

# ADMINISTRATIVE BOARD MEETING MINUTES

Date: February 24<sup>th</sup>, 2009 Time: 1pm-4:30 pm (MT)

Location: Casey Family Services, 6441 W. Emerald St., Boise, ID 83704

**Attendance: Mike Scholl, Michelle Britton, Kathy Tidwell, Marian Woods, Roxanne Printz, Butch Rodenhiser, Lynne Morris, Chuck Halligan, Robert Hernandez (Notes)**

AGENDA	DISCUSSION	DECISION	ACTION
<p><b>Agenda/Minutes Approval- Mike &amp; Michelle (10 min)</b></p>	<p>The meeting began with an overview of the agenda.</p> <p>The November, 20<sup>th</sup> 2008 minutes were then reviewed and accepted.</p>		
<p><b>Board Reports- Marian (20 min)</b></p> <ul style="list-style-type: none"> <li>• Scholars</li> <li>• Academy</li> <li>• Resource Family</li> <li>• Evaluation</li> <li>• Practice Dev</li> </ul>	<p><b>BOARD REPORTS</b></p> <p><b>Scholars Board.</b> A report of the Scholars Board was given with the following highlights:</p> <ul style="list-style-type: none"> <li>• The Student Institute will be taking place on March 10<sup>th</sup>, 2009.</li> <li>• There has been a challenge with engaging Children’s Mental Health (CMH). CMH participation in IV-E and the placement of scholars is currently unknown since there are not enough IV-E activities. Chuck informed the board that a discussion did take place but a decision on IV-E has not yet been made. The number of placements impacted by IV-E comes to about 10%-11%. Since CMH currently has sixty to eighty children in care in one month, this comes to about eight children who are IV-E eligible in all of Idaho. Because of some challenges, CMH is currently not doing foster care recruitment. CMH has always been small program (they have ninety-three on staff compared to three hundred in CFS).</li> <li>• The Scholar’s Board indicated that they have had some challenges with the logic model.</li> <li>• They desire a clear vision from Admin Board.</li> <li>• A group has met to decide on how to advance the Scholars Program throughout the system. This is an informal ad hoc group. The plan is to make sure a scholarly environment is being provided for IV-E students. The group started at BSU in Region 4 and is specific to that region. It includes those pursuing an MSW who also had social work experience so they can identify areas for scholars to have in-depth training. This is specific to BSU and Region 4. The goal is for IV-E scholars to have exposure with policy, practice and research elements in their learning so that there is alignment with what they are learning and what is being practiced. There is a need for a bigger discussion on this at a Division Ops meeting. The desire is to have</li> </ul>		

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	<p>consistency and core competencies so that when the scholars finish they are advancing practice and policy. This can lay a foundation for the universities and the RIPs.</p> <p><b>Academy Board.</b> A report of the Academy Board was given with the following highlights:</p> <ul style="list-style-type: none"> <li>• They are waiting for the status of embedded trainers. It was brought up that since the embedded trainers would be BSU employees, they would still have to go through the BSU system, all the way to the BSU president, for approval.</li> <li>• They are still waiting for the final word from Region 10 on the Curriculum Analysis they submitted. There was a large academy group before but this has been reduced due to the hiring freeze. There are twenty-one vacancies for child welfare. Michelle will submit a request for ten of these.</li> <li>• Although they have focused on the three Partnership goals set by the Admin Board, they are now asking if these are still the goals to pursue or should they establish new priorities.</li> <li>• They need direction for next steps.</li> <li>• They need to get supervisors trained.</li> </ul> <p><b>Resource Family Board.</b> A report of the Resource Family Board was given with the following highlight:</p> <ul style="list-style-type: none"> <li>• Prioritizing alignment with the statewide recruitment plan. The Mexican Consulate would like to help with this recruitment and do it together rather than separate regions.</li> </ul> <p><b>Evaluation Board.</b> A report of the Evaluation Board was given with the following highlights:</p> <ul style="list-style-type: none"> <li>• They are working toward being a working board and not just a consultation board.</li> <li>• They now have a process in place with DHW IRB and now an application can be submitted just as is done at the universities.</li> <li>• A challenge they face is that, with the budget reduction, they cannot complete the Partnership's shared partnership database. They will still get everything in place so that when the funding comes it can be completed. Until then, the Partnership's website will be used for data.</li> <li>• As a working board they will be aligning projects that the other boards are doing and providing connections rather than taking on the projects and moving forward with the work.</li> </ul>		

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	<ul style="list-style-type: none"> <li>• What the Evaluation Board is now doing is different than what is in the Partnership MOA. They are doing a cross systems evaluation and will do the data work for the boards.</li> </ul> <p><b>Practice Development Board.</b> A report of the Evaluation Board was given with the following highlights:</p> <ul style="list-style-type: none"> <li>• Upon looking at their report, it was asked if it is fair for the Practice Development Board to work on some of the items listed in their report. Some of these are, Family-Centered Practice; Working with Older Youth; Providing Different Practice Models in Preparing Children for Court.</li> <li>• They assisted with having Idaho included as a chapter of the Foster Care Alumni. This is noteworthy for Idaho.</li> <li>• Their work parallels what the child welfare subcommittee does and there needs to be a connection with two groups (another item to have for the Admin Retreat is to look at models for preparing people for court or practices).</li> <li>• With membership changes and the Partnership being in flux, there have been struggles for the Admin Board to come to a decision on the Practice Board’s direction. It was agreed to at least have them continue in the direction they are going until they hear otherwise.</li> </ul> <p>It was suggested to have a manual containing all the data with a standard record keeping process.</p>		
<p><b>Board Survey Results- Brian (10 min)</b></p> <ul style="list-style-type: none"> <li>• ICWP Results</li> <li>• DHW Results</li> </ul>	<p><b>Board Survey Results.</b> A general survey was sent to each board member to get a sense of how people felt on the process. Handouts of the results were distributed. People were generally satisfied, understood what was being done and had their input considered. A handout showing responses of DHW staff who were on boards showed a 50/50 ratio in understanding the desired outcome for their boards, while it was higher for non-DHW members. Other slight contrasts were made between the DHW staff and the rest of the partners in the answers to the survey questions. This difference in perception is something to bring up at the Division Ops meeting.</p> <p><b>DHW Disconnect.</b> It was acknowledged that the structure for taking the Partnership into the respective systems needs improvement, including the DHW Division Ops. There were comments by DHW staff asking how things align with the PIP, what am I doing, etc. The conclusion is that the staff needs to know the broader agenda. The things to address are orientation and information sharing to make sure they have a sense of the mission. When asked if they know what the Partnership goals are, some do not. This is true even though they are participating in their boards.</p>		<p>Brian will share survey results with</p>

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	<p><b>Share with Chairs.</b> Brian was asked to share these results with the other board chairs and to include a chart showing non-DHW members response. He will do both.</p>		<p>board chairs and will create a non-DHW chart.</p>
<p><b>Disproportionality Plan- Mike &amp; Michelle (45 min)</b></p> <ul style="list-style-type: none"> <li>• Presentation &amp; Approval- Mike (30 min)</li> <li>• Disproportionality Plan, Board &amp; IV-B Process- Michelle (15 min)</li> </ul>	<p><b>Defining Disproportionality.</b> The Disproportionality Plan ties in with the Partnership goal that of, “mitigating disparate outcomes for children and youth of color.” The Practice Development Board is looking to the Admin Board for direction on this goal and so the Admin Board needs to come to a conclusion as to what this means since it will impact multiple systems.</p> <p><b>Proceeding With Plan.</b> It was asked how the board would like to proceed since there are challenges with the data in showing disproportionality. It was suggested to take this as a plan under advisement and work on something that the Admin Board would be able to use at the retreat. This will take a unique level of commitment. There is also the need to consider what portions will be in the IV-B Plan and what areas need emphasis. Chapin Hall will be involved in this for better data.</p> <p><b>Sanction &amp; Incorporate Plan.</b> The Practice Development Board is also looking to the Admin Board to sanction this plan. Although the Practice Board is populated by a cross section of DHW staff, there is still a disconnect with Division Ops. So the board lacks a conduit to shape practice. Shirley wants to incorporate disproportionality in the IV-B plan and have this sent to the universities so that the curriculum addresses this.</p>		
<p><b>Partnership Direction- Michelle (60 min)</b></p> <ul style="list-style-type: none"> <li>• Retreat Day for <ul style="list-style-type: none"> <li>○ Recalibrating the relative mission.</li> <li>○ Reviewing MOA, Board Effectiveness, Comments on Triangulation, Safety, Vision, Role, Policy, Set Date</li> <li>○ Relooking at</li> </ul> </li> </ul>	<p><b>ADMIN BOARD RETREAT</b></p> <p>Discussion took place on having a Retreat Day for the Admin Board to focus on the Partnership’s mission, structure, goals, and governance. The following are highlights of what was discussed:</p> <ul style="list-style-type: none"> <li>• It was brought up that tasking occurs at the operations level and oversight is done by Admin Board. The question asked was, why is there a need for an Operations Board and an Admin Board since some of people on the Admin Board are also workers in the Operations Board?</li> <li>• It was explained that the Operations Board formed before the Admin Board since the Admin Board was not yet developed. If the Admin Board takes on Operation Board tasks, then it would have to meet more frequently, have capacity and be sustainable. Since it was not able to in its earlier formation, the Admin Board relied on the Operations Committee to keep things operational. If the Admin Board is to be more of a working board, this will require a bigger commitment from the board members. Will this be manageable?</li> </ul>		<p>Robert will take what is written to cluster and send for feedback.</p>

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<p>current structure relative to what we see as ICWP's goals, mission, vision, governance and financing</p> <ul style="list-style-type: none"> <li>○ Realizing IV-E Agency/University needs vs. Broader Child Welfare Agenda</li> <li>○ Contracts vs. Partnership</li> </ul>	<ul style="list-style-type: none"> <li>• The question, "How many meetings do we have to have to talk about the same thing?" was asked.</li> <li>• For structural conversation there can be an executive group of the Admin Board. This executive committee can make decisions that can move things along.</li> <li>• The Partnership began as way to meet IV-E, but has grown broader than this.</li> <li>• There is not a decision making process. How does the board give direction to other boards and track the decisions that are made?</li> <li>• DHW can say what the Academy needs to do as a contract agreement, but it is not known what the Academy Board does around that contract. Activities are to be aligned with the contracts. Discussion on having this as Workforce Development instead of Academy so that this specifies that it is DHW work and not a broader work. What to call this can also have a broader view.</li> <li>• The contract is with the Center and so the Center is responsible for the deliverables of the contract. The board is at a different level and does a broader level work than what is in the contract. It was brought up that the current Partnership focus is child protection and not overall child welfare (infant/toddler, prevention, etc.). The reason given for this was because at the inception of the Partnership, the structure followed the PIP (Program Improvement Plan) at that time. But now that this has been accomplished, the direction can move to broader areas of child welfare.</li> <li>• The intent was to transcend and go down collaborative continuum in a way that would keep the system open, open each partner system and be a mutual beneficial collaboration which developed into the current structure. If there was a developmental flaw, it was in how this connected to the PIP and so the contracts and took on IDHW problems.</li> <li>• Points can include what each partner wants out of the Partnership. This will be valuable for universities so they can see their place and will help them see beyond where they are.</li> <li>• Relook at the goals since they do involve the child welfare system.</li> <li>• The current structure of the boards and contracts gets down to IDHW work. So how do we get to a broader vision?</li> <li>• If there are not any contracts, what will these boards come up with? It has come down to the Partnership doing IV-E work, but there is something bigger than that in child welfare for Idaho. This is unique as it relates to the state's work on helping children and families.</li> <li>• Helpful on retreat day to say this is how we got here and now here is where we are going.</li> </ul>		<p>Contact board chairs before retreat for input from them and their boards.</p>

