

Practice Development Board WORK PLAN Draft 9-27-07 Idaho Child Welfare Partnership

Challenge: Idaho has been contending with burgeoning rates of youth entering foster care, expectations for compliance with ASFA timelines, and decreased capacity for family preservation services and tending to developmental needs of youth in care. Permanency is a challenging state to create for youth in out of home care and its failure can have devastating consequences. Well being does not receive deserved attention because of a focus on safety and legal forms of permanency. Additionally, Idaho has disproportionate rate of youth of color in our child welfare system experiencing significantly poorer outcomes of permanency and well being.

Purpose: The Practice Development Board is focused on improving outcomes for families, children, youth and young adults served in the child welfare system. With a primary commitment to the well-being of families, we will promote permanency and successful transition through community collaboration, disseminating best practice tools and methodologies and encouraging innovations that improve permanency, safety, and well being outcomes for children, youth and young adults. These methodologies include family centered practice, evidence based practice, constituency engagement and addressing disproportionality.

Partnership activities are based on the following premises:

1. Collaboration is the most effective means of achieving long term systems improvement.
2. Communication between partners is strengthened and services improved through on-going collaboration within the partnership.
3. Addressing the overrepresentation of children of color in the child welfare system is essential.

Partnership Goals: To improve Child Welfare practice in Idaho by:

1. Improving retention
2. Providing quality education
3. Using data to inform practice
4. Integrating best practice into the workforce
5. Providing quality training programs
6. Improving recruitment
7. Mitigating disparate outcomes for children and youth of color

OUTCOMES	OUTCOME MEASURES	TASKS	CRITERIA FOR MEASURING TASKS (Indicators)
<p>Family Centered Practice/Family Preservation-Family Reunification</p> <p>Families are preserved and reunified through appropriate services and supports.</p> <p><i>To achieve ALL identified goals with a focus on 1, 3, 4, 7</i></p>	<p>There is a significant reduction in out of home placements.</p> <p>Children safely remain in their homes or, when appropriate, are reunified.</p>	<p>Embed FCP training in Academy for direct services workers and supervisors</p> <p>Representatives from partnership will implement a family centered practice facilitation process with supervisors - the Board will track the deconstruction process of training team to identify future opportunities for integration</p> <p>Secure consultation from the National Resource Center on Family Centered Practice and Permanency Planning related to implementing FCP against in an ASFA environment - curricula and practice methods that could help our systems overcome the challenge</p> <p>Review plan developed from peer technical assistance from Texas on implementing FGDM</p> <p>Track evaluation of FGDM (NCFAS-R) and work with the Evaluation Board to strategize about broader implementation.</p> <p>Family Centered Practice work group will complete</p>	

		<p>the development of the service delivery practice standard that integrates FCP, cultural competency and CFP best practices.</p> <p>Review DHW's Department policy related to customer services and the Family Centered Practice principles of partnership (CHALLENGES: ASFA, caseload sizes)</p> <p>Monitor the workload study and develop input into the nature of the work for new employees (social workers, admin personnel) that promote FCP philosophy</p> <p>Work with Michelle Britton on the results of the focus groups to encourage streamlining practice to promote FCP</p> <p>Train providers/contractors in FCP to promote a child welfare system of care that is family centered</p> <p>Explore joint (DHW and CFP) Peer Technical Assistance opportunities related to FCP from another state or county – e.g. North Carolina – how did they change their system</p>	
<p>Practice Innovation</p> <p>The trauma of</p>	<p>Child development,</p>	<p>1a Train workers in outcome oriented case planning that engages and</p>	<p>1 Collaboration exists with other relevant systems (e.g. education,</p>

