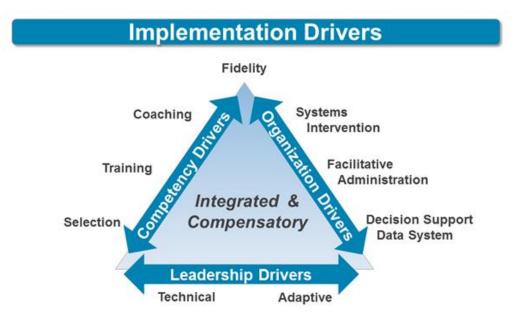# Implementation Sustainability Assessment Tool

The purpose of this tool is to assist Maryland Department of Social Services (DSS) leadership in determining:

- Is the program being fully utilized? If not, why?
- Is it achieving positive outcomes? If not, why?
- What aspects of implementation need to be strengthened to sustain the service?
- Is it a priority to continue this service?

The implementation sustainability portion of this assessment tool is based on the National Implementation Research Network's summary of common drivers for successful implementation and sustainability. For further information on the implementation drivers, please go to:
https://nirn.fpg.unc.edu/learn-implementation/implementation-drivers

Directions for Completion: This checklist is the initial step of the Implementation for Sustainability Assessment. The full Implementation Team should provide input into the completion of the checklist below. After completion, The TA team will meet with the LDSS Implementation Team to review the checklist, discuss and facilitate agreement on the status. Items assessed to not yet be in place, or partially in place, will be the focus for the development of local workplans that support progress and address challenges. Technical assistance will be provided to support development of workplans.

Program Name: Center for Excellence in Resource Family Development

LDSS:_____   Date:_____

People Completing: _____

_____

Implementation for Sustainability: Assessment Checklist			
Program Reach	**Yes**	**No**	**Somewhat**
Is the program reaching the resource families who would benefit? • All licensed resource parents with an open bed or with an eligible child have been engaged to assess interest.			
Is the program reaching the family of origin who would benefit? • All planned permanent caregivers of eligible children/youth (age 4+ with goal of reunification) have been engaged to assess interest.			
Program Outcomes	**Yes**	**No**	**Somewhat**
Is there an indication that participants are better off after completing the program? For example: • Do children/youth reunify faster? • Do fewer children/youth re-enter care after reunification? • Do children in CfE resource homes experience fewer placement disruptions? • Do resource parents who participate in CfE remain resource parents longer than those who don't receive CfE supports?			
Is there any indication that participants are worse off after participating in or completing the program?			
Does the program seem to be any better than what was normally provided or available (if applicable)?			
Capacity Drivers: Training, Coaching and Certification	**Yes**	**No**	**Somewhat**
What number and percentage of child welfare staff are educated on the CfE model? • Are all child welfare staff able to articulate the CfE goals and who to refer?			
What number of staff been trained as group leaders to deliver the program?			
Are resource parent workers trained and supported by supervisors to facilitate planning for use of respite and other necessary support?			

Are all child welfare staff trained and supported by supervisors to implement relevant components of parent partnership guidance? • Icebreakers • Comfort calls • Continuum of contact			

Do supervisors and managers use supervision to review staff capacity and readiness to implement parent partnership practices
• Review Family-Team Meeting participation data to ensure resource parents are invited and/or participate?
• Using supervision to review staff's readiness and capacity to facilitate these practices?
• Are visits with the child and family happening according to the permanency plan? How are families helped to prepare for these visits?
• Are regular visits to the child in the resource home happening according to policy?
• Are child, family and resource family prepared and supported in advance of:
   o Child removals
   o Placement transitions
   o Reunification			

Do staff workloads allow for the successful implementation of the CfE? • Family Preservation/protection • Resource parent unit • Foster care			
Is there an on-going mechanism to educate and support staff? • Is information about the CfE incorporated into new staff onboarding?			

