into account when decisions are made that impact our work.	3.18	3.36	2.67	1.218	34	50.0	14.7	35.3
11	The communication between the organization allows the work to flow smoothly.	2.70	2.88	2.22	1.075	33	27.3	24.2	48.5
	FLEXIBILITY "When working with people involved in the collaboration, they are.."	330	347	285					
12	..open to discussing different options.	3.50	3.64	3.11	1.022	34	58.8	17.6	23.5
13	..willing to arrive at compromise when possible on important issues.	3.28	3.48	2.77	1.085	32	46.9	25.0	28.1
14	..ready to adjust their roles and responsibilities in order to meet the task at hand.	3.12	3.29	2.67	1.083	33	42.4	21.2	36.4
	LEADERSHIP	317	326	293					
15	Employees are given the opportunity to do their best work.	3.38	3.44	3.22	.922	34	50.0	29.4	20.6
16	Responsibility is shared among people working in the collaboration.	3.06	3.16	2.78	1.049	34	32.4	38.2	29.4
17	Recognition is given to those who deserve it.	3.06	3.17	2.78	.998	33	36.4	30.3	33.3

SURVEY OF INTER-ORGANIZATIONAL COLLABORATION

DFPS AND PROVIDENCE MEANS AND AGREEMENT

DFPS/PROVIDENCE		COMBINED			PROVIDENCE			DFPS		
		302	305	296	S.D.	N	SA/A %	N%	D/SD %	
	PROCESS									
18	People throughout the collaboration seem to understand their roles and responsibilities.	2.91	2.96	2.78	1.042	33	33.3	30.3	36.4	
19	We have good procedures in place to facilitate the work between organizations.	3.12	3.04	3.33	1.023	33	39.4	33.3	27.3	
20	In the collaboration, the decision-making process is clear.	2.97	2.96	3.00	1.045	33	36.4	21.2	42.4	
21	We have the necessary information systems in place to work well with one another.	3.03	3.08	2.89	1.075	33	39.4	24.2	36.4	
22	The technology we share in the collaboration enhances our ability to get things done.	3.09	3.21	2.78	.914	33	39.4	27.3	33.3	
	TRUST	312	321	289						
23	People in the collaborating organizations understand how their work impacts others.	3.18	3.29	2.89	.983	33	45.5	30.3	24.2	
24	People from the collaborating organizations trust and respect one another.	3.00	3.00	3.00	1.031	33	33.3	33.3	33.3	
25	People involved in the collaboration seem committed to the process of working together.	3.18	3.33	2.78	.846	33	29.4	36.4	24.2	
	VISION & GOALS	352	351	356						
26	There is a clear understanding of what our collaboration is working towards.	3.68	3.56	4.00	.912	34	67.6	17.6	14.7	
27	Everyone in the collaboration that I interact with seems to be working towards the same goals.	3.36	3.46	3.11	.994	33	48.5	27.3	24.2	

