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FINANCIALS:

CFS-101 Part I: Annual Budget Request for Title IV-B, Subparts 1 and 2, CAPTA, Chafee Foster Care Independence (CFCIP) and Education and Training Voucher (ETV) Program Form

CFS-101, Part II: Annual Summary of Child and Family Services Form

CFS-101, Part III: Annual Expenditures for Title IV-B, Subparts 1 and 2, CAPTA, Chafee Foster Care Independence (CFCIP) and Education and Training Voucher (ETV) Form

ASSURANCES

ATTACHMENTS

- A. IDHW Disaster Plan
- B. Academy Curriculum Analysis Supplement
- C. Idaho Title IV-E Training Matrix
- D. Child Well-Being Standard

Idaho's CFSP 5 year Plan (2010-2014)

STATE AGENCY

The Idaho Department of Health and Welfare (DHW) is the state agency responsible for over 30 health, welfare and human services programs throughout Idaho. The Department's mission is to actively promote and protect the health and safety of Idahoans.

PUBLICLY FUNDED CHILD AND FAMILY SERVICES CONTINUUM

The Division of Family and Community Services (FACS) is responsible for child protection, adoptions and foster care, interstate compact, Indian child welfare, services to persons with developmental disabilities, resource development and eligibility, navigation services, and early intervention/ screening for infants and toddlers. The FACS Child and Family Services (CFS) program provides child protection, adoption, foster care, and Indian child welfare services in close collaboration with other FACS division programs. CFS services reflect the Department's family-centered philosophy which affirms the belief that families should be treated with respect, involved in decision making and are the best place for children to grow and develop. The Child and Family Services program focuses on the entire family unit and builds on family strengths while supporting and empowering families to be self-reliant and self-determining.

The Division of Family and Community Services is responsible for administering state Title IV-E programs. As part of its Title IV-E responsibility, FACS administers funds and services of the Independent Living (IL) Program under Chafee Foster Care Independence Act of 1999 (P.L. 106-169) and ETV Program. IDHW, FACS Division, also administers the Social Services Block Grant (SSBG), Title IV-B parts 1 and 2, and Child Abuse Prevention and Treatment Act (CAPTA) Basic Grant programs. The FACS Child and Family Services Program is responsible for the CFSP 5 year plan and annual reporting.

MEASUREMENT OF PROGRESS

Idaho has a number of data sources and several methods for monitoring improvements established. Regions will continue to use our CQI case review process. Based on our 5 years of experience, recently we elected to make some changes in timing of regional CQI and frequency of reporting. Each region will review 15 randomly selected cases every 6 months. Prior to the CQI each region will receive a list of randomly selected in-home cases and a list of randomly selected out-of-home cases for each of their field offices. The cases to be reviewed are systematically drawn from those lists. A minimum of 6 in-home cases are to be reviewed. Increasing the number of cases reviewed to 15, increases our annual number of case reviews from 192 to 210. This marks an attempt to obtain results that are more representative of Idaho's performance. Also, in an attempt to gather a sample that represents the entire region, the cases chosen for review will be stratified by field office according the number of in-home and out-of-home cases open in that field office. We will continue to use the OSRI and interviews during the case reviews. Also the presence of a second level reviewer working directly with the regional Chief of Social Work has worked very well and will continue.

CONSULTATION AND COLLABORATION

This 5 year plan incorporates the input of individuals who represent a wide range of agencies and community partners throughout the state. The plan was shared and input on the progress made, including updates for the coming year, was sought from the following groups:

- Central Office Deputy Administrators, Program Managers, and Program Specialists;
- Regional Child Welfare Program Managers, Chiefs Of Social Work, and Supervisors;
- Program Improvement Plan Planning Committee.
- Supreme Court Child Protection Committee (CIP);
- Idaho State and Tribal Indian Child Welfare Committee;
- Casey Family Programs;
- University partners;
- Keeping Children Safe Panel Members (citizen review panels); and
- Governor's Children at Risk Task Force.

Because of the diversity and strength of these groups, Idaho's 5 year plane has depth and perspective beyond what could have been developed by IDHW in isolation. The 5 year plan is also placed on IDHW's website for review by the public at large.

ORGANIZATION OF THE PLAN

Idaho's 5 year CFSP plan (2010-2014) includes information regarding child welfare services that will be provided through Title IV-B, subparts 1 and 2, Title IV-E, Chafee Foster Care Independence Program (CFCIP), and CAPTA as required.

Using a combination of funding streams including IV-B subparts 1 and 2, CAPTA, CFCIP and ETV, Idaho is able to provide a wide continuum of services and training that fulfill the program purposes of each funding source including: protection and promotion of the welfare of all children; prevention of neglect, abuse or exploitation of children; support of at-risk families through services which allow children to remain with their families or return to their families in a timely manner; promote the safety, permanency and well being of children in foster care and adoptive families and provide training, professional development and support to ensure a well-qualified workforce; intervention and treatment services; foster care; services for kinship care; independent living, and services for youth in other permanent living arrangements. Strategic planning across all programs is ongoing and coordinated to assure that services to increase family safety, permanency, and well-being are integrated and comprehensive. The services and training that IDHW provides is family-centered.

Funding streams are identified by the following acronyms:

CAPTA	Child Abuse Protection and Treatment Act
CFCIP	Chafee Foster Care Independence Program
CIP	Court Improvement Project

CWS Stephanie Tubbs Jones Child Welfare Services Program

ETV Education and Training Voucher Program

GF State General Funds

PSSF Promoting Safe and Stable Families, Title IV-B, subpart 2

SANCA Strengthening Abuse and Neglect Courts Act
TANF Temporary Assistance for Needy Families
TAFI Temporary Assistance to Families in Idaho

IV-E Title IV-E

This plan is organized by goals and strategies. Under each strategy the funding source used to finance the strategy is recorded. The overall organization of the plan mirrors the child welfare goals of the CFSR and contains all action steps of Idaho's Program Improvement Plan-2 approved to begin in April 2009.

All of the goals and strategies have been developed with input from community partners through a sustained series of collaborative contacts throughout the year. This past 18 months, we have had the able assistance of the PIP Subcommittee to assist with both the PIP-2 and this plan.

GOAL I. CHILDREN WILL BE SAFE

Outcome 1. Children are, First and Foremost, Protected from Abuse and Neglect

STRATEGIES

Item 1. Timeliness of initiating investigations of reports of child maltreatment

1.1 Continue monitoring of timeliness of initial investigations and report statewide results semi-annually.

Funding Source: CAPTA
Target Date for Completion: Ongoing

Status: Carried over from 2005-2009 CFSP

STRATEGIES

Item 2. Repeat Maltreatment

2.1 Monitor regional and state recurrence of maltreatment rates through CQI and Data Profile and report statewide results semi-annually.

Funding Source: CAPTA
Target Date for Completion: Ongoing

Status: Carried over from 2005-2009 CFSP

Outcome 2. <u>Children are Safely Maintained in their Homes Whenever</u>

Possible and Appropriate

STRATEGIES

Item 3. Services to family to protect children in home and prevent removal

3.1 Each region will increase its capacity to serve in-home cases (PIP-2, MC2.0).

Funding Source: CAPTA
Target Date for Completion: 2009

Status: New – PIP-2 item

3.2 Develop a decision tree to share with law enforcement and MDTs on when children can be maintained in their homes through in-home services (PIP-2, MC 3.0)

Funding Source: CAPTA
Target Date for Completion: 2010

Status: New – PIP-2 item

3.3 Each region will have a mutual exchange of information between local law enforcement, prosecutors, and the Department regarding impact of removal on children, local data and services available to prevent removal (PIP-2, MC 4.0)

Funding Source: CAPTA
Target Date for Completion: 2010

Status: New – PIP-2 item

3.4 Monitor services to families to protect child in their home and to prevent removal through CQI case reviews. Report statewide results semi-annually.

Funding Source: CAPTA
Target Date for Completion: Ongoing

Status: New – PIP-2 monitoring item

STRATEGIES

Item 4. Risk of harm to children

4.1 Monitor and decrease risk of harm to children through CQI case reviews and report statewide results semi-annually.

Funding Source: CWS
Target Date for Completion: Ongoing

Status: Carried over from 2005-2009 CFSP;

PIP-2 monitoring item

GOAL II. PROVIDE STABLE, NURTURING AND PERMANENT

RELATIONSHIPS BETWEEN CHILDREN AND CAREGIVERS IN

A TIMELY MANNER

Outcome 1. Children have permanency and stability in their living situations

STRATEGIES

Item 5. Foster care re-entries

5.1 Reassessment instrument will be incorporated into FOCUS with a system alert to complete a re-assessment prior to closure of a removal episode and an integrity rule that will not allow case closure until a reassessment has been completed (PIP-2, MC 1.0)

Funding Source: CAPTA
Target Date for Completion: 2009

Status: New – PIP-2 item

5.2 Train all CFS risk assessors, case managers, licensing and permanency teams to conduct initial and ongoing assessment with relative placements and foster homes and to re-assess child safety prior to reunification and case closure (PIP-2, MC 6.0)

Funding Source: CWS
Target Date for Completion: 2009

Status: New – PIP-2 item

5.3 Regions will reduce re-entry into foster care as measured by the percentage of children who re-entered foster care after being discharged from a prior entry within the last 12 months will be monitored by CQI case reviews and Data Profile. Statewide results will be reported out semi-annually. (PIP-2, MC 5.0)

Funding Source: CAPTA
Target Date for Completion: 2010

Status: New – PIP-2 item

5.4 Work with Children At Risk Task Force to develop financial support and legislative protections for a state child mortality review team to review the deaths of children who died as a result of child abuse and neglect.

Funding Source: CAPTA
Target Date for Completion: 2014

Status: Revised, Carried over from 2005-2009 plan

STRATEGIES

Item 6. Stability of foster care placement

6.1 Monitor regional and statewide rates of foster care stability through CQI case reviews and Data Profile. Statewide results will be reported semi-annually.

Funding Source: IV-E
Target Date for Completion: Ongoing

Status: Carried over from 2005-2009 CFSP; PIP-2

6.2 Monitor compliance with full disclosure standards through resource parent interviews as part of the CQI case reviews and report statewide results semi-annually.