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	<ul style="list-style-type: none"> <li>• Ask the board chairs for their input before the retreat. Ask that the board chairs do an inquiry with their respective boards.</li> <li>• It would be better for the Admin Board to be in the decision making process since the boards are looking to them for decisions.</li> <li>• The date for the Admin Board Retreat is Tuesday, March 24<sup>th</sup>, 2009 from 9 am until 3:30 pm (MT). It was suggested to have a facilitator for this, but then it was mentioned that it would be difficult to make decisions if there is a facilitator. Suggestions given for a facilitator were then given. Butch, Marian and Chuck will check with facilitators whom they know. Casey can help finance this. The facilitator should be decided on within the week. This retreat will take place at Casey.</li> <li>• At the retreat some of the tasks to be done include, read the MOA, go through the vision, values, priorities, and structure. Once a structure is formulated, working committees can be established.</li> </ul>		<p>Retreat will be on March 24<sup>th</sup>, 2009 9a-3:30p (MT) at Casey</p> <p>Marian, Chuck &amp; Butch will contact potential facilitators and Casey will finance</p>
<p><b>Budget Overview for SFY 2009/10- Michelle, Marian, Brian, Steve (20 min)</b></p> <ul style="list-style-type: none"> <li>• Review Budget/ Expenses</li> <li>• Benefit of University Match</li> <li>• TANF/ GF Projection</li> </ul>	<p><b>CONTRACT BUDGET OVERVIEW</b> A handout was distributed to the board comparing SFY 2007 with SFY 2008. In SFY2007 2.4 million was spent. In SFY2008 2.9 million was spent.</p> <p><b>Spending Authority.</b> The projection for SFY2009 includes \$97K for personnel, \$152K for trustee benefit and \$0 for operating. It was emphasized that a cause can generate funding but that does not mean there is the spending authority to do this. If there is no authority, then it cannot generate IV-E funds. If submission for a grant is accepted, spending authority will still have to be obtained to spend those funds. It was suggested to also look for grants where there is no need for legislative spending authority.</p> <p><b>Budget Request.</b> The first budget request is to be submitted by July 1<sup>st</sup>. Then there is a prioritization that is done so that it is ready by November 1<sup>st</sup> for the governor's approval. The governor wants these to be submitted by September 1<sup>st</sup> and adjustments can be done until November. Supplementals can be done. So the better advanced planning there is, the better a well thought-out budget can be submitted ahead of time for approval.</p> <p><b>CONTRACT BUDGET WORK</b> Other items mentioned about the budget handout were:</p> <ul style="list-style-type: none"> <li>• On the top table one can see 2007 and 2008 totals and compare those with 2009.</li> <li>• A total of over four million dollars has to be paid out and there is also the</li> </ul>		

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	<p>federal portion.</p> <ul style="list-style-type: none"> <li>• 2009 looks a lot bigger due to the contracts, but will not be as big when things are finalized.</li> <li>• This has the match for IV-E.</li> <li>• Cash payments have to be expended.</li> <li>• “Other Payments” is how it is billed but not how it is paid.</li> <li>• The “Required Match” and “Other Payments” should be the same.</li> <li>• The “Required Match” is \$1,270,000 to generate \$2,787,000 in IV-E.</li> <li>• To get IV-E funds a required match is needed and the difference is non IV-E funds.</li> <li>• There is a shift with what is being done in the contract. Less is being done in the scholars and more in the others.</li> <li>• SFY09 is the contract year looking at 2009 and some items that will be in 2010.</li> <li>• This year DHW is paying EWU for April-June of last year.</li> <li>• Page 2 of the handout shows how to generate the IV-E federal portion.</li> <li>• DHW has to show there are General Funds to generate the IV-E funds.</li> <li>• The first place the funds go is the scholars program.</li> <li>• The projections are based on the new billing form.</li> <li>• Page three of the handout showed a sample of how the funding is calculated.</li> <li>• The chart helps show how the match is generated.</li> </ul> <p><b>FACULTY CLAIM</b></p> <p><b>Implement Faculty Claim.</b> It was brought up that funding is being neglected by not using the faculty claim. It was mentioned that this may change when there are academy trainers; however, it was clarified that academy trainers’ program is not faculty claim. Even if there is faculty claim, this would mean that there has to be more spending authority. Spending authority is needed for what the faculty claim generates. A review of Don Schmid’s IV-E report will be done to see how this is done.</p> <p><b>Generate Faculty Claim.</b> The faculty claim is based on a formula. It was brought up that IDHW does not pay all of it so would they have to increase it? The answer given was no; that it is in-kind and it matches to generate money. There needs to be a request for a supplemental in spending authority for 2010. This always has to be requested, but the uncertainty is if this is an upfront analysis or at the end of the year when the Feds reimburse. Butch will share the faculty claiming form. If it generates more funds, then there has to be IV-E and there’s no match needed for this. EWU is</p>		<p>Review Don Schmid’s report to determine how to do the faculty claim.</p>

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	<p>doing this right now. It is an arduous process but it is being done. This led to the next question of what to do with the received money. One project the funds can cover is the staff cost with PRIDE.</p>		<p>Butch will share the Faculty Claiming Form</p>
<p><b>Other Expected ID &amp; WA Legislative Budget Reductions &amp; Concerns- Butch, Lynne, Mike (30 min)</b></p> <ul style="list-style-type: none"> <li>• Impact on BSU, EWU &amp; Casey</li> </ul>	<p>Each partner gave a report on the financial situation of their institutions. Here is what was reported:</p> <p><b>BSU</b></p> <ul style="list-style-type: none"> <li>• Butch will be meeting next week and presenting his cuts for the upcoming year. The meeting is for 6, 8 and 10 because that is what the institution looking at.</li> <li>• They are looking for cuts that cannot be made and so they are trying to see how far things can be cut.</li> <li>• There is adjunct funding over which the dean has no control. If \$1,000 is received and only \$500 is used, the rest goes away. So if they don't need to give it up why give it up just to give it up. Since they can't give it to other department, why give it up?</li> <li>• Operational costs are being cut, but they are not seeing effects of cuts.</li> <li>• The scholarship money has been cut in half.</li> <li>• The rumor was that there will be a mandatory 5% cut but now that may not be.</li> </ul> <p><b>EWU</b></p> <ul style="list-style-type: none"> <li>• Similar situation to BSU.</li> <li>• There will be an eight billion dollar shortfall.</li> <li>• There is a freeze, but not at the academic position.</li> <li>• Since they are reliant on sales taxes, new taxes are being proposed.</li> <li>• Washington's economy is getting worse.</li> <li>• They are working on other ways to get funding.</li> <li>• When it comes to commitments to university contributions, this has to have approval all the way up the system beyond the dean level.</li> <li>• They have had a huge number of applicants who will be on waiting lists.</li> <li>• The majority of the schools have had a 20%-30% increase in application.</li> <li>• They are having a hard time with practicum placements since the field office is in turmoil due to the changes.</li> <li>• Classes have been collapsed. If they have to, they will go to a three-fourth load.</li> </ul>		

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	<p><b>CASEY</b></p> <ul style="list-style-type: none"> <li>• They have developed models for scenario planning for 2009.</li> <li>• The operations budget will be 20 million.</li> <li>• They have gone from 2.9 billion to 1.8 billion (this is the lowest that Mike has seen).</li> <li>• The board is still committed to keeping the remaining field offices open.</li> </ul>		
<p><b>Contract Priority Activity – Michelle (15 min)</b></p> <ul style="list-style-type: none"> <li>• Establish Process to Develop &amp; Identify Contract Priorities &amp; University Needs</li> <li>• Establish Process for Identifying the Amount for Budget Request for 2011 and/or 2010 Supplemental for Additional Federal Spending Allocation</li> </ul>	<p><b>Determination Challenge.</b> Part of challenge with the universities and the contracts to determine how much to spend is that at the end of fiscal year what is seen is how much that was spent and not how much will be spent. It was acknowledged that this challenge the universities face is due to IDHW.</p> <p><b>Proactive Planning.</b> So the Partnership needs to be good at planning the budget and then asking for it. How’s the best way to bring this about and prioritize this for the next contract year? This was done with contract negotiation in the past and was done separately. Kathy and Roxanne discussed the possibility of now doing the planning together and involving program managers. This will also include looking at where the emphasis needs to be, so it would be good to speak with Deans and Directors.</p> <p><b>Planning Workgroup.</b> Work on this can start with a smaller base group, consisting of Marian Woods, Brian Baldwin, Shirley Alexander, Roxanne Printz, Kathy Tidwell and a Program Manager. They can produce a timeline of what is needed and when. This meeting should happen soon so the baseline can be established. Mike Scholl can be part of the meeting for TA.</p> <p><b>Trend Line.</b> Brian has been considered to work on the JFAC trend-line to assess what they will be expecting. If the trend-line holds true, then change the trend-line. If it is defined as outcomes (e.g., less kids in care) then show that the charge is greater. Discussion took place on how the Partnership boards have moved the system and helped with outcomes such as retention. The desire is to increase exits, have fewer entries and no re-entries.</p> <p><b>Guardianship Subsidy.</b> DHW is currently unable to articulate the cost benefit of this. The need to do some research on resiliency was mentioned. The pattern seen is that when the parent acquired employment, there was no re-entry. A positive economic change has helped with outcomes.</p>		<p>Have a base group consisting of Marian Woods, Brian Baldwin, Shirley Alexander, Roxanne Printz, Kathy Tidwell and a Program Manager begin planning for next contract budget.</p>

