

ADMINISTRATIVE BOARD & UNIVERSITY PARTNERS MEETING MINUTES

Date: February 25th, 2009 Time: 8:30am – 2 pm (MT)
 Location: Casey Family Services, 6441 W. Emerald St., Boise, ID 83704

Attendance: Mike Scholl, Kathy Tidwell, Brian Baldwin, Chuck Halligan, Ann Hunter, Jim Gentry, Michelle Britton, Eleanor Downey, Mary Curran, Lynne Morris, Robert Hernandez (Notes)

AGENDA	DISCUSSION	DECISION	ACTION
<p>Partnership Overview- Mike, Marian, Michelle</p> <ul style="list-style-type: none"> • ICWP Beginnings • ICWP History • ICWP MOA • ICWP Governance • ICWP Goals/Actions • ICWP Budget 	<p>The meeting began with introductions. A contact sign-in sheet was passed around. The following is the contact information of those who attended the meeting:</p> <ul style="list-style-type: none"> ♦ Michelle Britton- brittonm@dhw.idaho.gov ♦ Mike Scholl- mscholl@casey.org ♦ Marian Woods- woodsm@dhw.idaho.gov ♦ Chuck Halligan- halligan@dhw.idaho.gov ♦ Ann Hunter- oakeann@isu.edu ♦ Jim Gentry- jgentry@csi.edu ♦ Butch Rodenhiser- royrodenhiser@boisestate.edu ♦ Mary A. Curran- macurran@nnu.edu ♦ Brian Baldwin- baldwinb@dhw.idaho.gov ♦ Lynne Morris- lmorris@ewu.edu ♦ Eleanor Downey- epdowney@lcsc.edu ♦ Kathy Tidwell- kathytidwell@boisestate.edu ♦ Roxanne Printz- rprintz@ewu.edu ♦ Robert Hernandez- hernandr@dhw.idaho.gov <p>PARTNERING WITH UNIVERSITIES University Visits. A recounting of the university visits was then done with an emphasis on training students where they live and where IDHW needs staff. It was acknowledged how great it is to have the universities working together. It was brought up another great thing happening is that CSI and BSU are working together to develop social workers in Region 5.</p>		

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	<p>PARTNERSHIP OVERVIEW</p> <p>Partnership Pathways. Handouts were given describing the pathway to partnership, expanding collaborative work and the Partnership’s mission and shared values. IDHW has had a relationship with the universities and this is referred to as a university partnership. Because there was parallel work going on, it made sense for IDHW to consolidate the work with Casey and the universities in what they were doing.</p> <p>Partnership Formal Formulation. It was agreed that it would be beneficial for everyone in the Partnership to be at the table together to benefit child welfare and each partnering organization. So better defining this was done which developed into a better mission that is now called the Idaho Child Welfare Partnership. This then led to a Memorandum of Agreement (MOA) which resulted in a formal partnership. This has culminated from four years of work.</p> <p>Partnership Structure. The structure was reviewed describing the governance of the partnership, the board structure and the focus. Each board is populated with partnership stakeholders. The subcontracting university involvement was a university representative on the Admin Board. There are now thoughts on recalibrating the direction with the universities’ input and the universities’ participation on the Admin Board.</p> <p>Partnership Financing. The funds for the Partnership have been formulated under Title IV-E. Together, the partners have been able to improve leveraging for IV-E funding. This first started with 1million in TANF, which was spent like General Funds in order to generate IV-E. This has now gotten to the point where the Partnership can now generate more IV-E with little TANF or General Funds. In 200, 2.9 million was spent and out of this only \$230K was from Idaho’s General Fund.</p> <p>Partnership Spending. The universities can generate dollars and bring these dollars to the budget without any obstacles. IDHW has a lot of obstacles. JFAC looks at the sources of funds and the money cannot be spent without JFAC’s permission. DHW cannot acquire grants without JFAC’s permission to apply and if DHW does receive a grant, it still has to have JFAC’s spending authority to spend it. The challenge comes in understanding the budget elements and being able to know what is being spent each year. It is difficult to do this when the billing comes. The holdback is determining what spending gets matched. BSU and</p>		