Appendix I:
SIOC DFPS and Providence Means And Agreement



SURVEY OF INTER-ORGANIZATIONAL COLLABORATION

DFPS AND PROVIDENCE T-TEST

DFPS/PROVIDENCE

#	OUTCOME & QUALITY "This collaboration has done a good job towards..."	COMBINED			F	Sig.
		DFPS	PROVIDENCE	DFPS		
		334	311	398		
1	..improving the overall safety of the children we serve.	3.34	3.19	3.78	.528	.083
2	..maintaining the connection children have to those important to them (i.e. family, community, siblings, etc.).	3.34	3.07	4.11	5.77	.001*
3	..ensuring each child's culture is respected.	3.30	3.04	4.00	.044	.016*
4	..placing children in the least restrictive environment.	3.35	3.08	4.11	4.07	.007*
5	..allowing children to participate in decisions impacting their lives.	3.34	3.12	4.00	4.56	.001*
6	..providing a quality education and a variety of activities and experiences.	3.33	3.13	3.89	.169	.014*
	RESOURCES	275	294	222		
7	We are given the right amount of time needed to do a good job.	3.00	3.20	2.44	.118	.033*
8	We currently have an adequate number of people to do the work we are asked to do.	2.50	2.68	2.00	.275	.059
	COMMUNICATION	304	321	256		
9	When applicable, important information is openly shared between the organizations.	3.24	3.40	2.78	10.5	.003*
10	Our opinions are taken into account when decisions are made that impact our work.	3.18	3.36	2.67	1.08	.146
11	The communication between the organization allows the work to flow smoothly.	2.70	2.88	2.22	.489	.122
	FLEXIBILITY "When working with people involved in the collaboration, they are.."	330	347	285		
12	..open to discussing different options.	3.50	3.64	3.11	1.39	.187
13	..willing to arrive at compromise when possible on important issues.	3.28	3.48	2.78	1.98	.101
14	..ready to adjust their roles and responsibilities in order to meet the task at hand.	3.12	3.29	2.67	2.25	.142
	LEADERSHIP	317	326	293		
15	Employees are given the opportunity to do their best work.	3.38	3.44	3.22	.966	.551
16	Responsibility is shared among people working in the collaboration.	3.06	3.16	2.78	2.178	.354
17	Recognition is given to those who deserve it.	3.06	3.17	2.78	2.47	.327

SURVEY OF INTER-ORGANIZATIONAL COLLABORATION

DFPS AND PROVIDENCE T-TEST

DFPS/PROVIDENCE

		COMBINED	DFPS	PROVIDENCE		
	PROCESS	302	305	296		
18	People throughout the collaboration seem to understand their roles and responsibilities.	2.91	2.96	2.78	2.35	.665
19	We have good procedures in place to facilitate the work between organizations.	3.12	3.04	3.33	.972	.475
20	In the collaboration, the decision-making process is clear.	2.97	2.96	3.00	2.32	.921
21	We have the necessary information systems in place to work well with one another.	3.03	3.08	2.98	4.21	.049*
22	The technology we share in the collaboration enhances our ability to get things done.	3.09	3.21	2.78	.51	.234
	TRUST	312	321	289		
23	People in the collaborating organizations understand how their work impacts others.	3.18	3.29	2.89	.012	.302
24	People from the collaborating organizations trust and respect one another.	3.00	3.00	3.00	.423	1
25	People involved in the collaboration seem committed to the process of working together.	3.18	3.33	2.78	.000	.093
	VISION & GOALS	352	351	356		
26	There is a clear understanding of what our collaboration is working towards.	3.68	3.56	4.00	2.301	.22
27	Everyone in the collaboration that I interact with seems to be working towards the same goals.	3.36	3.46	3.11	11	.002*
	*Denotes items that are significant at the 0.05 level.					