Is the intervention/ service/ model fully staffed within DSS and the provider?
• Are two staff trained to deliver the groups locally and completed or making progress toward certification? (3 cohorts led with fidelity)?
   o KEEP
   o KEEP SAFE (once KEEP certified)
   o PTC-R
   o PTC-RH (once PTC-R certified)			

For Group Leaders, has this responsibility been incorporated into their job expectations/ role? Do they have dedicated time to deliver groups?			
Organization Drivers: Facilitative Administration	Yes	No	Somewhat

Has the CfE been integrated into all marketing and communication materials for the agency? • New resource parent recruitment activities • Communication with stakeholders and partners			
Is there sufficient guidance about whom to refer and ensure complete information when making referral? For example: • Do all staff reference and have easy access to the one-pagers on whom to refer? • Do all staff know the referral process and have access to the referral link?			
Are there staff who are responsible for ensuring the service is utilized? • Do supervisors ensure staff facilitate the engagement and referral of families to CfE?			

Are there staff responsible for ensuring individual referrals are appropriate?
• Is there a point-person for staff to contact with questions about eligibility? For both:
    o resource parents?
    o family of origin?			

Does the point-person regularly review caseloads with staff to consider possible referrals?			
Are all relevant staff able to refer families on their caseloads to the CfE directly?			
Is there an on-going mechanism to support feedback loops regarding engagement, participation, progress and completion (e.g. weekly reports regarding attendance, participation and progress toward goals)?			
Does the point-person meet regularly with The Institute Child Welfare Academy point-person to review referrals?			
Does the point-person reach out to the CWA point for updates when needed outside of standing report periods?			
Does the resource parent worker and the foster care worker communicate about the involvement and support provided to CfE involved families through a standing meeting, or other regular method of communication?			
Organization Drivers: Data System	Yes	No	Somewhat
Is there an ongoing mechanism to support the data collection and reporting activities: Utilization, Fidelity, Outcomes? (e.g. contract with The Institute or other TA provider to assist with data collection, contract with provider requires data reporting, reports are regularly generated)			

Do you have a mechanism to track whether CfE activities occur?
    o Resource parent referrals and completion
    o Family of origin referrals and completion
    o Planned respite
    o Parent Partnership activities
        ■ Comfort calls
        ■ Icebreakers
        ■ Continuum of contact (quality visits, team meetings)			

Are there staff accountable for ensuring data is collected and reported?			

Does the implementation team have an identified data manager who is able to access CJAMS data and reports? Reports requested data?
    • Has this responsibility been incorporated into their job expectations/ role?
    • Do they have dedicated time to deliver groups?			

Is there an on-going mechanism to support <u>use of data</u> for improvement? (e.g. used in staff meeting or implementation team meetings to develop and assess improvement strategies) Are there staff accountable for ensuring data is used?
    • Do managers use CfE data to monitor progress?
    • Does the implementation team review data regularly to consider successes, challenges, and identify strategies to overcome challenges?			

Leadership Drivers	**Yes**	**No**	**Somewhat**

Is there an active implementation team?
    • Does it meet monthly?
    • Does the LDSS facilitate the meetings?
    • Is there active participation?			

Does the team have representation from leadership roles who are able to make key program decisions?
    • Protection/ Family preservation
    • Foster care unit
    • Resource parent unit			

Does the team have the capacity on their workload to dedicate to the implementation?			
Does the team actively seek the input of youth, families and other stakeholders?			
Leadership supports implementation (e.g. participation in implementation team meetings, regular inclusion in management meetings) by proactively identifying challenges/barriers and providing solutions or reactions.			

Is the work of CfE implementation integrated into standard expectations and practices of child welfare staff?			
Is the work of CfE implementation integrated into overall agency messaging (i.e. strategic plans, annual goals)?			
Are there champions for the CfE in the LDSS? Across units?			
Are there champions among key external partners such as courts, resource parent associations? Do these partners have the information necessary to champion the CfE?			