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	<p>EWU had to make cuts based on the holdbacks. Managing the reductions has been a challenge and DHW is not sure where this is at until the end of year when the bills are done. Until then, there is uncertainty on the amount of IV-E that is being generated. An example of this is the Scholar's Program. This brings in IV-E funds. So as this program reduces so does the amount of IV-E funds. Will a hiring freeze reduce the number of scholars? If so, then there will be less IV-E. The desire is that there will be IV-E trainers so that DHW does not have to use its staff but that they will be BSU trainers. How to explain this is a challenge, but the budget has office helped.</p> <p>Partnership Funding Formula. The University Contract Budget Work handout was reviewed. It was shown that DHW has to write a check and take it through the IV-E penetration rate which is matched up to 75%, with the Penetration Rate and the Random Moment Time Study (RMTS). Then there is a pool of funds of which they reimburse a certain amount- which is described on the second page of the handout. With this formula, the Federal IV-E portion is determined. The Feds will pay an amount, but there's a match that needs to be made. The universities come up with the match and IDHW supplies the rest. The university match then generates more IV-E funds. EWU totals include the subcontracting universities.</p> <p>Partnership Benefit. It was brought up that CSI has benefitted from their work with the Partnership and it has been a wonderful experience for them. CSI has a reputation for being the ideal community college that responds to the needs of the community and is helping the local community.</p> <p>PARTNERSHIP AREAS OF FOCUS</p> <p>Retention. One focus area for the Partnership is improving retention of the workforce and resource families. This focus started in 2006 when there was a 20% turnover rate in the child welfare workforce. The caseload management is now at 12% due, in part, to the Partnership's help. Research was done to determine why resource families leave. Because of kin care many resource families leave the system.</p> <p>Recruitment. Another area of focus is improving recruitment of the workforce and resource families. Idaho is low in paying resource families, with an average of \$250 going to them. Many resource families end up becoming adoptive parents. Adoption has increased 74% in past two years.</p>		

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	<p>Mitigating Disparate Outcomes. Another challenge is with outcomes and youth of color. The Idaho Latino population is 8% and its tribal population is 3%-4% of the state. There are more Indian children in foster care in proportion to their population while the Latino foster care population is one to one. This data can be put in an internal website for the staff to see how they are doing, see children finding permanency, etc. As a result, the staff owns the data since they see their involvement in outcome.</p> <p>Quality Education & Using Data For Best Practice. Although the communication still needs to be tightened up, the training and data have been in good alignment. Training can be aligned with what the needs are. The Partnership used the Program Improvement Plan (PIP) to help set its direction. This also aligned with Casey's goals to reduce children in care by 50% by 2020. There are opportunities to demonstrate effectiveness.</p>		

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<p>University Participation</p> <ul style="list-style-type: none"> • Wants /Needs of ICWP • Contribution to ICWP • Governance in ICWP • Participation with ICWP • Vision of ICWP Mission/ Goals • Possible ICWP Changes 	<p>It was conveyed that the Admin Board is having a retreat to discuss the Partnership and see if everyone is satisfied with the structure, direction and goals. A request was made for the universities’ input with the assurance that their input will be taken seriously and discussed at the retreat. The Admin Board is interested in the universities’ needs and vision. Here is what was shared by the universities.</p> <p>UNIVERSITY SATISFACTION AND DISATISFCATION</p> <p>LCSC (Eleanor Downey)</p> <ul style="list-style-type: none"> • Stipends. What can they do for students? They like having stipends available and like being part of working to provide high quality child welfare services. • Getting Students to the Real World. Bringing the real world to the classroom and communicating to the world what is being done. • Having a social worker with child welfare experience enriches the social work program and has the potential to provide a broad range of students with knowledge and information about the Child Welfare System. Having Kelli Loftus on the faculty has brought richness to the program and has helped build a strong relationship with DHW. • Our relationship with DHW staff has provided us with the information that we need to strengthen course content on working with people in poverty. • Strong Social Policy Curriculum related to poverty. • Foster Children Annual Party-Provides opportunity for students to volunteer and learn more about the foster care system. • Having Every Social Work student have the opportunity to learn Child Welfare Coursework. This knowledge can carry over to all aspects of working with children in a variety of settings. • Strong link between Child Welfare practice and the understating of Human Behavior in the Social Environment. • Need more curriculums on Mental Health, Medication and CM. • See that the Partnership Continues. • Curriculum and Curricular Decisions Stay at the University. Strongly believes that she and her faculty are responsible for the curriculum therefore the curriculum and these decisions should remain with the universities. • As university employees, the universities should in consultation with IV-E faculty should Determine their teaching responsibilities • Have Contracts that are based on Fee for Services. DHW tells what LCSC is to deliver but LSCS determines how these services are delivered. The 		