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<p><b>Planning Meeting with Other Universities- Mike, Marian, Michelle (30 min)</b></p> <ul style="list-style-type: none"> <li>• Partnership Overview</li> <li>• Partnership Goals &amp; Actions</li> <li>• Partnership Budget</li> <li>• Their Wants/ Needs</li> <li>• Their Contribution</li> <li>• Their Involvement</li> <li>• Their Participation</li> <li>• Their Vision</li> <li>• Possible Changes</li> </ul>	<p><b>Receptive Transparency.</b> The need to be transparent with the universities about where we are developmentally and that the Admin Board wants their input and participation was conveyed. If the Partnership is about vision, they need to be more than a subcontractor by being at the table.</p> <p><b>Past, Present and Future.</b> It would be good to do some history, acknowledge their contribution and then move to higher level on get into details on how they see the Partnership and what they want to get out of it.</p>		
<p><b>Next Admin Meeting</b></p>	<p>There will be an Admin Board Retreat on Tuesday, March 24<sup>th</sup>, 2009 from 9am to 3:30 pm at the Casey facility.</p>		

February 24, 2009

To: Administrative Board of the Idaho Child Welfare Partnership

From: Disproportionality Work Group (Frances Lunney, Rosio Gonzalez, Robin Sanchez, Ken Perry, Mardell Nelson, Graciela Fonseca, Ross Edmonds, Sue Getzin, Julie Stevens)

Re: Ending Racial Disparities Plan

The Disproportionality Work Group has been commissioned by the Practice Development Board to create a statewide plan to address racial disparities in our Idaho child welfare system. We have evidence that illustrates there is disproportionate representation and disparate outcomes for children of color in our child welfare system. It is critical that we begin to address these issues in order to improve outcomes for all children. The Boards of the Partnership have already started work in many areas that have been identified in our Ending Racial Disparities Plan. Many actions on this plan can be implemented without significant cost. Although outcomes for 2009 have been identified, the components of this plan extend beyond the coming year. Even the small tests of change will make a significant difference. Some aspects can certainly be implemented immediately.

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**STATE OF IDAHO SITE MATRIX 2009**  
**Ending Racial Disparities Plan (2-14-09)**  
***DRAFT***

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**Site Name/Location:**

Idaho Child Welfare Partnership: Idaho Department of Health and Welfare, Casey Family Programs, Eastern Washington University, Boise State University  
Idaho

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**Introduction:**

The Idaho Child Welfare Partnership, through a shared governance structure and logic model framework, joins Casey Family Programs, Idaho Department of Health & Welfare, Boise State University and Eastern Washington University in implementing collaborative, jointly funded workforce development and practice improvement initiatives designed to improve Idaho's child welfare system.

**Purpose:**

- Create an Ending Racial Disparities Project to look at racial disparities and racism within child protection and out-of-home placements in an effort to reduce the trauma to child abuse and neglect survivors. The steering committee should be comprised of cross-agency representation from: DHW, CFP, BSU, EWU, Court Improvement Project, education, law enforcement, DJC, etc. and should include a diverse cross-section of members that reflect the populations the committee is striving to serve. Children and families of color are better served as evidenced by increasing the likelihood for reunification when appropriate, facilitating the use of other permanency options, and increasing access to culturally appropriate resources and community based alternatives.

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**Partnership Theory of Change:**

The Idaho Child Welfare Partnership Administrative Board, whose leadership is rotated among the partners, has adopted theories of change as a lens through which initiatives are selected and implemented to improve Idaho's child welfare system.

These theories of change are:

1. Collaboration is the most effective means of achieving long-term systems improvement,
2. Communication between partners strengthens services and improves ongoing collaboration within the partnership,
3. Over-representation of children of color in the child welfare system must be a focus of all participants in the collaboration.

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### **Partnership Strategic Direction:**

The Administrative Board has charted a strategic direction for the Partnership by identifying seven overarching goals to improve Idaho's child welfare system. These goals are listed as follows:

- **Improve quality recruitment of staff and foster parents**
- **Improve retention of staff and foster parents**
- **Address disparate outcomes for youth of color.**
- Provide quality education of professional staff
- Use data to inform practice
- Integrate best practices into the workforce
- Provide quality training programs

This year, the Administrative Board has selected three of these goals to focus on in the coming year---recruitment, retention and addressing disparate outcomes for youth of color. This Administrative Board's direction to the five operating boards has supported each in developing innovative strategies to guide their work. A brief summary of the focus of these boards' work is noted below. For the purpose of this Ending Racial Disparities plan, the specific strategies selected by each board to address these priorities are found in the Appendix Section of the plan.

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### **Work Plans of Operating Boards:**

The Academy Board has directed the complete revision of Idaho's Child Welfare Academy. The new academy incorporates a field-based transfer-of-learning tool, aligns the competencies in the curricula to the Department of Health and Welfare's employee appraiser system, introduces practice standards that include best practices developed by the Casey Family Program, formats curricula to a standardized template, and utilizes a training team comprised of Health and Welfare staff and specialists, Casey staff and university trainers. (See Appendix A for Ending Racial Disparities strategies for the Academy and In-service Training Board).

The Resource Family Board manages pre-service and in-service training for foster and adoptive parents. To gain statewide coverage, the Partnership extends training contracts to three additional universities and two community colleges. Teams comprised of university trainers, Health and Welfare staff and foster parents who assist in delivering training. This board has recently implemented a Recruiter/Peer Mentor Initiative led by foster parents. Foster parents and kin care providers also serve on this board. (See Appendix B for Ending Racial Disparities strategies for the Resource Family Board).

The Practice Development Board has directed the integration of Casey Family Program innovations into Idaho child welfare practice standards. Other innovations include a Kinship Navigator Initiative, Integration of Ansell Casey Life Skills Assessment into Academy, and initial work on the Partnership Disproportionality Plan and constituency development. (See Appendix C for Ending Racial

Disparities strategies for the Practice Development Board).

The Evaluation Board oversees multiple initiatives including the Partnership logic model implementation, System of Care evaluation, Academy evaluation, Resource Family exit survey, Scholars Program recruitment and retention outcomes report, shared data initiative, and Family Group Decision Making pilot evaluation. (See Appendix D for Ending Racial Disparities strategies for the Evaluation Board).

The Scholars Board manages a Title IV-E child welfare education program. To gain statewide coverage, the Partnership extends Scholars education contracts to three additional universities. The Board recently implemented a Title IV-E eligibility process as part of a financing and program expansion initiative. Other innovative features of the Scholars Program include a rural recruitment incentive and annual Student Institute featuring student research. (See Appendix E for Ending Racial Disparities strategies for the Scholars Board).

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**Primary Contact and Fiscal Agent:**

Mike Scholl, Co-Chair of the ICWP Administrative Board, Senior Director, Casey Family Programs  
Michelle Britton, Co-Chair of the ICWP, Administrative Board, Administrator, Division of Family and Community Services

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**Partners and Who's Responsible:**

ICWP Administrative Board is the sponsor of this plan and responsible for approval of the plan, oversight of the implementation and accountability for the outcomes.

Partnership Boards: Operations Board, Practice Development Board, Academy Board, Evaluation Board, Resource Family Board, Scholars Board  
Human Resources of DHW, CFP, EWU, and BSU

Court Improvement Project  
Idaho Supreme Court  
ICWAC  
Governor's Office  
CASA  
DAGs

Ending Racial Disparities Project work teams should include representation from a cross-section of ethnic populations including Hispanic/Latino, Native American, Afro American and refugee communities in Idaho.

**Data:**

- The Idaho data illustrates that there are disparate outcomes for children of color especially among the Native American and African American populations.
- Data should be reviewed on a regional basis to uncover localized disparities.
- Additional data variables are necessary for a more comprehensive understanding of underlying issues
  - Variables may include: number of services received, number of foster placements, days in out of home care, number youth of adoption, number of youth remaining in long-term foster care, etc.

	State Population 0 - 17 yo (2000 Census)	Intake	Dispro- portion- ality Rate	Accepted/ investigated Reports	Dispro- portion- ality Rate	Entered Foster Care	Dispro- portion- ality Rate	Exit Foster Care	Dispro- portion- ality Rate
Hispanic	12.9%	11.3	0.92	12.0	0.93	15.7	1.22	13.4	1.04
American Indian/ Native American	1.4	2.8	1.04	2.5	1.79	5.4	3.87	7.4	5.3
Asian	0.7	0.2	0.23	0.1	0.19	0.1	0.14	0.3	0.4
African American	0.5	0.9	1.94	1.0	2.17	0.8	1.72	0.8	1.72
White	82.2	83.4	1.01	83.2	1.01	75.7	0.92	75.9	0.92

Source: Path Through the Child Welfare System by Race: FY 2006

**Definitions**

**State Population 0 thru 17: 2006  
Projection from 2000 Census**

Number of children in the general population in the jurisdiction race/ethnicity on a given date in the reporting period.

**Intake**

Number of hotline calls made for each child by the race/ethnicity of the child in the reporting period.

**Accepted/Investigated Reports**

Number of individual child reports accepted for investigation by race/ethnicity of the child in the reporting period.

**Entered Foster Care in FY 2005**

Number of children who entered out of home care by race/ethnicity in the reporting period.

**Disproportionality Rate**

Percent in Foster Care on 9/30 FY 2005 divided by Percent of Total Population

**Sources**

**State Population:2006 Projection  
from 2000 Census**

2005 Estimate based on 2000 Census

**Hot Line Calls/Intake**

Data Warehouse: CFS Intake Investigation Disproportionality Report - SFY2006 (7/1/05-6/30/06)

