State of Idaho Department of Health and Welfare Division of Family and Community Services Child and Family Services

Annual Progress and Service Report (APSR) July 1, 2009 – June 30, 2010

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Idaho's APSR, June 2010

STATE AGENCY

The Idaho Department of Health and Welfare (IDHW) 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 annual reporting on the CFSP.

MEASUREMENT OF PROGRESS

Idaho has a number of data sources and several methods for monitoring improvements established. Regions will continue to use data provided by DHHS and our CQI case review process.

Continuous Quality Improvement (CQI)Case Reviews – Idaho has conducted CQI case reviews continuously since 2004. In 2004, an instrument similar to the CFSR and an accompanying set of rating instructions were developed and used during quarterly case reviews. In anticipation of CFSR-2, the updated versions of the federal CFSR instrument has been used in case reviews since January 2007. Based on 5 years of experience, beginning in 2009, we made changes in scheduling of regional CQIs and frequency of reporting. Currently, each region reviews 15 randomly selected cases every 6 months. Prior to the CQI each region receives a list of randomly selected in-home cases and a list of randomly selected out-of-home cases. The cases to be reviewed are systematically drawn from those lists. A minimum of 6 in-home cases are reviewed. Increasing the number of cases reviewed to 15, increased 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 are 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 an experienced second level reviewer working directly with the regional Chief of Social Work has worked very well and will continue.

Upon completion of each individual case review, a meeting is held by the case reviewer, the case social worker and his/her supervisor to discuss the specific case ratings. An exit meeting is also held with all regional staff following the completion of the review. Strengths are identified. Preliminary data is immediately available and that data is shared with the group and compared with the region's previous case review results. This meeting often provides an opportunity for technical assistance in response to staff questions and comments.

A unique feature of Idaho's CQI system has been the training and use of staff as case reviewers. A range of individuals have been trained including social workers, supervisors, Chiefs of Social Work, Citizen Review Panel members, University Partners and Casey Family Programs staff. Anecdotal feedback from staff who have completed reviews of cases in another part of the state is that they were able to reflect on their decision making and that "now it is clear what I need to do and document on my own cases."

Largely because of the CQI, individual workers, supervisors, managers and administrators have reliable information about practice taken from case reviews including interviews with parents, children and resource parents. Results are posted on the Department's InfoNet. CQI data is also reviewed and discussed among all regional Program Managers and Central Office Administrators during Divisional Operations Team Meetings.

CONSULTATION AND COLLABORATION

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.

ORGANIZATION OF THE PLAN

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;
- Promotion of the safety, permanency and well being of children in foster care and adoptive families;
- Provision of training, professional development and support to ensure a wellqualified workforce;
- Intervention and treatment services;
- Foster care:

- Services for relative care providers; and
- Independent living 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 are 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 |
| CJA | Children's Justice Act |
| 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 which was approved in April 2009. All of Idaho's goals and strategies were developed with input from community partners through a sustained series of collaborative contacts throughout the year.

THIS PAST YEAR IN IDAHO

The current financial recession has had a crushing impact on Idaho human services programs and has challenged us to meet the goals of our program improvement plan. To meet budget shortfalls, during fall of 2009, all DHW employees were required to take four furlough days before the end of April 2010. During the legislative session it became clear that the state revenue collections were low and that state supported services throughout the state were facing severe hold-backs. More recently, in February 2010, all IDHW workers were furloughed two days per month until July 1, 2010. This was accompanied by a 126 person layoff and closing of 9 field offices. Our university contracts have been significantly reduced resulting in the re-organization of both the New Worker Academy and PRIDE resource family training. One of the few rays of hope has been that our numbers of kids coming into foster care has continued to decrease. The extent of the fiscal challenges of SFY 2011 is as yet unknown.

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 <u>Continue monitoring</u> timeliness of initial investigations and report statewide results semi-annually.

Funding Source: CAPTA
Target Date for Completion: Ongoing
Status: Goal met

COI Results

| Item 1 – Timeliness of Investigation Goal 95% | | |
|---|-------------------|--|
| Q1 – Q2 | | |
| 4/1/09 - 9/30/09 | 10/1/09 - 3/30/10 | |
| 95% 97% | | |
| Q1 – Q4 | | |
| 4/1/09 - 3/30/10 | | |
| 96% | | |

STRATEGIES

Item 2. Repeat Maltreatment

2.1 <u>Monitor</u> 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: Standard and goal met

COI Results

| Item 2 – Repeat Maltreatment Goal: 95% | | | |
|--|-----|--|--|
| Q1 – Q2 | | | |
| 4/1/09 - 9/30/09 10/1/09 - 3/30/10 | | | |
| 98% | 93% | | |
| Q1 – Q4 | | | |
| 4/1/09 - 3/30/10 | | | |
| 96% | | | |

Safety Data Profile
Standard: 94.6% or more
FY 2009
96.6%

Outcome 2. Children are Safely Maintained in their Homes Whenever Possible and Appropriate

STRATEGIES

Item 3. Services to families 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: Goal Met

As part of our PIP, each region developed a Regional Improvement Plan which included the goal of increasing in-home services cases. All regions have met or surpassed their regional improvement goals. Some regions accomplished these improvements by enhancing existing contracts, some by initiating contracts, another assigned cases to existing staff and in another region staff were re-deployed and assigned to cover in-home cases.

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: Completed

With technical assistance from the NRC on Child Protective Services and in collaboration with law enforcement, CFS developed a decision tree that shows instances when children can safely be maintained in their homes.

See Attachment A: Decision Tree.

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: Completed

Region 1

CFS had a meeting with Boundary/Bonner County on 01/05/10 during which the decision tree was shared and discussed. On 01/11/10 there was a meeting with Kootenai County law enforcement and Prosecutor's to discuss the decision trees. All parties were receptive to this information, and felt it would be helpful information for their officers to make appropriate decisions for children and families. This information was discussed in the training on January 12, 2010 with Shoshone and Benewah Counties.

Region 2

During December 2009 and January 2010 meetings were held in each of the six counties in Region 2. Meetings included prosecutors and local law enforcement. Meetings held reviewed the decision tree and the regional data on in-home cases. Discussion included the use of protective supervision and voluntary services to keep children safely in their own homes. Region 2 has a substantial number of in-home cases so LE and Prosecutors were encouraged to continue the current practices

Region 3

Throughout November and December 2009, Region 3 Chief of Social Work and Program Manager made contact with law enforcement administrators in all six counties within Region 3. A total of twelve face-to-face meetings were conducted with different law enforcement agencies. In addition, Region 3 had meetings with three different prosecutors and two judges. Overall, law enforcement administrators thought it was a useful tool and looked forward to sharing this information with their officers.

Region 4

During October, November and December of 2009, Region 4 held meetings with the Ada County Prosecutor and Boise City police Department. Region 4 has focused efforts on the two largest law enforcement agencies and the largest prosecutor's office in the Region. Discussions are ongoing and continual. Multiple meetings and conversations have occurred with Ada County Sherriff, Boise PD and Ada County Prosecutors. Topics covered and focus of these meetings have centered on the interface of systems around the point of decision on removal and specifically the role of the child welfare system in that decision making process.

Region 5

During August – December 2009, Region 5 held 10 meetings with county prosecutors and local law enforcement both county sheriffs and city police department. Program Manager provided information on the Safety Plan decision trees and in-home work with families. Most did not see a change in practice, but a change in the language used.

Region 6

During December of 2009, Region 6 met with the Multidisciplinary Teams from Bingham and Bannock Counties. County removal data and the regional plan to provide increased in-home services and the decision tree were shared. These meetings gave the Department the opportunity to reinforce with prosecutors that safety is still the priority, but that the Department is going to make continued efforts to provide services so that children can be safely maintained in their homes, thereby preventing removal.

Region 7

During January of 2010, Region 7 met with county law enforcement to share the decision tree and conduct other safety training. Law enforcement participation was limited and the absence of counties prosecutors was noted. Several attempts have been made to schedule follow-up training with law enforcement and county prosecutors. The region is continuing to pursue this with the assistance of their Deputy Attorney General.

3.4 <u>Monitor</u> services to families to protect child(ren) 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: Goal not met

CQI Results

| Item 3 – In-home services and prevention of | | |
|---|-------------------|--|
| removal | Goal: 96% | |
| Q1 – Q2 | Q3 – Q4 | |
| 4/1/09 - 9/30/09 | 10/1/09 - 3/30/10 | |
| 93% | 91% | |
| Q1 – Q4 | | |
| 4/1/09 - 3/30/10 | | |
| 92% | | |

For purposes of the PIP-2, we established a new baseline during the period 4/09 - 9/09 and negotiated an improvement goal of 96%. During May 2010 we have conducted two additional mini CQI's in Regions 1 and 7 as they were the lowest performers on the Big 5 (Items 3,4,17,18, and 20). We are monitoring the Big 5 closely and using the mini CQIs to sample a larger number of cases and assess what is happening with the 5 items of concern.

Mini- CQI results – Regions 1 and 7

| Item 3 - In-home services and prevention of removal Goal: 96% | | | |
|---|------|-------------------|-----|
| Region 1 | | Region 7 | |
| 23 cases | | 23 cases | |
| In-home cases | 100% | In-home cases | 91% |
| Out-of-home cases | 80% | Out-of-home cases | 75% |
| All cases | 90% | All cases | 87% |

STRATEGIES

Item 4. Risk of harm to children

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

Funding Source: CWS
Target Date for Completion: Ongoing
Status: Goal not met

CQI Results

| Item 4 – Risk Assessment and Safety Management Goal: 93% | | | | |
|---|-------------------|--|--|--|
| Q1 – Q2 | | | | |
| 4/1/09 - 9/30/09 | 10/1/09 - 3/30/10 | | | |
| 90% | 92% | | | |
| Q1 - Q4 | | | | |
| 4/1/09 - 3/30/10 | | | | |
| 91% | | | | |

For purposes of the PIP-2, we established a new baseline during the period 4/09 - 9/09 and negotiated an improvement goal of 93%. During May 2010 we have conducted two additional mini CQI's in Regions 1 and 7 as they were the lowest performers on the Big 5 (Items 3,4,17,18, and 20). We are monitoring the Big 5 closely and using the mini CQIs to sample a larger number of cases and assess what is happening with the 5 items of concern.

Mini- CQI results - Regions 1 and 7

| Item 4 Risk Assessment and Safety Management Goal: 93% | | | |
|--|-----|-------------------|-----|
| Region 1 | | Region 7 | |
| 23 cases | | 23 cases | |
| In-home cases | 91% | In-home cases | 67% |
| Out-of-home cases | 92% | Out-of-home cases | 64% |
| All cases | 91% | All cases | 65% |

The mini CQI was helpful in identifying issues that are causing law performance. For example, in Region 7 their in-home contractor was not monitoring the safety of all children in the home, only the child named in the referral. Additionally, on both in-home and out-of-home cases, the contractor was not seeing the children alone to assess safety. Contractors and staff are now aware of the expectations around safety.

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

| STR | ΑŢ | EG | HES | |
|------------|----|----|-----|--|
| T. | _ | • | | |

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: Completed

The reassessment instrument was originally incorporated into the FOCUS system in 2001. Changes were made to the instrument making it more user-friendly. This modified version was incorporated into FOCUS in 2008. The following features were added to ensure that a case could not be closed without a completed reassessment:

• In 2008, cases could not be closed without a reassessment instrument first being completed. If case closure was attempted, FOCUS would display an error message stating a reassessment was needed and would not permit case closure to proceed;

- In 2009, a FOCUS integrity rule was added that required a reassessment instrument to be completed within 60 days of plan closure. This was not required in cases where parents' rights were terminated or parents were deceased;
- A FOCUS integrity rule was also added to not allow the changing of legal status from state custody to protective supervision without the reassessment instrument being completed; and
- Staff receives an informational reminder when the removal episode is ended that a reassessment must be completed.

Trainings were held by Regional Information System Coordinators (ISC) in each region to train on the reassessment tool prior to implementation. These trainings occurred in 2009, with a total of 180 participants statewide. This reflected nearly 100% of the workers targeted to receive the training. Use of the revised re-assessment was then implemented.

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: Completed

Child and Family Services consulted with the National Resource Center (NRC) on Child Protective Services and requested tools and training for assessing safety. Additionally, Idaho submitted the assessment tools, academy curriculum, and standards to the NRC for review. After reviewing the materials, the NRC said the tools that Idaho is using to address safety and risk factors are adequate. However, they did identify a gap in addressing "emerging danger."

As a result of this initial consultation, Idaho revised the Immediate Safety Standard, the new worker academy curriculum, and the child welfare manual to incorporate the indicators and concepts of "emerging danger." A representative from the NRC came to Idaho on August 11, 2009, to meet with regional supervisors and law enforcement to develop a decision tree to demonstrate those instances when children could safety be maintained in their home.

In November 2009, the NRC trained all supervisors and some identified law enforcement officers on how to develop adequate safety plans to allow for additional in-home cases, initial and on-going safety assessment, as well as re-assessment. Supervisors and law enforcement officers then served as trainers statewide training social workers and law enforcement officers in their regions

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: Standard and goal met

COI Results

| Item 5 – Foster care re-entry Goal: 95% | | | |
|---|-----|--|--|
| Q1 – Q2 | | | |
| 4/1/09 - 9/30/09 10/1/09 - 3/30/10 | | | |
| 100% | 96% | | |
| Q1 – Q4 | | | |
| 4/1/09 - 3/30/10 | | | |
| 98% | | | |

| Permanency Data Profile 25 th percentile: 9.9% or less | |
|---|--|
| FY 2009 | |
| 8.3% | |

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, not due

Progress: In December 2009, in an effort to seek funding for the establishment of a new Child Fatality Review Team, a member of the Governor's Children at Risk Task Force contacted the National Resource Center on Child Fatalities to see if grants and funding were available. At this time, no grants specific to child death reviews exist.

Although some states use Children Justice Act (CJA) funds to support State child fatality review teams, Idaho's annual allotment is only \$121,000. The Children at Risk Task Force is concerned that if CJA funds are used as start-up funds to initiate a review team, that future funding may not be available to sustain the new team. After reviewing the budget, the Children at Risk Task Force is concerned that their budget is not sufficient to provide the necessary ongoing funding.

Given the economic downturn, Idaho legislators cannot entertain new legislation that has increased fiscal impact. Therefore, during the 2010 legislative session, no legislative sponsors were available to introduce legislation to re-establish a Statewide Child Fatality Team. The Department and the Task Force will continue to promote the establishment of a Child Fatality Review Team. However, this project will be put on hold until the economic outlook improves and funding sources become available.

STRATEGIES

Item 6. Stability of foster care placement

6.1 <u>Monitor</u> 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: National standard met

CQI Results

| Item 6 Placement Stability Goal: 82% | | |
|--------------------------------------|-------------------|--|
| Q1 – Q2 | Q3 – Q4 | |
| 4/1/09 - 9/30/09 | 10/1/09 - 3/30/10 | |
| 70% | 68% | |
| Q1 – Q4 | | |
| 4/1/09 – 3/30/10 | | |
| 69% | | |

| Permanency Data Profile | |
|--|--|
| 75 th percentile: 86% or more | |
| FY 2009 | |
| 86.4% | |

6.2 <u>Monitor</u> 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
Status: Goal Met

CQI Results

Does the child's foster parent(s) have adequate information to ensure the child's safety as well as the safety of any other children in the foster family's home?