Funding Source: IV-E
Target Date for Completion: Ongoing

6.3 Monitor perspectives of resource parents regarding whether or not they feel treated as a "member of the team" through interviews during the CQI case reviews and report statewide results semi-annually.

Funding Source: CAPTA
Target Date for Completion: Ongoing

Status: Carried over from 2005-2009 CFSP

6.4 Establish model and administrative rules for CFS treatment foster homes for youth with challenging behaviors (PIP-2, S1.0).

Funding Source: CWS
Target Date for Completion: 2010

Status: New – PIP-2 item

6.5 Prepare curriculum for training treatment foster parents concurrently with step S1.0 above (PIP-2, S2.0).

Funding Source: CWS
Target Date for Completion: 2010

Status: New – PIP-2 item

6.6 Each region will develop and implement a RIP to address stability in foster care that includes steps to increase relative placements and support of resource families (PIP-2, S6.0).

Funding Source: CWS
Target Date for Completion: 2010

Status: New – PIP-2 item

6.7 Develop training/facilitation for resource parents, both relative and non-relative, and child welfare staff that encourages and assists both groups to build partnerships that provide clear expectations and identification of roles within a practice model that supports placement stability (PIP-2, S7.0).

Funding Source: IV-E/CWS

Target Date for Completion: 2010

Status: New – PIP-2 item

6.8 Develop and distribute foster parent identification badges statewide.

Funding Source: CWS
Target Date for Completion: 2011
Status: New

STRATEGIES

Item 7. Permanency goal for child

7.1 Monitor establishment of an appropriate permanency goal for a child in timely manner through CQI case reviews and report statewide results semi-annually.

Funding Source: CWS
Target Date for Completion: Ongoing

Status: Carried over from 2005-2009 CFSP; PIP-2

7.2 Increase effective use of 90-day concurrent planning reviews (PIP-2, EP1.0).

Funding Source: CWS
Target Date for Completion: 2010

Status: New – PIP-2 item

7.3 Receive consultation and train all staff and the judicial system on effective ways to implement concurrent planning (PIP-2, EP2.0).

Funding Source: IV-E
Target Date for Completion: 2010

Status: New – PIP-2 item

7.4 Each region will develop regional improvement plans to address appropriate and timely permanency for children (PIP-2, EP7.0).

Funding Source: CWS
Target Date for Completion: 2010

Status: New – PIP-2 item

7.5 Each region will develop and maintain a regional matrix which tracks the timeliness of review and permanency hearings, TPR or Compelling Reasons and Time to Adoption for each child in out of home care (PIP-2, EP8.0).

Funding Source: CWS
Target Date for Completion: 2010

Status: New – PIP-2 item

7.6 Review, synthesize and distribute results of regional matrices.

Funding Source: CWS
Target Date for Completion: 2011
Status: New

7.7 Train staff and supervisors on Compelling Reasons.

Funding Source: IV-E
Target Date for Completion: 2010
Status: New

STRATEGIES

Item 8. Reunification, guardianship, or permanent placement with relatives

8.1 Monitor compliance with the agency achieving the goal of reunification, guardianship or permanent placement with a relative within 12 months of the date the child entered foster care through CQI case reviews and Data Profiles. Report statewide results semi-annually.

Funding Source: CWS
Target Date for Completion: Ongoing

Status: Carried over from 2005-2009 CFSP

8.2 Assess feasibility of Guardianship Assistance for children without a Termination of Parental Rights.

Funding Source: IV-E
Target Date for Completion: 2011
Status: New

STRATEGIES

Item 9. Adoption

9.1 Monitor finalization of adoptions within 24 months by reviewing the Data Profile every six months.

Funding Source: CWS
Target Date for Completion: Ongoing

Status: Carried over from 2005-2009 CFSP

(PIP-2 monitoring item)

9.2 When the goal is adoption, monitor whether the adoption is likely to finalize within 24 months using CQI case reviews. Report statewide results semi-annually.

Funding Source: CWS
Target Date for Completion: Ongoing

9.3 Seek sponsor to introduce open adoption legislation in the 2013 legislative session.

Funding Source: CWS
Target Date for Completion: 2014

Status: Carried over from 2005-2009 CFSP

9.4 Provide annual supervisor training on monitoring adoption process and adoption finalization.

Funding Source: CWS
Target Date for Completion: Ongoing

Status: Carried over from 2005-2009 CFSP

9.5 Provide quarterly adoption training via e-mail or teleconference to regional adoption staff.

Funding Source: IV-E/CWS
Target Date for Completion: Ongoing

Status: Carried over from 2005-2009 CFSP

9.6 Conduct adoption and licensing process mapping on a statewide and regional basis (PIP-2, ORG 1.0)

Funding Source: CWS
Target Date for Completion: 2010

Status: New (PIP-2)

9.7 Update the paternity standard and provide related training to social workers and supervisors.

Funding Source: CWS
Target Date for Completion: 2010
Status: New

9.8 Develop and implement training regarding the dual home study assessment and process for social workers, supervisors and contractors performing foster care or adoption home studies.

Funding Source: IV-E/CWS

Target Date for Completion: 2010 Status: New

9.9 Establish a statewide Adoption Assistance Committee to consider requests for specialized level of subsidy payments and special conditions.

Funding Source: CWS
Target Date for Completion: 2009
Status: New

9.10 Review current process for adoption assistance negotiation, consider revisions and implement any needed changes.

Funding Source: CWS
Target Date for Completion: 2010
Status: New

9.11 Study feasibility of and implementation of post-adoption services.

Funding Source: SSBG
Target Date for Completion: 2014
Status: New

Supporting Documentation

Intercountry Adoptions

Adoption Incentive Payments – Funds will be used for case specific recruitment, additional adoption related contracts and staff, home studies and financial support of adoption assistance agreements.

STRATEGIES

Item 10. Permanency goal of other planned permanent living arrangement

10.1 Monitor APPLA through CQI case reviews and report statewide results semiannually.

Funding Source: CAPTA
Target Date for Completion: Ongoing

Status: Carried over from 2005-2009 CFSP

STRATEGIES

Item 11. Proximity of foster care placement

11.1 Monitor proximity of foster care placement through CQI case reviews and report statewide results semi-annually.

Funding Source: CAPTA
Target Date for Completion: ongoing
Status: New

STRATEGIES

Item 12. Placement with siblings

12.1 Monitor frequency children are placed with siblings as measured by CQI case reviews and report statewide results semi-annually.

Funding Source: CAPTA
Target Date for Completion: Ongoing

Status: Carried over from 2005-2009 CFSP

STRATEGIES

Item 13. Face to face visits with parents and siblings

13.1 Monitor frequency of parent/child/sibling visitation as measured by CQI case reviews and report statewide results semi-annually.

Funding Source: CAPTA
Target Date for Completion: Ongoing

Status: Carried over from 2005-2009 CFSP

STRATEGIES

Item 14. Maintain connections

14.1 Support/increase cultural competency of agency staff relative to American Indians/Native Alaskans so they can individualize services and maintain connections.

Funding Source: CWS
Target Date for Completion: Ongoing

Status: Carried over from 2005-2009 CFSP

14.2 Train staff to go beyond reasonable efforts and to begin "active efforts" as soon as a child is identified as possibly American Indian/Alaska Native and to continue for both pre and post removal of the child.

Funding Source: CWS/IV-E
Target Date for Completion: Ongoing

14.3 Continue to train and meet with 7 region-based ICWA liaisons who can act as the "go to" resource persons for staffing of ICWA cases.

Funding Source: CWS
Target Date for Completion: Ongoing

Status: Carried over from 2005-2009 CFSP

14.4 Recruit and train additional qualified expert witnesses to provide court testimony on behalf of Indian children.

Funding Source: CWS
Target Date for Completion: 2011

Status: Carried over from 2005-2009 CFSP

14.5 Increase the use of qualified expert witnesses, when applicable, in Indian child out-of-home placements.

Funding Source: CWS
Target Date for Completion: 2010
Status: New

14.6 Identify and address potential contributing factors for the disproportional number of American Indian/Alaska Native children in out-of-home placement including establishing of accurate baseline.

Funding Source: CWS
Target Date for Completion: 2011
Status: New

14.7 Monitor agency's efforts to maintain connections through CQI case reviews and report statewide results semiannually.

Funding Source: CAPTA
Target Date for Completion: ongoing
Status: New

STRATEGIES

Item 15. Relative placement

15.1 Monitor whether the agency made concerted efforts to place the child with relatives (including ICWA cases) when appropriate through CQI case reviews and report statewide results semi-annually.

Funding Source: CAPTA
Target Date for Completion: Ongoing

15.2 Receive consultation and training to explore model for identifying family members to increase relative placement (PIP-2, S4.0)

Funding Source: CWS/IV-E

Target Date for Completion: 2010

Status: New (PIP-2)

15.3 Expedite placement of children with relatives (PIP-2, S5.0)

Funding Source: CWS
Target Date for Completion: 2010

Status: New (PIP-2)

STRATEGIES

Item 16. Relationship of child in care with parents

16.1 Monitor quality of relationship of child in care with parents through CQI case reviews and report statewide results semi-annually.

Funding Source: CAPTA
Target Date for Completion: ongoing
Status: New

GOAL III. CHILD AND FAMILY WELL-BEING

Outcome 1. Families have enhanced capacity to provide for their children's needs

STRATEGIES

Item 17. Needs and services of child, parents, foster parents

17.1 Monitor meeting the needs of the child, child's parents, relatives, foster and adoptive family through CQI case reviews and report statewide results semi-annually.

