

Transformation Facilitation: Developing and Evaluating a Model For Intensive TA For States

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Overview and Purpose

- * Description of Transformation Facilitation initiative
- * Overview of evaluation approach
- * Preliminary results
- * Challenges in evaluating intensive TA
- * Feedback



Transformation Facilitation: An Overview



Vision

Supporting leaders in states and territories to achieve transformation of their mental health care systems for children and their families



TF Background

- * Unique model that encompasses a variety of approaches (coaching, TA, knowledge application (2005))
- * Individualized approach to supporting leaders in states and territories in their transformation processes
- * Response to CYF Division request for ongoing, intensive support
- * Partnership between Georgetown, National Association of State Mental Health Program Directors, and United Advocates for Children of California

Overview of TF

- * TF faculty team assigned to each state and territory
- * Entrée to state through the state director of children's mental health
- * Individual, peer, and expert components
- * Multiple modes of communication

Overview of TF

- * Management team supports internal operations
 - Protocols developed for first three calls
 - Tools developed to support process
- * Monthly meeting of TF providers to provide on-going training and support and to identify common challenge areas
- * Evaluation component

Family Involvement in TF

- * United Advocates for Children of California (the Statewide Family Network Technical Assistance Center)
- * Membership on the TF Team
- * Active participation and input via TF Monthly meetings

States/Territory involved in TF

STATE/TERRITORY	TF LEAD	TF PARTNER
America Samoa	Neal Horen	Rachele Espiritu
Arizona	Neal Horen	Sybil Goldman
Florida	Liz Waetzig	Roxane Kaufmann
Indiana	Joan Dodge	Gary Macbeth
Maryland	David Miller	Ellen Kagen
Minnesota	Sybil Goldman	Roy Praschil
Missouri	Ellen Kagen	David Miller
New Hampshire	Conni Wells	Gary Macbeth
North Carolina	Roy Praschil	Sybil Goldman
Pennsylvania	Jan McCarthy	Liz Waetzig
Vermont	Rachele Espiritu	Conni Wells

Role of TF Team



- * Assess and identify
- * Help create an action plan and timeline
- * Facilitate strategic thinking about leader's activities and linkage to outcomes (assess risk, leverage opportunities, explore partnerships)
- * Provide process and content expertise
- * Continually assess change
- * Link to TA offerings & peer opportunities, and content TA
- * Support ongoing evaluation of efforts

Characteristics of TF

- * Planful, relationship based, accountable, journey
- * Strategic
- * Flexible
- * Intensive
- * Individualized
- * Enhancing the knowledge and skills

TF Hats



- * Facilitator
- * Coach
- * Mediator
- * Connector
- * Technical Assistance Provider
- * Broker

TF Individual Work

- ★ Phase 1: Orientation and overview
- ★ Phase 2: Information gathering
- ★ Phase 3: Identifying and prioritizing challenge areas
- ★ Phase 4: Strategizing and doing the work



State Issue Areas

- Ensuring forward momentum and progress in transformation in a constantly changing political environment
- Obtaining meaningful family and provider engagement in the implementation of an outcomes- and data-driven mental health system
- Transforming public mental health services, without new \$\$, using cross agency workforce development strategies

State Issue Areas

- Determining role in developing a strong family network, identifying key activities, and engaging families in the work
- Engaging and empowering child and family teams as the primary determinants of services
- Overcoming resistance and difficulty in moving the mental health field toward a public health model

TF Evaluation




(Even if you can get a pig to fly, it doesn't count if you don't measure it.)

Evaluation Activities

- ★ Phase
- ★ Pre-Project
- ★ Start-up
- ★ Implementation and Project Modification
- ★ Maintenance and Sustainability
- ★ Replication and Policy



W.K. Kellogg Foundation Evaluation Handbook (1998)

Evaluation Components

- 1. Process/Outputs
- 2. Utility and satisfaction
- 3. Impact



Preliminary Results



Process/Outputs Objectives

Characteristics of TF states

- * To describe the TF sample

Implementation

- * To describe project and reasons for deviations
- * To document challenges and successes in implementation
- * To monitor the extent of TA provided



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States/Territory monthly contacts