Goal: 95%

| Q1 – Q2 | Q3 – Q4 | |
|------------------|-------------------|--|
| 4/1/09 - 9/30/09 | 10/1/09 - 3/30/10 | |
| 54 cases: 100% | 48 cases: 100% | |
| Q1 – Q4 | | |
| 4/1/09 - 3/30/10 | | |
| 102 cases: 100% | | |

6.3 <u>Monitor</u> 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: Goal Met

COI Results

| Is the child's foster parent(s) included as a member of | | |
|---|-------------------|--|
| the professional team? | Goal: 95% | |
| Q1 – Q2 | Q3 – Q4 | |
| 4/1/09 - 9/30/09 | 10/1/09 - 3/30/10 | |
| 54 cases: 93% | 47 cases: 98% | |
| Q1 – Q4 | | |
| 4/1/09 – 3/30/10 | | |
| 101 cases: 95% | | |

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: Completed

In 2009, a subcommittee convened to review state treatment foster home models being used in other states. This subcommittee consisted of representatives from both the Divisions of Family and Community Services (FACS) and Behavioral Health (BH). Both programs were included in an effort to eliminate confusion among foster parents providing Treatment Foster Care who may be participating in either the Child and Family Services (CFS) or BH programs. Based on the models reviewed by the subcommittee, a treatment model for Idaho was recommended. Proposed administrative rules were drafted to

implement the model and reviewed with program managers and administration. These administrative rules became effective on March 29, 2010.

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: Completed

In 2009, a subcommittee consisting of representatives from both the Divisions of Family and Community Services (FACS) and Behavioral Health (BH) reviewed Treatment Foster Care curriculum being used in other states. Based on a combination of components from the top two curriculums reviewed by the subcommittee, a Treatment Foster Care curriculum was developed and adapted for Idaho. The resulting curriculum was distributed statewide to both Child and Family Services (CFS) and BH programs for feedback. Once this feedback was received, a Treatment Foster Care curriculum for Idaho was finalized on 10-7-09 and distributed statewide.

6.6 Each region will develop and implement a regional improvement plan (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: RIPs continue to be implemented

Each region developed a RIP which included strategies for increasing stability in foster care through increasing relative placements and supporting of resource families. These strategies included: Family Group Decision Making; immediate identification and contact with relatives at case opening; information/training to resource parents on respite care, IL and expedited placements; enhancement of Peer Mental Program for relative and non-relative resource parents; formalization of crisis response to resource parents and child's needs; increase expedited placements with relatives; non-crisis contacts with resource parent; and retrain and increase worker participation as trainers in resource family preservice training (PRIDE).

| Relative Placements (% of total placements) | | | | |
|---|-----------------|--------------------|------------------|-----------------|
| Region | % as of 3/31/09 | % as of 9/30/09 | % as of 12/31/09 | % as of 3/31/10 |
| 1 | 26.6% | 26.7% | 32.4% | 30.7% |
| 2 | 33.3% | 37.5% | 28.6% | 18.0% |
| 3 | 26.0% | 27.4% | 32.2% | 24.6% |
| 4 | 19.4% | 27.5% | 34.2% | 29.8% |
| 5 | 13.5% | 15.1% | 15.0% | 14.7% |
| 6 | 18.0% | 20.4% | 27.7% | 28.6% |
| 7 | 23.8% | 24.4% | 25.5% | 31.7% |
| Statewide | 21.7% | 25.0% | 29.2% | 26.5% |

The figures in the table above represent a significant increase in relative placements. In 2007-2008, the average percent of relative placement statewide was 17%.

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: Progress made

With technical assistance from Denise Goodman and the National Resource Center on Permanency and Family Connections, "Bridging the Gap" curriculum has been developed. The curriculum focuses on the importance of the relationship between the resource parent and social worker. The emphasis is on developing a clear definition of roles and responsibilities in order to support relationships within the professional team to best benefit children in care.

The training is scheduled for staff and foster parents statewide as follows:

Boise: June 3 & 4, 2010Pocatello: June 21, 2010Coeur d' Alene: June 22, 2010

The objectives of the training curriculum include:

- 1. Participants will recognize the benefits and challenges of working as a professional team and the impact on child stability in the foster home;
- 2. Participants will review the roles and responsibilities of social worker, foster parents, and birth families as they relate to Bridging the Gap;
- 3. Participants will develop ways to minimize the challenges of working together; and
- 4. Participants will formulate a list of skills and attributes that aid teamwork in specific areas of child welfare practice.

The training will be revised and repeated in 2011 by local trainers. Follow up modules will be developed and implemented in a variety of ways such as:

- Small staff meetings;
- Ideas in Practice supervisors tip sheets;
- On-line curriculum;
- Resource Family Conference;
- Included in current support group training;
- Pre-service academy will be revised to enhance and support the learning objectives to Bridging the Gap;
- The current Recruiter Peer Mentor program is one of the vital links to supporting clarity of roles. The program offers support to IDHW in developing the collaborative resource parent/worker relationship that is essential to the professional team; and
- Other opportunities as they arise.

6.8 Develop and distribute foster parent identification badges statewide.

Funding Source: CWS
Target Date for Completion: 2011
Status: Not due

Progress: The Department has been working with the President of the Idaho Foster and Adoptive Parent Association (IDFAPA) on foster care identification cards. It has been identified that the cards will be able to be produced through regional Human Resources using the same process as state employee badges. Currently the IDFAPA is designing the card.

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: Goal met

CQI Results

| Item 7 – Permanency goal appropriate & | | |
|--|-------------------|--|
| timely | Goal: 73% | |
| Q1 – Q2 | Q3 – Q4 | |
| 4/1/09 - 9/30/09 | 10/1/09 - 3/30/10 | |
| 79% | 75% | |
| Q1 – Q4 | | |
| 4/1/09 – 3/30/10 | | |
| 77% | | |

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

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

Statewide, beginning August 1, 2009, the supervisor on every new out of home case was to use the concurrent planning review form in supervision and to complete the summary of needed action following the child's first 30 days in care. The instrument is structured in such a way that in order to actually do concurrent planning, all tasks must be completed during the critical time period to which they are assigned. Failure to follow up on critical tasks within the subsequent 3 month review period will result in the needed action being designated as "outstanding." The plan was to have the results of the reviews compiled at a regional level and examine the data for patterns of needed action by category (i.e. Paternity, Placement, Relatives, etc) and the number and type of "outstandings."

Supervisors have long asked for such a tool and it has been well received in the regions. Supervisors report that it gives a focus and structure to their supervision which assists in guiding the worker in concurrent planning practices.

In addition, summaries began to be submitted to CO at the end of the third quarter. In spite of training and written guidance provided, the way the summaries were being completed was inconsistent. Each form was reviewed and errors were noted. The information was cleaned up and returned to regions by mid February. Training was conducted.

At this point in the data collection does allow us to look at the areas that are most frequently NOT completed during the PUR targeted for their completion. However, we can look at what needed actions were completed within 90 days and are incomplete after 90 days. The regional aggregate data allows the regional management group an opportunity to target areas that are routinely not getting done within the expected time frames.

Per feedback from COSW's and supervisors, the tool has been well accepted within the context of supervising for concurrent planning. However, the time involved to produce consistent statewide summaries/data has been a challenge. We discussed alternative

methods of collection of evaluation data with the COSW's at their meeting in May 2010. COSW's with a couple of exception indicated that they wanted to continue to submit the summary sheets as they had been doing.

Clearly there are some limitations to using this data at this time, but we are encouraged that if we continue to pursue this line of inquiry, that our regions and Central Office will be able to generate ideas for what, if any, problems we are having implementing Concurrent Planning and achieving timely permanency.

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: Completed

Attachment E contains the Concurrent Planning agenda for both social workers and the judiciary. Sessions were held in 5 different locations with break outs for the judiciary and for Department social workers. Trainers from the NRC on Legal and Judicial Issues and from the NRC on Permanency and Family Connections participated in the sessions. This provided a cross disciplinary perspective on issues surrounding implementation of concurrent planning. The training was very well received by all participating groups.

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: RIPS in progress

Each region developed a RIP which included strategies for increasing appropriate and timely permanency. Their strategies included: Improving compliance with ICWA notice requirements; training related to permanency planning selection committees; training on completion of dual home studies; 27-day case review process; teaming of workers at time of removal; Permanency Roundtables; tracking mechanisms; developing steps for process to TPR; and redefinition of responsibilities of adoption workers.

In March of 2010, a conference call was held with each region to discuss progress on their RIPs. Most had completed at least one of the strategies on their RIP and were continuing implementation on the other. While it is too early to see impact on permanency outcomes, the types of changes being instituted have face validity and are being implemented with commitment by regional staff.

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: Ongoing

Regions are submitting a permanency matrix to Central Office each quarter. These are reviewed by the Division Administrator in her supervision of the regional program managers. The matrices are also reviewed at the CIP meetings to target areas of the state where delays are occurring. It provides a quick glance at where cases are in the legal process for the region.

7.6 Review, synthesize and distribute results of regional matrices.

Funding Source: CWS
Target Date for Completion: 2011
Status: Not due

7.7 Train staff and supervisors on Compelling Reasons.

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

Progress: In March 2010, Margaret Burt from the American Bar Association on Children and the Law, trained CFS staff and supervisors and the judiciary on the Legal Aspects of Concurrent Planning. The training took place in Coeur d'Alene, Nampa, Twin Falls, and Pocatello. The concept of compelling reasons was included in the concurrent planning training.

Additionally, in the uniform reports to the court that were drafted by the Department and a CIP subcommittee, compelling reasons are included in the progress and permanency hearing reports. The body of the court reports contains the following section:

Compelling reasons not to terminate parental rights

- 1. Compelling reasons not to terminate parental rights are present in this case (describe the case specific compelling reasons not to TPR).
- 2. If the permanency goal is Alternate Permanent Planned Living Arrangement (APPLA) specify why APPLA is the most appropriate goal for this child and reasons why no other more permanent goal is feasible (specify why reunification, guardianship, placement with a relative and adoption are not feasible).

The need to train to compelling reasons was identified as a critical need in some parts of the state and not others. Therefore, it was included as a strategy in the regional program improvement plan in Region 7. The regional training were conducted by the Chief of Social Work and completed on June 17, 2009.

STRATEGIES

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

8.1 <u>Monitor</u> 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: Goal/standard not met

CQI Results

| Item 8 Timely reunification or guardianship Goal: 84% | | |
|--|-------------------|--|
| Q1 – Q2 | Q3 – Q4 | |
| 4/1/09 - 9/30/09 | 10/1/09 - 3/30/10 | |
| 88% | 75% | |
| Q1 – Q4 | | |
| 4/1/09 - 3/30/10 | | |
| 81% | | |

| Permanency Data Profile | | |
|---|--|--|
| 75 th percentile: 75.2 % or more | | |
| FY 2009 | | |
| 69.9% | | |

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: Not due

STRATEGIES

Item 9. Adoption

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

Funding Source: CWS
Target Date for Completion: Ongoing

Status: Standard not met

| Permanency Data Profile | | |
|--|--|--|
| 75 th percentile: 36.6% or more | | |
| FY 2009 | | |
| 19% | | |

9.2 When the goal is adoption, <u>monitor</u> 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
Status: Goal not met

COI Results

| - C | 0 21 1105 41105 | |
|---|-------------------|--|
| Item 9 Adoption will complete in 24 months Goal: 64% | | |
| Q1 – Q2 | Q3 – Q4 | |
| 4/1/09 - 9/30/09 | 10/1/09 - 3/30/10 | |
| 31% | 41% | |
| Q1 – Q4 | | |
| 4/1/09 - 3/30/10 | | |
| 36% | | |

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

Funding Source: CWS
Target Date for Completion: 2014
Status: Not due

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

Funding Source: CWS
Target Date for Completion: Ongoing
Status: Ongoing

The Permanency Program Specialist has continued to conduct quarterly statewide teleconferences with Department permanency supervisors. Social workers are also able to participate in the calls. Teleconferences were held on August 3, 2009, December 7, 2009 and February 11, 2010. To support the statewide goal of implementing the dual home study assessment process, the quarterly permanency and foster care calls were combined beginning in February 2010. Topics discussed during teleconferences included general and child specific recruitment, changes in Adoption Assistance, adoption selection committees, law and rule changes, new forms, the Idaho Home Study Project and the resource parent mentoring program.

Training and consultation regarding adoption issues are provided by the Permanency Program Specialist at the request of the region. Training specific to the supervision of adoption services was provided in one region on June 5, 2009. The training focused on areas including negotiating IV-E and state funded adoption assistance, time-frames for the adoption process, Idaho adoption policies and tools to support social workers. On December 10, 2009, training on implementing a permanency committee decision process was provided to another region.

In August 2009, supervisors began using the revised 90-day Concurrent Planning Review Form to ensure barriers to timely permanency are addressed throughout the life of a case. Training on how to utilize the form during supervision was provided to regional program managers, chiefs of social work and supervisors. Supervisors continue to utilize a Permanency Matrix to assist in tracking legal and placement issues related to adoption time-frames. The purpose of the Matrix is the identification of issues preventing timeliness of adoption.

The "Ideas in Practice" monthly electronic newsletter is sent to CFS staff statewide (see Attachment G). The November 2009 issue focused on adoption including information on how supervisors can support their social workers in preparing children for adoption.

Supervisors continue to utilize the Competency-Based Learning Contract (CBLC) to structure the learning and monitoring of social worker acquisition of adoption competencies learned at the CFS Core Adoption Academy.

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: Ongoing

Training regarding the use of Legal Risk Adoptive Placements was provided by the Permanency Program Specialist via teleconference to all adoption staff in April and May 2009. Training for regional program managers and chiefs of social work occurred during Division Operations and Child Welfare Subcommittee meetings.

Adoption Training was held in June 2009 for CFS staff, contractors and Certified Adoption Professionals. The Department's Permanency Program Specialist and Barbara Pearson with Northwest Resource Associates presented information regarding disclosure, developing and working an adoption plan, preparing children for adoption and Adoption Assistance. Training occurred at four sites around the state to enable as many staff as possible to attend.

The Child and Family Social and Medical Information Form used by CFS staff to provide medical and background information to resource families and service providers was updated in June 2009. Training by the Permanency Program Specialist and Foster Care Program Specialist on the use and completion of these forms was completed through teleconference with all regions in July 2009.

"Ideas in Practice" a monthly electronic newsletter is sent to CFS staff statewide. The November 2009 issue focused on adoption including information on foster parent adoption and preparing children for adoption.

The Permanency Program Specialist continues to participate in monthly Treasure Valley Adoption Council meetings in Boise. Private agency staff, Certified Adoption Professionals and CFS social workers participate in these meetings. Education regarding the Department's post-adoption search activities was provided at the April 2010 meeting.

Revisions to the CFS Core Academy curriculum on concurrent planning began in April 2010. These revisions include updated information regarding selection of permanent resource families and full disclosure. All new social workers are required to attend the Core Academy. Supervisors utilize the Competency-Based Learning Contract (CBLC) to monitor social worker acquisition of competencies learned at the Core Academy.