**Accepted/Investigated Reports**

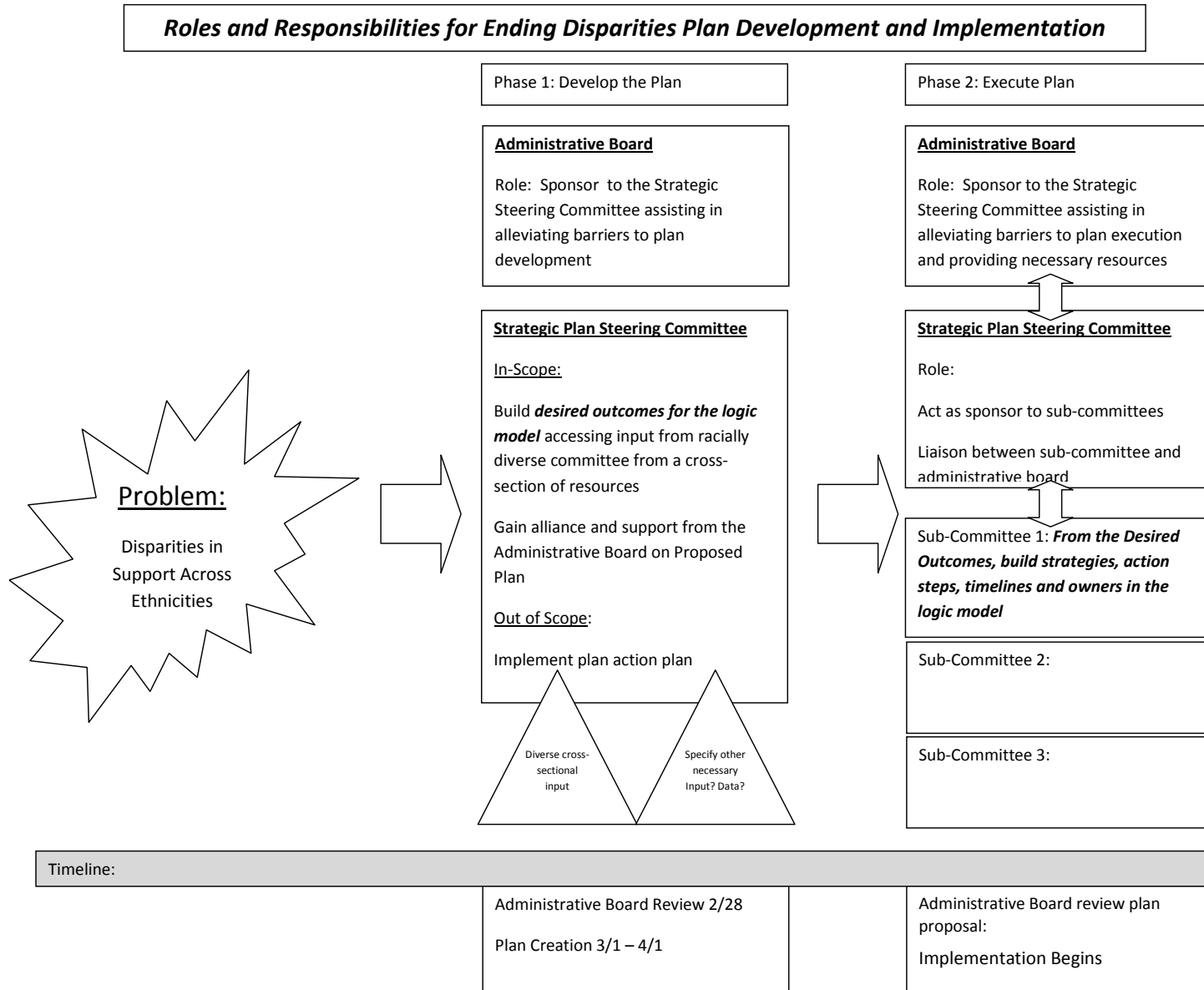
Data Warehouse: CFS Intake Investigation Disproportionality Report - SFY2006 (7/1/05-6/30/06)

**Entered Foster Care in FY 2005**

AFCARS Data - FFY2005 (10/1/04-9/30/05)

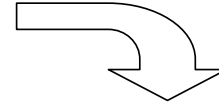
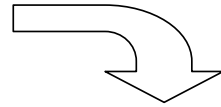
**Process:**

The process will have two distinct phases: Plan Development and Implementation. During the planning phase, two teams will be organized to address practice and policy. (See *Roles and Responsibilities for Ending Racial Disparities Plan Development and Implementation* flow chart and *Process for Plan Development – Gaining Alignment on Desired Outcomes for the Logic Model* flow chart below).



**Process for Plan Development – Gaining Alignment on Desired Outcomes for the Logic Model**

Phase 1: Develop the Plan



**Develop Practice Plan**

**Step 1: Build Cross-functional, ethnically diverse team**

**Step 2: Analyze the Situation**

Determine Data Needs

Gather existing data, conduct focus groups and interviews

Assess the output and pinpoint key themes and gaps

**Step 3: Build Plan**

Establish ***desired outcomes for the logic model*** to address practice gaps identified in the analysis

Identify resource needs to execute the plan

**Step 4: Gain Approval from the Administrative Board**

Review Data Findings, Proposed Plan and Resource Needs

Revise, if necessary

Gain Final Approval to Execute Plan

**Develop Policy Plan**

**Step 1: Build Cross-functional, ethnically diverse team**

**Step 2: Analyze the Situation**

Determine criteria with which to assess existing policy

Pinpoint policy to review (legislation, operating manuals, training curriculum, etc of partnering agencies)

Identify inconsistencies, gaps and model approaches

**Step 3: Build Plan**

Target policies which need change

Establish ***desired outcomes for the logic model*** to address policy gaps (identifying barriers and bureaucracy involved)

Identify resource needs to execute the plan

**Step 4: Gain Approval from the Administrative Board**

Review Data Findings, Proposed Plan and Resource Needs

Revise, if necessary

Gain Final Approval to Execute Plan

## **Policy Change and/or Practice Change Strategies being Implemented to Reduce Disproportionality and Disparities:**

### **Overarching Concerns**

- Lack of our legal system to identify and address cross system issues related to the well being of children and families of color who are coming to the attention of the child welfare system.
- Families of color lack understanding of the legal system and the legal system lacks understanding about birth parents and families of color.
- Linguistic, cultural and regional differences are inadequately addressed.
- Inability to address the complexities of immigrant/refugee families of mixed documentation status.
- Staff at all levels within the child welfare and court system (i.e. judges, lawyers, Guardians Ad Litem, etc.) does not reflect the racial/ethnic diversity of the parents involved in the legal system.
- Child welfare staff lack specific cultural competency skill sets
  - Absence of tools to evaluate and identify staff performance gaps.
- Absence of a clear understanding of institutional and structural racism and the impact it has on serving children, youth, families, and communities of color
  - Society's discomfort and hesitance in discussing racism openly
- Absence of efforts related to engagement of our communities of color.
- Lack of strong partnership between child welfare and faith communities to leverage connections w/communities of color.

### ***POLICY CHANGE STRATEGIES***

***Goal: Pinpoint policies to review (legislation, operating manuals, training curriculum, etc. of partnering agencies). Identify inconsistencies and gaps or model approaches to addressing disparities in services to communities of color.***

- Explore data related to whether these children and/or families are in the juvenile justice system, receiving health care, participating in the education system, etc. to isolate the areas of disparity and need for attention.
- Develop a workforce initiative, to ensure that the workplace is culturally inclusive and responsive to the growing racial and ethnic diversity.
- Explore the implications of Fostering Connections 2008 legislation and its impact on children and families of color.

### ***Team Considerations:***

- For collaboration purposes, identify and partner with the breadth of systems that impact the child welfare system including:
  - Gate keeping functions into the child welfare system (e.g. court system, law enforcement),
  - Key caregivers of the child welfare system (e.g. health & welfare, foster families, Casey),

- Other partners in the care of children during their stay in out of home care (e.g. juvenile court judges and staff, school personnel, clinical community, and CASA, etc.).
- Identify liaisons and organizers in communities of color and faith communities that represent these communities to serve as co-leaders with the Ending Racial Disparities Project in implementing initiatives.

## ***PRACTICE CHANGE STRATEGIES***

### ***Team Considerations:***

- Develop cross system leadership to address issues related to disproportionality and disparities in outcomes for families and children of color in the child welfare system.

### ***Develop Services:***

- Use of an Alternative Response System/multiple response system pilot program
- Kinship searches and Family Group Case Conferencing that includes an early search and engagement of kin in initial discussions as well as during the development of the service plan
- Bring on staff to support Family Group Decision Making as a strategy to help reduce out of home placements and when placements are needed, a strategy to help place children with families
- Reorganized/blended CFS teams.
- Increase culturally relevant service capacity.
- Use of neighborhood resources for families in distress
- Influence or support the development of contracts that are culturally and linguistically responsive to families in each Region for in-home this services. This includes Tribal, refugee, and Latino specific response.
- Offer resources and support to the development of alumni, kinship caregivers, and peer mentors speakers' bureaus (e.g. Casey Family Programs offers curriculum in Powerful Families and Strategic Sharing).
- Seek technical assistance, train staff and increase visitation to promote the development of fatherhood initiatives (e.g. men's/father's groups to expedite reunification; partnership with Head Start and other organizations that have a statewide reach like the Children's Trust Fund in order to align our efforts with existing initiatives).

### ***Training:***

- Train birth parents and grandparents formerly involved with the child welfare system as mentors who can then help other parents work their way through the system and to be a better support to their children and each other
- Develop the capacity and the supports to child welfare staff in order to provide culturally responsive services. (Cross train and improve the proportionality in the work force so we have culturally and linguistically appropriate service providers – differential response, family preservation and/or in-home services).

### ***Other Considerations:***

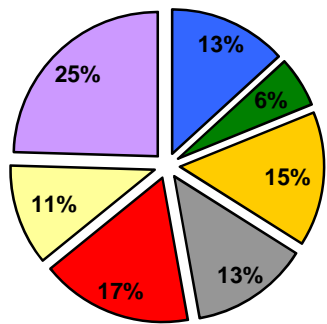
- Be sure to consider the implications and impact of any changes proposed on day to day practice.

### Needed Support in Technical Assistance and/or Financial Resources:

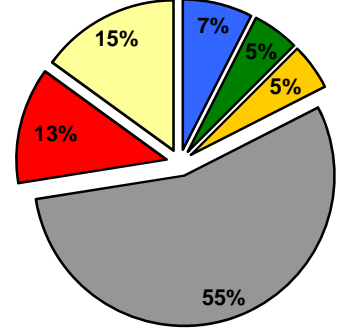
- Increase data capacity. Develop the capacity to collect and analyze hard data (implied agreement about the right data) about child and family outcomes to find out where we are making progress and where we may need to change in order to reduce any disparities associated with race, ethnicity, gender, or age.
  - Work with consultants in areas of:
    - Extracting pertinent data including regional specificity to uncover gaps and needs by area
      - Data should be collected from a broad range of resources including schools, Police department, department of Health & Welfare
      - Data should include detail by ethnicity, gender, age and AFGARS
    - Reviewing data
    - Conducting focus groups with breadth of systems surrounding foster youth in care (including foster youth, foster parents, case managers, CASA, etc.)
    - Preparing a written summary of interviews and stories
    - Providing technical and administrative support
- Improve constituency engagement. Commitment to increase (and maintain) the level of involvement of youth and families of color in the ongoing work.
- Document the progress. Obtain technical assistance for documenting the progress made to date and how to best communicate with the public about issues related to racial disproportionality and disparity.
- Increase the capacity to impact legislation and policy.
- Obtain technical assistance.
  - Obtain technical assistance to address disproportionality (e.g. Annie E. Casey Family to Family technical assistance, Casey Family Programs Breakthrough Series, Casey-CSSP Alliance for Racial Equity, and other National Resource Centers)
  - Seek technical assistance on how to use child welfare administrative data and the authentic stories and experiences of children and families of color to communicate with diverse audiences about the nature of the program, what has been done to address disproportionality and disparities, and to share the plan to continue work through partnerships
  - Obtain technical assistance from the Alliance's Policy Work Group to design and develop strategies aimed at impacting state and local policies and legislation deemed necessary to impact systems change and address racial disproportionality and disparity
- Address staff training needs. Deepen the overall competencies of staff to work effectively with racially/ethnically diverse populations; understand and apply a racial equity lens to front line work in order to improve worker-family dynamics and parent involvement during case planning; and understand and address how institutional racism impacts policy interpretation and decision making.
  - *ACTION PLAN* – review employee appraiser and provide input to the competency model related to culturally relevant practice (Practice Development Board works with Academy Board)
- Educate staff regarding the rights and responsibilities under certain acts (eg. MEPA, NICWA)