Appendix J:
SIOC DFPS and Agencies T-Test



SURVEY OF INTER-ORGANIZATIONAL COLLABORATION

DFPS AND AGENCIES T-TEST

DFPS/AGENCIES



#	OUTCOME & QUALITY "This collaboration has done a good job towards..."	315	320	310	F	Sig.
1	..improving the overall safety of the children we serve.	3.08	3.25	2.87	.514	.169
2	..maintaining the connection children have to those important to them (i.e. family, community, siblings, etc.).	3.13	3.10	3.17	.271	.794
3	..ensuring each child's culture is respected.	3.18	3.19	3.17	.01	.96
4	..placing children in the least restrictive environment.	3.25	3.24	3.26	.206	.938
5	..allowing children to participate in decisions impacting their lives.	3.24	3.32	3.13	.052	.437
6	..providing a quality education and a variety of activities and experiences.	3.04	3.08	3.00	.001	.741
	RESOURCES	277	290	261		
7	We are given the right amount of time needed to do a good job.	2.88	3.25	3.43	2.214	.009*
8	We currently have an adequate number of people to do the work we are asked to do.	2.65	2.55	2.78	.000	.479
	COMMUNICATION	311	306	318		
9	When applicable, important information is openly shared between the organizations.	3.21	3.10	3.33	1.109	.48
10	Our opinions are taken into account when decisions are made that impact our work.	3.19	3.17	3.21	1.592	.908
11	The communication between the organization allows the work to flow smoothly.	2.94	2.90	3.00	.17	.734
	FLEXIBILITY "When working with people involved in the collaboration, they are.."	340	352	326		
12	..open to discussing different options.	3.52	3.72	3.28	.019	.112
13	..willing to arrive at compromise when possible on important issues.	3.45	2.57	3.30	.159	.386
14	..ready to adjust their roles and responsibilities in order to meet the task at hand.	3.24	3.26	3.21	.972	.867
	LEADERSHIP	326	329	324		
15	Employees are given the opportunity to do their best work.	3.30	3.45	3.13	.583	.222
16	Responsibility is shared among people working in the collaboration.	3.28	3.24	3.33	.372	.729
17	Recognition is given to those who deserve it.	3.21	3.17	3.25	.126	.770

SURVEY OF INTER-ORGANIZATIONAL COLLABORATION

DFPS AND AGENCIES T-TEST

DFPS/AGENCIES

		COMBINED	DFPS	AGENCIES		
PROCESS		287	299	273		
18	People throughout the collaboration seem to understand their roles and responsibilities.	3.67	2.63	2.71	.023	.781
19	We have good procedures in place to facilitate the work between organizations.	2.90	3.00	2.79	1.061	.490
20	In the collaboration, the decision-making process is clear.	2.80	2.78	2.83	1.109	.835
21	We have the necessary information systems in place to work well with one another.	2.94	3.22	2.63	.423	.017*
22	The technology we share in the collaboration enhances our ability to get things done.	3.02	3.33	2.67	1.029	.015*
TRUST		324	316	335		
23	People in the collaborating organizations understand how their work impacts others.	3.14	3.00	3.30	.566	.303
24	People from the collaborating organizations trust and respect one another.	3.16	3.11	3.22	.406	.717
25	People involved in the collaboration seem committed to the process of working together.	3.43	3.36	3.52	.236	.612
VISION & GOALS		348	345	351		
26	There is a clear understanding of what our collaboration is working towards.	3.56	3.54	3.58	1.483	.868
27	Everyone in the collaboration that I interact with seems to be working towards the same goals.	3.40	3.37	3.43	.006	.818
*Denotes items that are significant at the 0.05 level.						