<p>removal/separation is recognized and minimized by supporting healthy childhood opportunities, experiences and milestones of youth and young adults.</p> <p><i>To achieve ALL identified goals with a focus on 1, 4, 5</i></p>	<p>enrichment and family support resources and services are available and accessed.</p> <p>Best practice is integrated and utilization of funds that support the practice is monitored.</p>	<p>is directed by youth and families and involves other relevant parties (content)</p> <p>1b Utilize diverse methods of worker training including cross-regional peer mentoring (method)</p> <p>1c Revise service plan into one comprehensive, adaptable and relevant plan.</p> <ul style="list-style-type: none"> • Incorporate individual and family assessment domains • Possible revision to alternate care plan • Incorporate IL plan <p>2 Integration of best practices into practice standards – e.g. Education Breakthrough Series Collaborative</p>	<p>employment) to assess functioning, address needs, and support youth in developing life skills</p> <p>2a Minimize disruption in school and foster placements</p> <p>2b Effective utilization of Practice Enhancement funds</p> <p>2c Improved educational outcomes, improved mental health outcomes, and maintenance of family connections</p>
<p>Worker and Resource Parent Well-Being</p> <p>Worker and resource parent competence, experience and creativity are validated and promoted which improve morale and teamwork.</p> <p><i>To achieve ALL identified goals with a</i></p>	<p>Collaboration between workers, resource parents, birth parents and youth increase as permanent connections are continuously built and maintained.</p>	<p>Provide forums for statewide practice discussions inclusive of collaborative partners (e.g. CFP, resource parents, alumni, University Partners, and other child and family welfare systems) to occur within and across Regions utilizing internal</p>	<p>Forums occur on a consistent basis</p> <p>Positive evaluations from participants</p> <p>Creative ideas generated during practice discussions are incorporated into statewide practice</p>

<i>focus on 1, 4, 5</i>	Retention rates are improved for staff and resource parents.	and external expertise.	Workers and resource parents report experiences of being valued, satisfied and energized
<p>Transition</p> <p>Youth and young adults in transition channel their energy, strengths, and power into developing and achieving a personal vision of successful adulthood.</p> <p><i>To achieve ALL identified goals with a focus on 3, 4, 5, 7</i></p>	Youth and young adults consistently lead the development and implementation of their plans and goals and have access to the services and resources they need in order to be successful.	<p>Implement a plan to train staff on Person Centered Planning</p> <p>Encourage the use of Family Group Decision Making and Resource and Service Meetings (RSM) for young people in transition</p>	Transition plans are youth driven, accurately reflect youth ideas and goals, and lead to successful transition to adulthood.
<p>Transition</p> <p>Cooperating agencies, systems, schools, communities and the state strengthen existing services and develop new services to provide a comprehensive system to support youth transitioning from care.</p> <p><i>To achieve theories of change/premises and 2, 3, 4, 7</i></p>	Community wide integration exists to ensure availability and accessibility of a full continuum of services and resources to meet all the needs of young people in transition.	<p>Promote collaboration among agencies</p> <p>Encourage youth involvement in planning and programming</p> <p>Prepare caregivers to help youth gain independent living skills</p>	<p>Youth have working knowledge of available resources, higher education institutions, and community support to promote their personal vision of success</p> <p>A representative from secondary education will be included on the Practice Development Board and will assist with the creation and guidance of work groups</p>
Kinship			

<p>Kinship families are supported through coordinated service delivery.</p> <p><i>To achieve ALL identified goals with a focus on 1, 4, 5, 6</i></p>	<p>Families are empowered to advocate for services and supports that are available and integrated to promote stability and prevent foster care placements.</p>	<p>Collaboration with constituency groups (e.g. Relatives as Parents, Grandparents as Parents)</p> <p>Collaborate at state and regional levels with representatives of the Idaho KinCARE Coalition and Advisory Groups, Area Offices on Agency, AARP, Idaho Legal Aid, University of Idaho Extension Service, CMH Family Coalitions, Federation of Families, and other constituency groups regarding service needs</p> <p>Actively engage statewide coalitions of kinship families in planning and developing services and supports, improving the quality of program outcomes.</p> <p>Support implementation of FGDM and family centered practices statewide to safely divert children and youth from foster care</p> <p>Review plan developed during Peer Technical assistance meeting with Texas for FGDM</p> <p>Develop policy options for formal kinship families that address key legal and financial support issues</p>
--	--	--