## **2009 Expectations and Results:**

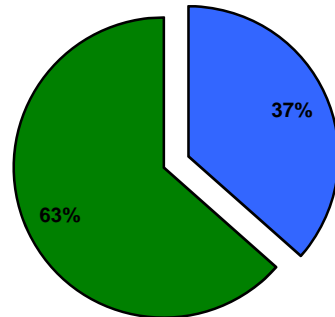
- Increase capacity to collect, analyze, report and use racial disparity and disproportionality data about children and families of color to improve their safety, permanency and well being.
  - Use of the Racial Disproportionality Scorecard as a tool to identify which decision points will be targeted for improvement.
  - Identify specific strategies and activities that will be used to improve practice at each of the decision points.
  - Create strategies for implementation supported by parallel data processes that monitor and report the progress and challenges to begin roll out.
- Increase in the levels of awareness and overall commitment among key organizations, policy makers, opinion leaders, child welfare administrators, youth and birth parents that are willing to create, support and sustain a broad based effort to address disparities.
  - Increase level of awareness and coverage of the issues related to disproportionality and disparity in child welfare
  - Increase involvement and support from service providers and advocacy organizations in one or more of the cultural communities
  - Increase commitment and activity among service providers to develop and implement new strategies for engaging birth parents and youth.
  - Increase the level of involvement and leadership among birth parents and youth who are working with the provider networks
- Increase the number of child welfare staff who possess the kinds of skills and competencies to provide high quality, racially equitable services as evidenced by:
  - Pilot Knowing Who You Are (KWYA) in Region VI as a mechanism to enhance cultural skills and competencies among CP staff
  - Increase in the number of families participating in Family Group Decision Making and Talking Circles throughout the case planning process
  - Develop a tool to assess cultural competency of all staff and strategies to provide training and technical assistance
- Develop a preliminary plan for impacting policies and legislation.



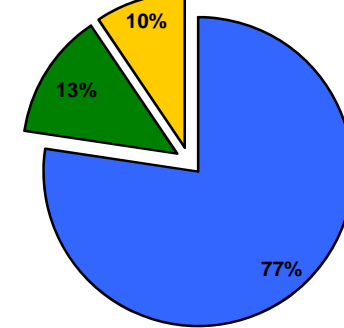
- Board Participants**
- Academy
  - Administrative
  - Evaluation
  - Operations
  - Practice Development
  - Resource Family
  - Scholars



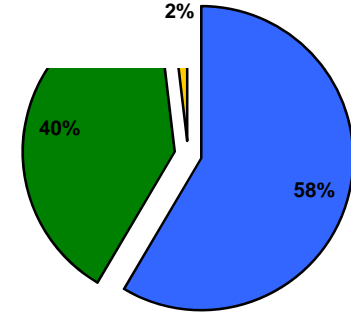
- Organization/University Represented**
- BSU
  - Casey
  - Community
  - DHW
  - EWU
  - Other University



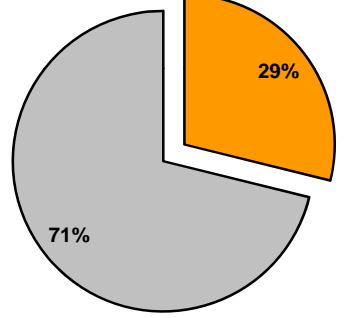
- Please indicate the length of time you have served on one or more boards.**
- Less than 2 years
  - More than 2 years



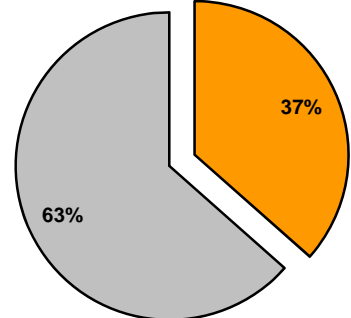
- Please indicate if the frequency of the board meetings are held:**
- Just Right
  - Not Often Enough
  - Too Often



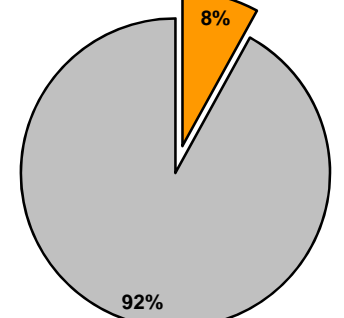
- Please indicate if the length of the board meetings held are:**
- Just Right
  - Too Long
  - Too Short



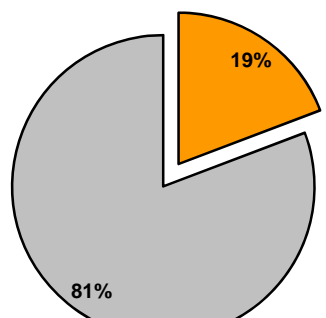
- I understand the desired outcomes of the board I serve on.**
- No
  - Yes



- I am satisfied with the progress toward the desired outcomes of the board I serve on.**
- No
  - Yes



- The board I serve on considers my input.**
- No
  - Yes



- I am satisfied with the decisions made by the board I serve on.**
- No
  - Yes

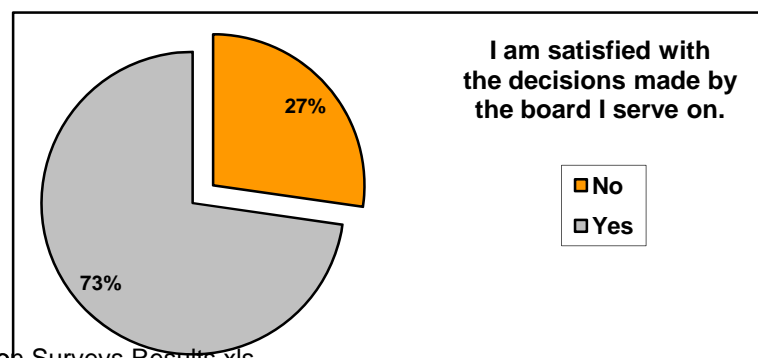
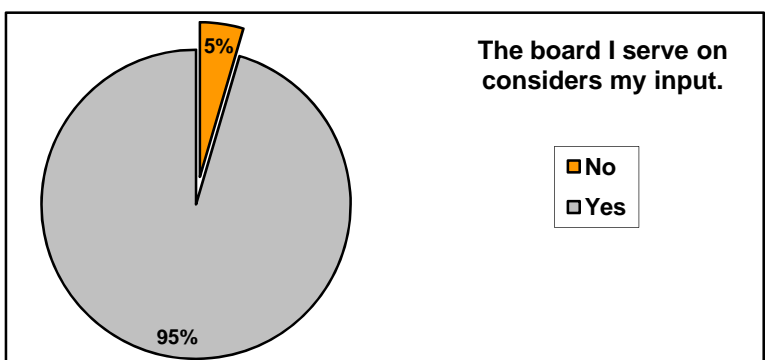
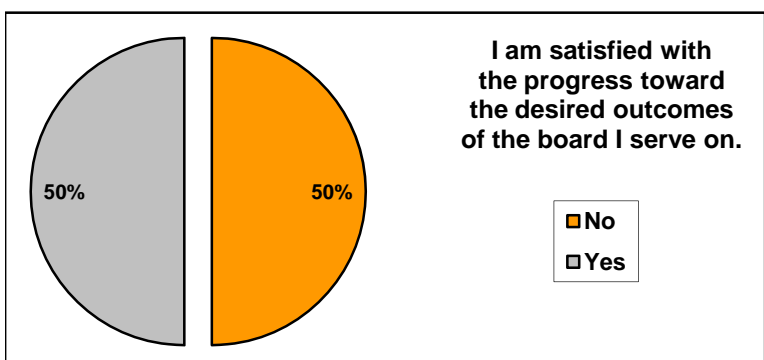
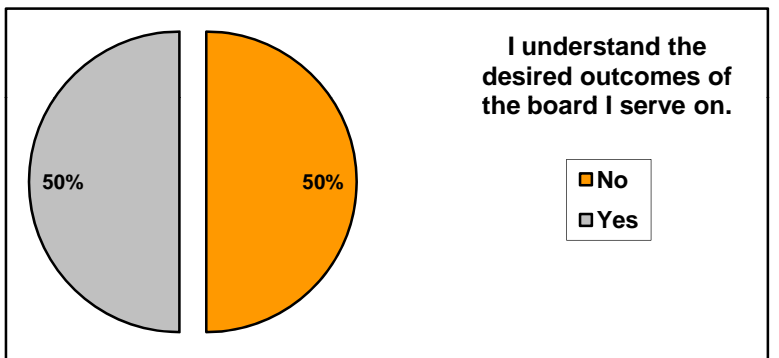
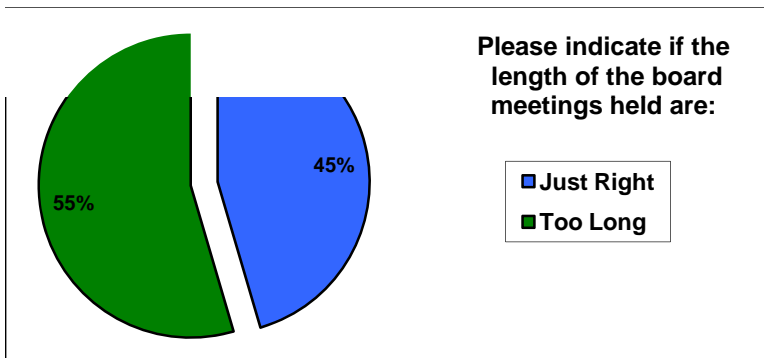
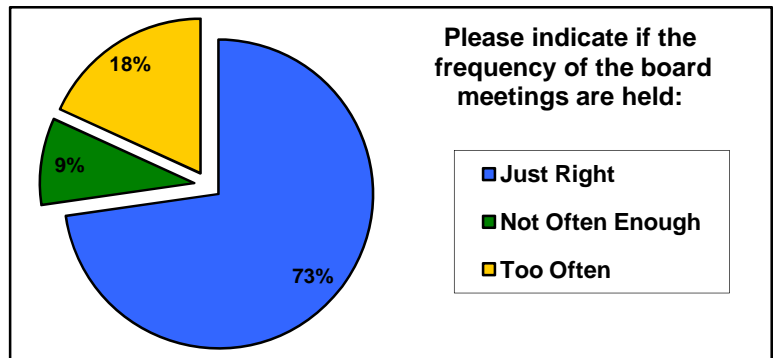
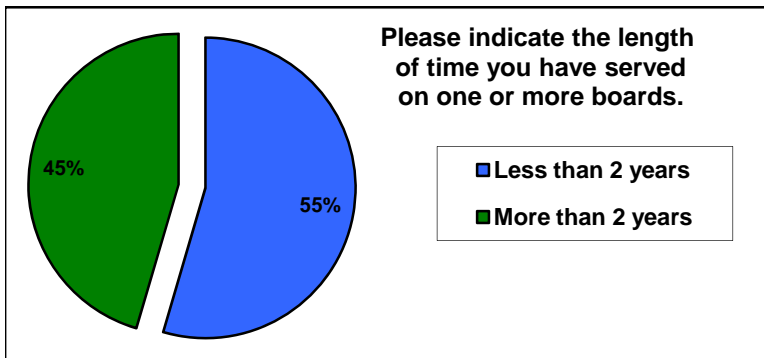
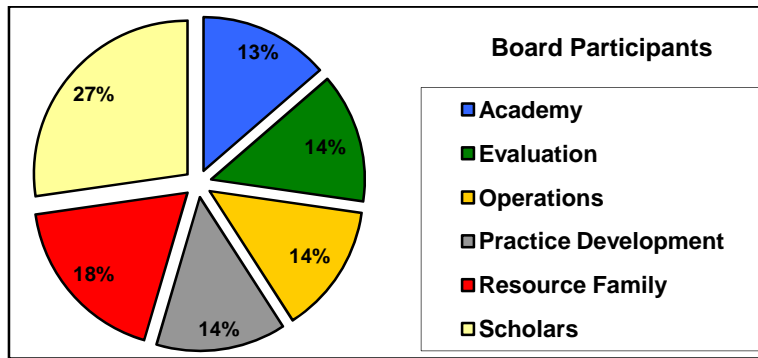
**All Boards    Admin    Academy    Evaluation    Operations    Practice    Resource    Scholars**