*Appendix K:
SIOC DFPS and Agencies Means And Agreement*



SURVEY OF INTER-ORGANIZATIONAL COLLABORATION

DFPS AND AGENCIES MEANS AND AGREEMENT

DFPS/AGENCIES		COMBINED	DFPS	AGENCIES	S.D.	N	SA/A %	N%	D/SD %
#	OUTCOME & QUALITY "This collaboration has done a good job towards..."	315	320	310					
1	..improving the overall safety of the children we serve.	3.09	3.25	2.87	.977	51	31.4	47.1	21.6
2	..maintaining the connection children have to those important to them (i.e. family, community, siblings, etc.).	3.13	3.10	3.17	.950	52	40.4	32.7	26.9
3	..ensuring each child's culture is respected.	3.18	3.19	3.17	.774	50	34.0	50.0	16.0
4	..placing children in the least restrictive environment.	3.25	3.24	3.26	.883	52	44.2	40.4	15.4
5	..allowing children to participate in decisions impacting their lives.	3.24	3.32	3.13	.862	51	37.3	51.0	11.8
6	..providing a quality education and a variety of activities and experiences.	3.04	3.08	3.00	.824	48	22.9	58.3	18.8
	RESOURCES	277	290	261					
7	We are given the right amount of time needed to do a good job.	2.88	3.25	2.43	1.125	51	37.3	21.6	41.2
8	We currently have an adequate number of people to do the work we are asked to do.	2.65	2.55	2.78	1.153	52	28.8	15.4	55.8
	COMMUNICATION	311	306	318					
9	When applicable, important information is openly shared between the organizations.	3.21	3.10	3.33	1.166	53	47.2	18.9	34.0
10	Our opinions are taken into account when decisions are made that impact our work.	3.19	3.17	3.21	1.110	53	45.3	26.4	28.3
11	The communication between the organization allows the work to flow smoothly.	2.37	2.90	3.00	1.074	52	36.5	21.2	42.3
	FLEXIBILITY "When working with people involved in the collaboration, they are.."	340	352	326					
12	..open to discussing different options.	3.52	3.72	3.28	1.023	54	59.3	25.9	14.8
13	..willing to arrive at compromise when possible on important issues.	3.45	3.57	3.30	1.083	51	56.9	23.5	19.3
14	..ready to adjust their roles and responsibilities in order to meet the task at hand.	3.24	3.26	3.21	1.069	51	43.1	35.3	21.6
	LEADERSHIP	326	329	324					
15	Employees are given the opportunity to do their best work.	3.30	3.45	3.13	.952	53	45.3	35.8	18.9
16	Responsibility is shared among people working in the collaboration.	3.28	3.24	3.33	.948	53	45.3	32.1	22.6
17	Recognition is given to those who deserve it.	3.21	3.17	3.25	.948	53	39.6	41.5	18.9

SURVEY OF INTER-ORGANIZATIONAL COLLABORATION

DFPS AND AGENCIES MEANS AND AGREEMENT

DFPS/AGENCIES		COMBINED	DFPS	AGENCIES	S.D.	N	SA/A %	N%	D/SD %
	PROCESS	287	299	273					
18	People throughout the collaboration seem to understand their roles and responsibilities.	2.67	2.63	2.71	.993	51	21.6	27.5	51.0
19	We have good procedures in place to facilitate the work between organizations.	2.90	3.00	2.79	1.063	51	35.3	23.5	41.2
20	In the collaboration, the decision-making process is clear.	2.80	2.78	2.83	.939	51	27.5	27.5	45.1
21	We have the necessary information systems in place to work well with one another.	2.94	3.22	2.63	.904	51	25.5	43.1	31.4
22	The technology we share in the collaboration enhances our ability to get things done.	3.02	3.33	2.67	.990	51	31.4	39.2	29.4
	TRUST	324	316	335					
23	People in the collaborating organizations understand how their work impacts others.	3.14	3.00	3.30	1.030	50	42.0	30.0	28.0
24	People from the collaborating organizations trust and respect one another.	3.16	3.11	3.22	1.017	50	38.0	38.0	24
25	People involved in the collaboration seem committed to the process of working together.	3.43	3.36	3.52	1.136	51	54.9	25.5	19.6
	VISION & GOALS	348	345	351					
26	There is a clear understanding of what our collaboration is working towards.	3.56	3.54	3.58	1.018	52	59.6	25.0	15.4
27	Everyone in the collaboration that I interact with seems to be working towards the same goals.	3.40	3.37	3.43	.969	50	54.0	28.0	18.0