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: Completed

A statewide process mapping meeting for foster care licensing was held on March 8 and 9, 2009. Results of this meeting were reviewed in conjunction with the results of the regional and statewide adoption process mapping meetings held in 2008. The meetings led to the identification of program barriers as well as prioritized areas for change. Some of these priorities are reflected as items on the current IV-B plan such as implementation of a dual assessment process and standardization of the criminal history rules between the foster care and adoption programs. Priority tasks which have been completed include the revision of the Child and Family Social and Medical Information and Concurrent Planning Review forms, revision of the Confidentiality Standard, judicial concurrent planning training and revision of Code X procedures. A Foster Care Process Mapping Workgroup began working on the integration of the adoption and foster care inquiry and application process in April 2010.

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

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

The CFS Standard for Determining Paternity, Notice of Termination and Termination of Parental Rights Proceeding was finalized in October 2009. Revision of this standard occurred via collaboration between the Permanency Program Specialist and Deputy Attorney General to ensure social work practice and legal considerations were included. Regional training was held via teleconference in October 2009. The Deputy Attorney General educated regional DAG's about the Standard at a meeting held in December 2009. The revised standard has been incorporated into the CFS Core Academy for new social workers.

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: Completed

Dual home study assessment training was developed by the Foster Care Program Specialist, Permanency Program Specialist and a contractor with Eastern Washington University. The training includes components of the National Resource Center for Adoption's Adoption Competency Curriculum. The one day training has been attended by social workers, supervisors, chiefs of social work and contractors. The Foster Care Program Specialist and Permanency Program Specialist presented the Dual Home Study Assessment Training for two regions in December 2009 and a third region in February 2010. Discussions are occurring with the remaining regions regarding their need for the Dual Home Study Assessment Training.

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: Completed

A statewide Adoption Assistance Committee was established in May 2009 to consider requests for specialized levels of subsidy payments and special conditions requests. The Committee is made up of the Permanency Program Specialist, Foster Care Program Specialist and ICPC Administrator. The Committee has met 10 times to consider requests for higher level assistance. Discussion with the regional social worker and supervisor occurs prior to the Committee making a recommendation to the FACS Division Administrator who makes the final decision regarding the request.

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: Completed

FACS policy was revised in December 2009 to implement adoption assistance IV-E eligibility changes as a result of the Fostering Connections Act. Rules clarifying the ineligibility of international adoptions for adoption assistance were approved by the Idaho legislature in March 2010. Discussions are occurring regarding the need for additional possible changes to adoption assistance practice.

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

Funding Source: SSBG
Target Date for Completion: 2014
Status: Not due

Supporting Documentation

Adoption Incentive Funds

Idaho received \$356,800.00 in Adoption Incentive Funds in 2009. The funds were utilized to remove barriers to adoption through providing additional resources to fund adoption assistance cash payments.

Inter Country Adoptions

In 2009-2010, one child adopted from a foreign country entered Idaho's foster care system. The parents adopted a one year old girl from China through the adoption agency, CASI. The now 3 year old child entered foster care in March 2010 due to failure to supervise and home safety hazards. The permanent plan for this child is reunification with her adoptive parents concurrent with adoption by adoptive relatives.

STRATEGIES

Item 10. Permanency goal of other planned permanent living arrangement

10.1 <u>Monitor</u> APPLA through CQI case reviews and report statewide results semiannually.

Funding Source: CAPTA
Target Date for Completion: Ongoing
Status: Goal not met

COI Results

| C = ======== | | |
|--------------------------|-------------------|--|
| Item 10 APPLA Goal: 94 % | | |
| Q1 – Q2 | Q3 – Q4 | |
| 4/1/09 - 9/30/09 | 10/1/09 - 3/30/10 | |
| 100% | 73% | |
| Q1 – Q4 | | |
| 4/1/09 - 3/30/10 | | |
| 85% | | |

STRATEGIES

Item 11. Proximity of foster care placement

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

Funding Source: CAPTA
Target Date for Completion: Ongoing
Status: Goal met

CQI Results

| Item 11 Proximity of placement Goal: 95 % | | |
|--|-------------------|--|
| Q1 – Q2 | Q3 – Q4 | |
| 4/1/09 - 9/30/09 | 10/1/09 - 3/30/10 | |
| 100% | 100% | |
| Q1 – Q4 | | |
| 4/1/09 – 3/30/10 | | |
| 100% | | |

STRATEGIES

Item 12. Placement with siblings

12.1 <u>Monitor</u> 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: Goal met

CQI Results

| Item 12 Sibling placement Goal: 93% | | |
|-------------------------------------|-------------------|--|
| Q1 – Q2 | Q3 – Q4 | |
| 4/1/09 - 9/30/09 | 10/1/09 - 3/30/10 | |
| 87% | 97% | |
| Q1 – Q4 | | |
| 4/1/09 – 3/30/10 | | |
| 93% | | |

STRATEGIES

Item 13. Face to face visits with parents and siblings

13.1 <u>Monitor</u> 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: Goal not met

CQI Results

| Item 13 Parent and sibling visits Goal: 86% | | |
|---|-------------------|--|
| Q1 – Q2 | Q3 – Q4 | |
| 4/1/09 - 9/30/09 | 10/1/09 - 3/30/10 | |
| 87% | 80% | |
| Q1 – Q4 | | |
| 4/1/09 - 3/30/10 | | |
| 83% | | |

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: Ongoing

Training continues to be provided for new workers through the cultural competency sessions in the New Worker Academy. A prerequisite on ICWA specifically is available through the National Indian Child Welfare Association. The ICWA Program Specialist responds to calls from the regions for technical assistance. Other resources have been made available on the Department's InfoNet for reference on a daily basis.

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
Status: Ongoing

Training to the requirement of active efforts is an ongoing process. Training occurs through the NICWA on-line ICWA training and technical assistance provided by the Department's ICWA Program Specialist. "Active efforts" will also be a featured topic at the annual ICWA conference on June 16, 2010.

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: Ongoing

The first meeting of liaisons was delayed by turnover in the ICWA Program Specialist position. While outside the PUR for this APSR, a meeting was held in May 2010, for ICWA liaisons and select Central Office staff. The purpose of the meeting was two-fold; first, as a train-the-trainer session in preparation for line worker and supervisor trainings in each region by the Program Specialist and the regional liaison and as a forum for surfacing of issues facing regional staff regarding compliance with ICWA.

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: Not due

Progress: Indian Child Welfare Advisory Council will be reviewing the current list of the Qualified Expert Witnesses. The ICWA Program Specialist will update the list and maintain an updated version of the QEW on the external web site. Additional training will be provided as needed.

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: Ongoing

Results of the 2008 CQI reveal that there are very few times that Qualified Expert Witnesses are being used in the state. The ICWA CQI scheduled for June/July 2010, will examine more closely the use of QEW's. This should enable to us to determine the relationship between the number of cases where QEW testimony was required and the number of cases where it occurred. During the CQI, barriers to appropriate use of QEW's will be explored.

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: Not due

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

Funding Source: CAPTA
Target Date for Completion: ongoing
Status: Goal met

. CQI Results

| Item 14 Preserving Connections Goal: 92% | | |
|--|-------------------|--|
| Q1 – Q2 | Q3 – Q4 | |
| 4/1/09 - 9/30/09 | 10/1/09 - 3/30/10 | |
| 93% | 93% | |
| Q1 – Q4 | | |
| 4/1/09 – 3/30/10 | | |
| 93% | | |

STRATEGIES

Item 15. Relative placement

15.1 <u>Monitor</u> 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
Status: Goal not met

CQI Results

| Item 15 Relative Placement Goal: 93 % | | |
|---------------------------------------|-------------------|--|
| Q1 – Q2 | Q3 – Q4 | |
| 4/1/09 - 9/30/09 | 10/1/09 - 3/30/10 | |
| 79% | 83% | |
| Q1 – Q4 | | |
| 4/1/09 - 3/30/10 | | |
| 81% | | |

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: Completed

Trainings on "Creating Family Connections" to increase relative placements through enhancing identification of family members were delivered on the following dates by Don Koening and Patti Renfro from the National Resource Center on Permanency and Family Connections. During the training, social workers were introduced to tools and websites that can be used to identify and locate family members.

| Coeur d'Alene | July 22, 2009 | 57 participants |
|---------------|-----------------|-----------------|
| Pocatello | July 24, 2009 | 50 participants |
| Boise | August 19, 2009 | 44 participants |
| Boise | August 21, 2009 | 59 participants |

Idaho has 192 child welfare social workers. Eighty-nine percent of those social workers were in attendance.

A university partner from Idaho's Child Welfare Research and Training Institute attended all four sessions and developed a curriculum that will be used to train any staff that could not attend the July or August training.

On August 20th Patti Renfro and Don Koening met by teleconference with all child welfare supervisors. The purpose of the teleconference was to encourage supervisors to assist social workers in seeking and engaging family members as placements. Emphasis was placed on helping social workers explore personal biases that may create barriers to placing children with family members.

Since Boise has the lowest rate of stability in foster care, an additional 4 hour training session was held in Boise on August 20, 2009. Patti Renfro and Don Koening facilitated the training with 20 supervisors in attendance.

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

Funding Source: CWS
Target Date for Completion: 2010

Status: Completed

Because relative placements are found to be the most stable placements and result in more positive outcomes for children and youth, the Department developed a standard of practice related to expediting the placement of children with their relatives or fictive kin. While the full licensure of a relative or fictive kin family is the standard of

practice, there are times when it is in a child's best interest to place the child with a relative or fictive kin more quickly than the full licensure process will allow when delaying the child's placement would be further traumatizing or otherwise harmful to the child's well-being. The rationale for expediting a placement is made on a case-by-case basis, according to how it will benefit the safety, permanency and well-being of the child(ren). A placement should never be expedited if safety concerns exist with the potential relative or fictive kin family.

Subsequent to an expedited, unlicensed relative or fictive kin placement, all homes must complete the licensing process per IDAPA 16.06.01.480 which requires that all private homes providing care for children must be licensed in accordance with IDAPA 16.06.02, "Rules Governing Standards for Child Care Licensing."

Since implementing the procedures for expediting the placement of children with relatives or fictive kin, the Department has seen an increase in the percentage of relative placements statewide from 17 % in 2008 to 26.5% as of March 31, 2010.

See Attachment H for the steps required in an expedited placement before a child is placed in the home of a relative or fictive-kin.

STRATEGIES

Item 16. Relationship of child in care with parents

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

Funding Source: CAPTA
Target Date for Completion: ongoing
Status: Goal not met

COI Results

| Item 16 Parent/child relationship Goal: 85 % | | |
|--|-------------------|--|
| Q1 – Q2 | Q3 – Q4 | |
| 4/1/09 - 9/30/09 | 10/1/09 - 3/30/10 | |
| 76% | 84% | |
| Q1 – Q4 | | |
| 4/1/09 – 3/30/10 | | |
| 80% | | |

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 <u>Monitor</u> 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
Status: Goal not met

CQI Results

| Item 17 Needs and Services Goal: 81 % | | |
|---------------------------------------|-------------------|--|
| Q1 – Q2 | Q3 – Q4 | |
| 4/1/09 - 9/30/09 | 10/1/09 - 3/30/10 | |
| 73% | 81% | |
| Q1 – Q4 | | |
| 4/1/09 - 3/30/10 | | |
| 77% | | |

For purposes of the PIP-2, we established a new baseline during the period 4/09 - 9/09 and negotiated an improvement goal of 96%. During May 2010 we conducted 2 additional mini CQI's in Regions 1 and 7 as they were the lowest performers on the Big 5 (Items 3,4,17,18, and 20). We are monitoring the Big 5 closely and using the mini CQIs to sample a larger number of cases and assess what is happening with the 5 items of concern.

Mini- CQI results – Regions 1 and 7

| Item 17 Needs and Services Goal: 81 % | | | |
|---------------------------------------|-----|-------------------|-----|
| Region 1 | | Region 7 | |
| 23 cases | | 23 cases | |
| In-home cases | 45% | In-home cases | 75% |
| Out-of-home cases | 67% | Out-of-home cases | 82% |
| All cases | 57% | All cases | 78% |

Results of the mini CQI found that the needs of children, mothers and foster parents are being assess and met, whereas needs and services of fathers needs more attention.

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: Ongoing

CQI Results

| | 4/09-9/09 | 10/09-3/10 |
|---|-----------|------------|
| # of youth (15 years+) in foster care | 17 | 19 |
| # of youth with goal of APPLA | 8 | 12 |
| # of youth who received inadequate IL planning svs | 0 | 1 |
| Reason for inadequate IL planning svs | n/a | No IL plan |
| # of youth with goal other than APPLA | 9 | 7 |
| # of youth who did not received assessment/services | 0 | 0 |
| Reason for no assessment/services | n/a | n/a |

During the April-Sept 2009 reporting period, all of the older youth selected for the case review had their IL assessment and service needs met. During Oct-March 2010, 95% of the older youth selected for case review received adequate IL assessment and services. Only one individual did not have an IL plan. As part of our CQI we have encouraged reviewers to have youth participate in interviews and that is increasing as well. Through this venue, youth are given the opportunity to give feedback on their experiences.

Since 2007, Child and Family Services has had a full-time program specialist dedicated to Independent Living Services. This has made a tremendous difference. She has revised the Working with Older Youth Standard, crafted the Working with Older Youth/IL chapter of the e-manual and developed curriculum for the new worker academy. She has provided leadership in this area and has actively pulled together the regional coordinators for conference calls and important program updates. She also prepared curriculum for regional trainings for case workers and conducted those trainings in Spring 2010.

Idaho is currently ranked 43rd in the nation in post-secondary education. Earlier this year, the Idaho State Board of Education had a campaign including PSA's encouraging high school seniors to apply to colleges and universities. They sponsored activities to assist students who are ready for higher education to complete applications for Federal Student Financial Aid. Representatives from the Board of Education made themselves available to support regional IL coordinators for those older youth in foster care.

STRATEGIES

Item 18. Child and family involvement in case planning

18.1 <u>Monitor</u> 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: Goal not met

CQI Results

| Item 18 Family Involvement Goal: 78% | | |
|--------------------------------------|-------------------|--|
| Q1 – Q2 | Q3 – Q4 | |
| 4/1/09 - 9/30/09 | 10/1/09 - 3/30/10 | |
| 68% | 83% | |
| Q1 – Q4 | | |
| 4/1/09 - 3/30/10 | | |
| 75% | | |

During May 2010 we conducted 2 additional mini CQI's in regions 1 and 7 as they were the lowest performers on the Big 5 (Items 3,4,17,18, and 20). We are monitoring the Big 5 closely and using the mini CQIs to sample a larger number of cases and assess what is happening with the 5 items of concern.

Mini- CQI results - Regions 1 and 7

| Item 18: Family Involvement in Case Planning Goal: 78% | | | Goal: 78% |
|---|-----|-------------------|------------------|
| Region 1 | | Region | n 7 |
| 23 cases | | 23 case | es |
| In-home cases | 45% | In-home cases | 58% |
| Out-of-home cases | 58% | Out-of-home cases | s 91% |
| All cases | 52% | All cases | 74% |

The mini CQI indicated the need to involve father in case planning, particularly in in-home cases.

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: Ongoing

As a part of the PIP-2, each region assessed, developed and implemented a plan to increase the number of FGDM's or other type of family meeting. Family meetings are intended to engage families, identify relatives and do case planning. Regions were at different places according to their assessments. Outcomes for this item are increase in number of family meetings and meeting the 78% goal on Item 18 — Family Involvement in Case Planning.

Summary of regional plans and item 18 results:

Region 1: Currently revising their plan to increase FGDM so that it does not rely exclusively on student facilitators. In most recent CQI, performance on item 18 was below the goal at 71%.