<b>Board Participants</b>	Academy	13%							
	Administrative	6%							
	Evaluation	15%							
	Operations	13%							
	Practice Development	17%							
	Resource Family	11%							
	Scholars	25%							
	<b>Total</b>	<b>53</b>							
<b>Please select the organization/university you represent.</b>	BSU	8%	50%	0%	33%	0%	0%	0%	0%
	Casey	5%	0%	0%	0%	20%	14%	0%	0%
	Community	5%	0%	0%	0%	0%	29%	0%	0%
	DHW	55%	0%	60%	50%	60%	43%	80%	60%
	EWU	13%	50%	20%	17%	20%	0%	20%	0%
	Other University	15%	0%	20%	0%	0%	14%	0%	40%
	<b>Total</b>	<b>40</b>	<b>2</b>	<b>5</b>	<b>6</b>	<b>5</b>	<b>7</b>	<b>5</b>	<b>10</b>
<b>Please indicate the length of time you have served on one or more boards.</b>	Less than 2 years	37%	33%	43%	13%	29%	56%	40%	38%
	More than 2 years	63%	67%	57%	88%	71%	44%	60%	62%
	<b>Total</b>	<b>52</b>	<b>3</b>	<b>7</b>	<b>8</b>	<b>7</b>	<b>9</b>	<b>5</b>	<b>13</b>
<b>Please indicate if the frequency of the board meetings are held:</b>	Just Right	77%	33%	71%	88%	100%	100%	33%	77%
	Not Often Enough	13%	67%	0%	13%	0%	0%	67%	0%
	Too Often	9%	0%	29%	0%	0%	0%	0%	23%
	<b>Total</b>	<b>53</b>	<b>3</b>	<b>7</b>	<b>8</b>	<b>7</b>	<b>9</b>	<b>6</b>	<b>13</b>
<b>Please indicate if the length of the board meetings held are:</b>	Just Right	58%	33%	57%	63%	71%	67%	50%	54%
	Too Long	40%	67%	43%	38%	29%	33%	33%	46%
	Too Short	2%	0%	0%	0%	0%	0%	17%	0%
	<b>Total</b>	<b>53</b>	<b>3</b>	<b>7</b>	<b>8</b>	<b>7</b>	<b>9</b>	<b>6</b>	<b>13</b>
<b>I understand the desired outcomes of the board I serve on.</b>	No	29%	33%	43%	50%	29%	11%	33%	17%
	Yes	71%	67%	57%	50%	71%	89%	67%	83%
	<b>Total</b>	<b>52</b>	<b>3</b>	<b>7</b>	<b>8</b>	<b>7</b>	<b>9</b>	<b>6</b>	<b>12</b>
<b>I am satisfied with the progress toward the desired outcomes of the board I serve on.</b>	No	37%	100%	57%	50%	29%	11%	50%	17%
	Yes	63%	0%	43%	50%	71%	89%	50%	83%
	<b>Total</b>	<b>52</b>	<b>3</b>	<b>7</b>	<b>8</b>	<b>7</b>	<b>9</b>	<b>6</b>	<b>12</b>
<b>The board I serve on considers my input.</b>	No	8%	33%	14%	0%	0%	11%	0%	9%
	Yes	92%	67%	86%	100%	100%	89%	100%	91%
	<b>Total</b>	<b>50</b>	<b>3</b>	<b>7</b>	<b>8</b>	<b>7</b>	<b>9</b>	<b>5</b>	<b>11</b>
<b>I am satisfied with the decisions made by the board I serve on.</b>	No	19%	67%	14%	13%	14%	11%	33%	17%
	Yes	81%	33%	86%	88%	86%	89%	67%	83%
	<b>Total</b>	<b>52</b>	<b>3</b>	<b>7</b>	<b>8</b>	<b>7</b>	<b>9</b>	<b>6</b>	<b>12</b>

**Please submit any additional comments related to your satisfaction.**

<b>Administrative</b>	Admin Board needs to continue discussion we had at last meeting related to getting the issues on the table relative to the purposes, structure and functioning of the Admin Board and the Partnership.
	I am not sure what outcomes we are measuring and trying to achieve at the admin level. I know the partnership goals but am not sure the admin board goals and outcomes are clearly defined. Hence the no answer for #8 (progress towards outcomes).
	This Board needs to meet more often and it needs to develop a shared vision. Agenda setting should include its members. It needs to be more connected and responsive to the Boards under it.
<b>Academy</b>	All the 'yes's' should be read "mainly yes"
	Although the board I sit on makes decisions that are in line with Department practice, some times there is a disconnect with the board and with the priorities of the Department. The strategic planning process and subsequent goals that were selected are important but they do not interface with the mandates that the Department currently must meet. Some times it feels like the Board is too independent, going in a different direction. I also see the board almost looking for things to do.
	Recently, the board meetings have been held more frequently, but for a shorter duration. They have also been held via conference call. This change has been positive, since the impact to my day is much lighter, and the increased frequency means that business is the primary focus, with a short and comprehensive agenda.
	The one recommendation I would make for this Board is that it be a more interactive process.
<b>Evaluation</b>	Hard to determine where we fit in the partnership and are disconnected from work on other boards.
	I'm somewhere between yes and no on #'s 5, 6, and 8. At times it seems we have specific outcomes and are making progress, but then other agendas come forward and we seem to lose focus.
	I am not confident that I know what our desired outcomes are and hence not sure if we are making progress.
	Recommend the Admin Board implement "Evaluation Framework" Evaluation Advisory Board Document 3/08. For all ICWP related evaluations.
	There is not consensus in this group regarding its purpose. Resolution of that needs to happen for this board to become more productive and to make a more meaningful contribution to improving child welfare practice.
	This process has been very helpful in directing the Partnership's contribution to evaluation in Idaho.
<b>Operations</b>	Answers are not always yes/no. Many of the answers should actually be "sometimes" or "usually".
	I think this board helps to keep all boards in contact and linked together. It is nice to have a place where Chairs can talk and compare progress of boards.
	The Operations Board has been a great bridge to the Board I serve on and the Administrative Board. The leaders on the Operations Board are the glue to the Partnership and really have a solid overall knowledge of the Partnership due to their involvement on the Admin Board and other Boards. This Board tends to bring the entire picture together and really helps with shaping the overall vision of the Partnership.
	These board meetings seem disconnected from the admin board.
	we need to look at the 3 goals we have been asked to address. are they still the priorities?

<b>Practice Development</b>	Due to the changes in leadership at the Partnership Administrative Board and within IDHW, our Board needs reassurance that our work is still valued and will be supported. Our Board has done some great efforts in the area of constituency engagement (Kinship Coalition, Foster Care Alumni Association, Foster Youth--FYI, expanding our membership to represent the broader and more diverse child welfare system of care. These community efforts need continued support from the Partnership Administrative Board and IDHW in the form of technical assistance, incorporation of our work into strategic planning, such as PIP and IV-B Plan. Also, our Board has worked hard to provide a draft a Disproportionality/Disparate Outcomes Plan for the Partnership. It is important that the Administrative Board and DHW champion this work.
	I would like to see more action taken, but understand the limitations of H & W has as it relates to protocols of decision making.
	This Board has lacked some necessary focus.
	This Board has struggled in the context of purpose and sanction. It speaks more to the complexity of overall structure than the enthusiasm and expertise of Board members.
	We have moved to regularly scheduled meetings and I think this will be very helpful with consistency. I appreciate that we have input from line staff, u-partners, all the way up to PM's.
<b>Resource Family</b>	Board needs help in re-evaluation of priorities and if recruitment, retention and disproportionality are the key items that this groups should be addressing at this time.
	The in person meetings were becoming too frequent, but now that we have gone back to conference calls, they seem to be better in length and frequency. Sometimes we tend to get too philosophical in our discussions rather than getting to nuts and bolts, but the group usually come around. I think that is a function of teleconference as well. It is not as easy to stray into side conversations on the calls. &CR;&LF;I believe that we are on a better track now than previously. It seemed that we spend undue amounts of time developing the logic model.
	These are all nice people, but the direction of the board is not clear and the specific deliverables are not clear. There does not seem to be a sense of urgency or need to help things change. We seem to be stuck on the lack of data. While it is true our data is much poorer than we migh wish, we do have data and moving ahead based on what we know seems more important than waiting for really good data.
	With the changes of board meetings, it been difficult to tie everyone together. It has also been difficult as the Partnership has struggled to become stable it has sometimes been difficult to maintain stability of the board.
<b>Scholars</b>	Great people to work with!
	I'm still in a steep learning curve. I think Ray provides excellent leadership and he is well-prepared in role.
	I did not include my affiliation as that makes this tool not anonymous. CR;LF;Scholars Board has done a good job with policy decisions that includes input from all the organizations.
	I enjoy participating at this level of the Partnership to improve the Idaho Foster Care System.
	Some of the all day face-to-face meetings are too long. I realize that to be efficient with travel monies it makes sense to have an all day meeting, but if folks will have to stay overnight anyway maybe we could do an afternoon one day and a morning the next.
	There needs to be a broader range of response possibilities in questions 5-8. To answer Yes or NO doesn't allow for a meaningful response.
	Using the logic model process on this board has really assisted us in moving forward in a very targetted way. This is a critical board to the recruitment of highly qualified candidates for this very tough profession.