STATE/TERRITORY	Number of contacts	Estimated number of hrs	Number of people
State/Territory A	11	16	2-4
State/Territory B	12	18	1-4
State/Territory C	10	13	1-7
State/Territory D	9	12.5	1
State/Territory E	3	4	2
State/Territory F	10	12	2
State/Territory G	7	8.5	1-2
State/Territory H	12	15	1
State/Territory I	9	10.5	1
State/Territory J	16	24	1
State/Territory K	6	12	2
AVERAGE	9.5	13.2	

Process Implementation issues

- * Determining readiness
- * Developing the relationship
- * Doing the work
- * Handling transitions and continuity



Determining Readiness

- * Readiness factor in the state or territory is critical [TF]
- * Early on, I was disappointed but now I see it as an opportunity to collect thoughts, get feedback, logic model, supervisory experience [CD]
- * TF gives me credibility- I'm one of 10 states involved in this national effort [CD]



Developing the relationship

- * Most important aspect of TF: Having an outside mentor/consultant who didn't have a preconceived agenda about where I needed to be or should be going has been wonderful [CD]
- * How you start is the lesson learned. TF is very much a relationship-based journey - very different from an expert model [TF]
- * Start where your client is [TF]



Doing the work

- * Most important aspect of TF: Having someone to discuss and brainstorm that had no other competing agenda than to do just that. [CD]
- * Have to be ready for chaos - the more you do it, the more that you begin to recognize it and know how to step back. [TF]
- * The national perspective has helped – can use it to leverage the voice for kid's agenda. [CD]
- * Individual vs. team approach



Handling transition and continuity

- * Changes in States and CDs
- * Internal politics has a lot to do with how the process works [TF]
- * Have to be ready for chaos - the more you do it, the more that you begin to recognize it and know how to step back [TF]



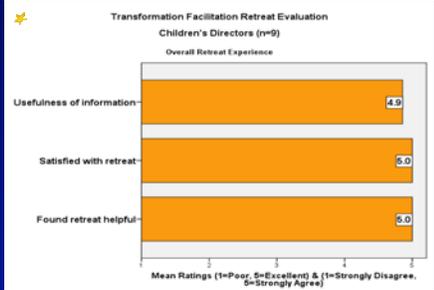
Utility and Satisfaction

Usefulness – How useful is TF?

Satisfaction - How satisfied are CDs with the quality of TF?

Utility and Satisfaction: Peer Retreat Evaluation Results

Transformation Facilitation Retreat Evaluation
 Children's Directors (n=9)
 Overall Retreat Experience



Category	Mean Rating
Usefulness of information	4.9
Satisfied with retreat	5.0
Found retreat helpful	5.0

Mean Ratings: (1=Poor, 5=Excellent) & (1=Strongly Disagree, 5=Strongly Agree)

Impact/Outcome Objectives: Individual

Short-term outcomes:

- * Increase in knowledge, skills, and attitudes
- * Increase in leadership development
- * Increase in support
- * Increase in knowledge of resources and consultants
- * Increase in peer sharing

Intermediate outcomes:

- * Identifies deficits and transforms system structure and processes

Long-Term outcomes:

- * Individual's goals for system reform are realized
- * Children and families get the services they need
- * Children and families live, work, and play in their communities



Impact/Outcome Objectives: System

Short-term outcomes:

- * States are aware of available resources

Intermediate outcomes:

- * Local supports are developed
- * Links across federal grants and activities

Long-term outcomes:

- * Affect the national transformation agenda for children's mental health



Impact/Outcome Objectives: National TA Center

Short-term outcomes:

- * Ability to identify new resources
- * Increase in knowledge of states
- * Increase in family involvement

Intermediate outcomes:

- * Increase in Center's ability to be more strategic in planning TA

Long-term outcomes:

- * Increase in sustainable partnerships with states and communities to provide TA
- * Affect the national transformation agenda for children's mental health



Impact/Outcome Objectives: Data Collection Instruments

- * CD baseline survey
- * TF baseline survey
- * Peer to peer retreat evaluation form
- * TF contact logs & progress notes
- * CD priority area log
- * 1 year follow-up survey & key informant interview with CDs
- * Yearly CD and TF follow-up survey