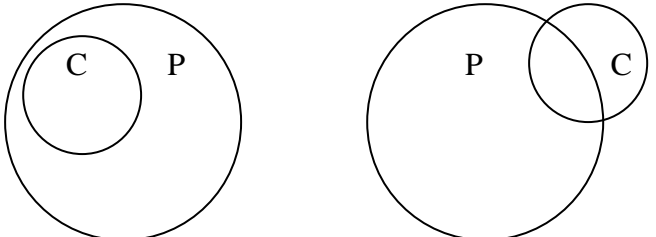
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	<p>fee for services includes the allocation of faculty time.</p> <ul style="list-style-type: none"> • Teaching Loads and Workloads. What is important? They are being told how many courses the faculty can teach, if they are part of IV-E and asked if they recognize a course as a IV-E activity. • Contracts Should Be Individualized to the School. Suggested that not all contracts be the same with all the universities since their needs and deliverables are different. • DHW provides description of what they want and the university tells DHW how they will do it based on the components of the contract. The university would work closely with a Program Manager to help it determine the how. An example is PRIDE and rural nature of Region 2. • The contracts do not make LCSC employees of DHW, so the definition of employee and contract is important. • Good Student Research. IV-E students do over 500 hours in practicum. In doing this they can determine if this is what they want as a career. Research topics as part of curriculum should be negotiated between the school and the DHW Program Manager. <p>NNU (Mary Curran)</p> <ul style="list-style-type: none"> • Social Work Department has done a lot of work to have the university buy into this. In the first year they did not get contract until 4 months after the program begun. NNU still paid IV-E employees before there was a contract. • Developed a solid relationship with EWU. They have been happy working with EWU. • Since NNU is a private school, the match works differently. They return money that is not spent back to the contract. This is a philosophical framework of the school. • Extensive Work Hours, Good Financial Stewards, Careful in Purchasing. The Employee expectation is a 60 hour work week. The PRIDE trainer personally cooks all the meals. Since the matching grant comes from DHW, they want to be good stewards of the funds. • Autonomy with Curriculum. Agreed that it is important for the university to have autonomy with the curriculum. • NNU has a strong mental health component at the Master's level. IV-E students are on the mental health track and have the option of electing courses in mental health. • Good Assistance from DHW for Student Research. 		

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	<ul style="list-style-type: none"> • Caroline Collins is now the faculty field coordinator for IV-E students. She is from DHW Region 3 and brings her DHW experience in placing students. She is conscience in interjecting child welfare aspects in all areas and is in constant communication with the students and Region 3. • Currently working on a hybrid program in Idaho Falls with video conferencing so they can offer an MSW to anyone in the state. They have faculty going there every month. The plan is to continue this. • Important to Have Subcontract School Rotation on the Boards. The more involved a school is the more their commitment to child welfare. NNU is looking for opportunities to rotate in some of the boards. They are currently on the Scholar’s Board and have demonstrated a high level of commitment for IV-E to be successful. • Rotation preferred over nomination and election. • Need to preserve each school’s individual framework. • Each school would have more buy-in from universities if they had more representation in all the Partnership boards. <p>ISU (Ann Hunter- Sitting in for Don Pierson who has been ill)</p> <ul style="list-style-type: none"> • Observation that PRIDE doing very well • There is a disconnect between IV-E workers and the rest of the faculty. • A PRIDE trainer observation is that the trainers need DHW interns participate in the teaching. • There have been frequent conference calls and they are now questioning if these are necessary. Suggested an agenda for calls. • Geography is big issue with the area so it is difficult to always do a high number of PRIDE training. PRIDE trainers work minimum 40-50 hours per week. • Scholars Program Concern. The Faculty Field Coordinator went from part-time to full-time and has a higher salary than the rest of the faculty, even though she is working less hours and seems to have less of a workload. With less than six scholars at the school, what else can the FFC do for a financially stable contract? • Recruiting has been limited due to IV-E restrictions. They are spending a large amount of time with IV-E. EWU has been very helpful in how to resolve this. • More communication and transparency will be helpful. Have a check-in for communication regardless of participation on the Admin Board. 		