<b>Board Participants</b>	Academy	14%
	Evaluation	14%
	Operations	14%
	Practice Development	14%
	Resource Family	18%
	Scholars	27%
	Total	22

<b>Please indicate the length of time you have served on one or more boards.</b>	Less than 2 years	55%
	More than 2 years	45%
	Total	22

<b>Please indicate if the frequency of the board meetings are held:</b>	Just Right	73%
	Not Often Enough	9%
	Too Often	18%
	Total	22

<b>Please indicate if the length of the board meetings held are:</b>	Just Right	45%
	Too Long	55%
	Total	22

<b>I understand the desired outcomes of the board I serve on.</b>	No	50%
	Yes	50%
	Total	22

<b>I am satisfied with the progress toward the desired outcomes of the board I serve on.</b>	No	50%
	Yes	50%
	Total	22

<b>The board I serve on considers my input.</b>	No	5%
	Yes	95%
	Total	22

<b>I am satisfied with the decisions made by the board I serve on.</b>	No	27%
	Yes	73%
	Total	22

<p><b>Please submit any additional comments related to your satisfaction.</b></p>	<p>Although the board I sit on makes decisions that are in line with Department practice, some times there is a disconnect with the board and with the priorities of the Department. The strategic planning process and subsequent goals that were selected are important but they do not interface with the mandates that the Department currently must meet. Some times it feels like the Board is too independent, going in a different direction. I also see the board almost looking for things to do.</p>
	<p>Board needs help in re-evaluation of priorities and if recruitment, retention and disproportionality are the key items that this groups should be addressing at this time.</p>
	<p>Great people to work with!</p>
	<p>Hard to determine where we fit in the partnership and are disconnected from work on other boards.</p>
	<p>I'm still in a steep learning curve. I think Ray provides excellent leadership and he is well-prepared in role.</p>
	<p>Recommend the Admin Board implemen "Evaluation Framework" Evaluation Advisory Board Document 3/08. For all ICWP related evaluations.</p>
	<p>The in person meetings were becoming too frequent, but now that we have gone back to conference calls, they seem to be better in length and frequency. Sometimes we tend to get too philosophical in our discussions rather than getting to nuts and bolts, but the group usually come around. I think that is a function of teleconference as well. It is not as easy to stray into side conversations on the calls. I believe that we are on a better track now than previously. It seemed that we spend undue amounts of time developing the logic model.</p>
	<p>These are all nice people, but the direction of the board is not clear and the specific deliverables are not clear. There does not seem to be a sense of urgency or need to help things change. We seem to be stuck on the lack of data. While it is true our data is much poorer than we might wish, we do have data and moving ahead based on what we know seems more important than waiting for really good data.</p>
	<p>These board meetings seem disconnected from the admin board.</p>
	<p>This Board has struggled in the context of purpose and sanction. It speaks more to the complexity of overall structure than the enthusiasm and expertise of Board members.</p>
<p>we need to look at the 3 goals we have been asked to address. are they still the priorities?</p>	

# Idaho Child Welfare Partnership

## Board Accomplishments and Challenges Report

Evaluation BOARD ~ December 2008 - February 2009		
ACCOMPLISHMENTS	OUTCOMES	
BOARD OPERATIONS		
<ul style="list-style-type: none"> <li>▪</li> <li>▪</li> <li>▪</li> </ul>	<ul style="list-style-type: none"> <li>▪</li> <li>▪</li> <li>▪</li> </ul>	
Partnership Goals		
<ul style="list-style-type: none"> <li>▪ Consultation with Dr. Ed Byrnes re: FGDM evaluation</li> <li>▪</li> <li>▪ Participatory evaluation framework completed</li> <li>▪</li> <li>▪ CW conference focus group data re: recruitment, retention, disproportionality collected and compiled</li> <li>▪</li> <li>▪ Headline news story requested of DHW communications group for focus group data</li> <li>▪</li> <li>▪ Consulted NNU researcher, Lawanna Lancaster, re: disproportionality research</li> <li>▪</li> <li>▪</li> </ul>	<ul style="list-style-type: none"> <li>▪ FGDM evaluation presented to FACS program managers</li> <li>▪</li> <li>▪ Presented to Operations Board and FFI's for feedback and input</li> <li>▪</li> <li>▪ Data presented to FACS program managers, other ICWP boards, and a link to the results posted on ICWP website</li> <li>▪</li> <li>▪ In progress</li> <li>▪</li> <li>▪ Conduit now in place to connect researcher to DHW IRB</li> <li>▪</li> <li>▪</li> </ul>	
CHALLENGES	SUGGESTED SOLUTIONS	
<ul style="list-style-type: none"> <li>▪ Lack of funding for shared database for ICWP</li> <li>▪</li> <li>▪</li> <li>▪</li> <li>▪</li> <li>▪</li> </ul>	<ul style="list-style-type: none"> <li>▪ Continue to look for cost effective/cost neutral solutions to sharing data using infrastructure already on place, i.e. ICWP website</li> <li>▪</li> <li>▪</li> <li>▪</li> <li>▪</li> <li>▪</li> </ul>	
<ul style="list-style-type: none"> <li>▪</li> <li>▪</li> <li>▪</li> <li>▪</li> </ul>	<ul style="list-style-type: none"> <li>▪</li> <li>▪</li> <li>▪</li> <li>▪</li> </ul>	<b>T-DATE</b>
<ul style="list-style-type: none"> <li>▪</li> <li>▪</li> <li>▪</li> </ul>	<ul style="list-style-type: none"> <li>▪</li> <li>▪</li> <li>▪</li> </ul>	

# Idaho Child Welfare Partnership

## Accomplishments and Challenges Report Dec08-Feb09

<b>ACADEMY BOARD</b>	
<b>ACCOMPLISHMENTS (OUTPUTS)</b>	<b>OUTCOMES</b>
<b>BOARD OPERATIONS</b>	
<ul style="list-style-type: none"> <li>▪ January 2009 completed Session 3 Academy.</li> <li>▪ Online training opportunities</li> </ul>	<ul style="list-style-type: none"> <li>▪ Have been having large classes with many new social workers going through the sequence.</li> <li>▪ Online <b>Know Who You Are</b> curriculum is being evaluated by BSU regarding available CEUs. Waiting for further direction from Casey regarding next steps in this process (training of trainers, rollout, etc.). Internal DHW Knowledge and Learning Center (KLC) site can be available once Casey determines how this will role out.</li> </ul>
<ul style="list-style-type: none"> <li>▪ CW Practice Manual.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Completed sections continue are being made available to curriculum developers to ensure information matches what is being taught.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Curriculum Review Committee</li> </ul>	<ul style="list-style-type: none"> <li>▪ BSU completed curriculum analysis and was submitted to Region X on January 26<sup>th</sup>.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Child Welfare Subcommittee Meeting</li> </ul>	<ul style="list-style-type: none"> <li>▪ Next meeting is scheduled for February. We have the conference as a topic. Will need to get help from Chiefs regarding schedule supervisors for advanced CBLC and FCP.</li> </ul>
<ul style="list-style-type: none"> <li>▪ CBLC for Supervisors Training</li> </ul>	<ul style="list-style-type: none"> <li>▪ Was provided along with CQI training in January 2009 to Region III and IV (including Social Worker 3's). Trying to schedule with remaining regions via teleconference. DBH has offered their video conference capabilities when they are not using the equipment.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Academy Competencies discussion with Field Operations</li> </ul>	<ul style="list-style-type: none"> <li>▪ From the Academy Evaluation Workgroup: Oscar and Kathy will ask at the February FACS Division Operations meeting about competencies for CW workers. We would like support from this group and assistance from HR to refine and specialize CW competencies to reflect the work that social workers do. At present the competencies are very general and not specific to the work. This would assist in the Academy process, field training, performance evaluations, etc. Academy Board (or a workgroup could work on these). A report of accomplishments will be included in this report in February.</li> </ul>
<ul style="list-style-type: none"> <li>▪ 2009 Conference</li> </ul>	<ul style="list-style-type: none"> <li>▪ Conference Steering Committee consists of Shirley Alexander, Cameron Gilliland, Mary Jo Murdie (Program Manager in Region II), and Frank Sesek (replacement?) Conferences will be hub based activities related to PIP/RIPs. It is on the agenda for the next CW Subcommittee Meeting.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Budget</li> </ul>	<ul style="list-style-type: none"> <li>▪ BSU and EWU are reducing their budgets and implementing cost cutting measures. As an example, BSU has eliminated the working lunches and reducing Academy days. One of the areas we can concentrate on is in the area of e-learning.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Don Schmid consult</li> </ul>	<ul style="list-style-type: none"> <li>▪ 51 recommendations, one of which was the Academy curriculum review.</li> </ul>
<b>RECRUITMENT</b>	
<ul style="list-style-type: none"> <li>▪ NRC resources on Recruitment</li> </ul>	<ul style="list-style-type: none"> <li>▪ National Resource Center on Organizational Improvement (NRCOI) provided "Recruitment and Retention of a Qualified Workforce: Lessons Learned" via <a href="http://www.nrcoi.org/tele.htm">www.nrcoi.org/tele.htm</a></li> </ul>