Funding Source: CAPTA
Target Date for Completion: Ongoing

17.2 Prepare older youth to have life skills to successfully transition from foster care to adulthood (PIP-2, EP10.0).

Funding Source: CFCIP
Target Date for Completion: 2010

Status: New (PIP-2)

STRATEGIES

Item 18. Child and family involvement in case planning

18.1 Monitor family's involvement in case planning through CQI case reviews and report statewide results semi-annually.

Funding Source: CAPTA
Target Date for Completion: Ongoing

Status: Carried over from 2005-2009 CFSP

18.2 Increase the use of FGDM or other type of family meetings at the beginning and at critical points in the case (PIP-2, EF 2.0)

Funding Source: PSSF/CWS

Target Date for Completion: 2010

Status: New (PIP-2)

STRATEGIES

Item 19. Worker visits with child

Monitor and increase the quality and quantity of monthly contacts between social workers and children (and social workers and fathers and mothers 20.1) through regional reports, CQI case reviews and hand counts (caseworker visit data) (PIP-2, EF1.0)

Funding Source: PSSF/CAPTA

Target Date for Completion: 2011

Status: New (PIP-2)

Supporting Documentation

Monthly case worker visits data and fund expenditure

STRATEGIES

Item 20. Worker visits with parents

20.1 Monitor worker/child (19.1) and <u>worker/parent</u> visits through CQI case reviews and report statewide results semi-annually.

Funding Source: CAPTA
Target Date for Completion: Ongoing

Status: Carried over from 2005-2009 CFSP

20.2 Train all CFS social workers on engaging both mothers and fathers and enhancing the quality of contact with all family members (PIP-2, EF3.0

Funding Source: IV-E/CWS

Target Date for Completion: 2010

Status: New (PIP-2)

Outcome 2. Children receive adequate services to meet their educational needs

STRATEGIES

Item 21. Educational needs of the child

21.1 Monitor the meeting of a child's educational needs through CQI case reviews and report statewide results semi-annually.

Funding Source: CAPTA
Target Date for Completion: Ongoing
Status: New

21.2 Disseminate information about requirements and resources to maintain children in their "home" schools to resource parents.

Funding Source: CWS/IV-E

Target Date for Completion: 2011 Status: New

Outcome 3. Children receive adequate services to meet their physical and mental health needs

STRATEGIES

Item 22. Physical health of the child

22.1 Monitor meeting the physical needs of children in all cases opened for services including in-home cases through CQI case reviews and report statewide results semi-annually.

Funding Source: CAPTA
Target Date for Completion: Ongoing

Status: Carried over from 2005-2009 CFSP

STRATEGIES

Item 23 Mental health of the child

23.1 Monitor meeting mental health needs of children in all cases opened for services including in-home cases through CQI case reviews and report statewide results semi-annually.

Funding Source: CAPTA
Target Date for Completion: Ongoing

Status: Carried over from 2005-2009 CFSP

23.2 Each region will assure that each child in out of home care is assessed and provided necessary mental health services (PIP-2, S 8.0)

Funding Source: CWS
Target Date for Completion: 2011

Status: New (PIP-2)

Supporting Documentation

Health Care Services Plan

According to department administrative rules, every child placed in alternate care will receive a medical card each month. (IDAPA 16.06.01.442) and will receive a medical examination within the first 30 days of their out-of-home placement (IDAPA 16.06.01.447). A dental exam is required within 90 days of placement for every child three and older (IDAPA 16.06.01.445)

Idaho Medicaid has a primary care physician managed health care strategy called Healthy Connections (HC). Under Healthy Connections individuals establish a medical home with

their current physician or with another primary care physician who accepts Medicaid. That physician then provides the case management services identified under Healthy Connections. The primary care physician acts as the child's health care coordinator, referring to specialists as needed and overseeing the medical care of each child patient.

The Department's Child Well-Being standard of practice provides expectations for addressing the physical, dental and mental health needs of children in foster care placement. (see attachment 2).

The intervals for periodic medical screenings is set in IDAPA 16.0309 as well as interperiodic medical screens when medically necessary.

The Department has access to child maltreatment medical experts who can consult and provide specialized assessment of medical needs. A number of locations in Idaho have established physician led foster care clinics, involvement of Nurse Practitioners on-site and regional contracts with health districts.

Meeting the health, dental and mental health care needs are monitored by the case manager, the case supervisor and through periodic CQI case reviews.

There is a section in each child's electronic file where the child's worker enters all relevant medical, dental and mental health information including names, appointments, results of doctor visits, allergies, immunizations, etc. The Alternate Care Plan also provides critical medical, dental and mental health information for the foster family, the child and the child's family.

IDAPA 16.06.03.447 requires foster parents **to** follow and carry out the health or dental care plan for a child as directed by a qualified medical professional; follow the children's agency approved policies for medical care of a child who is injured or ill; provide prescription medication as directed by a qualified medical professional. A foster parent shall not discontinue or in any way change the medication provided to a child unless directed to do so by a qualified medical professional; and foster parent shall store medications in an area that is inaccessible to a child.

Children assessed as needing psychotropic medications are assessed and monitored by child psychiatrists either employed or on contract with the Department.

Meeting the health, dental and mental health care needs are monitored by the case manager, the case supervisor and through CQI case reviews.

GOAL 4. CONTINUOUSLY IMPROVE THE ORGANIZATION'S CAPABILITY TO ACHIEVE ITS GOALS OF HELPING FAMILIES AND CHILDREN

4.1 Establish a statewide Child Welfare Ethics Committee to review cases where there is a conflict of interest

Funding Source: CAPTA/CWS

Target Date for Completion: 2012 Status: New

SYSTEMIC FACTOR 1 – STATEWIDE INFORMATION SYSTEM

STRATEGIES

Systemic Factor 1. Statewide Information System

SF1.1 Identify and submit work authorizations for necessary FOCUS enhancements to meet federal, state and agency needs.

Funding Source: CWS/CAPTA

Target Date for Completion: Ongoing Status: New

SYSTEMIC FACTOR 2 - CASE REVIEW SYSTEM

Systemic Factor 2 (SF2) Items 25 Written Case Plan

Systemic Factor 2 (SF2) Items 26 Periodic Reviews

Systemic Factor 2 (SF2) Items 27 Permanency Hearings

Systemic Factor 2 (SF2) Items 28 Termination of Parental Rights

Systemic Factor 2 (SF2) Items 29 Notice of Hearings ad Reviews to Caregivers

STRATEGIES

SF2.1 For 8 quarters, Legal Representation team will meet at least quarterly to (1) identify legal services that IDHW deems necessary for adequate legal representation, (2) identify areas of the state that need improved legal representation, and (3) strategize solutions to improve the delivery of legal services to the Department (PIP-2, EP 3.0).

Funding Source: CWS/SSBG

Target Date for Completion: 2011

SF2.2 Develop standardized court reports with the Court Improvement Project.

Funding Source: CWS/SSBG

Target Date for Completion: 2011 Status: New

SF 2.3 Support youth participation in court hearings.

Funding Source: CWS
Target Date for Completion: 2011
Status: New

SF 2.4 Familiarize magistrates with children and foster parents' right to be heard (PIP-2, EP 6.0)

Funding Source: CWS
Target Date for Completion: 2010

Status: New (PIP-2)

SF2.5 Monitor notification of caregivers of reviews and hearings for an opportunity to be heard through interviews during CQI case reviews and report statewide results semi-annually.

Funding Source: CAPTA
Target Date for Completion: Ongoing

Status: Carried over from 2005-2009 CFSP

SF2.6 Collaborate with the Idaho Prosecutors Association to train child welfare prosecutors on the laws and procedures in a child protection case (PIP-2, EP 4.0).

Funding Source: IV-E/CWS

Target Date for Completion: 2010

Status: New (PIP-2)

SF2.7 Train Department social workers to know how to work within the judicial system (PIP-2, EP 9.0).

Funding Source: IV-E/CWS

Target Date for Completion: 2010

Status: New (PIP-2)

SF2.8 All new judges in Idaho will be trained in child protective proceedings. (PIP-2, EP5).

Funding Source: IV-E/CWS

Target Date for Completion: 2010

Status: New (PIP-2)

SYSTEMIC FACTOR 3 -- QUALITY ASSURANCE SYSTEM

Systemic Factor 3 (SF3) Item 30. Standards Ensuring Quality Services Systemic Factor 3 (SF3) Item 31. Identifiable QA system that evaluates the quality of services and improvements.

STRATEGIES

SF3.1 Train CQI case reviewers to administer the CQI OSRI in a standardized manner with adequate inter-rater reliability.

Funding Source: CWS/CAPTA
Target Date for Completion: Ongoing

Status: Carried over from 2005-2009 CFSP

SF3.2 Conduct annual ICWA case review and submit a progress report.

Funding Source: CWS/CAPTA
Target Date for Completion: Ongoing

Status: Carried over from 2005-2009 CFSP

SF3.3 Implement a resource family licensing CQI to accompany ongoing regional CQI case reviews.

Funding Source: CWS/CAPTA

Target Date for Completion: Ongoing Status: New

SYSTEMIC FACTOR 4 - STAFF AND PROVIDER TRAINING

Systemic Factor 4 (SF4) 32. Initial Staff Training

Systemic Factor 4 (SF4) 33. Ongoing Staff Training

Systemic Factor 4 (SF4) 34. Foster and Adoptive Parent Training

STRATEGIES

SF4.1 Train supervisors using existing training resources and newly developed competency-based supervisory curriculum.

Funding Source: CWS/IV-E/CAPTA

Target Date for Completion: Ongoing

Status: Carried over from 2005-2009 CFSP

SF4.2 Develop a mechanism for ongoing evaluation of the training system and ways to identify ongoing training needs of experienced staff.

Funding Source: CWS/IV-E Target Date for Completion: 2009-2010

Status: Carried over from 2005-2009 CFSP

SF4.3 Strengthen supervisory practices through a strategic plan that will include role definition, training, and support (PIP-2, ORG 2.0)

Funding Source: CAPTA/CWS

Target Date for Completion: 2010

Status: New (PIP-2)

SF4.4 Develop a tool to assess current competency level of individual line staff and supervisors.

Funding Source: CWS/IV-E/CAPTA

Target Date for Completion: 2009/2010

Status: Carried over from 2005-2009 CFSP

SF4.5 Complete Child Welfare Manual revisions.