Region 2: Implemented a contract for meeting facilitator as well as encouraging staff to conduct less formal family meetings. Performance on item 18 is well above the goal at 87%.

Region 3: Plan is to maintain current level of FGDM. In most recent CQI, performance on item 18 was 100%.

Region 4: Approximately 75% of legal cases are receiving FGD M. Goal is to redesign the regional process and realign contracts to focus on and increase quality and timeliness of meetings. I most recent CQI, performance on item 18 was above the goal at 86%

Region 5: Having been conducting FGDM for a number of years. Current plan is to conduct FGDM in 25% of cases prior to extended home visits or reunification. In their most recent CQI, regional performance was 93%, well above the goal.

Region 6: Plan is to target all appropriate out-of-home cases. Contract is in plan. Workers will be trained to increase their knowledge of the process and to get their buy-in. In most recent CQI, performance on item 18 was 79%.

Region 7: Plan includes FGDM at 9 month permanency reviews. In most recent CQI, performance on item 18 was 87%

STRATEGIES

Item 19. Worker visits with child

19.1 To increase worker/child contacts, regions will utilize University contracts to assign a student to travel and serve as a "responsible party" when worker/child contacts are needed for children living in residential treatment centers a significant distance from their home.

Funding Source: PSSF/CAPTA

Target Date for Completion: 2011 Status: Not due

Progress: In September 2009, a contract was developed with Eastern Washington University to assign a student to travel and serve as a "responsible party" when worker/child contacts were needed for children living in residential treatment centers a significant distance from their home. Worker/child visits were implemented through this contract in October 2009 and has been used statewide. Besides meeting face-to-face with the child monthly, the contracted "responsible party" attends clinical staffings, completes service plan related tasks with the child during contacts, and maintains communication with both the regionally assigned worker, the family of the child, and the staff at the residential treatment facility. Region 7 was the only region not utilizing the contract due to the fact they did not have a child placed in residential treatment a significant distance from the region.

19.2 When needed to increase worker/child contacts, regions will develop region specific strategies for freeing up worker time to increase opportunities for completing worker/child visits. Supervisors will also work with individual supervisees on strategies to meet monthly worker/child contacts.

Funding Source: PSSF/CAPTA

Target Date for Completion: 2011 Status: Not due

Progress: The CFS Division Administrator and Child Welfare Program Manager met with staff from every region to discuss the continued need to improve outcomes in the face of fewer resources, and the need to identify ways to become more efficient. Each region created a list of ideas of ways to reduce work loads to free up worker time. These suggestions were complied and posted on a team site, where it is available to all regions statewide.

Supervisors are using the "Exception Report" in FOCUS to assist them in monitoring when monthly visits have not yet occurred. This tool allows supervisors to meet with workers to address barriers to meeting monthly worker/child contact requirements.

19.3 Monitor the quality and quantity of monthly worker/child contacts and reach 90% by October 1, 2011, 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: Not due

19.4 Semi-annually, at the Division Operations Meeting, review results of worker contacts from CQI's and PIP-2 hand counts to strategize methods to improve contact outcomes.

Funding Source: PSSF/CAPTA

Target Date for Completion: 2011
Status: Not due

Progress: On December 1, 2009, at the Division Operations meeting, social worker/child contacts were discussed. Regional program managers and Central Office staff reviewed results from our regional CQIs, the 2008 and 2009 IV-B random sample hand counts and the PIP-2 hand counts. Overall, Idaho is making significant progress in the frequency and quality of social worker/child contacts. Although Idaho has met its PIP-2 goal for this item, managers felt we should continue to monitor monthly contact through a newly developed FOCUS "exception" report. Supervisors are asked to generate the report prior to the end of the month and remind social workers to see children on their case loads if

contact hasn't been made. This strategy will assist us in meeting the goal of 90% by October 1, 2011.

SUPPORTING DOCUMENTATION

Monthly caseworker visits and fund expenditure

The Department calculated the FFY 2007 baseline caseworker/child contact data by reviewing 339 randomly selected cases, using the sampling methodology developed by the Children's Bureau Data Team. Idaho did not submit a request to resubmit baseline data. Although Idaho has developed a FOCUS report to calculate totals of caseworker/child contact, the reports have not been validated. Therefore, we continue to use the sampling methodology, developed by the Children's Bureau Data Team, to calculate our 2008, 2009, and future 2010 data. Below are the results of the 2009 hand count that were submitted in December 2009.

| Caseworker Visit Measures | National Standard by 2011 | 2007 Idaho Performance | 2008 Idaho Performance | 2009 Idaho Performance |
|--|---------------------------------|---------------------------|---------------------------|---------------------------|
| number of children served in foster care | | 339 | 337 | 333 |
| number of children visited every month | | 173 | 193 | 253 |
| percent of children receiving a caseworker visit each and every month in care | 90% | 51% | 57% | 76% |
| number of visit months for children who were visited every month in care | | 1007 | 1300 | 1673 |
| number of visit months in which at least one visit occurred in the child's residence | | 752 | 1047 | 1346 |
| percent of months in which visit occurred in child's placement provider or own home | 50% | 75% | 81% | 80% |

^{**} Confidence Level: 95%; Margin of error: +/- 5%

Idaho's target data percentages for the percentage of children in foster care who are visited by their caseworker during each and every calendar month for fiscal years 2008 through 2010 are included in the table below:

| FFY | Target Percent of Children Seen Monthly | |
|------|---|--|
| 2008 | 53% with the majority of contact occurring in the child's home | |
| 2009 | 60% with the majority of contact occurring in the child's home | |
| 2010 | 70% with the majority of contact occurring in the child's home | |
| 2011 | 90% with the majority of contact occurring in the child's home. | |

Idaho has exceeded their 2009 goal. PSSF worker contact funds have been used to accomplish the following action steps Idaho is using to ensure 90% of children in care are visited on a monthly basis with the majority of contact occurring in their home by October 1, 2011. Action steps include:

- Contract with Eastern Washington University to assign a student to travel and serve as a "responsible party" when children are living in residential treatment centers a significant distance from their home. The student has co-case management responsibilities with the assigned regional staff.
- Regions will monitor child worker contacts on a monthly basis through the use of FOCUS reports. Supervisors will work with individual supervisees on strategies to meet monthly worker/child contacts. Regional Program Improvement Plans are required if the region falls beneath 90%.
- Each region will develop regional specific strategies for freeing up worker time to increase opportunities for completing social worker/child visits.

STRATEGIES

Item 20. Worker visits with parents

20.1 To increase the quality and quantity of worker/parent contacts, 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: Goal Met

Trainings on improving engagement with both mothers and fathers and enhancing the quality of visits with all family members was delivered on the following dates, by Rose Wentz from the National Resource Center on Permanency and Family Connections. She modeled the training for identified trainers.

| July 21, 2009 | Coeur d'Alene | 56 participants |
|-----------------|---------------|-----------------|
| July 23, 2009 | Pocatello | 56 participants |
| August 17, 2009 | Boise | 30 participants |
| August 18, 2009 | Boise | 63 participants |
| August 20, 2009 | Boise | 35 participants |

A university partner from Idaho's Child Welfare Training and Research Institute attended all five sessions and developed a curriculum that will be used to train any staff who did not attend the July or August training.

During the training, Rose Wentz trained social workers to prepare for the child/family contact, how to engage families during the contact, and how to conduct quality visits. Special emphasis was given to engaging incarcerated parents.

On August 19th, for two hours, Rose Wentz also met by teleconference with all child welfare supervisors. The purpose of the teleconference was to assist them in supervising around quality social worker child/mother/father contacts.

20.2 <u>Monitor</u> worker/mother and worker/father contacts through hand counts and CQI case reviews. Report statewide results semi-annually.

Funding Source: CAPTA
Target Date for Completion: Ongoing
Status: Goal not met

CQI Results

| Item 20 Worker/Parent visits Goal: 79 % | | |
|---|-------------------|--|
| Q1 – Q2 | Q3 – Q4 | |
| 4/1/09 - 9/30/09 | 10/1/09 - 3/30/10 | |
| 62% | 74% | |
| Q1 – Q4 | | |
| 4/1/09 - 3/30/10 | | |
| 68% | | |

During May 2010 we conducted 2 additional mini CQI's in Regions 1 and 7 as they were the lowest performers on the Big 5 (Items 3,4,17,18, and 20). We are monitoring the Big 5 closely and using the mini CQIs to sample a larger number of cases and assess what is happening with the 5 items of concern.

Mini- CQI results - Regions 1 and 7

| Item 20: Worker/parent v | | visits Goal: 79 |)% |
|--------------------------|-----|-------------------|-----|
| Region 1 | | Region 7 | |
| 23 cases | | 23 cases | |
| In-home cases | 45% | In-home cases | 67% |
| Out-of-home cases | 70% | Out-of-home cases | 89% |
| All cases | 57% | All cases | 76% |

Results of the mini CQI found that mothers are contacted more consistently than fathers. Clarification and training is needed around when to see and involve a father during an inhome case. Since several regions have a contract for in-home cases, training and clear expectations are needed for contractors as well as staff.

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

STRATEGIES

Item 21. Educational needs of the child

21.1 <u>Monitor</u> 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: Goal Met

COI Results

| 4 | | | |
|--|-------------------|--|--|
| Item 21– Child Educational Needs: Goal 95% | | | |
| Q1 – Q2 | | | |
| 4/1/09 - 9/30/09 | 10/1/09 - 3/30/10 | | |
| 96% | 97% | | |
| Q1 – Q4 | | | |
| 4/1/09 - 3/30/10 | | | |
| 97% | | | |

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: Not due

Progress: Within the next year, the Department will disseminate information about requirements and resources to maintain children in their "home" schools to resource parents via PRIDE training, newsletter, and the Recruitment Peer Mentors (RPM's).

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

STRATEGIES

Item 22. Physical health of the child

22.1 <u>Monitor</u> 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: Goal Met

CQI Results

| Item 22 Physical Health Goal: 86% | | | |
|-----------------------------------|-------------------|--|--|
| Q1 – Q2 | Q3 – Q4 | | |
| 4/1/09 - 9/30/09 | 10/1/09 - 3/30/10 | | |
| 90% | 92% | | |
| Q1 – Q4 | | | |
| 4/1/09 - 3/30/10 | | | |
| 91% | | | |

STRATEGIES

Item 23 Mental health of the child

23.1 <u>Monitor</u> 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: Goal not met

CQI Results

| Item 23 – Mental Hea | olth Goal: 95% |
|----------------------|-------------------|
| Q1 – Q2 | Q3 – Q4 |
| 4/1/09 - 9/30/09 | 10/1/09 - 3/30/10 |
| 95% | 93% |
| Q1 – Q4 | |
| 4/1/09 – 3/30/10 | |
| 94% | |

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: Completed

Only one region's CQI showed performance levels below 90%. The region developed and implemented a regional improvement plan

Supporting Documentation

Health Care Services Plan Update

There are no changes or additions to the health care services plan included in Idaho's 5 year plan (2010-2014).

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: Not due

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: Ongoing

FOCUS programmers and FOCUS staff are continuously working to improve the information system. Bi-monthly they meet with the central office Child Welfare

Team and the Children's Mental Health Team to discuss their business needs. Since the last annual report, some of the major revisions to FOCUS include:

- Revisions to the Central Registry and Disposition screens to reflect changes in rule;
- Automation of the IV-E eligibility process;
- Work on the social worker/contact/visitation screens to more accurately reflect contacts with children, mothers, fathers, foster parents, relatives and others:
- Development of a social worker/child contact exception report. This report assists social workers in supervising around social worker/child contact.
- Revisions to the Safety and Comprehensive Assessments to differentiate safety from risk and to capture the concept of emerging danger.
- Revision of the alternate care plan. The new plan allows for a family plan that addresses each child specifically.

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 Status: Not due

Progress: Currently financial resources are not in place to hire additional attorneys or to implement party status for the Department. However, the Department continues to work towards party status, using both short and long-term solutions during all phases of judicial proceedings.

Work on the short-term solutions for Department representation began in September 2007. Since that time the Department has met bi-monthly with a Legal Representation Team composed of the Chairman and the Coordinator of the Supreme Court Improvement Committee, the Division Administrator, Bureau Chief,

and Program Manager from the Division of Family and Community Services, the Assistant to the Attorney General and the Program Manager for regional attorneys general, and representatives from the Prosecuting Attorneys Association to identify and address areas of the state where legal representation is problematic. As a result of those meetings, the Supreme Court and the Attorney General's Office have put additional resources in place, allowing more court time and assistance of additional Deputy Attorneys General. At regularly scheduled meetings, data is reviewed to assure that hearings are being conducted timely and that timely permanency is being achieved. In collaboration with the Supreme Court, the Attorney General's Office, the Department of Health and Welfare, and some county prosecutors, legal representation is now being monitored in all judicial districts of the state.

As part of the 2009 Program Improvement Plan, the Department has also developed a regional monitoring system to track hearings and crucial steps in concurrent planning. This information is shared with the courts and compared with data in the court's ISTARS system. This process and tool will serve to address some of the issues that were associated with legal representation.

In the fall of 2011, the Chief Justice of Idaho will convene the leadership of the Department, the Attorney General's Office, the Prosecuting Attorney's Association, and the Supreme Court to discuss feasible solutions for ensuring that the Department of Health and Welfare has legal representation in child protection cases. Although these activities do not provide the permanent solution of party status, they do assist social workers in receiving appropriate legal representation for child welfare cases. They are strategies that can be implemented without adverse fiscal impact.

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

Funding Source: CWS/SSBG

Target Date for Completion: 2011
Status: Not due

Progress: A subcommittee comprised of CFS supervisors and representatives from the Supreme Court Improvement Project Committee met during the last year to develop five standardized reports to the Court. They will be introduced at the Children and Family Institute video conference training on May 14, 2010 for feedback. Reports that have been completed include: 1) Report of Investigation, 2) Progress Report, Permanency Hearing Report, Post Permanency Hearing Report, and a report for the Termination of Parental Rights. The reports will be piloted in Regions 2, 5, and 6.

The time frames for statewide implementation are as follows:

August, 2010 Train social workers in the pilot areas. Judges,

attorneys, and GAL staff and volunteers will receive

an hour-long training.

September 1, 2010 Latest date by which pilot sites will begin using the

new reports. (Sites trained earlier may begin using

them earlier.)

December 31, 2010 Pilot period ends. Gather input and make revisions to

the reports in January and February, 2011

April 30, 2011 Statewide social worker training on reports

May 2011 Judges, social workers, attorneys, and GAL staff and

volunteers receive advanced safety training during the Children and Family Institute. The new reports will

be integrated into the training.

June 1, 2011 Reports to the Court implemented statewide.

SF 2.3 Support youth participation in court hearings.

Funding Source: CWS/CJA
Target Date for Completion: 2011
Status: Not due

Progress: This strategy is also included in the Child Protection Court Improvement Project's strategic Plan. In May 2009, the CIP sponsored the Child and Family Court Institute that featured Andrea Khoury from the National Resource Center on Legal and Judicial Issues as well as a foster youth panel from Idaho. The purpose of the training was to encourage the judiciary and social workers to give notice to children, ages 8 and above, to prepare them for participation in court hearings.