# Idaho Child Welfare Partnership

## Accomplishments and Challenges Report Dec08-Feb09

RETENTION		
<ul style="list-style-type: none"> <li>▪ NRC resources on Retention</li> <li>▪ Court Improvement Project Initial training presented at CW Conference in September</li> <li>▪ Post Academy supervisor calls- BSU continuing to have meetings with supervisors.</li> <li>▪ Reflective survey and exit evaluations started last quarter</li> </ul>	<ul style="list-style-type: none"> <li>▪ National Resource Center on Organizational Improvement (NRCOI) provided "Recruitment and Retention of a Qualified Workforce: Lessons Learned" via <a href="http://www.nrcoi.org/tele.htm">www.nrcoi.org/tele.htm</a></li> <li>▪ Legal Perspectives will be addressed as a new Academy topic beginning March, 2009.</li> <li>▪ Ongoing and continue to be helpful.</li> </ul>	
MITIGATING DISPARATE OUTCOMES		
<ul style="list-style-type: none"> <li>▪ Goal 3 Disparate Outcomes</li> </ul>	<ul style="list-style-type: none"> <li>▪ Academy Board provided recommendations for the Disproportionality Plan.</li> </ul>	
CHALLENGES	SUGGESTED SOLUTIONS	T-DATE
<ul style="list-style-type: none"> <li>▪ Status on embedded trainers</li> </ul>	<ul style="list-style-type: none"> <li>▪ Waiting for approvals. Academy Board sub-team will be ready to work on BSU trainer proposal and job descriptions.</li> </ul>	
<ul style="list-style-type: none"> <li>▪ Turnover issues/new positions were causing large Academy classes</li> <li>▪ Goals we are addressing: Recruitment, Retention, and Disproportionality. Are these the goals that we should be concentrating on at this time? These were established by the Administration Board a while back and many things have changed since that time.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Updated from 2/20 Board Meeting. Recommend that the goals for each board lines up with the Five Year IV-B plan and get implemented. The tasks accomplished by the boards could be part of the five year plan. The boards would have a stronger purpose and see that their accomplishments are embedded in the plan.</li> </ul>	
<ul style="list-style-type: none"> <li>▪ Academy Board next steps</li> </ul>	<ul style="list-style-type: none"> <li>▪ Academy topics and developing the best programs, sufficient trainers, retaining staff, supervisors and SW3s supporting the CBLC in the field, etc. Need to validate that we are heading in the right direction, and if not, what things should we be doing, supporting PIP/RIP implementation regarding training, etc? Agenda item for 2/20 meeting.</li> </ul>	
<ul style="list-style-type: none"> <li>▪ Supervisor Training</li> </ul>	<ul style="list-style-type: none"> <li>▪ Need to get new supervisors trained on the CBLC and a session on FCP for Supervisors.</li> </ul>	
<ul style="list-style-type: none"> <li>▪</li> </ul>	<ul style="list-style-type: none"> <li>▪</li> </ul>	

# Idaho Child Welfare Partnership

Board Accomplishments and Challenges Report  
December 2008-February 2009

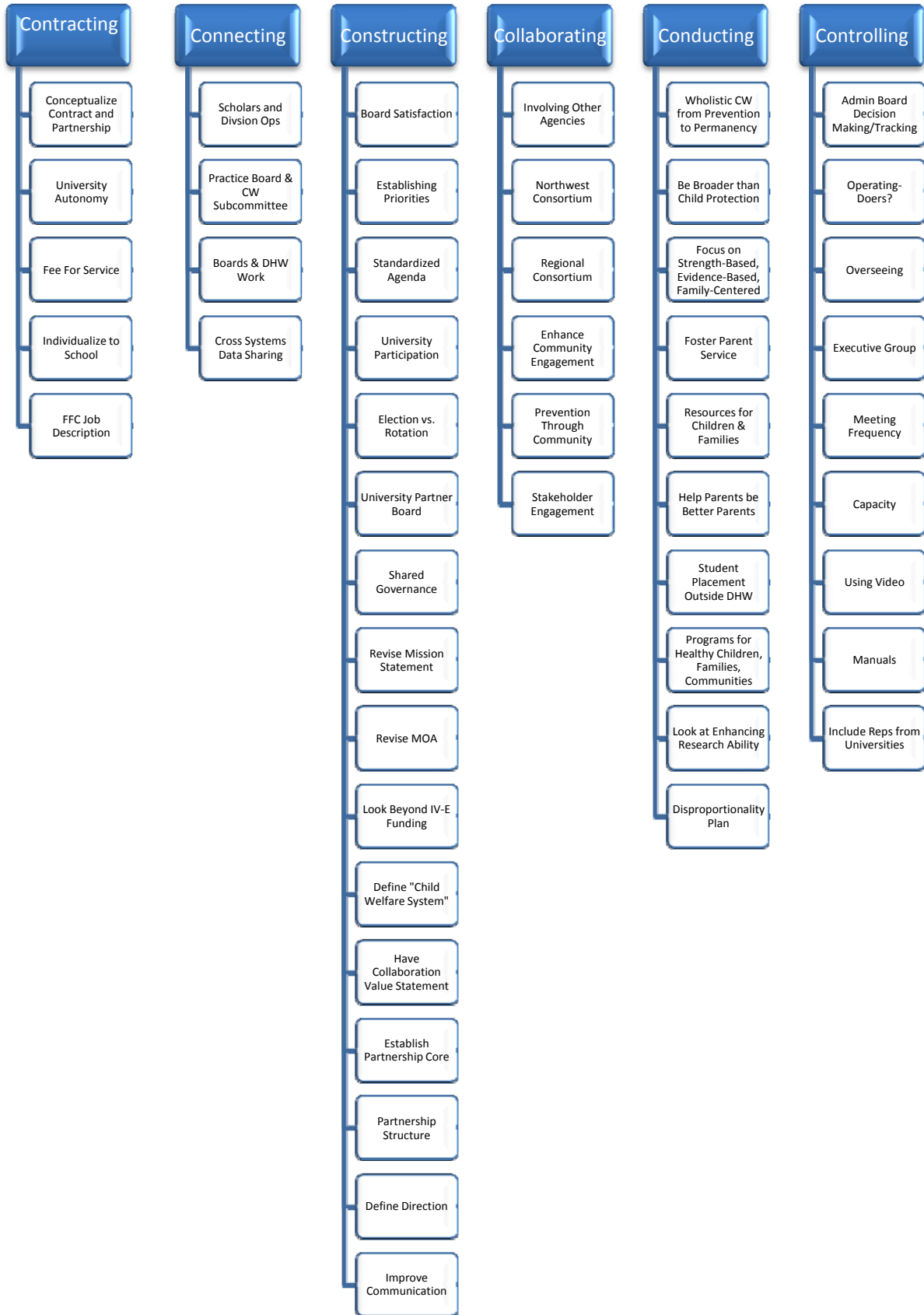
<b>SCHOLARS BOARD</b>		
<b>ACCOMPLISHMENTS</b>	<b>OUTCOMES</b>	
<b>BOARD OPERATIONS</b>		
<ul style="list-style-type: none"> <li>▪ Board met on December 2 for face to face meeting and worked on Logic Model</li> <li>▪ Board met via teleconference on January 6</li> <li>▪ FFI's are working collaboratively to host Student Institute</li> </ul>	<ul style="list-style-type: none"> <li>▪ Developed short term goals to address budget concerns and to work on reporting outcomes for Scholars Program</li> <li>▪ Next meeting scheduled for February 19</li> <li>▪ Student Institute will be on March 10 and has been reduced from two days to one day</li> </ul>	
<b>RECRUITMENT</b>		
<ul style="list-style-type: none"> <li>▪ Met with ICWA committee to discuss Scholars Program in an attempt to recruit more Native students</li> <li>▪ Worked on Diversity Plans</li> <li>▪ Invited Region 4 Program Manager to present on regional needs at Scholars Board Meeting in January</li> <li>▪</li> <li>▪</li> <li>▪</li> <li>▪</li> </ul>	<ul style="list-style-type: none"> <li>▪ Next steps on hold until we know how many stipends will be available to universities for next academic year</li> <li>▪ FFI's completed Diversity Plans</li> <li>▪ Steve Sparks presented to Scholars Board</li> <li>▪</li> <li>▪</li> <li>▪</li> <li>▪</li> </ul>	
<b>RETENTION</b>		
<ul style="list-style-type: none"> <li>▪ Collected data on students for 2007-2008 academic year</li> <li>▪ Patty Gregory is working on field instruction/supervision for students</li> <li>▪ BSU and Region IV have been meeting to discuss advanced child welfare seminar and field instruction</li> <li>▪ Work group on Clinical level supervision</li> <li>▪</li> <li>▪</li> <li>▪</li> </ul>	<p>Outcomes report submitted to DHW This is an ongoing project</p> <p>Completed one meeting with students and field instructors; second meeting scheduled for February 23 This is an ongoing project</p>	
<b>MITIGATING DISPARATE OUTCOMES</b>		
<ul style="list-style-type: none"> <li>▪ Met with ICWA committee to discuss Scholars Program in an attempt to recruit more Native students</li> <li>▪ Worked on Diversity Plans</li> <li>▪</li> <li>▪</li> <li>▪</li> <li>▪</li> <li>▪</li> </ul>	<p>Next steps on hold until we know how many stipends will be available to universities next year</p> <p>FFI's completed Diversity Plans</p>	
<b>CHALLENGES</b>	<b>SUGGESTED SOLUTIONS</b>	<b>T-DATE</b>
<ul style="list-style-type: none"> <li>▪ Engagement with CMH and role of CMH in Scholars Program</li> <li>▪ Development and ongoing maintenance of Logic Model without face to face meetings is very challenging</li> <li>▪ No clear vision of the Partnership at this time given all the concern around budgets and the impact it is having on the Partnership</li> <li>▪ University Partner meetings with EWU/BSU are currently on hold due to limits on travel</li> </ul>	<ul style="list-style-type: none"> <li>▪ Guidance from Administrative Board on how to proceed with CMH</li> <li>▪ Reconsider best way to use the Logic Model and to make is less work intensive for Chair</li> <li>▪ More leadership and guidance from the Administrative Board</li> <li>▪ This might be done via teleconference, video conference when available, although this can be challenging when working on relationship issues</li> </ul>	
<ul style="list-style-type: none"> <li>▪ Partnership collective database is on hold due to budget concerns</li> </ul>	<ul style="list-style-type: none"> <li>▪ Look at other low cost options</li> <li>▪ Consult with data sharing group</li> </ul>	

# Idaho Child Welfare Partnership

Board Accomplishments and Challenges Report  
December 2008-February 2009

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# Admin Board Retreat Topic Cluster



## Contracting

- Conceptualize Contract and Partnership
- University Autonomy
- Fee For Service
- Individualize to School
- FFC Job Description

## Connecting

- Scholars and Division Ops
- Practice Board & CW Subcommittee
- Boards & DHW Work
- Cross Systems Data Sharing

## Constructing

- Board Satisfaction
- Establishing Priorities
- Standardized Agenda
- University Participation
- Election vs. Rotation
- University Partner Board
- Shared Governance
- Revise Mission Statement
- Revise MOA
- Look Beyond IV-E Funding
- Define "Child Welfare System"
- Have Collaboration Value Statement
- Establish Partnership Core
- Partnership Structure
- Define Direction
- Improve Communication

## Collaborating

- Involving Other Agencies
- Northwest Consortium
- Regional Consortium
- Enhance Community Engagement
- Prevention Through Community
- Stakeholder Engagement

## Conducting

- Wholistic CW from Prevention to Permanency
- Be Broader than Child Protection
- Focus on Strength-Based, Evidence-Based, Family-Centered
- Foster Parent Service
- Resources for Children & Families
- Help Parents be Better Parents
- Student Placement Outside DHW
- Programs for Healthy Children, Families, Communities
- Look at Enhancing Research Ability
- Disproportionality Plan

## Controlling

- Admin Board Decision Making/Tracking
- Operating-Doers?
- Overseeing
- Executive Group
- Meeting Frequency
- Capacity
- Using Video
- Manuals
- Include Reps from Universities