Funding Source: CAPTA/CWS

Target Date for Completion: 2010

SF4.6. Monitor resource families' ongoing training requirements through licensing CQI (see SF3.4)

Funding Source: CAPTA/CWS
Target Date for Completion: Ongoing
Status: New

SF4.7 Develop a monthly e-publication called <u>Ideas in Practice</u> for distribution to workers statewide (PIP-2, ORG 3.0)

Funding Source: IV-E/CWS

Target Date for Completion: 2010 Status: New

Supporting Documentation

Evaluation

Due to a significant reduction in resources, the contract to evaluate exiting foster parents will be suspended. Evaluation of the New Worker Academy will continue. In-house evaluation will continue through data collection during the CQI, FOCUS reports and Data Profiles.

Technical Assistance

During the two years of PIP-2 (2009 - 2011), the following technical assistance is planned.

- (1) Consultation with the National Resource Center for Child Protective Services regarding how to increase safe in-home and alternate care placements by: (a) Developing a decision tree that shows instances when children can be safely maintained in their home. The Decision Tree will be shared with MDTs, including law enforcement; (b) training on conducting initial and ongoing assessment with relative placements and in foster homes; and (c) training on re-assessing safety prior to re-unification and case closure with inclusion of services to prevent re-entry.
- (2) Consultation and training with the National Resource Center for Family-Centered Practice and Permanency Planning on engaging fathers and enhancing quality and frequency of social worker contact. Training should include: Family centered practice methods of engaging reluctant parents and parents who are incarcerated or live long distances; and how to conduct and document effective face-to-face visits with each child and each parent.
- (3) Consultation with the National Resource Center for Family-Centered Practice and Permanency Planning and the National Resource Center for Legal and Judicial Issues regarding how to implement concurrent planning activities, early in the case, including making a full disclosure with parents, relatives, and resource parents, within a family centered practice model.

- (4) Training by the National Resource Center for Organizational Improvement on how to monitor concurrent planning within the judicial role.
- (5) Technical assistance and training-of-trainers around identifying and placing children with relatives, specifically how to engage and find relatives within 30 days of a child coming into care when parents are reluctant to supply names of relatives and how other states are safely placing children with relatives, pending licensure.
- (6) Technical assistance and training is being sought to build a stronger partnership between resource families and CFS social workers and supervisors. This TA is designed to assist resource parents, licensing staff, risk assessors, and case managers in clarifying their roles and operationalization of the PRIDE model's philosophy of "working together as a professional team."
- (7) Technical Assistance from Adopt US Kids to build the infrastructure on a statewide basis to recruit additional resource families to allow for better resource family/child matching. This TA will assist Idaho in assessing the current need for foster homes in each region, which reflects the ethnic and racial diversity of children in the State. After assessing the need and reviewing current regional recruitment activities, the TA will assist the State in linking and enhancing regional activities through a Statewide plan.
- (8) TA from the National Resource Center on Family-Centered Practice and Permanency Planning in strengthening supervisors through a strategic planning process that will include role definition, identification of training and supports. Technical Assistance may be necessary to assist Idaho in implementing the Strengthening Supervisor's Strategic Plan.
- (9) Onsite consultation from National Resource Center for Organizational Improvement for the Department and the Courts to learn more about evidence-based change strategies that will allow both systems to more effectively implement concurrent planning and work towards improved legal representation for the Department. The National Council of Juvenile and Family Court Judges is also a resource regarding system change necessary to improve outcomes for children.

SYSTEMIC FACTOR 5 – SERVICE ARRAY and RESOURCE DEVELOPMENT

Systemic Factor 5 (SF5) 35. Array of Services Systemic Factor 5 (SF5) 36. Service Accessibility

Systemic Factor 5 (SF5) 37. Individualizing Services

STRATEGIES

SF5.1 Assure tribal access to information about available funding to expand services.

Funding Source: CWS
Target Date for Completion: Ongoing

Status: Carried over from 2005-2009 CFSP

Supporting Documentation

PSSF is distributed to each of the seven Idaho regions based on a formula. Formula elements include numbers of children in care, rurality, poverty, and population. Contracts are competitively bid at the local level.

PSSF Resource Utilization (Detail Report)

SYSTEMIC FACTOR 6 – AGENCY RESPONSIVENESS TO THE COMMUNITY

Systemic Factor 6 (SF6) 38. State Engagement in Consultation with Stakeholders Systemic Factor 6 (SF6) 39. Agency Annual Reports Pursuant to the CFSP Systemic Factor 6 (SF6) 40. Coordination of CFSP Services with other Federal

Programs

STRATEGIES

SF6.1 Respond to and implement, as feasible, the recommendations of the Keeping Children Safe Panels.

Funding Source: CWS/CAPTA
Target Date for Completion: Ongoing

Status: Carried over from 2005-2009

SF6.2 Participate in and support the recommendations and activities of the Children at Risk Task Force.

Funding Source: CJA
Target Date for Completion: Ongoing

Status: Carried over from 2005-2009

SF6.3 Participate in and support the activities of the Idaho Child Welfare Court Improvement Project.

Funding Source: CIP/CWS
Target Date for Completion: Ongoing

Status: Carried over from 2005-2009

SF6.4 Continue regular meetings of Idaho's Indian Child Welfare Advisory Council (ICWAC).

Funding Source: CWS/CAPTA
Target Date for Completion: Ongoing

Status: Carried over from 2005-2009

SF6.5 In regions where there is a tribally operated social services or tribal court Services, the Department will consult with the tribe to negotiate a procedural agreement for basic critical coordination for crisis response, child protection risk assessments, foster home placement and court appearances.

Funding Source: CAPTA/CWS

Target Date for Completion: 20011

Status: Carried over from 2005-2009 CFSP

SF6.6 Work with Idaho Children's Trust Fund with the goal of better co-ordination of primary, secondary and tertiary child abuse and neglect prevention efforts.

Funding Source: CWS/PSSF
Target Date for Completion: ongoing
Status: New

Supporting Documentation

Disaster Plan

The IDHW Disaster Plan can be found as Attachment A to this 5 year plan. Plan development and implementation is divided into the following phases:

- Phase 1 (October 2008-June 30, 2009) Create DHW Continuity of Operations Plan
- Phase 2 (June 22, 2009-November 2010) Train, Practice & Improve the COOP
- Phase 3 (July 2010-March 2012) Disaster Recovery Integration

Accomplishments during Phase 1 include the following:

Project Overview

While the COOP project was established to develop, practice and improve the Continuity of Operations plan for the Department of Health and Welfare, Phase 1 was focused on creation and delivery of the initial Continuity of Operations plan. This required obtaining a massive amount of detailed information regarding all parts of the Department – from

people to locations to equipment and technology. The details were then compiled into a single cohesive plan that addressed the entire Department while still being useful to individual locations. A June 30, 2009 delivery date for the plan was mandated by the Governor.

Accomplishments

- IDHW COOP Plan delivered ahead of schedule
- Key personnel trained in all locations/Executive staff trained
- Strohl software learned in preparation for Phase 2
- Surveys of all regional programs were completed to identify alternate sites, resources needed to continue essential business operations, and the percentage of time/staff required to perform essential business functions

Collaborative Efforts with Tribal Programs

Tribes living within the boundaries of the State of Idaho are the Kootenai Tribe of Idaho, Coeur d'Alene Tribe, Nez Perce Tribe, Shoshone-Paiute Tribes, Northwestern Band of the Shoshone Nation, and the Shoshone-Bannock Tribes.

For the past several years DHW and tribal program staff have become increasingly active and successful in on-going collaborative efforts to access, coordinate and enhance services for Indian people and reservation service areas in Idaho.

The Indian Child Welfare Advisory Committee (ICWAC) continues to be the strongest and most long-lasting collaborative effort between DHW and tribal representatives. The group has been meeting since the early 1990's. The current meeting schedule is quarterly for two days—a one day meeting with tribal representatives and the DHW tribal relations program manager and the second day with the same group plus representatives from DHW programs, DHW regional program managers, Dept. of Juvenile Justice, and the Idaho Supreme Court. This group is instrumental in development of coordinated procedures and services and contracts that pass Social Services Block Grant and Title IV-B, Part 2 funding from DHW to tribal social services programs. Recruitment of Indian foster families is a standing agenda item.

Currently the Shoshone-Bannock Tribes are considering implementation of a Title IV-E agreement with the state. They are meeting with Region 10 ACF staff and state FACS Division staff to assess their current and future capacity.

SYSTEMIC FACTOR 7 – FOSTER and ADOPTIVE PARENT LICENSING, RECRUITMENT and RETENTION

Systemic Factor 7 (SF7) 41. Standards for Foster Homes and Institutions

Systemic Factor 7 (SF7) 42. Standards Applied to All Homes Receiving IV-B or IV-E

Systemic Factor 7 (SF7) 43. Requirements for Criminal Background Checks

Systemic Factor 7 (SF7) 44. Diligent Recruitment of Foster and Adoptive Homes

Systemic Factor 7 (SF7) 45. State Use of Cross-Jurisdictional Resources for Permanent Placements

SF7.1 Develop a statewide recruitment plan to increase available resource families for improved family/child matching including American Indian/Alaska Native families (PIP-2, S3.0).

Funding Source: IV-E/CWS

Target Date for Completion: 2010

Status: New – PIP-2 item

SF7.2 Modify PRIDE training to include more information regarding the adoption process and questions about adoption in general.

Funding Source: IV-E/CWS

Target Date for Completion: 2012 Status: New

SF7.3 Implement rule changes to eliminate need for duplicate criminal history background checks when transitioning between being a foster and an adoptive parent.

Funding Source: CWS
Target Date for Completion: 2011
Status: New

SF7.4 Develop a conflict resolution protocol to use between foster care "team members."

Funding Source: CWS
Target Date for Completion: 2013
Status: New

SF7.5 Provide staff training on criminal history background checks including information on the Adam Walsh provisions and the Code-X procedure.

Funding Source: IV-E/CWS

Target Date for Completion: 2010

Status: New

SF7.6 Review the role of Regional Peer Mentors and provide staff training about the role of the Regional Peer Mentor.

Funding Source: IV-E/CWS

Target Date for Completion: 2011 Status: New

SF7.7 Develop and distribute a statewide foster parent handbook.