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	<ul style="list-style-type: none"> • Making the university culture more comfortable for Native American students needs to be done in order to recruit more Native students. <p>CSI- (Jim Gentry)</p> <ul style="list-style-type: none"> • Good communication between DHW, CSI, BSU and PRIDE. The communication has be a major help in CSI's involvement. Regular meetings with Kathy James demonstrate the importance of communication. • Good strong influence of PRIDE in other areas of the school. Sue Lehman plays a big part of what takes place with the PRIDE training. The faculty has grown in their understanding of the PRIDE training. • PRIDE students get social work credit. This has been taken to the curriculum committee to make the social workers aware of PRIDE from the beginning. Everyone in other areas is seeing the benefits of social work and foster parenting. • Susan will participate in the Resource Family Conference in Pocatello and asked for basket to distribute there. • When attending a Practice Development Board meeting, Jim is unable to teach his class. More meetings would work better if the school staff person is at the administrative level. Otherwise it is better to be on the working boards. • Because of the concern with the transition of foster children who leave, CSI has made this a priority. <p>UNIVERSITY NICHE The question of what is the university niche and what contribution to the partnership can each school make. The following were the answers given.</p> <p>ISU</p> <ul style="list-style-type: none"> • Since they have a young department they are not tenured so there is no support for MSW program- yet. They hired PRIDE training, pulling the department to foster parent training and building on IV-E. <p>NNU</p> <ul style="list-style-type: none"> • Training social work practitioners for rural areas (this is where a majority of students come from). • Prior to IV-E, the students were hired in Region 3 so NNU filled a worker pool for Region 3. • IV-E students directed into a more clinical focus. 		

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	<p>CSI</p> <ul style="list-style-type: none"> • To serve resource families. • Provide PRIDE trainers. • Helping DHW in providing workers. • Collaborating with BSU to achieve social work goals without having to leave the area. <p>LCSC</p> <ul style="list-style-type: none"> • Training competent generalists with a focus on evidence based practice in social work education. • They have undergrad program but want to eventually have an MSW program. <p>EWU</p> <ul style="list-style-type: none"> • Preparing students for social work practice in rural areas, especially in the field of child welfare strength-based, family-centered practice. • Producing those who take on leadership roles. Dual degree with leadership and administration. • Joint MSW/JD degree with Gonzaga <p>BSU</p> <ul style="list-style-type: none"> • Quality education • Research that meets the needs of the constituents being served. • Willingness to take risks and go to areas to provide curriculum- multiple locations across the state. • Relationship with Idaho child welfare system • Having a child welfare center and seeing themselves as a primary player in meeting the needs of children in Idaho. • Involved in informing the profession on child welfare through research. • Developing a rural certificate for mental health- WICHE. <p>PARTNERSHIP IDEAS</p> <p>A brainstorming session took place to look at broader areas of child welfare that the Partnership can do. The following is what was shared.</p> <ul style="list-style-type: none"> • Enhancement of Researching Evidence-Based Practice. • More In-Depth of Clinical Knowledge. • Developing Foster Parents as a Service. 		