Subsequent to the training, the CIP began an evaluation of youth participation in court hearings in six counties – Kootenai, Canyon, Ada, Twin Falls, Jerome, and Bannock. Surveys and focus groups with youth were conducted and baseline information related to youth participation in court was gathered. The baseline information found 82% of foster youth and 95% of foster parents reported that they receive notification of hearings. Eighty eight percent (88%) of youth, ages 13-17 reported that they attended their last hearing. Fifty percent (50%) of youth, ages 8-12 reported that they have attended at least one hearing. Eighty percent (80%) of youth, ages 13 through 17 reported that they spoke at their last hearing. Despite court attendance and the ability to speak during the hearings, the youth varied greatly with regard to how they perceive court or feel that they are heard. They do not feel as well prepared for the hearings as they would like.

The evaluation is ongoing. By the beginning of 2011, the youth will be surveyed again to see if more children are participating in court and if they feel they are being prepared to participate in court hearings.

Using Children Justice Act funds and partnering with DHW and the CIP, the Governor's Children at Risk Task Force has recently developed a coloring book to assist in preparing children to participate in civil court hearings. Although there are books designed to prepare children for criminal court, there is nothing to assist children in understanding and preparing for child protection proceedings. The new coloring book is intended to familiarize children in an educational and appealing way with the concepts, people, vocabulary, and events that are part of the court process. It was distributed June 1, 2010.

To continue support for youth participation in court hearings, the CIP now has a subcommittee to develop training for professionals who will prepare youth for court. The CFS Child Welfare Program Manager is participating on that committee.

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: Completed

On November 6, 2009, a statewide video conference was sponsored by the Supreme Court Child Protection Court Improvement Project, featuring the Honorable Leonard Edwards. Three hundred thirty eight (338) participants were in attendance. Participants included CASAs, prosecuting attorneys, defense attorneys, CFS social workers, and 68 magistrate judges. The main topic at the conference was "Age Appropriate Communication with Younger Children and Foster Parent's Right to be Heard." Learning objectives from the conference included:

- Learn how to ask questions that are appropriate to the child's cognitive abilities;
- Learn effective tools for communicating with children including:

Establishing rapport

Developmentally appropriate questions

Awareness of inappropriate questions

- Understand how child input might enhance decision-making
- Learn potential risks and pitfalls when interviewing children
- Learn what questions to ask foster parents
- Understand how foster parent involvement in court might enhance decision-making

The topic of children and foster parent's right to be heard in court was also included in the new judges training curriculum. Additionally, the following question has been included on

all standardized reports to the court. "Has Idaho Juvenile Rule 40 notification been made to youth and foster parents?"

SF2.5 <u>Monitor</u> 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: Goal met

CQI Results

| CQI Results | | |
|--|-------------------|--|
| Have the child's foster parents been given notice of all | | |
| hearings and reviews? Goal: 95% | | |
| Q1 – Q2 | Q3 – Q4 | |
| 4/1/09 - 9/30/09 | 10/1/09 - 3/30/10 | |
| 54 cases: 96% | 47 cases: 100% | |
| Q1 – Q4 | | |
| 4/1/09 - 3/30/10 | | |
| 101 cases: 98% | | |

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: Completed

This PIP-2 item was completed August 13, 2009. Topics for the training were identified from results of statewide focus groups and a legal representation survey completed by CFS social workers. A Deputy Attorney General and Prosecuting Attorney who serve on the Supreme Court Child Protection Improvement Project trained thirty four prosecuting attorneys. Thirty nine of the counties in Idaho were represented, including all of the counties who have the most filings for children in child protection cases.

The training agenda for prosecutors included:

- Legal Responsibilities of the prosecuting attorney, outlined in statute and rule;
- Filing documents, scheduling hearings, completing discovery, and meeting deadlines;
- Working as a Team with DHW

Need for communication;

Gathering information and using DHW social workers' expertise; Conflict of interest between civil child protection and criminal cases; Stipulations; Hearings on the record, including timeliness and minimal delays; Federal funding/ASFA; Deputy Attorney General Assistance.

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: Ongoing

To accomplish this strategy, Deputy Attorneys General developed a curriculum for social workers to be trained in the new worker child welfare academy. The training was first conducted in March 12, 2009. Since this training has been integrated into the child welfare academy course work, subsequent sessions are repeated a minimum of every 6 months as new social workers are hired.

As part of Idaho's PIP-2, the Regional Deputy Attorneys General will also conduct regional trainings for all CFS social workers who have not had the new academy training. Each Region is scheduling their training. Thus far, training has occurred for seasoned social workers in the following regions:

Region 1 June 26, 2009 Region 5 June 19, 2009

Region 6 August 27, 2009 and September 11, 2009

The agenda for regional trainings is the same as the agenda used in the new worker academy. Training topics include:

- How to access legal representation;
- How to present yourself professionally in court;
- How to prepare affidavits and reports for shelter care hearing, adjudicatory hearing, case plan hearing, review hearing, permanency hearings, and TPR hearings;
- Timeline of a child protective case; and
- Standards of evidence required in judicial proceedings.

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: Completed

The lead judge and the chairperson for Idaho's Court Improvement Project has developed and conducted training for new magistrates. It includes the topics required for action items 5.2 and 6.3 in the permanency portion of Idaho's PIP.

The 2010 annual new judges training was held on January 25th. Six new magistrates and five new district judges were trained at that time. Please note that the curriculum includes a section on children and foster parent's right to be heard.

The Supreme Court also set up a mentoring system with new judges, allowing them to travel and observe seasoned child protection judges in the State. The Supreme Court Bench Book, Bench Cards, and on-line forms also assist new judges in their work in child protective proceedings.

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: Ongoing

To promote standardized administration and inter-rater reliability, members of the CQI review teams are trained on the review process and review instrument (OSRI) prior to participating in any reviews. In addition, on-going training occurs at the entrance conference prior to each CQI case review as the regional Chief of Social Work and Central Office staff present any updated instructions to reviewers and review the scoring criteria for any areas that have been causing difficulties for reviewers.

To train new CQI case reviewers, one full day training is conducted semi-annually. This year the training was revised to incorporate training examples and materials used by JBS in training CFSR reviewers. The most recent CQI training was held in Boise on September 16, 2009. Thirty eight new reviewers were trained at that time.

The next CQI training is scheduled for June 28, 2010. Currently, Keeping Children Safe Panel members, university partners, Casey Family Programs staff, and Department employees from other divisions are serving as CQI reviewers, partnered with CFS staff.

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

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

Status: Ongoing

The annual ICWA case review has been delayed this year and will occur during June and July 2010. It will be monitored by Central Office with preliminary work completed through FOCUS. The on-site visits will be conducted with the ICWA liaison in each region. Reviews will include identification, active efforts, tribal jurisdiction, notice, placement preferences, qualified expert witness, and FOCUS documentation. The number of ICWA cases to be reviewed will be based on the region's number of ICWA children in care, comparison of last year's CQI, and the absolute minimum required to have statistically significant results.

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: Ongoing

The Foster Care CQI process was implemented April 2009. Each region's foster care files pulled for review during their customary CQI were reviewed using the Licensing Review CQI Instrument. The instrument reviews seven items and any documented variances or waivers to those items. See **Attachment B** for list of included items.

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: Ongoing

Training supervisors using existing training resources and competency based supervisor curriculum continues to be a priority. Program Managers continue to support that all

supervisors need ongoing training that addresses content in specific child protection core areas.

In 2009-2010, supervisors were convened to assess, plan, and review training on such topics as screening, assessment, case management, alternate care, performance management, staff development, the continuum of supervision around CFS decision making, managing with data, and managing the workload and resource development. Supervisor training and a Supervisor Institute will be developed and expanded based on strategic planning efforts as part of the NRCOI consult on "Strengthening Child Welfare Supervision as a Key Practice Change Strategy" and CW Supervisor Strategic Plan.

Many of the training resources for line workers and supervisors have included attendance at statewide PIP related events such as training from the NRC on Permanency and Family Connections (Rose Wentz) and Donald Koenig and Patti Renfro from Catholic Community Services. Family Search and Engagement training addressed improving engagement with mothers and fathers and enhancing the quality of visits with all family members. It also addressed tools and techniques for finding families and relatives. Since supervisors are instrumental in mentoring and monitoring social worker contact with families, on August 19, 2009, a teleconference was held to provide supervisors additional techniques for supervising around quality social worker/family contact. Thirteen train-the-trainers were identified and a sustainable curriculum for family engagement and contact in Idaho is being developed as part of the Case Management academy training.

Statewide training from the NRCs was also provided by the National Resource Center for Child Protective Services in November 2009. Mary Jo Paneche provided training on Child Safety Decision Making Training (a Train the Trainer model) and facilitated a session on use of a decision tree. All CFS supervisors were identified as trainers.

Statewide training from the National Resource Center on Permanency and Family Connections (Rose Wentz) was provided in March and April 2010 on Concurrent Planning. Additionally, Margaret Burt provided training on the Legal Aspects of Concurrent Planning. Additional training for line staff and supervisors will continue to occur as part of the PIP-2.

A department Child and Family Services Standard on Supervision is currently being developed and will provide direction and guidance to the Child and Family Services (CFS) program regarding the nature of supervision provided to CFS social work staff. The standard will help achieve statewide consistency and provide a measurement for program accountability.

Electronic training resources for line workers and supervisors continue to expand. The Department's Human Resources Program is purchasing modules that include resources helpful for supervision in child welfare (on a variety of training issues). Additionally, a face-to-face training module on documentation titled "Focus Your Message" is being made

available to staff statewide. This training will help address clear, concise documentation that helps with decision making, recording family progress, etc.

Supervisors continue to be required to attend supervision classes provided by the Department such as new supervisor training, Crucial Conversations/Confrontations training, etc. They are also required to complete Family Centered Practice for Supervisors and CQI training. Future plans include supervisor training on a revised new worker performance evaluation and corresponding field manual tool.

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: Ongoing

CFS continued to refine the mechanisms and processes used to evaluate the training system and collect information related to training needs of experienced staff. The Academy evaluation committee met several times during the year to respond to information from Academy participants indicating that some new workers were receiving more benefit from the Academy process than others. For example, it was noted in Oct 09 that there was a relationship between the number of Academy sessions attended and the perceived usefulness of the sessions. Higher scores were associated with higher number of sessions attended.

The Academy evaluation committee and others reviewed data and determined that some Academy topics might be better delivered in field-based hubs rather than in a central location to which all new workers traveled. It was also determined that collecting information about training formats provided an opportunity to collect perceptions about training needs. Drafts of surveys for supervisors and new and existing workers were developed and discussed by the committee. An immediate change that resulted from these discussions was replacing the state-wide competency ratings with ratings related more to workplace indicators. The data from this change helped the committee members understand patterns in participant learning that had not been evident previously.

The Academy discussion process described above has resulted in important changes and additions to the overall learning design for new workers. The curriculum template was reviewed and Academy participant feedback was collected by specific topic using the categories of highlights of the topic presentation and suggestion for the presentation. This template allowed for across topic analysis to identify redundancies and gaps in content presentation. Next, the generic language of the state-wide social services competencies was modified to reflect the actual services provided by CFS workers. A final important change was using personal development outcomes to collect data from new workers who completed the Academy process. The personal development outcomes used are aligned

tightly with actual service goals, and in the future could become a source of measuring Academy impact on a pre-post basis.

Another result of discussions related to Academy new worker feedback was that the state-wide competencies were translated from generic competency language into competency language that applied specifically to CFS services. This change is important for the development of a revised personnel evaluation form. Finally, the CFS unit collected comprehensive data from workers, supervisors, chiefs, and Program Managers related to training needs and delivery models most appropriate for various topics.

The exit interview implemented during the 2008-09 program year has been continued and has provided important and useful data for program review. To date, 30 new workers completing Academy requirements responded to the exit survey. The information gained is helping program developers understand which components of the Academy process are best supported by the various Academy support systems, including the classroom sessions, the transfer of learning requirements, supervisor feedback, peer mentoring, and other aspects of the formal system.

Mechanisms for evaluation (the new Academy hub based model starting in July, 2010) will include Division Operations, the CQI process, CW Child Welfare Subcommittee, quarterly CW learning Circles and Quarterly Evaluation Workgroup meetings.

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: Ongoing

Idaho's Supervisory Strategic Plan was developed through consultation with the National Resource Center of Organizational Improvement and a representative group of supervisors from each region of the State. The strategic plan was finalized and approved in July 2009.

On November 19 and 20, 2009, all supervisors were convened in Boise to discuss and begin implementation of the plan. Two supervisory subcommittees were formed. One subcommittee was asked to work on supervisory models and the other was charged to work on supervisory practice applications. The two groups meet together as needed..

Since November we have had monthly meetings with Steve Priester from the National Resource Center on Organizational Improvement. He has been helpful in furnishing us with resources and referrals from other states.

The Supervisor Strategic Plan subcommittees have:

✓ Reviewed supervisory strategies from National Resource Centers and other States.

- ✓ Selected strategies that are consistent with Family Centered Practice Philosophy, good clinical practice, and that celebrate strengths and successes.
- ✓ Identified topics of interest for quarterly supervisor calls (learning circles).

At the meeting on May 4, 2010 both subcommittees were convened to finalize recommendations for:

- 1. Essential core components to be used in supervision;
- 2. Strategies for providing consistent thoughtful scheduled supervision. (frequency, type and portions of the model that need to be included in a supervisory standard for best practice supervision);
- 3. Standard for supervision that was drafted;
- 4. Statewide practice guidelines for child welfare social worker 3s
- 5. A structure for an Individual Development Plan ensuring ongoing development and support around a specific skill set and competencies needed by CW supervisors.
- 6. Prioritize the topics for quarterly supervisor calls (learning circles)

The recommendations from this meeting have been submitted to leadership for final approval. We will continue implementing the supervisory plan during 2010 and 2011.

SF4.4Develop 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: Ongoing

Development of tools for assessing current competency levels continues to be an ongoing process. The State of Idaho has a mandatory electronic performance appraisal system. IDHW previously selected 36 competencies from hundreds described in the appraisal system which best described an IDHW employee and curriculum was developed for supervisors defining these selected competencies.

Plans are in place to eliminate the Competency Based Learning Contract (CBLC) and replace it with a field manual and the modified performance evaluation. The field manual tool is similar to the CBLC, but is being updated with the current curriculum being taught in addition to replacing the individual continuous learning plans for each topic. The learning plan accomplishments will be better reflected by being embedded in the electronic new employee electronic appraiser template.

The performance appraisal system is being revised to include information (attendance at Academy, completion of field experience, etc.) previously listed in the new worker CBLC. This will serve as an ongoing appraisal tool where individual staff can be assessed and competencies addressed. The field manual includes course relevancy, competencies, and

learning objectives and negotiated learning goals and will be helpful to supervisors as well as new workers.

In order to assist new workers and supervisors in the required competencies, the Academy Evaluation Workgroup added additional competencies to the new worker appraisal form that better reflect the work that is done by a social worker. Job specific performance appraisal templates will be modified to address these changes and the new evaluation format. Other tools will evolve as we continue to modify and improve the process.

All supervisors in the Department are required to attend Applied Supervision training which focuses on: developing job descriptions based on the Department's core competencies; developing hiring strategies that focus on competency assessment; conducting performance appraisals, which include both a performance appraisal and a staff development plan; and dealing with challenging performance issues. This course is taught regularly by Human Resource Specialists and other supervisors and managers within the Department. Learner goals will be addressed in the new academy field manual and supervisor assessment of the new employee continues during the learner's nine-month probationary period.

SF4.5 Complete Child Welfare Manual revisions chapters.