Funding Source: IV-E/CWS

Target Date for Completion: 2012 Status: New

SF7.8 Establish method for electronically processing ICPC requests.

Funding Source: CWS
Target Date for Completion: 2013
Status: New

SF7.9 Support passage of the new ICPC legislation and prepare agency for changes that will follow.

Funding Source: CWS
Target Date for Completion: 2012
Status: New

Supporting Documentation

Report of data regarding the issuance of licensing waivers for relative foster homes.

Report of data regarding timeliness of ICPC home studies.

CHAFEE FOSTER CARE INDEPENDENCE PROGRAM STATE PLAN STATE OF IDAHO FFYs 2010 - 20014

The Idaho Department of Health and Welfare (IDHW), Division of Family and Community Services, is responsible for the administration and oversight of the programs carried out under the Chafee Foster Care Independence Program State Plan. The independent living activities and services planned throughout Federal Fiscal Years 2010 – 2014 will continue the commitment of Family and Community Services to provide individualized assistance to youth as they transition from foster care toward self-sufficiency.

Program development and planning is accomplished at the central office level and program implementation is the responsibility of each of the Department's seven regions. This allows for program modification to address the unique needs and issues of specific communities.

Idaho's Independent Living Plan was developed in consultation with private and public child welfare agencies, each of the six (6) Indian tribes residing in the state, and older youth who are preparing for independent living. These groups and individuals provided invaluable recommendations in creating Idaho's plan of services to youth preparing for independent living.

The Idaho Department of Health and Welfare assures that, as the state agency responsible for the implementation of the independent living program in Idaho, it will cooperate with national evaluations of the effects of the independent living program implemented to achieve the purposes of the Chafee Foster Care Independence Program (Section 477(b)(2)(F)).

The State of Idaho Independent Living Program is designed to achieve the purposes of sections 477(b)(2)(A) and section 477(a)(1-7) of the Act to assist youth in achieving a goal of self-sufficiency. The state's program and the strategies that have been or are being implemented are designed to help youth make a successful transition from foster care to living as a self-sufficient adult.

Description of Program Design and Delivery

As required by Section 477(b)(2)(A), Idaho will design, conduct and/or strengthen programs to achieve the purposes of section 477(a)(1-7) of the Act to:

- Help youth transition to self-sufficiency;
- Help youth receive the education, training and services necessary to obtain employment;
- Help youth prepare for and enter postsecondary training and educational institutions;

- Provide personal and emotional support to youth aging out of foster care through mentors and the promotion of interactions with dedicated adults;
- Provide financial, housing, counseling, employment, education and other appropriate support and services to former foster care recipients between 18 and 21 years of age to complement their own efforts to achieve self-sufficiency and to assure that program participants recognize and accept their personal responsibility for preparing for and then making the transition into adulthood;
- Make available vouchers for education and training, including postsecondary education, to youth who have aged out of foster care; and
- Provide services to youth who, after attaining 16 years of age, have left foster care for kinship guardianship or adoption.

For the State of Idaho, services which are allowable and may be provided under the FFY 2010-2014 plan to assist youth, including Indian youth, make the transition to self-sufficiency include, but are not limited to, the following:

Transitional Independent Living Plan: Services to provide each participant with a written transitional independent living plan which shall be based on an assessment of his or her needs and shall be incorporated into the youth's case plan.

Family and Support Persons Involvement: Services to involve the biological parents and, if appropriate, extended family members, foster parents, and other relevant parties, including Indian tribes, in the development of the youth's Independent Living Plan and services.

Independent Living Skills: Counseling and instruction in basic living skills such as money management, home management, consumer skills, decision-making, time management, parenting, health care, access to community resources, transportation, leisure activities, and housing options, including coordination of resources and/or development of contracts with appropriate service providers.

Educational and Vocational: Educational and training funds as needed to ensure completion of educational programs that would result in obtaining job related employment. Counseling and other assistance related to educational and vocational training (including preparation for a General Equivalency Diploma (GED), high school graduation, vocational education, and higher education) and the coordination of resources and/or development of contracts with appropriate service providers.

Employment: Counseling and other assistance related to employment, such as job readiness training, job search assistance, and employment placement programs, and the coordination of resources and/or development of contracts with the Idaho Department of Employment, the Private Industry Councils, Vocational Rehabilitation, and other employment service providers, including tribal employment and training programs.

Human Sexuality Issues: Counseling, education, and other assistance related to human sexuality issues, such as reproductive health, abstinence programs, family planning & pregnancy prevention, sexually transmitted diseases, and avoidance of high-risk sexual behaviors.

Counseling: Counseling and other assistance related to self-esteem, interpersonal relationships, and social skills development, such as individual, family counseling, group counseling, and issues that are of cultural relevance.

Room and Board: Provision of room and board assistance for eligible youth between the ages of 18 and 21 years who have aged out of the foster care system upon reaching the age of 18 years or older.

Self Sufficiency: Provision of other necessary services and assistance designed to improve participant's opportunities to successfully transition to self-sufficiency.

Outreach: Establishment of a system of outreach which would encourage youth currently in foster care to participate in the independent living program.

Increasing Services: Ongoing development of community organizational efforts aimed at increasing available services to youth.

Support Networks: Development of ongoing support networks for youth leaving foster care including contracted services and involvement of the youth's natural support system.

Training: Training for agency and tribal staff, foster parents, residential care facility staff, and related groups to assure their preparation and competence to address the challenges and issues of youth preparing for independent living.

Determining Eligibility for Benefits and Services

The State of Idaho has developed the eligibility criteria for a youth's participation in the independent living program through a process of consultation and public input. These criteria have been developed to emphasize services to those youth most likely to remain in foster care until their 18th birthday. Idaho requires that a youth be in foster care placement for ninety (90) cumulative days, an indicator they will more likely be in care long term and need additional assistance in attaining self-sufficiency. Eligibility requirements for Idaho's plan for independent living services are as follows:

- 1. A youth must be, or have been, the responsibility of the State or Indian tribe either through a court order or voluntary placement agreement with the child's family.
- 2. Only youth between the ages of 15-21 years are eligible for services and use of funds through the independent living program.
- 3. Youth must have resided in an eligible placement setting which includes foster care, group care, Indian boarding schools, or similar foster care placement and excludes detention facilities, forestry camps, or other settings primarily designed for services to delinquent youth.

- 4. A youth must have resided in an eligible foster care setting for 90 cumulative days.
- 5. Room and board services will be available only to those eligible youth, including Indian youth, who have aged out of foster care settings upon reaching the age of 18 years but have not yet reached the age of 21.

No Supplanting

Grant funds awarded to Idaho through the CFCIP will not be used to supplant other funding sources for the cost of, or the cost of providing foster care placement.

Serving Youth Across the State

The program has served, and will continue to, serve eligible youth in all geographic areas of the state. Youth who move from one region to another will be served by the region in which the youth currently holds residence. Any youth for whom the state is legally responsible regarding placement and care, and who satisfies the State of Idaho's criteria for IL eligibility, may be served through the program. In keeping with the CFCIP, Indian youth for whom a tribe is responsible for placement and care and who satisfy the eligibility criteria may be served. Youth who are dually committed through an expansion of the Juvenile Justice act and are not in a detention facility or hospital setting may be served if they meet the eligibility criteria.

Serving Youth of Various Ages and States of Achieving Independence

Youth Under 16: Idaho provides independent living services to eligible youth beginning at 15 years of age when youth have been determined likely to remain in foster care until their 18th birthday. In making this determination, Idaho has established a standard of ninety (90) cumulative days of foster care placement after the 15th birthday as the criteria which indicates that youth are likely to remain in foster care until they reach 18. By initiating independent living services for youth younger than 16, more time is available to provide services and prepare youth to successful transition to independent living. Services to youth in this age range will include all the services noted in the plan, except for room and board, that will accomplish the purpose of the CFCIP. This includes attending to the service areas of basic life skills, education, employment, and personal support. Services to youth of this age under Idaho's plan will be provided by state agency staff, tribal social service programs, and community partners or contractors.

Youth 15-18: For youth between the ages of 15 and 18 years old who are residing in foster care placements, services will be initiated with a formal assessment of their readiness for self-sufficiency. Subsequent to the assessment an independent living plan will be developed to support eligible youth in acquiring the knowledge, skills, and resources necessary to make a successful transition to adulthood. These services will be provided by foster parents, parents, child welfare professionals, tribal social service programs, or private and public partners. Youth will be instrumental in the planning and implementation of their independent living service plans to assure they take responsibility for their success. This age group will have the entire range of services noted earlier in the plan available to them except that no room and board payments may be made in their behalf.

Youth 18-21: For youth ages 18 through 20, Idaho will provide independent living services for eligible youth, including Indian youth, who have left foster care placement upon reaching the age of 18 but have not yet reached 21. Youth in this age range may receive all appropriate independent living services, including the room and board program. These services to older youth may be delivered by a wide range of service providers such as state agency staff, tribal social service programs, and partners such as the Casey Family Programs. This group of older youth will also participate in an assessment and planning process similar to that of younger foster youth.

Room and Board

Room and Board funds will be provided for room and board for youth who left foster care because they attained 18 years of age, but have not yet attained 21 years of age. No more than 30 percent of the allotment of CFCIP funds will be used for room and board.

For the State of Idaho Independent Living Program, room and board is defined as those expenses which assist eligible youth, including Indian youth, to secure adequate housing and other necessary household items which promote the goal of self-sufficiency. Independent living room and board funds may be used for, but are not limited to, the following:

- Rent payments
- Security, cleaning and similar deposits
- Costs related to household utilities
- Foodstuffs
- Other household goods and supplies that are essential for a youth's health, safety, or well-being
- Housing related expenses essential to attend an institution of higher learning, vocational programs or comparable educational setting

Medicaid Coverage

Idaho continues the commitment to provide Medicaid coverage for youth who have aged out of foster care up to their 19th birthday, using the state's Children's Health Insurance Program. Idaho will analyze the impact of provision of continuing Medicaid coverage to youth ages 19 to 21 who aged out of foster care. Extended coverage has not been possible in the past due in part to the state legislature's intent to contain the cost of services under the Medicaid program.