Appendix L:
SIOC Providence and Agencies T-Test



SURVEY OF INTER-ORGANIZATIONAL COLLABORATION

PROVIDENCE AND AGENCIES T-TEST

PROVIDENCE/AGENCIES

		COMBINED	PROVIDENCE	AGENCIES		
#	OUTCOME & QUALITY "This collaboration has done a good job towards..."	340	385	322	F	Sig.
1	..improving the overall safety of the children we serve.	3.34	4.00	3.09	4.258	.002*
2	..maintaining the connection children have to those important to them (i.e. family, community, siblings, etc.).	3.41	3.89	3.22	3.239	.070
3	..ensuring each child's culture is respected.	3.34	3.67	3.22	.313	.15
4	..placing children in the least restrictive environment.	3.50	3.89	3.35	2.731	.103
5	..allowing children to participate in decisions impacting their lives.	3.41	3.89	3.22	.901	.021*
6	..providing a quality education and a variety of activities and experiences.	3.39	3.78	3.23	.138	.066
	RESOURCES	283	267	289		
7	We are given the right amount of time needed to do a good job.	2.84	3.00	2.77	1.045	.609
8	We currently have an adequate number of people to do the work we are asked to do.	2.81	2.33	3.00	.005	.142
	COMMUNICATION	336	311	347		
9	When applicable, important information is openly shared between the organizations.	3.52	3.11	3.70	.084	.196
10	Our opinions are taken into account when decisions are made that impact our work.	3.34	3.00	3.50	.771	.297
11	The communication between the organization allows the work to flow smoothly.	3.21	3.22	3.20	.001	.961
	FLEXIBILITY "When working with people involved in the collaboration, they are.."	338	311	349		
12	..open to discussing different options.	3.37	2.89	3.57	.014	.098
13	..willing to arrive at compromise when possible on important issues.	3.40	3.22	3.48	.526	.535
14	..ready to adjust their roles and responsibilities in order to meet the task at hand.	3.37	3.22	3.43	.058	.635
	LEADERSHIP	329	315	335		
15	Employees are given the opportunity to do their best work.	3.32	3.44	3.26	.001	.669
16	Responsibility is shared among people working in the collaboration.	3.25	3.00	3.37	.053	.422
17	Recognition is given to those who deserve it.	3.29	3.00	3.42	.312	.313

SURVEY OF INTER-ORGANIZATIONAL COLLABORATION

PROVIDENCE AND AGENCIES T-TEST

PROVIDENCE/AGENCIES

		COMBINED	PROVIDENCE	AGENCIES		
	PROCESS	301	313	296		
18	People throughout the collaboration seem to understand their roles and responsibilities.	3.00	3.13	2.95	.019	.708
19	We have good procedures in place to facilitate the work between organizations.	3.18	3.38	3.10	.013	.544
20	In the collaboration, the decision-making process is clear.	3.00	3.13	2.95	.019	.708
21	We have the necessary information systems in place to work well with one another.	2.86	3.00	2.80	.140	.644
22	The technology we share in the collaboration enhances our ability to get things done.	3.00	3.00	3.00	.001	1
	TRUST	334	330	335		
23	People in the collaborating organizations understand how their work impacts others.	3.36	3.63	3.25	.063	.356
24	People from the collaborating organizations trust and respect one another.	3.18	3.00	3.25	1.429	.553
25	People involved in the collaboration seem committed to the process of working together.	3.48	3.29	3.55	.087	.622
	VISION & GOALS	346	363	340		
26	There is a clear understanding of what our collaboration is working towards.	3.50	3.88	3.35	5.805	.292
27	Everyone in the collaboration that I interact with seems to be working towards the same goals.	3.43	3.38	3.45	.016	.870
	*Denotes items that are significant at the 0.05 level.					