Funding Source: CAPTA/CWS

Target Date for Completion: 2010

Status: Progress achieved

See Attachment F for a list of CFS e-manual chapters which have been posted. The remaining are in various stages of development and should be completed and posted within the next 6 months. The contractor who does our editing and prepping the information for posting on our InfoNet has had their contract reduced. Contract reductions, editing previously posted chapters, competing demands for time and furloughs have all pushed completing the remaining chapters down the priority list.

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

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

Ongoing training requirements have been made a part of the Dual Assessment Format. Annually the foster parent's completed training is reviewed for completion of 10 additional hours of training as required by IDAPA 16.06.02.340. Training requirements are also assessed through the licensing CQI and will become a focus in Idaho's Program Improvement Plan in Quarter 6 where the roles and responsibilities of resource families

will be incorporated into the annual resource family development plan and additional training needs will be identified.

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: ongoing

Attachment G is a list of the Ideas in Practice, those already disseminated and those yet to publish. Once final they are sent our to supervisors and chiefs of social work and posted on the Child Welfare InfoNet web page.

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. Additional mechanisms for evaluation will include Division Operations, the CW Child Welfare Subcommittee, quarterly CW Learning Circles and evaluation workgroup efforts.

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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. (Completed 2009)
- (2) Consultation and training with the National Resource Center for Permanency and Family Connections 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.

(Completed – 2009)

- (3) Consultation with the National Resource Center for Permanency and Family Connections 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.

 (Completed 2010)
- (4) Training by the National Resource Center for Organizational Improvement on how to monitor concurrent planning within the judicial role. (Completed 2010)
- (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. (Completed 2010)
- (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. (Completed 2010)
- (8) TA from the National Resource Center on Permanency and Family Connections 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: Ongoing

An external website is in the process of development. It will include information relevant to Tribes. The Indian Child Welfare Specialist will continue to email correspondence and advise Tribes of available resources. Tribal Relations Program Manager will continue to work with Tribes on other related issues not directly involving Indian Child Welfare activities.

Supporting Documentation

Promoting Safe and Stable Families (PSSF)

To assist in providing a full array of services to children and families, the following services have been available, either through contract or direct services:

Family Preservation

- Intensive Family-Based
- Parenting Classes
- Respite
- Family Group Decision Making Meetings
- In-home services to facilitate reunification or preserve placement: gas, emergency assistance, case management
- Counseling/ anger management
- Forensic sexual abuse interviews
- Health and safety (RN Services)
- Transportation
- Miscellaneous items such as cribs, door alarms, clothing for a non-foster child to avoid bringing child(ren) into foster care.

Family Support

• Counseling services: also including intensive family based counseling, Functional Family Therapy, and case management

- Parenting classes
- Daycare expenses
- Foster Parent Support / Relative Caregiver Support
- Respite
- Health and Safety (RN Services)
- Transportation

Reunification

- Intensive Family Based Services
- Parenting Classes
- Transportation
- Mental Health Services, counseling, psychological testing, case management
- Counseling/Anger Management Evaluations and Recommendations as directed by the court
- Substance Abuse Support and Coordination
- Drug Testing
- In-home services to facilitate reunification or preserve placement: gas, emergency assistance
- Family Group Decision Making Meetings
- Paternity Testing
- Health and Safety (RN services)

Adoption

- Intensive Family Based Services
- Individual Child Recruitment Activities
- Recruitment incentives for a newly licensed foster home
- Home studies
- Adoption Preparation, Pre-placement services
- Adoption placement follow up
- Counseling
- Life Books
- Partial payment of contract for licensing

Since Idaho uses PSSF funds to provide many of these services, PSSF funds are allotted to each region of the state. The Regional Program Manager identifies services needed in the categories of Family Preservation, Family Support, Time-Limited Family Reunification, and Adoption Promotion. Regional Program Managers have been provided with the definitions of each of the four PSSF categories and are aware that a minimum of 20% of the PSSF funding should be spent in each of the categories. After regional service providers are selected through a competitive bidding process, a contract is signed. The money allotted in the contracts does not exceed the PSSF funds allotted to the service. Budget reviews are held quarterly to monitor the process and use of the PSSF funds.

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: Ongoing

Idaho's Keeping Children Safe (KCS), Citizen Review Panels, submit annual recommendations to the Department of Health and Welfare, Child and Family Services. In October 23, 2009, the KCS Panels formally submitted fourteen statewide recommendations for 2010. These recommendations included the areas of communication, education, foster care, legal representation, older youth, substance abuse, and psychosocial rehabilitation and partial care. They were submitted in conjunction with the Panel's annual activities and membership report. Child and Family Services responded to the recommendations on April 23, 2010. Panel members were provided an oral response via video conference as well as a written response. See Attachment D for the "Keeping Children Safe Panels' 2009-2010 Annual Report and Department Responses". The Annual Statewide KCS Panel Conference is scheduled for October 22, 2010 at which time the Department's second and final response will be provided to the statewide Keeping Children Safe Panels.

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: Ongoing

The Child Welfare Program Manager also serves as the Children's Justice Act Coordinator, attends all meeting of the CARTF, and writes the CJA annual report. Many of the strategies of the Governor's Children at Risk Task Force align with the strategies of this Comprehensive Plan as well as the Department's Program Improvement Plan and strategies submitted by the Supreme Court Child Protection Court Improvement Project. The Department of Health and Welfare, The Children at Risk Task Force, and the Court Improvement Project collaborate often to support one another.

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

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

The CFS Central Office Child Welfare Program Manager is appointed to participate in the Idaho Child Protection Court Improvement Project. In addition to attending all meetings, the Department manager actively serves on the CIP's training subcommittee, the rules and statutes subcommittee, promoting children in court subcommittee, and the uniform court report subcommittee.

The CIP actively works with the Department to improve the number of children who are eligible for Title IV-E funding. The Department's eligibility determination unit sends a list of the case number, the child's name, the judge, and the issues that are causing the case to be noncompliant with Title IV-E to the Director of the Child Protection Court Improvement Project. The CIP Director then forwards the information to each judge with a letter encouraging him or her to include the findings in future orders or to hold a permanency hearing if one has not been held.

The CIP and CFS also work in tandem to implement Idaho's PIP. For example, the court has incorporated Idaho's PIP sections specific to case review, legal representation for the agency, and permanency for children into their strategic plan. In an effort to improve practice, the Department and the Courts have coordinated their training plans so social workers and the judiciary are trained jointly on concurrent planning, children and foster parents being noticed and heard in court, and child safety.

In addition, collaboration is occurring between the courts and CFS as they begin to implement a process to share data that will allow monitoring and improvement of safety, permanency, and child well-being outcomes by both CFS and the courts.

CFS values the support of the Court Improvement Project Committee and will continue to assist the committee in working towards the goals of their strategic plan.

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

Funding Source: CWS/CAPTA

Target Date for Completion: Ongoing Status: Ongoing

The Idaho Indian Child Welfare Advisory Council was established on June 22, 1994. ICWAC consists of the State of Idaho Department of Health and Welfare and the following

Tribes: Coeur d' Alene Tribe, the Kootenai Tribe of Idaho, the Nez Perce Tribe, the Northwestern Band of the Shoshone Nation, the Shoshone-Bannock Tribes and the Shoshone-Paiute Tribes. The purpose of the committee includes but is not limited to improving the outcomes related to permanency, safety, and well being for Indian child in Idaho through:

- a) Promoting and improving Indian child welfare;
- b) Implementation of and advocacy for the law and the spirit of the Indian Child Welfare Act (ICWA);
- c) Education and awareness of the ICWA; and
- d) Building positive State-Tribal relations through collaboration and cooperation between the Tribes and the State of Idaho Department of Health and Welfare (DHW).

The guiding principles include Indian children are a unique cultural asset to Tribes. ICWAC was created to protect the best interest of Indian children by ensuring the establishment, preservation and continuation of cultural ties and Indian heritage for Indian children. The current meeting schedule is quarterly for two days—a one day meeting with tribal representatives and the IDHW tribal relations program manager and the second day with the same group plus representatives from IDHW programs, IDHW regional program managers, Dept. of Juvenile Justice, and the Idaho Supreme Court.

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: 2011 Status: Not due

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: Ongoing

The Idaho Children's Trust Fund (ICTF) was created by statute in 1985 with a governing board that currently includes a representative from Child and Family Services (CFS). This allows a child protection system perspective to be represented as related issues come before the board. In September 2009, the executive director of the ICTF and the CFS board representative presented at an Early Childhood Development class to talk about the Prevention/CPS continuum.

On March 16-17, 2010 the ICTF had an 11th annual statewide training event: 2010 Strengthening Families Training Institute – Changing the Way We Think about Prevention.

At that gathering, Jim Hmurovich from Prevent Child Abuse America facilitated the initial stages of a prevention planning process. CFS staff were in attendance and participated in a prevention planning process. The Trust Fund also coordinated workshop topics with the Department's efforts related to the CFS Program Improvement Plan. This included the role of absent parents, family centered practice, and involvement of parents in program decision making.

Supporting Documentation

Disaster Plan Update: On March 31, 2010, Program Managers and Central Office staff reviewed the Child Welfare Disaster Plan. Communication processes were discussed and calling trees were updated. Lists of children in foster care are continuously updated as defined by the plan. No revisions were made to the plan as a result of the review. The Department will continue to review and update the plan as needed.

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 IDHW 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 IDHW 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 IDHW tribal relations program manager and the second day with the same group plus representatives from IDHW programs, IDHW 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 and Independent Living funds from IDHW 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.

Over the next 5 years, the ICWAC will continue to foster connections and collaborations with other state committees such as the Child Protection Committee, Independent Living Committee and the Foster Care Recruitment Committee. ICWAC members will also continue to provide input and guidance on the ICWA-related documents that agency staff will use to promote the early identification of Indian ancestry and tribal affiliation. A tribal

attorney, who is a member of the ICWAC, is also involved in the development of state court documents that include ICWA content.

ICWAC has revisited several components within the IDHW "Implementing the Indian Child Welfare Act" Standard, including Qualified Expert Witness, Active Efforts, Tribal Notification, TPR and Adoption proceedings. The ICWA CQI case reviews will also continue. It is through the ICWA standard and the ICWA CQI (see SF3.2 and Item 14) that the specific measures are identified for ICWA compliance. ICWAC also reviews the results of the ICWA CQI.

Another goal of the ICWAC is to bring multiple agencies together to discuss strategies to integrate ICWA-related issues throughout the services continuum. The annual ICWA Conference will continue.

Per Title IV-B Sec 422(b)(8), all Idaho children, including Indian children, are eligible to receive services to: (1) prevent or eliminate the need to be removed from their homes; (2) be reunified with their families if removed; and (3) achieve permanency if removed from their family. A case review system implemented in conjunction with the Idaho court system is available to all children who have been placed into foster care. Permanency hearings are available at 30 days for children abandoned at birth or shortly thereafter.

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: Completed

The Statewide Recruitment Workgroup finalized statewide and regional recruitment plans in December of 2009. To accomplish that, seven Regional Recruitment Assessment Planning meetings were facilitated in September of 2009 where the statewide recruitment structure and plan were presented and an assessment was conducted for the purpose of developing regional recruitment plans to address the same critical issues and goals as the statewide plan. Each region reported on their strengths, weaknesses, opportunities, and

threats (SWOT analysis) which provided information to define the three to four priority areas they are working on as actions steps.

The regional assessment meetings included representation from IDHW staff (Program Managers, Bureau Chiefs, Licensing and Adoption Supervisors, Intake staff, case workers, and Regional Directors), University Partners Recruitment chairs, resource parents employed in the Recruiter Peer Mentor Program and other contracted agencies. These recruitment teams were presented with material about best practice recruitment principles and models along with an overview of the statewide recruitment plan. Following the regional assessment meetings, the regional teams developed their regional recruitment plan that supports the overall state recruitment goals and guides each region's recruitment activities. Final regional recruitment plans were submitted to the Program Managers in November of 2009 and finalized in December of 2009.

All of the recruitment plans include actions to target the recruitment of families that are representative of the children in care including enhancing and developing processes to recruit Spanish speaking families and working with the Indian Child Welfare Advisory Committee (ICWAC) to develop key messaging, communication plans and products that target Native American families.

In the next year, efforts will be focused on identifying the characteristics of a successful foster parent and assessing where new foster parents are needed the most. Efforts will include:

- Completing informational meetings with social workers to target "successful foster parents" and identify the types of foster parents needed in order to target recruitment efforts and reflect the characteristics of the children in care in Idaho.
- Completion of lifestyle/profiles of successful foster parents (characteristics, lifestyle choices, i.e., activities, affiliations, media usage, etc...where/how we can target these families and with what messaging would resonate with these profiles?)
- Based on profiles, brainstorm potential messaging to reach the targeted families.
- Development of products, including publications, signage, promotional items using the key messaging for use throughout the state in targeted recruitment efforts.

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: Not due

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: Not due

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

Funding Source: CWS
Target Date for Completion: 2013
Status: Not due

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: Complete

The Resource Family Licensing For Relatives, Fictive Kin, and Non-Relatives Standard of Practice was re-written to clarify and the requirements related to the Adam Walsh and Code X Criminal History Clearance provisions. Once the standard was finalized November 16, 2009, CFS supervisors were trained to the provisions that month. The new standard is posted on the Department's InfoNet. New forms related to the criminal history (Code X) and child abuse and neglect registry provisions were also posted on the team site following the training.

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: Not due

Progress: Four workgroups have been formed to develop the mentoring role of the Recruitment Peer Mentors. The workgroups are:

1. Structure and procedure:

The work for this group is to develop guidelines of how/when a Recruitment Peer Mentor (RPM) is assigned to a family and to develop guidelines of how/when RPMs are accessed by resource families and social workers. Once assigned, what is the

procedure for RPMs to train, mentor and teach and what tasks and responsibilities belong to the RPM?

2. Documentation and communication:

The work for this group includes development of documents that outline guidelines for how RPMs are accessed by resource parents and social workers and distribution of these guidelines to resource families, social worker and peer mentors. In addition, this group will develop documentation processes that an RPM will use when mentoring/training an assigned family. Some of this work will follow the work of the structure and procedure group work.

3. Training and curriculum:

The work for this group is to review the orientation training currently in place, identify additional in-service training needs that will enhance the RPMs ability to teach and train families on specific topics with foundation of the Pride competencies. This group is developing a training outline for RPMs and, subsequently, a standardized curriculum that all RPMs receive. This would include culturally relevant practices within the RPM role. In conjunction with the Continuous Quality Improvement group (below) this work group would also identify areas of the RPM role that would need further support and guidance.

4. Continuous quality improvement (monitoring and evaluation).

The work for this group is developing monitoring tools and mechanisms to capture information regarding the RPM program as it relates to resource parent support and stability of children in care. The information will be used to determine program impact and refine measurement and monitoring tools.

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

Funding Source: IV-E/CWS
Target Date for Completion: 2012
Status: Not due

SF7.8 Establish method for electronically processing ICPC requests.

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

The State of Idaho can now process ICPC requests electronically using secure email. A new email account was created for incoming ICPC requests, and many states have switched to electronic-only correspondence. Regional workers across Idaho have also been using electronic mailing for ICPC packets, home studies, and progress reports. This has greatly reduced mailing costs, and eliminates unnecessary time wasted by sending hard copies.

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: Not due

Progress: The State of Idaho continues to support the passage of the New ICPC legislation, but due to budget constraints and issues, it has not passed.