Trust Accounts

The Resource Development Unit monitors/manages funds for children in foster care who receive either Social Security benefits (SSI/SSA/ OASDI), child support dollars from obligated parents and/or insurance or court settlements. These funds are used to offset that child's cost of foster care. Any monies left over after the child leaves care and all outstanding expenses are paid is returned. No other trust accounts are used for the purpose of independent living.

Education and Training Voucher Program (ETV)

Idaho will make available Education and Training Vouchers (ETV) to youth who are eligible for the Idaho Independent Living Program. ETV is available to youths who aged out of foster care or who, after attaining age 16, left foster care for adoption or kinship guardianship. Youth will be eligible for ETV on their 21st birthday, until they turn 23 years old, as long as they are enrolled in a post secondary education or training program and are making satisfactory progress toward completion of that program.

IDHW will collaborate with tribes residing in Idaho to make ETV funding available to Indian youth who are currently in tribal custody or who have been in tribal custody and meet Independent Living Program eligibility criteria.

A maximum of \$5,000 per year or the total cost of attendance at an institution of higher education may be used for attendance at an institution of higher education. The total amount of the award and any other Federal assistance will not exceed the cost of attendance.

An institution of higher education is defined as an educational institution that:

- 1. Admits as regular students only persons having a certificate of graduation from a school providing secondary education, or the recognized equivalent of such a certificate;
- 2. Is legally authorized within Idaho to provide a program of education beyond secondary education;
- 3. Provides an educational program for which the institution awards a bachelor's degree or provides not less than a 2-year program that is acceptable for full credit toward such a degree;
- 4. Is a public or other nonprofit institution; and
- 5. Is accredited by a nationally recognized accrediting agency or association, or if not so accredited, is an institution that has been granted pre-accreditation status by such an agency or association that has been recognized for the granting of pre-accreditation status, and it has been determined that there is satisfactory assurance that the institution will meet the accreditation standards of such an agency or association within a reasonable time.

The term "institution of higher education" also includes:

- 1. Any school that provides not less than a 1-year program of training to prepare students for gainful employment in a recognized occupation and that meets the provision of paragraphs (1), (2), (4), and (5) of subsection (a) of the Higher Education Act; and
- 2. A public or nonprofit private educational institution in any State that, in lieu of the requirement in subsection (a)(1), admits as regular students persons who are beyond the age of compulsory school attendance in the State in which the institution is located.

Idaho will take advantage of other programs such as scholarships, grants, loans, and student work experience as strategies to help youth pursue their postsecondary educational goals. Youth will be asked to apply for all available scholarships and grants by applying through

the Free Application for Federal Student Aid (FAFSA) program web site.

Prior to the expenditure of ETV funds, IDHW will assure that each youth completes the Ansell-Casey Life Skills Assessment, develops an approved Independent Living Plan which includes the plan for achieving educational goals and IDHW's role in supporting the youth, and completes a standardized ETV application with supporting documentation approved by the regional child welfare program manager.

ETV funds will be used to cover costs for educational support including, but not limited to, tuition and fees, room and board, counseling related to education and training programs tutoring, books, rental or purchase of required equipment, supplies, transportation, child care, and other identified service needs to support the youth's education goals. IDHW will track the use of ETV funds separately from Chafee through Idaho's FOCUS automated system.

Consultation and Collaboration

Idaho will continue to consult and collaborate with public and private entities in helping adolescents in foster care achieve self-sufficient independence. On a state level, this includes university partners, the Idaho State Board of Education, the Department of Education, Casey Family Programs, the Idaho Court Improvement Project, law enforcement, all federally recognized tribes in Idaho, legislators, professional child welfare workers, regional and central office child welfare program managers, health care providers, legal services, foster youth and foster youth alumni, housing providers, substance abuse treatment providers, judges, juvenile justice, Idaho's children's mental health program, and public education providers.

On a regional and local level, assessment, planning and intervention strategies are coordinated with eligible youth, community partners, parents and family members, foster parents, training staff, case managers, and persons requested by youth to participate in assessment, plan development and services. Idaho integrates independent living services with existing community programs to assure the most effective system of service delivery. Independent living skills training is provided to youth by state staff and private agencies to assure that youth are prepared for independent living.

Foster Youth Involvement: Foster youth provided input to Idaho's 2008 Children and Family Services Review (CFSR) and subsequent Program Improvement Plan (PIP-2). One or more youth focus groups were held in each the state's seven regions to elicit youth input on safety, permanency and well-being for the results of the CFSR. Foster youth and alumni participated in the development of the state's Self-Assessment as well as PIP-2 goals and strategies.

Youth participation is encouraged through Foster Youth/Alumni of Idaho (FYI). FYI is made up of youth in care and youth who have been in care, between the ages of 15-21, and includes alumni of the child welfare system. FYI activities vary by Region according to the interests of the youth involved. FYI continues to be active in many areas of the state,

engaging youth in a variety of activities and participation in independent living programs and as advisory groups.

IDHW supports the new state chapter of Foster Care Alumni Association, approved in December 2008, by the national association. Officers have been elected and the director is an alumnus of foster care in Idaho. Current members live in different areas of Idaho and new members are being recruited statewide. For more information on FCAA, see the national web site at http://www.fostercarealumni.org/ In support of youth and alumni participation in FCAA, Idaho has determined that Idaho Independent Living funds may be used for annual dues for eligible youth.

Another foster youth program unique to Idaho is the Idaho Resources, Opportunities, Communities, and Knowledge (IROCK). The mission of IROCK for Young Adults is to "prepare and support young people on their journey to independence." This is a coordinated effort among staff from private and public agencies including the Department of Labor, independent living training providers, private employment and residential providers, school personnel, IDHW, the Casey Family Program and case management staff and agencies. The web site for IROCK is http://irock4ya.ning.com/ IROCK is currently located in the two largest regions in the state. Idaho is facilitating the expansion of similar IROCK collaborations in all parts of the state and encourages their recommendations to the state Independent Living Program on an ongoing basis.

Casey Family Programs: The Department partnership with the Casey Family Programs continues to flourish. Casey Family Programs, Boise Field Office, has three full time staff assigned to providing transitional services to youth. In turn, the commitment of Casey staff is used as in-kind match towards Idaho's CFCIP funding allocation. Casey also continues to be a significant contributor and support to the Foster Youth/Alumni in Idaho advisory group, the Idaho chapter of Foster Care Alumni Association and IROCK.

State Board of Education: IDHW continues to partner with the Idaho State Board of Education regarding Idaho's ETV Program with an intended goal of assisting youth in making the best educational choices when they apply for ETV Program funds. Information is distributed to regional independent living and tribal social service staff through the state's Independent Living Coordinator about all of Idaho's institutions of higher education and entrance requirements.

Idaho Department of Education: The state Independent Living Coordinator will participate on the Idaho Department of Education's Secondary Transition Council and will share information about secondary transition with regional staff as well as Casey Family Programs and tribal staff. Locally, state and tribal social services staff, in addition to private agencies providing independent living services, will collaborate with each youth's school program to coordinate plans for transition and education.

Citizen Review Panels: Citizen Review Panel members continue to express an interest in issues affecting older youth in care and youth who age out of care. Known in Idaho as "Keeping Children Safe Panels," panel members include recommendations to the state that

affect youth eligible for IL services. Idaho's Independent Living Program will continue to respond to these recommendations and provide information to panel members on those topics of interest and concern.

Coordination with other Federal and State Programs for Youth: The Department continues to meet, at both the state and regional level, with partner programs to address issues and concerns in the area of independent living services. Often representatives from the county juvenile services, housing and transitional living programs, health care agencies providing family planning and abstinence programs, educators, vocational rehabilitation, state agencies, and other groups having an interest in youth who are in need of supportive service programs are included in these meetings. Through this ongoing dialogue the Department anticipates services to youth will be better coordinated, expanded, and delivered in such a way that achieves the purpose of the CFCIP.

Regional Independent Living Coordinators engage in collaboration with private persons and agencies that develop and maintain transitional living programs for youth who have exited foster care but still need the structure and support of a small group living arrangement to help them prepare for self-sufficiency and personal responsibility.

Tribes Residing in Idaho: IDHW continues to partner with each Indian tribe residing in Idaho to make available a full array of independent living services to tribal youth. Regional staff will provide support and training to tribal social services staff about the Independent Living Program and full access to those services by Indian children. Idaho tribes receive information regarding Idaho's Independent Living Program through the State Independent Living Coordinator, the IDHW/FACS Tribal Relations Program Manager and at regular Indian Child Welfare Advisory Committee meetings. Benefits and services under the program will be available to Indian youth in Idaho on the same basis as to other youth in the state.

In keeping with the requirements of CFCIP section 477(b)(3)(G), Idaho will negotiate in good faith with any Tribe that does not receive a CFCIP or ETV allotment directly from the Secretary for a fiscal year and requests to develop an agreement to administer or supervise the CFCIP or an ETV program with respect to eligible Indian children and receive an appropriate portion of the State's allotment for such administration or supervision.

Determining Eligibility for Benefits and Services

The Idaho Independent Living Program does not discriminate against any youth because of race, religion, gender, ethnicity, or handicapping condition. Services will not be denied to eligible youth who temporarily reside out of state. Each youth who satisfies the eligibility requirements for services under the plan will have available to them the full array of benefits necessary to achieve the purposes of the CFCIP. Individualized services will be based on a youth's assessed needs relative to their preparation for self-sufficiency, their willingness to participate in the programs services, and the availability of services necessary to help them prepare for a successful transition to self-sufficiency.

Training

Training on the Independent Living Program is an ongoing effort to inform new IDHW staff and contractors, tribal social service staff, resource families, and other entities critical to the success of Idaho's Independent Living Program about the purpose and implementation of independent living services. Updated training will be delivered to these entities whenever program needs or requirements change.

Training will be provided to all new child welfare staff on independent living services through the Children and Family Services (CFS) Academy at least twice annually. Ongoing training for foster parents and other caregivers, including tribal foster parents, relative to the independent living needs of youth will occur during PRIDE, a required curriculum which all resource parents must complete as a condition of being licensed as a foster home.