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	<ul style="list-style-type: none"> • Have a National Service for Foster Parenting (VISTA). • Develop Resources to Care for Children. • Help Parents to be Better Parents. • Enhancing Community Engagement and Participation for Raising Healthy Competent Children and Providing Family Support (This is a community effort). • More Emphasis on Prevention through Community Involvement. • Student placement for prevention of out-of home placement. • Placement of students in other agencies (tribes, contractors, etc.). Because DHW's need was great it was prioritized that students had to do their work with DHW to generate IV-E. IV-E narrows the scope of what the Partnership wants to do by determining what it has to do. Colorado is broader with CMH and the health and welfare of children. • Having a Broader Vision. The Partnership has become narrow in focus due to the IV-E funding while the partners want to incorporate a broader vision for healthy children, healthy families and healthy communities. Having the broader vision will get to prevention (kids coming into care, abuse, neglect) and lead to funding for prevention. Right now the focus is child protection with IDHW and funding by IV-E. • Need to Define What Child Welfare System is. Suggested to remove "child welfare system of care" in the mission statement and just end the sentence at the word "Idaho." Here is the sentence being referenced: "The Idaho Child Welfare Partnership's mission is to promote the safety, permanency, and well-being of the children and youth in Idaho's child welfare system of care." • Have a Northwest IV-E Partnership and look at larger picture where we can fulfill IV-E contracts beyond Idaho. This Northwest Partnership could consist of the states in Region 10- Idaho, Oregon, Washington and Alaska. Idaho can form consortium with the other Region 10 states. That way, if there is no placement availability in Idaho for IV-E students, they can have more options beyond Idaho. • Have a University Partner Board. This can be a regional northwest university board. • Broaden the Admin Board to Include University Partners. Meetings can take place through video conferencing. • Shared Governance. • Include other agencies in the Partnership (those involved in prevention, advocacy, private providers, juvenile justice system, courts, correction, 		

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	<p>adoption agencies, residential treatment providers, Idaho Children’s Trust Fund, foster parents and a governor or legislative liaison).</p> <ul style="list-style-type: none"> • A key term could be Public Policy. • Stakeholder Engagement. Know what agencies exist and, depending on the issue, have them join in advocating. • Be broader than child protection in Idaho. • Look at enhancing research ability. • Enlarge the child welfare range from prevention to permanency. • Focus on being family-centered, strength-based and evidence-based. • Strengthening collaboration, including regional collaboration. • Strengthening ideas by having regional collaboration. • Have a mission then a value statement about policy and collaboration. This would be a broad statement of values, goals, describing what has been done and then defining where to go next. It was brought up that the Partnership can’t be all things to all people so having the values and goals determined will give the Partnership its focus of activities. • Have Partnership parameters. Establish our core (what grounds us) and how broad we want to be. <p>PARTNERSHIP CONCEPTION</p> <p>Contract Role. The discussion then moved to the role of contracts while being partners. It was brought up that the contracts are integral to the Partnership, but that the Partnership is more than the contracts. The contracts are one method to get things done and to fund what is getting done. They are a method for getting child welfare work done.</p> <p>Contract Concept. The use of circles was done in an attempt to describe the relationship of contract and partnership. Two concepts were drawn (C is Contract, P is Partnership):</p> <div style="text-align: center;">  </div>		

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	<p>The meeting attendees were encouraged to further work at this on their own in preparation for the retreat and then share these at the retreat.</p> <p>Contract Paradox. It was brought up that is like trying to fit a square into a circle due to the contract being foundationally different than a partnership. A contract involves authority and submission while a partnership is egalitarian. So trying to balance the two may be difficult.</p> <p>PARTNERSHIP RETREAT</p> <p>Retreat Agenda. Along with what was discussed at this meeting, the following are the items to be discussed at the upcoming Admin Board retreat:</p> <ul style="list-style-type: none"> • Connecting Scholars Field Experience with Division Ops • Board Satisfaction Survey. Looking at DHW with the rest of the participants • Disproportionality Plan • Connection of the Practice Development Board and the Child Welfare Subcommittee. • Alignment of Boards and DHW Work (PIP, IV-B Plan, RIPS- How do we connect/align them?). • Partnership Structure. • Communication. • Priorities- Are they the right ones? • Partnership Manual. • Electronic Manual. • Website as a standard record keeping process. • Standardized Agenda. • Structure of Admin and Operations Board. Decision makers or doers? • Capacity- is it the right mix of decisions and operations? • Executive group for Admin efficiency and inclusiveness. • Tracking Decisions. <p>Retreat Representative. Mary Curran will be the subcontracting university representative at the Admin Board retreat.</p> <p>Retreat Date. The Admin Board retreat is scheduled for Tuesday, March 24th, 2009 from 9am to 3:30 pm at Casey, 6441 Emerald in Boise.</p>		