Chafee Foster Care Independence and Education and Training Vouchers Programs

IL PROGRAM SERVICE DESCRIPTION

Idaho continues to provide the services described in the five year plan for 2010-2014, and described below.

A. Description of Program Design and Delivery

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.

B. Revisions to Goals and Objectives established in the CFSP

There are no revisions to goals or objectives for the Independent Living Program.

C. Updates to Goals and Objectives to Incorporate Areas Needing Improvement No areas needing improvement were identified in the Independent Living Program

D. Services to be Provided in FY2011

Population to be served: Eligibility criteria for a youth's participation in the independent living program remains; however, inpatient hospital stays have been added to the list of settings which are excluded as eligible foster care placements for the purpose of IL eligibility. This is a clarification and does not change how eligibility for IL services is determined. Idaho requires that a youth be in foster care placement for ninety (90) cumulative days after the age of 15, 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 for 2010 are as follows:

- 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.
- Only youth between the ages of 15-21 years are eligible for services and use of funds through the independent living program.

- Youth must have resided in an eligible placement setting which includes foster care, group care, Indian boarding schools, or similar foster care placement and <u>excludes</u> inpatient hospital stays, detention facilities, forestry camps, or other settings primarily designed for services to delinquent youth.
- A youth must have resided in an eligible foster care setting for 90 cumulative days after attaining the age of 15.
- 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.

E. Geographic Areas Where Services Will Be Available:

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.

F. Estimated Number of Individuals and Families to be Served: There were 1,262 eligible youth in Idaho's Chafee Foster Care Independence Program (CFCIP) from April 1, 2009 to March 31, 2010. As of March 31, 2010, 98 eligible youth reached the age of majority (18) while in care during that time period. A similar number of youth are anticipated for the Independent Living Program in FY 2011.

G. Planned Program Changes:

There are no planned changes to the Independent Living Program in FY 2011

COLLABORATION

- Descriptions of activities in the ongoing process of coordination and collaboration efforts are described later in this section at "Coordination with Other Federal and State Programs for Youth."
- Collaboration between child Welfare agency and the Courts with regard to the development of the APSR and any CFSR or title IV-E program improvement plans is discussed elsewhere in this report.

PROGRAM SUPPORT

- No changes are made to the training plan submitted with the CFSP.
- No new training is planned for IL that is not previously described.
- Updates on Staff Development Plans Paid for by the Caseworker Visit Funding (not applicable)
- State Technical Assistance Provided to Counties and Other local or Regional Entities: IDHW administers all Independent Living services in Idaho. Individual regions maintain contracts for IL services, monitoring and assuring that all requirements of the Chafee Foster Care Independence Program are met.

- Idaho has not requested technical assistance for the Independent Living Program and does plan to request technical assistance in FY 2011.
- In FY 2011, Idaho's SACWIS will be modified to accept and report on data required for the National Youth in Transition Dataset for the baseline of youth in care or receiving IL services who turn 17 between October 1, 2010 and March 31, 2011.

Chafee Foster Care Independence and Education and Training Vouchers Programs

Specific accomplishments for FY 2010 and Plans for FY 2011 the seven purpose areas:

(1) Help youth transition to self-sufficiency; examples follow

- All regional IL Programs develop IL and IL Transition Plans, based on the results of Ansell-Casey Life Skills Assessments and input from persons important to the youth. 730 youth between 15 and 21 received IL services between April 1, 2009 and March 31, 2010.
- In FY 2010, IL Programs in Regions 4 and 6 used Family Group Decision Making for youth at the point of developing IL Transition Plan at age 17 and convened birth and resource family members and other participants important to the youth's future.
- All regions provide life skill development for youth to prepare them for independent living as young adults.

These activities are planned to continue in FY 2011.

(2) Help youth receive the education, training and services necessary to obtain employment; examples follow

- In FY 2010, IL Plans and IL Transition Plans continued to include education and training domains for youth with goals and strategies to obtain employment. For some youth, this included vocational training such as CNA classes and for others it included formal higher education.
- In FY 2011, Idaho's IL Program will collaborate with Casey Family Programs to distribute information to eligible youth, ages 18-24, to work as Americorps volunteers.
- Regional IL Programs use services from the WIA, Job Corps and Department of Labor services before and after youth age out of care.
- Statewide, Vocational Rehabilitation services are used for youth who have disabilities to prepare them for employment.
- In Region 2, the Trio Programs, including Upward Bound, connect with youth while they are still in high school and follow them in college. Staff from WIA, Trio, and Vocational Rehabilitation often attend IL Transition planning meetings.
- Casey Family Programs routinely refers youth to the Department of Labor as part of transition planning in Region 4.
- Regions 3 has a contract with an employment agency (Mana) to provide additional job coaching and job searches for youth with higher needs.

- The WIA program in Region 3 provides job coaching, works with youth on resumes, and takes small groups of youth to work resources in their community.
- In Region 4, a private culinary training provider works intensely with foster youth to expand not only their culinary skills, but all job readiness skills.

These activities are planned to continue in FY 2011.

(3) Help youth prepare for and enter postsecondary training and educational institutions; examples follow

- Between January and March 2010, Idaho's IL program received training in and
 distributed materials for youth to participate in an annual state Free Application for
 Federal Student Aid (FAFSA) Day sponsored by the Idaho State Board of
 Education ISBE). The state IL Coordinator worked closely with staff from the ISBE
 in planning how best to distribute the information to all IL eligible youth. Materials
 were distributed to all regional IL Coordinators and disseminated to youth.
- In FY 2010, IL Coordinators assisted IL eligible youth with FAFSA applications and seeking scholarships as part of the transition process and this process will continue in FY 2011.
- IL eligible youth in the Boise area used the "Students for Success Program" at Boise State University under the Trio umbrella.
- In FY 2010, a Trio worker in Region 2 took a group of youth, including IL youth on a tour of colleges across Idaho.
- Casey Family Programs uses a contact person with the Trio Program to help with FAFSA applications and go to the school of the youth's choice. They also help youth make decisions about their goals and which classes to take.
- In Region 6, the Director of Admissions at Idaho State University (ISU) in Pocatello was formerly a sibling to foster youth and has been especially helpful in assisting older foster youth enroll at ISU.

 These activities are planned to continue in FY 2011.

(4) Provide personal and emotional support to youth aging out of foster care through mentors and the promotion of interactions with dedicated adults; examples follow

- Idaho continues to use the "Permanency Pact" to identify adults available to help youth with 45 circumstances typically encountered by young adults. http://www.fosterclub.com/files/PermPact_0.pdf
- In FY 2011, both the Idaho Chapter of Foster Care Alumni of America (FCAA) and Foster Youth of Idaho (FYI) association plan to develop mentoring programs.
- In FY 2010 in Region 2, a bachelor level Resident Assistant at a college dormitory was a mentor to two young women in the IL Program who lived in that dormitory.
- Regions 3 and 4 continue to work with the Special Needs Adoption and Permanency (SNAPS) administered through the Idaho "Wednesday's Child" program to provide children in care between the ages of 11 and 18 with a mentor. Mentor-mentee pairs get together individually at least once a month, and have weekly contact with each other.

http://www.idahowednesdayschild.org/misc.php?id=mentor SNAPS supports

- mentors through new mentor orientation, quarterly training, and the adoptidaho.org/mentor web site.
- Regions continue foster care recruitment efforts specifically for adolescents for families that can meet the unique needs of adolescents. Youth speakers at foster provider training (PRIDE) sometimes change potential foster care providers' decisions not to care for an adolescent as a result of the youths' stories.
- In FY 2010 in Region 4, Native American foster care alumnus worked with a youth currently in foster care on native identity.
- In FY 2010, the Region 5 IL Program developed a new program for youth called "Elev8." The purpose of ELEV8 is to provide teens with a safe and nurturing environment in which they can develop relationships with peers, mentors and community members. ELEV8 mentors to support and monitor youths independent living progress. Mentors will inform staff of needed referrals, concerns and celebrations throughout the year. The group meets weekly.
- In Region 6, foster care alumni have coached current foster youth involved in the Foster Youth of Idaho (FYI) group to learn how to call and make contacts with adults in the area for funding raising efforts. The Region 6 FYI group developed into a service organization in addition to the activities they have for foster youth.
- Foster youth groups are active in 6 regions in Idaho and provide adult interaction and supervision while youth engage in peer support, community volunteer work and other activities that put them in contact with positive adult role models in community organizations.
 - These activities are planned to continue in FY 2011.
- (5) 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; Examples follow
 - In FY 2010, supports and services were provided to youth between 18 and 21 who were former foster care recipients that included room and board and supports for employment and education. IL Plans developed with those young adults include responsibilities of the youth to achieve goals on their IL Plans. These services and expectations will continue in FY 2011.
 - In FY2010, the number of available Section 8 housing vouchers in the state's largest metropolitan area (Boise) have increased and allowed more housing for former foster youth age 18 and older.
 - In Region 4, IL staff work with Boise City Housing, the city's housing authority, to find appropriate housing for youth.
 - In Region 6, a partnership between Aid for Friends (a homeless shelter) and the Bannock Youth Foundation provides properties for housing dedicated to 18-21 year olds aging out of foster care.
 - To increase the likelihood of success, Region 6 IL staff ask youth include a back-up plan in case their first choices in their IL plans aren't attainable.

• IL eligible youth in all regions are welcome to return for services up to the 21st birthday if they did not pursue IL services at the time they reached 18 or aged out of care, and receive the same IL services as IL youth who continued IL services after leaving care.

These activities are planned to continue in FY 2011.

- (6) Make available vouchers for education and training, including postsecondary education, to youth who have aged out of foster care; examples follow
 - In FY 2010, the state IL Coordinator boosted efforts to inform IL Regional staff, contractors, tribal social service staff and other partners about ETV and scholarship opportunities and provided training on FAFSA on-line applications through quarterly conference calls.
 - The IL Program worked with the Idaho State Board of Education (ISBE) to inform youth about a statewide "FAFSA Day" on Saturday, February 2010. Staff from the ISBE joined the quarterly statewide IL Program Conference Call to explain the program and answer questions. Materials were distributed through Regional IL Coordinators to all eligible youth. Regional IL staff assisted youth who did not attend FAFSA Day to complete FAFSA applications.
 - Packets of the "2010 Idaho Higher Education" produced by the Idaho State Board of Education (ISBE) were distributed to all regional IL Coordinators and addressed in a quarterly conference call. The document was also made available through the ISBE web site.
 - A record number of youth used Education and Training Vouchers through Idaho's Program, 74 between April 1, 2009 and March 31, 2010, compared with 27 in the previous 12 month period. Idaho's ETV funds have been fully expended in the past 2 federal fiscal years.

| Region | Number of | Continuing | New |
|-----------|---------------------|------------|-----|
| | Participants | | |
| 1 | 14 | 6 | 8 |
| 2 | 4 | 1 | 3 |
| 3 | 16 | 6 | 10 |
| 4 | 22 | 12 | 10 |
| 5 | 3 | 1 | 2 |
| 6 | 7 | 3 | 4 |
| 7 | 8 | 1 | 7 |
| Statewide | 74 | 30 | 44 |

(7) Provide services to youth who, after attaining 16 years of age, have left foster care for kinship guardianship or adoption.

All regional IL Programs provide services to youth who, after attaining 16 years of age, have left foster care for kinship guardianship or adoption. There are no

differences between services offered to this population and other youth eligible for the IL Program in Idaho. This practice will be continued in FY 2011.

Coordination with 0ther Federal and State Programs for Youth

In FY 2010, the following activities were performed to coordinate services with other federal and state programs for youth:

- In FY 2010, the state Independent Living Coordinator represented Idaho's Child Welfare IL Program at the Idaho Secondary Transition Council coordinated by the Idaho State Department of Education, Division of Special Education. Council members represent state and federal programs, as well as youth advocates and parent representatives. This participation will continue in FY 2011.
- In FY 2010, the State IL Coordinator was asked to participate in a working group to make best practice recommendations to the Idaho Court Improvement Committee on how the court can best support the independent living work of IDHW. This workgroup is convening in FY 2011.
- The Region 1 IL Coordinator attended an annual Secondary Transition Conference sponsored by the Idaho Secondary Transition Council and the Idaho Assistive Technology Project.
- In Region 2, IL staff attended meetings of the Lewis-Clark Family and Youth Coalition. Staff have also attended human needs meetings for Idaho, Lewis and Clearwater counties with people from a wide variety of people from school personal, medical, non profit organizations, Department of Labor, churches; this group discusses needs of the community and find or create resources. An example is the new "Dress to Impress" program where people are given good work clothes and learn interview etiquette and job skills.
- In Region 2, Family Promises services are available to people who are homeless. Churches rotate responsibilities to provide food and work with people who need assistance. The Region 2 IL Coordinator collaborates with this organization and former IL youth are sometimes recipients of this service.
- In Region 2, the IL Coordinator and one of the tribal social service workers coordinated a full day of activity for IL youth that included speakers from the UI extension financial office, WIA and staff at the tribal Children's Home.
- In 2010, the Region 2 IL Coordinator provided assistance and trained 3 Nez Perce tribal social workers who now complete their own referrals.
- In FY 2010, the Region 3 IL Coordinator worked with a developer in Caldwell, Idaho, to begin construction of a home to be used for transition housing. The IL Coordinator met the developer at a Treasure Valley collaborative workgroup for youth transitioning from high school where he was a presenter in FY 2009. The developer applied for a Neighborhood Revitalization Project through HUD and the IL Coordinator accompanied him to city hall to describe the need for transitional housing. The Treasure Valley Transition Home in Nampa will run and manage the housing program in Caldwell. This work is expected to be completed in FY 2011.
- In the Boise Treasure Valley area, a collaborative group, IROCK, has been very successful in connecting public and private agency representatives at bi-monthly meetings. Participants include staff from the Department of Labor, housing

programs, Vocational Rehabilitation, employment training providers, life skill training programs, Casey Family Program staff and youth, secondary and employment and post-secondary providers, and IL staff from Regions 3 and 4. Speakers have presented on opportunities for youth with disabilities, homeless alternatives, Idaho Meth Project, Medicaid Benefits, McKinney-Vento, Trio, Safe School Coalition, WIA, Board of Education, Commission for the Blind and many others. In FY 2010, the group established committees for housing, employment mental health transportation and youth engagement. IROCK stands for Idaho Resources, Opportunities, Communities, and Knowledge; the web site is http://irock4ya.ning.com/

- In Region 4, The Idaho IL Program continued to work closely with Casey Family Programs in the delivery of IL services to youth 15 to 21 and for ETV to age 23 for youth enrolled in post-secondary education on their 21st birthday in Region 4.
- In FY 2010, Region 6 IL staff renewed efforts to facilitate referrals from the Shoshone-Bannock Tribe's social service workers and set up a referral loop to ensure all eligible youth receive IL services. Regional IL staff assisted tribal social service staff in the development of an IL Plan for a youth in the custody of the tribe and have offered to assist with other IL Plans for tribal youth eligible for IL.
- In FY 2010, Region 7 IL staff participated in the Idaho Falls local "Secondary Transition Collaboration" for high school youth with disabilities. The group hosted a regional conference for secondary special education students with an emphasis on their choices after high school.
- In FY 2010, the Region 6 IL Coordinator worked with tribal social service representatives from the Shoshone-Bannock Tribes of the Fort Hall Reservation to improve communication and coordinate eligibility determination, plan development and service delivery for tribal youth who are IL eligible.
- On a state level, DHW continues to exchange information with the IDHW/FACS Tribal Relations Program Manager and at regular Indian Child Welfare Advisory Committee (ICWAC) meetings.
- In FY 2010, the Idaho IL Program funded attendance for the Daniel Independent Living Conference for 2 tribal representatives. In FY 2011, the Idaho IL Program again will fund tribal representative attendance; however, only one representative will be funded due to state budget constraints.