Training will continue to include training on the purposes and philosophy of the Independent Living Program, participation requirements, implementation, measurements of success and outcomes, payment mechanisms, entry to Idaho's child welfare data system and all other aspects of the program that allow youth to make a smooth transition from foster care to self-sufficiency and independence.

Preparation to Implement National Youth in Transition (NYTD) Database

Idaho will analyze system requirements and explore methods of surveying foster youth and foster alumni at the ages of 17, 19, and 21 to gather data that inform state and federal independent living programs about the outcomes of the Independent Living Program. Staff will continue to attend national meetings on NYTD implementation, participate in national discussions, and gather the information necessary to comply with 45CFR 1356, 80-86. Initial meetings have taken place and dialogue has begun in Idaho to identify the scope and sequence of activities necessary for implementation.

Idaho has explored and will continue to explored methods of locating foster care alumni at ages 19 and 21 and gaining their cooperation in answering questions related to the required outcome data elements. Survey instruments have been reviewed and more will be considered to assure that all requirements of NYTD are met.

Goals and Strategies for Idaho's IL and ETV Programs for 2009-2014

Goal 1: Every youth 15 years of age and older in the custody of IDHW has an Independent Living Plan based on a life skills assessment.

Strategy 1.1: A statewide on-line child welfare manual will contain instructions to staff on how to complete assessments and develop Independent Living Plans.

Target Date: 2010

Strategy 1.2 Training will be provided to regional IL and tribal social service staff in each Region by the state independent living coordinator on all aspects of IL Plan development, including data entry.

Target Date: 2011

Strategy 1.3 The percent of eligible youth with IL Plans will increase to 60%, based on data in FOCUS, the child welfare program's data system.

Target Date: 2013

Strategy 1.4 A set of additional inquiries related to independent living will be gathered on each youth over 15 who is part of any regional CQI and include additional inquiries as attachment to onsite review instrument to assess the adequacy of the youth's Independent Living Plan.

Target Date: 2010

Goal 2: Every youth in foster care will have an individualized Independent Living Transition Plan in accordance with the requirements of the Fostering Connections and Increasing Adoption Act of 2008.

Strategy 2.1 A statewide on-line child welfare manual will contain instructions to staff on how to complete assessments and develop Independent Living Transitions Plans at ages 17 and 18.

Target Date: 2010

Strategy 2.2 Independent Living Transition Plans will be made available to the courts within 90 days of youth attaining age 18 that include all requirements of the Fostering Connections and Increasing Adoptions Act of 2008.

Target Date: Ongoing

Goal 3: An increased number of youth will use Education and Training Vouchers to attend institutions of higher education.

Strategy 3.1 A brochure will be developed on college preparation and time lines in Idaho for foster youth.

Target Date: 2010

Strategy 3.2: Information will be shared to all foster youth 15 and older and all youth eligible for independent living services on requirements for attendance in institutions of higher education.

Target Date: Ongoing

Goal 4: Implement the National Youth in Transition Database (NYTD) requirements.

Strategy 4.1 Evaluate the scope and detail of changes to Idaho's child welfare information system to collect outcome data on foster youth and alumni at ages 17, 19, and 21 that meet the NYTD requirements.

Target Date: 2010

Strategy 4.2 Evaluate and select a survey instrument that captures the data elements required in NYTD.

Target Date: 2011

Strategy 4.3 Explore and determine a method for locating foster alumni at ages 19

and 21.

Target Date: 2011

Strategy 4.4 Collect and enter data and produce reports on outcomes of

independent living services as required by NYTD.

Target Date: 2012

PROGRAM CONTACT

Diane Helton Child Welfare Program Specialist Child and Family Services 450 W. State Street, 5th Floor P.O. Box 83720 Boise, Idaho 83720-0036 (208) 334-4932

IDAHO STAFF DEVELOPMENT AND TRAINING PLAN FY 2010-2014

Background

The Idaho Child and Family Services (CFS) Program made substantial changes since the first CFSR statewide review in 2003. The agency implemented several more key strategies as part of its PIP to address concerns from the 2003 CFSR. The State met its target goals for this systemic factor by the end of its PIP implementation period. During the 2008 CFSR, the reviewers noted that Idaho was in substantial conformity with the systemic factor of training. The following Idaho Staff Development and Training Plan provides information regarding ongoing and planned activities for the period of 2010-2014.

IV-E Child Welfare Workforce

The Division of Family and Community Services (FACS) will continue to work on improvements in workforce development, practice improvement and innovation and to sustain the gains achieved by the CFS Program during the PIP-1 and make further strides during PIP-2.

The Departments key priorities include:

- Staff and foster parent training;
- Child welfare student education (such as the scholars program that helps movement from BSW to MSW);
- Recruitment and retention, competency-based child welfare Academy for new employees;
- Child welfare supervisor curriculum development;
- Training logistics and second level evaluation of new worker Academy training;
- Implementation of alternative learning methods; and
- Implementation of a transfer of learning strategies, and in-service training related to best practices.

These best practices include training that is organized around a family-centered practice model, family group decision making (FGDM), wraparound services, pre-service and continuing education of foster/adopt parents (Child Welfare League of America's PRIDE model), concurrent planning, cultural competency, working with foster parents and birthparents as a team, transitioning youth from foster care, and implementing use of the Ansell-Casey life skills assessment tool, to name a few. A quality improvement restructuring effort is currently being implemented regarding the Partnership process, boards, responsibilities and tasks.

Partners in Training

The Casey Family Programs continues to demonstrate a commitment to Idaho in the area of systems improvement. Casey will continue to provide leadership, technical assistance, and funding for system improvements in many of the best practice areas noted above. 'Undoing Racism' training will continue to be made available. A pilot project in southeast Idaho on

"Knowing Who You Are (KWYA)" is in progress and the online KWYA training will continue to be made available via the Idaho Child Welfare Partnership website.

There are two Child Welfare Research and Training Centers. One is located in the far northern (EWU) and in the south-central (BSU) part of the state. Through these university-based centers, EWU and BSU will continue to collaborate and sub-contract with universities, colleges and community colleges, serving Idaho in several child welfare capacities. These universities and colleges include North Idaho College, Lewis and Clark State College, Northwest Nazarene University, College of Southern Idaho, and Idaho State University.

FACS, BSU and EWU have currently defined their financial relationship as follows:

"The parties agree to develop and sustain a full-service training and evaluation partnership, with capacities to engage in mutually beneficial activities such as specialized pre-service education, in-service training, consultation and technical assistance, research and service evaluation, and collaborative community and program development. To support this partnership FACS will seek Title IV-E funding to finance specified IV-E education and evaluation services from BSU and EWU. In return, BSU and EWU agree to cap their indirect cost rate at 8% of their total direct costs and contribute as match, the difference between 8% and their federally negotiated rate."

EWU's current federally negotiated rate is 64% of personnel and it is 50% of all direct costs for BSU. The publicly funded sub-contracted schools also use their match rate for formula calculation. The overriding funding assumption of this proposal is that beyond the University contributions of match defined above, the FACS Division is responsible for the remaining costs.

Contract with Eastern Washington University School of Social Work (EWU)

FACS will continue to maintain IV-E educational contracts with EWU with the satellite campus located in Coeur d'Alene, Idaho (Idaho Child Welfare Research and Training Center or ICWRTC). The Division will make IV-E claims to help finance pre-service child welfare education, curriculum development and training in the academies for new child welfare employees and supervisors, statewide coordination of foster/adoptive parent training, arranging child welfare in-service training, evaluation of designated training initiatives, Center administration, and other related activities. EWU will continue to have lead administrative responsibilities for sub-contracting with the other universities and colleges. These sub-contractors will retain faculty for the IV-E degree program and trainers to conduct statewide foster/adoptive parent training.

Contract with Boise State University School of Social Work (BSU)

FACS will continue to have IV-E educational contracts with BSU. Administration of these contracts will be through the BSU Child Welfare Center. The Division will make IV-E claims to help finance pre-service child welfare education, child welfare in-service training, training evaluation to improve training quality, Center administration and statewide coordination of the Child Welfare and Supervisor Academy and designated in-service

training. BSU had a separate resource family contract but in the next contract year will sub-contract with EWU along with other Idaho universities.

Pre-Service Education

A priority for employees to participate in the stipend programs was reduced by the legislature in the 2009 session for fiscal year 2010. The costs associated with the stipend programs at each participating school were negotiated for the 2008-09 school year. The stipends were not to exceed the costs of tuition, books, conference travel, and travel reimbursement to rural field sites effective September 1st, 2007. This program was revamped to assure students are exclusively serving Title IV-E eligible clients and that they are assigned to Title IV-E approved learning activities. As part of the program revision, Idaho submitted a new cost allocation plan to Region 10, which reflected these changes. This proposal was accepted and FACS is making enhanced IV-E claims.

IDHW/FACS will continue to maintain Title IV-E sub-contracts with five universities serving Idaho – ISU, LCSC, NNU, EWU and BSU. Up to 1 FTE is retained in each site develop and monitor the IV-E field placements, conduct child welfare seminars, and conduct child welfare courses. These contracts support MSW and BSW students. FACS DHW will coordinate evaluation activity related to student recruitment and retention from all the schools.

In-Service Training

The CFS Program will continue to modify and improve a case review Continuous Quality Improvement process that generates information regarding the program's ongoing training needs. Many of the identified training needs are addressed in some way in this plan. When field-based policy, procedure or practice-oriented training needs are identified through the CQI process, it directs the Chiefs of Social Work, located in each supervisor training region, to conduct such in-service trainings.

Much of Idaho's training in the next five years will focus on the emerging PIP-2 themes including:

- 1. Engaging Families
- 2. Enhancing Permanency
- 3. Stability of children/youth in foster care
- 4. Ensuring child safety
- 5. Improving administrative and operational structure and support to implement practice changes.

The BSU Academy contract continues to require that they procure trainers and arrange inservice events, as directed. EWU will also continue to provide a limited number of trainers to assist with the new worker training in addition to in-service responsibilities. Both BSU and EWU's contracts include a line item for procuring trainers and consultants and making training room and other arrangements for delivery of special topics content, as needed.