*Appendix M:
SIOC Providence and Agencies Means And
Agreement*



SURVEY OF INTER-ORGANIZATIONAL COLLABORATION

PROVIDENCE AND AGENCIES MEANS AND AGREEMENT

PROVIDENCE/AGENCIES		COMBINED	PROVIDENCE	AGENCIES	S.D.	N	SA/A %	N%	D/SD %
#	OUTCOME & QUALITY "This collaboration has done a good job towards..."	340	385	322					
1	..improving the overall safety of the children we serve.	3.34	4.00	3.09	.971	32	50.0	34.4	15.6
2	..maintaining the connection children have to those important to them (i.e. family, community, siblings, etc.).	3.41	3.89	3.22	.946	32	50.0	34.4	15.6
3	..ensuring each child's culture is respected.	3.34	3.67	3.22	.787	32	40.6	46.9	12.5
4	..placing children in the least restrictive environment.	3.50	3.89	3.35	.842	32	56.3	34.4	9.4
5	..allowing children to participate in decisions impacting their lives.	3.41	3.89	3.22	.756	32	43.8	46.9	9.4
6	..providing a quality education and a variety of activities and experiences.	3.39	3.78	3.23	.761	31	41.9	48.4	9.7
	RESOURCES	283	267	289					
7	We are given the right amount of time needed to do a good job.	2.84	3.00	2.77	1.098	31	35.5	9.7	54.8
8	We currently have an adequate number of people to do the work we are asked to do.	2.81	2.33	3.00	1.148	32	28.1	25.0	46.9
	COMMUNICATION	336	311	347					
9	When applicable, important information is openly shared between the organizations.	3.52	3.11	3.70	1.122	29	55.2	24.1	20.7
10	Our opinions are taken into account when decisions are made that impact our work.	3.34	3.00	3.50	1.173	29	48.3	27.6	24.1
11	The communication between the organization allows the work to flow smoothly.	3.21	3.22	3.20	1.114	29	44.8	27.6	27.6
	FLEXIBILITY "When working with people involved in the collaboration, they are.."	338	311	349					
12	..open to discussing different options.	3.37	2.89	3.57	1.033	30	56.7	23.3	20.0
13	..willing to arrive at compromise when possible on important issues.	3.40	3.22	3.48	1.003	30	56.7	26.7	16.7
14	..ready to adjust their roles and responsibilities in order to meet the task at hand.	3.37	3.22	3.43	1.066	30	60.0	16.7	23.3
	LEADERSHIP	329	315	335					
15	Employees are given the opportunity to do their best work.	3.32	3.44	3.26	1.020	28	46.4	32.1	21.4
16	Responsibility is shared among people working in the collaboration.	3.25	3.00	3.37	1.110	28	53.6	17.9	28.6
17	Recognition is given to those who deserve it.	3.29	3.00	3.42	1.013	28	42.9	35.7	21.4

SURVEY OF INTER-ORGANIZATIONAL COLLABORATION

PROVIDENCE AND AGENCIES MEANS AND AGREEMENT

		PROVIDENCE/AGENCIES			S.D.	N	SA/A %	N%	D/SD %
		COMBINED	PROVIDENCE	AGENCIES					
	PROCESS	301	313	296					
18	People throughout the collaboration seem to understand their roles and responsibilities.	3.00	3.13	2.95	1.089	28	39.3	28.6	32.1
19	We have good procedures in place to facilitate the work between organizations.	3.18	3.38	3.10	1.056	28	50.0	21.4	28.6
20	In the collaboration, the decision-making process is clear.	3.00	3.13	2.95	1.089	28	39.3	28.6	32.1
21	We have the necessary information systems in place to work well with one another.	2.86	3.00	2.80	1.008	28	28.6	32.1	39.3
22	The technology we share in the collaboration enhances our ability to get things done.	3.00	3.00	3.00	1.069	29	31.0	41.4	27.6
	TRUST	334	330	335					
23	People in the collaborating organizations understand how their work impacts others.	3.36	3.63	3.25	.951	28	50.0	32.1	17.9
24	People from the collaborating organizations trust and respect one another.	3.18	3.00	3.25	.983	28	46.4	25.0	28.6
25	People involved in the collaboration seem committed to the process of working together.	3.48	3.29	3.55	1.189	27	59.3	18.5	22.2
	VISION & GOALS	346	363	340					
26	There is a clear understanding of what our collaboration is working towards.	3.50	3.88	3.35	1.171	28	64.3	17.9	17.9
27	Everyone in the collaboration that I interact with seems to be working towards the same goals.	3.43	3.38	3.45	1.069	28	53.6	25.0	21.4