Impact/Outcomes: Knowledge Increase

Transformation Facilitation Baseline Survey
Children's Directors (n=6)

Level of Expertise

Expertise Level	Mean Rating
Current Status W/ System	2.0
Content Expertise	2.5
Process Expertise	2.4

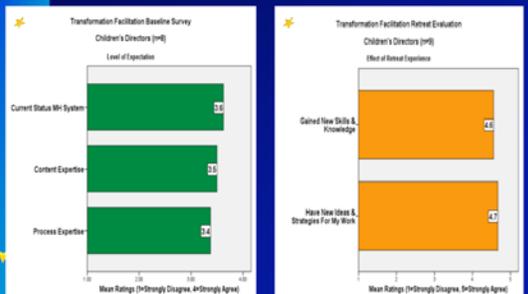
Mean Ratings: (1=Strongly Disagree, 4=Strongly Agree)

Transformation Facilitation Retreat Evaluation
Children's Directors (n=6)

Level of Overall Satisfaction

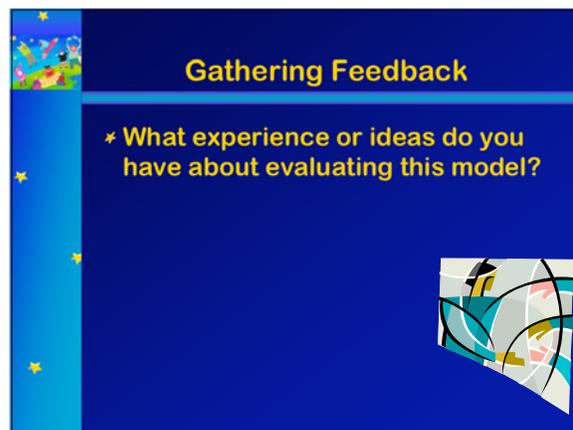
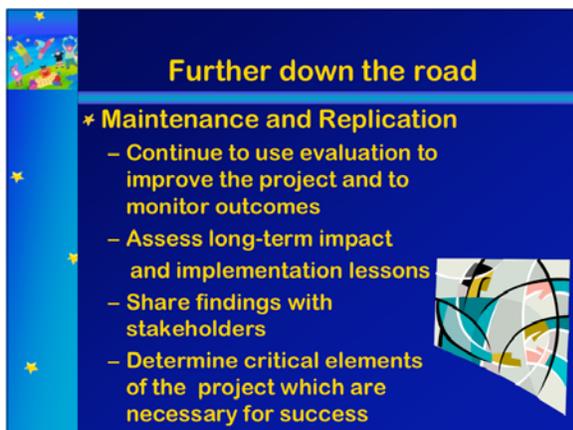
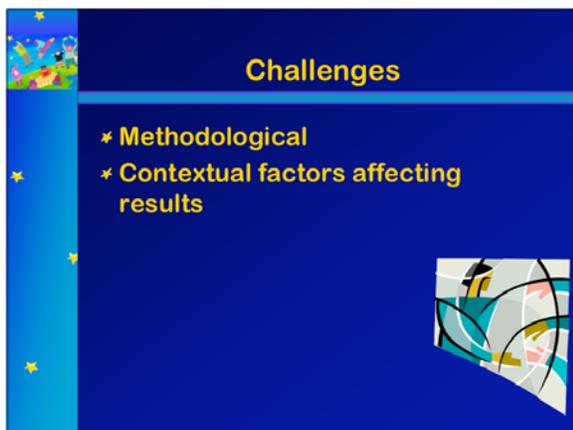
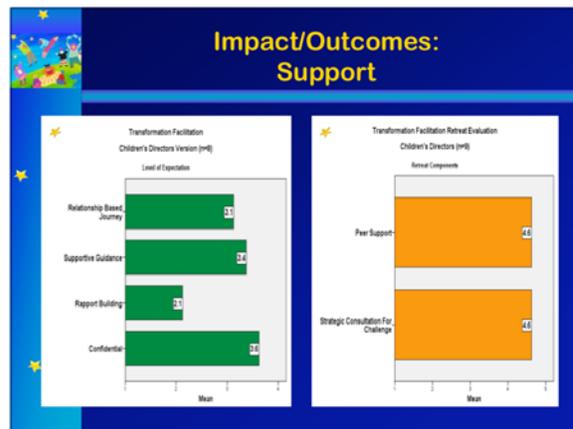
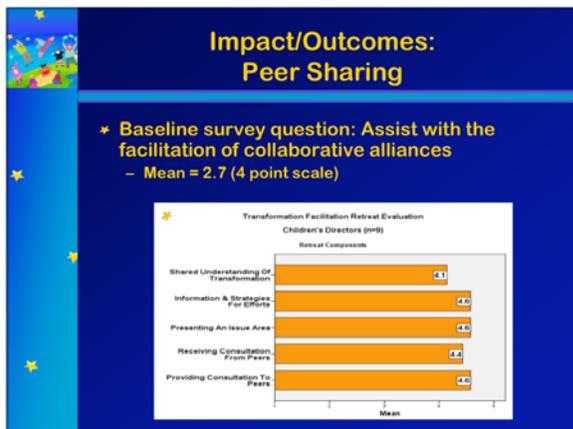
Satisfaction Level	Mean Rating
Gained New Skills & Knowledge	3.5
More Like Ideas & Strategies For My Work	3.5