Training in Support of State CFCIP

- In FY 2010, 824 foster care families received information about Idaho's IL Program through the PRIDE course required for all new resource families. Session 9 of PRIDE includes foster youth speakers.
- In FY 2010, the state IL Coordinator conducted a formal orientation to Idaho's IL Program to two new Regional IL Coordinators. IL Orientation is delivered to all new regional coordinators, even if they have worked in the program previously because the duties of the coordinator include additional tasks and require a broader knowledge of the CFCIP. This orientation will be offered in FY 2011 to new Regional IL Coordinators.

- In FY 2010, the Region 3 IL Program revised and disseminated "IL Youth Best Practice Guidelines" which articulates the differing responsibilities of foster youth, birth parents, foster parents and the Department for overnight stays, high risk activities and camp, overnights with friends, piercings and tattoos, accepting rides, taking drivers training and getting a drivers license.
- Beginning in FY 2010, the Region 6 IL Coordinator conducted IL training for Region 6 staff and community partners the last Monday of each month. Tribal staff and staff from the Bannock Youth Foundation were invited. This training will be continued in FY 2011.
- The Region 6 IL Program distributes a monthly newsletter for foster parents with topics on working with adolescents.

Trust Funds for Youth Receiving IL or Transition Services

The Idaho Child Welfare Program has not established a trust fund program for youth receiving independent living services or transition assistance.

Agency Efforts to Involve Youth in CFSR/PIP and Planning

- Youth participated in development of Idaho's Self-Assessment, CFSR and PIP development through regional and local focus groups and on statewide committees.
- In FY 2010, the new Idaho Chapter of Foster Care Alumni of America held elections for state board members and met primarily by conference call; foster care alumni are interested in system changes for Idaho's foster care and independent living programs including Medicaid coverage to 21 and other options available to states through the Fostering Connections and Increasing Adoptions Act of 2008 that Idaho has not yet implemented.
- Several regions have active groups of current foster youth in Foster Youth of Idaho (FYI) that are interested in local Independent Living efforts and programs.
- CFS involves foster youth in new worker training, in-service training and KCS general meetings. Youth are paid small stipends for their participation.

Option to Expand Medicaid to IL Eligible Youth

Idaho continues to extend 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. State revenue shortages and budget cuts currently prohibit consideration of extending coverage to youth ages 19 to 21. National health insurance changes effective in 2014 will provide increased medical coverage for more youth who age out of care, even in the absence of the state extending Medicaid coverage for youth ages 19 to 21 who aged out of care.

Results of Indian Tribe Consultation

- A draft five year CFCIP plan was shared with each tribe in Idaho for comment and recommendations.
- Regional IL Coordinators worked with tribal social service staff in their areas to collaborate on processes for delivery of IL services and supports to youth in Tribal custody or Tribal youth in IDHW custody. In Region 6, this resulted in clarification

- of processes to apply for IL services and supports as well as ETV and improved the relationship of IDHW and Tribal staff in delivering IL services to Tribal youth.
- Only one tribe in Idaho has expressed an active interest in directly administering the CFCIP or ETV program. The Department has offered to work with the tribes, sharing the Department's standards and processes that are required for IV-E funding and CFCIP.

NYTD Implementation

With support from IDHW and Family and Children's Services (FACS) administrative and IT staff, Idaho is ahead of the schedule originally developed to work toward full implementation of the National Youth in Transition Database in time to meet federal deadline. Initial analysis has been completed and activities have begun to prepare SACWIS to accept baseline data on youth turning 17 between 10/1/2009 and 3/31/2011. The following activities took place in FY 2010 to move toward timely implementation:

- In July 2009, a data manager from Idaho's FACS program was able to attend the national NYTD conference. She returned with materials and information and shared that with other staff.
- IL Program and SACWIS staff have participated in all national NYTD conference calls and webinars in FY 2010 and plan to participate in future opportunities.
- IL Program and SACWIS staff have reviewed all information transmittals, technical bulletins, national listserv correspondence, NYTD Questions and Answers, and responded to all requests for information from federal and Region X staff.
- FACS administrative staff convened meetings with the state IL Coordinator and SACWIS staff four times in FY 2010 and communicated by e-mail between meetings to move forward with NYTD.
- The state IL Coordinator distributed information about NYTD implementation on quarterly statewide IL Program conference calls
- The state IL Coordinator developed a communication plan for staff, partners, youth, foster families and others who need to be informed.

At this time, Idaho does not anticipate the need for technical assistance to meet NYTD requirements other than those being provided by national NYTD information resources.

Education and Training Voucher Program

- Specific accomplishments and progress to establish, expand, or strengthen Idaho's postsecondary educational assistance program to achieve the purpose of the ETV program are described above in Section E, under Specific accomplishments for FY 2010 and Plans for FY 2011 the seven purpose areas, "7. Make available vouchers for education and training, including postsecondary education, to youth who have aged out of foster care."
- Idaho's ETV program is entirely administered by the child welfare agency. Contractors in some regions assist youth with ETV Applications but all ETV applications are submitted to regional IL Coordinators and forwarded to the state IL Coordinator.

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

Progress: A final draft of the Independent Living Program section on-line manual has been completed and is being transferred to the programmers who manage the maintenance of the manual.

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

Progress: The CQI instrument was modified for two items (Items 10 and 17) and the updated instrument has been used on cases beginning in April 2010 to gather data on IL eligible youth whose names were selected for CQI review.

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

Progress: IL Transition Plan directions were revised to include all components required by the Fostering Connections and Increasing Adoptions Act of 2008. IL staff have been trained on those requirements individually and on quarterly IL Program conference calls.

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

Progress: IL Transition Plans are made available to courts requesting them for youth who are aging out of care at age 18. The new uniform court report that is currently being piloted also contains a section on the youth's program that required social workers to report specific independent living/transition home services.

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

Progress: A brochure on college preparations and timelines that includes ETV information has been drafted and will be printed and distributed in FY 2011.

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

Progress: Program change requirements to implement baseline data for youth turning 17 between 10/1/2010 and 3/31/2011 have been evaluated and the scope of work is completed.

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

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IDAHO STAFF DEVELOPMENT AND TRAINING PLAN FY 2010 Update

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 2010-2011.

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 foster BSW interest in child welfare and movement from BSW to MSW);
- Recruitment and retention, competency-based child welfare Academy for new employees;
- Child welfare supervisor curriculum development;
- Training logistics and 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.

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 (Casey sponsored four staff to attend the two day training this past year) and the online KWYA training will continue to be made

available via the Idaho Child Welfare Partnership website and Department Knowledge and Learning Center (KLC). The next step of the training process is in motion with staff being trained beyond the initial online KWYA training. Several DHW and partnership staff are participating in the Certified Facilitator Certification Process. These individuals will provide additional training to staff to include a 2-day Knowing Why You Are curriculum for the new worker Academy to replace the present one day Cultural Competency training.

Through contracts, DHW will continue to collaborate 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, Idaho State University, Boise State University and Eastern Washington 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, 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. 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, statewide coordination of the Child Welfare and Supervisor Academy and designated in-service training. BSU along with several other universities subcontract with EWU for resource family training and support.

Pre-Service Education

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.

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.

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, and other designated staff (Social Worker 3's) located in each supervisor training region, to conduct such in-service trainings.

Idaho will continue to emphasize training that focuses on the 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 for resource families. 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. The training pool includes university partners on subcontract, Casey staff, DHW department staff, and some external subject matter experts.

The CFS program will continue to have designated staff 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 revised new worker performance evaluation to be used as an ongoing tool that includes all new worker topics, sign off for participation and documentation of field experience to support the Academy and individual training needs. It also includes revised new worker competencies that are more reflective of the actual work that needs to be done (specifics for productivity, quality, staff development and training needs, etc). A new worker field guide replaced the older Competency Based Learning Contract or CBLC and it provides information for the supervisor to include information on the specific new worker topics, the competencies, suggested activities to support the training and other information. Together, the new performance evaluation and field guide provide a more supportive resource that is easier to use while still serving the same function. 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.

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 new worker Academy with face-to-face hub based training replacing the older Child Welfare Center training and 5 of the required topics being placed in the Department Knowledge and Learning Center (KLC) eLearning format. This allows new workers to train locally. New workers can complete their eLearning requirements in their individual work area with supervision and resources more readily available.

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 training curriculum with input from the Child Welfare Subcommittee (consisting of CW central office staff, chiefs, university partners, etc.). Additionally curriculum review is an ongoing process.
- Continued training for new supervisors and for performance management decision making;
- Ongoing refinement and training of the new worker;
- 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 2010-September 2011, the attached (See Attachment C) Idaho Title IV-E Training Matrix 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, inservice training and Stipend program. 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. '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 new worker training in addition to assigned Social Worker 3's. The new worker performance evaluation and field guide are 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 new worker performance evaluation and field guide 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.

Training Period

The CFS program maintains a Practice Standard for Caseload Responsibility and Level of Supervision Continuum for New Child Welfare Social Workers regarding when a new CFS staff person can assume responsibility for an independent caseload. This 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).

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 participate along with partners in an ongoing Academy workgroup to address such areas as the field guides, differentiated instruction, new worker competencies, etc. Mechanisms for evaluation will include Division Operations, the CQI process, CW Child Welfare Subcommittee, quarterly CW learning Circles and Quarterly Evaluation Workgroup meetings.

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

In Idaho, youth come under the purview of the Juvenile Corrections Act for an act that would constitute a criminal offense if committed by an adult. From April 1, 2009 to March 31, 2010, eleven (11) youth who were in the custody of Idaho Department of Health and Welfare, under the Idaho Child Protective Act, were subsequently transferred into the custody of the Department of Juvenile Corrections under the Juvenile Corrections Act.

A regional break down of the number of children under the care of IDHW who were transferred into the custody of the DJC (Dept of Juvenile Corrections) follows:

| Region | # transfers to DJC | |
|----------|-----------------------|--|
| Region 1 | 4 | |
| Region 2 | 1 | |
| Region 3 | 3 | |
| Region 4 | 1 | |
| Region 5 | 0 | |
| Region 6 | 0 | |
| Region 7 | 2 | |
| Total | 11 | |

More frequently, cases are expanded from the Juvenile Corrections Act to the Child Protective Act because a judge found the youth had been abused, neglected, abandoned, was homeless, or the legal custodian was failing or unable to provide a stable home environment. In these cases some youth will be given a "dual" commitment, coming under

the purview of both child protection and juvenile justice. In other cases, the judge may vacate the Juvenile Justice proceedings and leave the child solely under the purview of the Child Protective Act. At this time we are unable to get an accurate count of the number of youth who were dually committed as a result of a Juvenile Corrections expansion.

Non-supplantation report for IV-B 2

State expenditures for Title IV-B subpart 2 for FFY 1992 were \$125,000; FFY 2008, State expenditures for Title IV-B 2 were \$539,433.94.

CAPTA PLAN 2010-2011

Through CAPTA, the following program areas are selected for 2010-2011 to improve Idaho's statewide programs relating to child abuse and neglect.

- o Improve the intake, assessment, screening and investigation of reports of abuse and neglect (section 106(a)(1);
- Create and improve the use of multidisciplinary teams and interagency protocols to enhance investigations; and improving legal preparation and representation including -- (1) procedures for appealing and responding to appeals of substantiated reports of abuse and neglect; and (2) provisions for the appointment of an individual to represent a child in judicial proceedings (section 106(a)(2);
- Improve case management, including ongoing case monitoring, and delivery of services and treatment provided to children and their families (section 106(a)(3);
- Enhance the general child protective system by developing, improving, and implementing risk and safety assessment tools and protocols (section 106(a)(4);
- Develop and update systems of technology that support the program and track reports of child abuse and neglect from intake through final disposition and allow interstate and intrastate information exchange (section 106(a)(5);
- Develop, strengthen, and facilitate training including (A) training regarding research-based strategies to promote collaboration with families; (B) training regarding the legal duties of such individuals, and (C) personal safety training for caseworkers (section 106(a)(6);
- o Improve the skills, qualifications, and availability of individuals providing services to children and families, and the supervisors of such individuals, through the child protection system, including improvement in the recruitment and retention of caseworkers (section 106Ia)(7);
- Supporting and enhancing collaboration among public health agencies, the child protection system, and private community-based programs to provide child abuse and neglect prevention and treatment services (including linkages with education systems) and to address the health needs, including mental health needs, of children identified as abused or neglected, including supporting prompt, comprehensive health and developmental evaluations for children who are the subject of substantiated maltreatment reports (section 106(a)(14); and

 Supporting and enhancing interagency collaboration between the child protection system and the juvenile justice system for improved delivery of services and treatment, including methods for continuity of treatment plan and services as children transition between systems (section 106(a)(13).

CAPTA funding will support training, technical assistance, and improvements in these areas. The training and services that Idaho intends to carry out with CAPTA funds are included in the Goals, Objectives, and Strategies, that are outlined in this five year plan as well as the annual CAPTA Budget. Idaho continues to be eligible to receive CAPTA funds, meeting the eligibility requirements.

Additionally, Idaho's CAPTA State Liaison Officer (SLO) receives ongoing communication through the SLO list serve and attends required SLO meetings, using a portion of the CAPTA Basic Grant to pay for travel and per diem expenses.

CAPTA BUDGET FY 2010-2011

We anticipate that these will be the budget categories for the 2010-2011 year.

| CAPTA Budget | FY 2010-2011 | CAPTA Grant Purpose |
|---|--------------|---------------------|
| Implementation and training of | \$17,000 | Section 106(a)(1) |
| continuing quality assurance | | Section 106(a)(3) |
| system CAPTA SLO | ¢ 2.000 | Section 106(a)(6) |
| | \$ 2,000 | Section 106(a)(1) |
| Automation of new Child | \$27,000 | Section 106(a)(1) |
| Welfare Manual | | Section 106(a)(3) |
| | | Section 106(a)(6) |
| Comment of Holometical of the | ¢17,000 | Section 106(a)(6) |
| Support collaboration of the | \$17,000 | Section 106(a)(4) |
| Indian Child Welfare Advisory Counsel and the Department to | | |
| improve the delivery of | | |
| services and treatment | | |
| provided to Indian children and | | |
| their families. | | |
| Maintaining Citizen Review | \$12,000 | 106©(4(A)) |
| Panels in all 7 Regions | , | 106©(4)© |
| | | 1-6©(6) |
| Skill training for supervisors | \$25,000 | Section 106(a)(7) |
| 2-day training to develop and | | |
| enhance competencies | | |
| Improve the skills of | \$34,488 | Section 106(a)(7) |

| supervisors through implementation of a strategic plan that outlines and clarifies the role of supervisors and trains them to monitor the safety/risk assessments and case management of reports of Child Abuse and Neglect. | | |
|--|-----------|-------------------|
| (included as a PIP item) Intake and assessment training for all new social workers, 3 times per year @ \$15,339 per session at Child Welfare | \$46,000 | Section 106(a)(1) |
| Academy. TOTAL | \$180,488 | |