Trainers

The CFS Program CW Chiefs will continue to have shared training responsibilities with CFS Program Specialists and university partners, and deliver the Academy course content. CMH Chiefs and CMH staff still participate in a limited capacity in the role of trainers after the children's mental health program was moved into another division (Division of Behavioral Health) and separated from FACS in 2007. The training pool includes university partners on subcontract, Casey staff, DHW department staff, and some external subject matter experts.

Child Welfare Chiefs and Social Worker 3's will continue to serve as "embedded trainers" overseeing the orientation of new employees during their first weeks on the job. Orientation includes assigning mentors and supporting supervisors in their coaching role. Supervisors and Social Worker 3's begin working with new staff using a Competency Based Learning Contract (CBLC) before they attend their first session of the new worker Academy. New workers continue to work with their supervisor and/or a mentor to complete the related field assignments documented through the Academy CBLC and appropriate documentation of completion of activities to the BSU Child Welfare Center. Chiefs continue to be responsible for implementing the regional CQI and performance improvement process, which feeds the training, needs assessment.

CURRICULA DEVELOPMENT

EWU will continue to assist with curriculum development, delivery on a variety of IV-E inservice training topics, and teach Academy sessions on child welfare issues related to ethics, Family Centered Practice for Supervisors, substance abuse, domestic violence, child development (and sexual abuse) and family treatment.

CHILD WELFARE ACADEMY

BSU will continue to assist with curriculum development, delivery of a variety of IV-E inservice training topics, teach Academy sessions and coordinate the new worker Academy. Idaho continues to refine the 24 day, six session Academy for new employees, which addresses topics across the entire Idaho child welfare system of care. For more detail on topics covered in Academy, see section T.2. A detailed curriculum analysis that provides information regarding each Academy topic, a relevancy statement, competencies and learning objectives is attached (Attachment B)

Refinements during the 2010-2014 will include:

- Continued implementation of the Academy evaluation process;
- Development of Academy curriculum to follow NRC training, training of trainers and consultations;
- Ongoing updates to the competency-based learning contract with focus group input from chiefs and supervisors and others;

- Continued training for new supervisors to include using the competency-based learning contract for staff development and for performance management decision making;
- Ongoing refinement and training of the new worker CBLC orientation and CBLC for supervisor's orientation;
- The continued inclusion of Tribal representatives, Service Integration Navigators, Casey staff and university partners into the training audience, as well as contributors to the training team;
- Continued development of the training team;
- Ongoing refinement of the standard curriculum elements across the curriculum and standard template for curriculum will continue to include components that reinforce the Family Centered Practice Model and integration of ethics and cultural competency. The curriculum format has been standardized; and
- Continued issuance of CEUs for any new Academy topics and related training.

For June 2009-September 2010, the attached Idaho Title IV-E Training Matrix (Attachment C) identifies courses offered to Idaho Department of Health and Welfare (IDHW) Child Welfare staff, University Partners, Casey Staff, Tribes, Foster Families or those staff preparing for employment. It includes pre service training for child welfare workers (New Worker Academy), Foster Parent Training and Supervisor Training and Inservice training. Training is ongoing and includes content from various disciplines and knowledge bases relevant to child and family services policies, programs and practices.

Coordination and Tracking

Boise State University will continue to serve as the lead school in providing logistical support and curriculum development for the Child Welfare Academy. BSU retains one FTE Academy trainer/curriculum developer. They participate in the Department's curriculum committee, curriculum review committee, Academy evaluation workgroup, and various other workgroups and National Resource Center consultations. They work with the Department primary trainers on curriculum for Academy, In-Service, Supervisory Training modules and help coordinate training, training schedules and maintain linkage with supervisors of staff attending Academy. This includes curriculum for core sessions, and curriculum guides and Competency Based Learning Contract changes (new worker and supervisor editions). The CBLC for new workers and CBLC for supervisors are posted on a web based calendar located at http://www.icwpartnership.org

'Ideas in Practice' tools are being developed and provided via this website and trainer curriculum will begin to be placed as a resource at this site as well.

BSU posts Academy offerings and for the online registration process and related logistics. BSU has a database to track training attendance and completion and provides necessary data to FACS. They monitor compliance on the Indian Child Welfare online course.

Transfer of Learning

The Chiefs of Social Work will continue overseeing implementation of the CFS Competency-based Learning Contract (CBLC) in addition to assigned Social Worker 3's. The CBLC is designed to engage new employees with their supervisors in an on-the-job applied learning process. The learning assignments and competency expectations defined in the learning contract are aligned with the content delivered in the CFS Academy sessions. As new employees complete Academy modules, they will be expected to complete related field assignments as negotiated with their supervisor.

Supervisors will continue to be responsible for documenting the achievement of competency as demonstrated through the learner's completion of learning assignments and completing the probationary evaluation, which describes the candidate for permanent employment in terms of achievement of the CFS core competencies. In 2008, the CFS Program piloted the extension of the State's probationary period from six to nine-months for Social Worker 1 and six month for a Social Worker 2. The probationary period has moved beyond being a pilot and is now a standard operating procedure for CFS. This should alleviate the added stresses on supervisors and the field of introducing a comprehensive training system that involves supervisors directly in the transfer of learning. (See Competency-based Learning Contract on the Idaho Child Welfare Partnership Website located at http://www.icwpartnership.org/).

Training Period

The CFS program implemented and recently revised the Caseload Responsibility and Level of Supervision Continuum for New Child Welfare Social Workers Practice Standard regarding when a new CFS staff person can assume responsibility for an independent caseload. This revised standard addresses caseload standards for new learners and supervisor expectation (including a longer probationary/learning period from six to nine months for Social Worker 1's). All new supervisors will continue to be trained on the Caseload Responsibility as they attend the CBLC for Supervisor training.

Technology

The Department has a learning management system and video conference capacity. The program will continue to deliver training content through these mediums and for other Academy related work that needs to be accomplished.

Academy/In-service Cost Allocation Plan

Idaho will continue to make a IV-E claim for Child Welfare Academy and In-service, classroom and event training provided through our Universities. The Department provided documentation to Region 10, regarding the content and structure of our associated, on-the job training component, which is the 6-month intensive, task-oriented, applied learning component of Academy. A curriculum analysis was provided to Region 10 that identified areas of the Child Welfare Academy that are IV-E eligible in order to increase the funding for the full six months of Academy training and claims will be made based on this analysis.

Foster/Adoptive Parent Training

FACS DWH will maintain contracts with EWU for coordinating the implementation of the PRIDE foster parent curriculum, statewide. They facilitate the collaboration of Division and CFS staff, other participating university trainers, foster parent trainers, and representatives of the Foster Parent Association. Initiative activity may include procurement of PRIDE pre-service training materials and other specialty curricula, such as Kinship, Core and Therapeutic Foster Care Curricula and consultation regarding implementation of the curricula in all seven Idaho regions and with private adoption providers.

FACS DHW will maintain contracts with EWU to provide consultative and other services to enhance the operations and curriculum of the Idaho foster-pre-adopt training initiative; support foster-pre-adopt training with day-to-day operations of classes and distance learning. They are responsible for collection, compilation and analysis of data required to State of Idaho Center operations, and development of reports for management, University Partners, IADHAW, foster parents and others specific to PRIDE pre-service program and Core training for resource families. They have administrative supervisory responsibility for non-student hourly foster parent co-trainers.

DHW will maintain contracts with EWU to provide consultative and other services to enhance the operations and procedures for the Recruiter Peer Mentors (RPM) program and the Exit Interview process. EWU is responsible to help increase the number of foster parents in the state with the peer recruiter/mentor program. EWU coordinates Regional Resource Family (Foster Parent/Adoption) (RPMs) in regions to develop and maintain a foster/parent pre-adoption parent-training framework that includes developing resource family (Foster Parent/Adoption) recruiter mentors. This is part of the ICWRTC responsibility to support all levels of the resource family (Foster Parent/Adoption) continuum of care. In addition to the RPM program, training via foster care conferences and activities such as the statewide recruitment plan to support the PIP are occurring.

EWU will continue to support these programs with day-to-day operations. They are responsible for collection, compilation and analysis of data required to State of Idaho Center operations, and development of reports for management and others specific to the RPM program and Exit interview for resource families. They have administrative supervisory responsibility for non-student hourly recruitment peer mentors or RPMs.

In addition to subcontracts for pre-service training, EWU is currently negotiating new sub-contracts with Idaho State University, Northwest Nazarene University and Lewis and Clark State College and two community colleges: North Idaho College and College of Southern Idaho for the purpose of extending the delivery of foster/adoptive parent training. BSU previously had a separate foster care contract, but beginning in fiscal year 2010 will sub-contract with EWU making it the lead school in charge of the resource family contracts. Faculty will continue to be retained by each of the schools to deliver the PRIDE foster/adoptive parent training. These IV-E Trainer/Coordinators work collaboratively with

CFS Program Managers, and the local and statewide foster parent associations to develop and maintain this initiative.

FACS DHW will maintain contracts with EWU to retain e-learning licenses from two vendors for a variety of foster/adopt training modules. They are responsible for improved foster/adoptive parent access to continuing education—ten hours are required annually. The university partners work with the regions to implement the PRIDE foster/adoptive parent plans that define individualized learning goals for each foster parent. Besides access to e-learning sessions, the foster/adoptive parents are able to obtain continuing education credit from foster parent conferences and other in-service training offered by the department for staff and community partners to include access to videos and other library materials from the IV-E library holdings at EWU and BSU.

Training Evaluation

FACS DHW will maintain contracts for evaluation of training initiatives with EWU providing technical support and assistance in a second level review of the new worker Academy training. They participate along with BSU and other partners in an ongoing Academy workgroup to address such areas as the CBLC, differentiated instruction, new worker competencies, etc.

Tribal Partnership

Some Idaho tribes may consider making a IV-E application. Partnering might include increased joint training of staff, foster and adoptive parents, and developing tribal student field placement sites.

Supporting Documentation

Juvenile Justice Transfers

Timely Home Studies Reporting & Data