Mean Ratings: (1=Strongly Disagree, 4=Strongly Agree)



Impact/Outcomes: Leadership Development

- * Baseline survey question: Support leadership development
 - Mean = 3.4 (4 point scale)
- * Follow-up survey questions will examine specific pieces of leadership development:
 - Increased awareness and knowledge of role as an agent of change
 - Adopted new knowledge to lead change
 - Implemented policies to support system transformation





Questions or Comments

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**Appendix:
 Orientation to the
 Framework of Transformation**



Defining Transformation

transformation \n (15c) From the Latin roots to change TRANS (across) and FORMA (shape)

1. a change in form, appearance, nature or character
2. the process of doing so



The New Freedom Commission described transformation as a vision, a process, and an outcome.

Defining Transformation

- * A continuous and complex process
- * New behaviors, new competencies
- * New sources of power
- * New partners
- * Profound changes in structure, culture, policy and programs
- * Will not happen over night

SAMHSA/CMHS

Transformation as a Strategy for Innovation

Continuous Small Steps

A focus on core missions, improving what the system is already doing.

A series of Many Exploratory Medium Jumps

Pushing the boundaries of core competencies, trying to create something new within the existing paradigm.

A Few Big Jumps

New rule sets that leverage new ideas.

SAMHSA/CMHS

Setting the Context for TF: Additional resources



Grounding our work

- * **Setting the context**
- * **Change theory & framework**
 - Tools for change
 - Dynamics of change
 - Leadership skills



The Goals of a Transformation System

- * **Goal 1** Americans understand that mental health is essential to overall health
- * **Goal 2** Mental health care is consumer and family driven
- * **Goal 3** Disparities in mental health services are eliminated
- * **Goal 4** Early mental health screening, assessment, and referral to services are common practice
- * **Goal 5** Excellent mental health care is delivered and research is accelerated
- * **Goal 6** Technology is used to access mental health care and information



Values and Principles for the System of Care

- * **Comprehensive array of services**
- * **Individualized services**
- * **Least restrictive, most normative environment that is clinically appropriate**
- * **Families and surrogate families of children are full participants in all aspects**
- * **Integrated services with linkages**
- * **Case management**

Reed, B., & Friedman, R. (1996). A system of care for children and youth with severe emotional disturbances (Rev. ed.) Washington, DC: Georgetown University Child Development Center, National Technical Assistance Center for Children's Mental Health. Reprinted by permission.

Values and Principles for the System of Care

- * **Early identification and intervention for children**
- * **Smooth transitions to the adult services system**
- * **Protected rights of children**
- * **Services sensitive and responsive to cultural differences and special needs.**

Reed, B., & Friedman, R. (1996). A system of care for children and youth with severe emotional disturbances (Rev. ed.) Washington, DC: Georgetown University Child Development Center, National Technical Assistance Center for Children's Mental Health. Reprinted by permission.

Change Theory & Framework

- * **SOC is a Theory of Change**
- * **SAMHSA broadens the vision of change**