		<p>Export innovations and recommendations from the Region VII pilot for statewide replication.</p> <p>Support self advocacy of kinship families</p> <p>Promote and advise DHW Navigation services with kinship families</p>	Data reflects kinship families are being served by Navigators
<p>Kinship/Adoption</p> <p>Partners demonstrate cultural competence in providing a wide spectrum of services and permanency options.</p> <p><i>To achieve ALL identified goals with a focus on 2, 4, 7</i></p>	<p>Diverse placement opportunities are recruited and/or trained to respond to the cultural and ethnic needs of children.</p> <p>A wide spectrum of services and supports are available and accessible to children and families which provide opportunities for positive racial, cultural and ethnic identity formation.</p> <p>Partners have cross-cultural competency and support diverse cultural values surrounding permanency options.</p>	<p>Ensure content areas in Academy address permanency and post-permanency services to kinship families</p> <p>Implement Knowing Who You Are training (Hub/Regional offerings after developing internal training team; researching implementation plans in other states – Peer TA)</p> <p>Offer Undoing Racism to key stakeholders</p> <p>Provide representation on Diversity Team at BSU in relation to their project to increase appropriate utilization of interpreters and preparation of interpreters in child welfare services (ask Kathy how we could be helpful)</p>	
Kinship/Adoption			

<p>Formal and informal caregivers have a positive involvement with child welfare staff and community resources and receive sufficient supportive post-permanency services.</p> <p><i>To achieve ALL identified goals with a focus on 1, 2, 3, 4, 7</i></p>	<p>Child welfare and community partners have a sufficient variety of services and resources available to meet the needs of formal and informal caregivers.</p> <p>Caregivers are able to access services and resources that are adequate, timely and supportive to their individual, on-going needs.</p>	<p>Implement PRIDE training for kinship families statewide</p> <p>Develop other training resources related to working with kin (e.g. Foster Parent College, ICWTRC library, TAP resources for family support)</p>	
<p>Adoption</p> <p>Public and private adoption agencies are integrated so that children and families have access to multiple resources prior to adoption and for post adoption services.</p> <p><i>To achieve theories of change/premises and 4</i></p>	<p>Coordination and collaboration exists between public and private agencies in order to provide a full array of adoptive options and opportunities for children, an integrated approach to transition of placement, and comprehensive post adoptive services.</p>		
<p>Constituency Engagement</p> <p>Youth, alumni, and families (birth parents, relative caregivers and resource parents) are equal partners and share leadership in child welfare policy and practice.</p> <p><i>To achieve ALL</i></p>	<p>Constituency members are actively recruited, invited and supported to be full participants on advisory boards, in work groups, on hiring committees, and in all aspects of partnership activities</p>	<p>1 Promote effective collaboration with constituency groups</p> <ul style="list-style-type: none"> • Develop a statewide implementation plan for Better Together training • Provide training opportunities and 	

<p><i>identified goals with a focus on 1, 4, 6</i></p>	<p>(e.g. to develop and deliver training).</p>	<p>venues for leadership development for constituents</p> <p>2 Include constituent representatives in the Advisory Board and in work groups.</p> <p>3 Explore feasibility of regional constituency group “tracks” at trainings (e.g. birth parent track, kinship care track, transitioning youth track).</p>	<p>2 Explore with birth parents involved with PRIDE panels what steps need to be taken to engage birth parents with Advisory boards and workgroups and follow their recommendations</p> <p>3 Request that the resource family conference planners add at least one constituency "track" to the 2007 Resource Family Conference</p>
<p>Constituency Engagement</p> <p>Constituency groups receive support for their organizational development and sustainability (e.g. FYI, foster parent associations, kin care support groups, Adoption Council).</p> <p><i>To achieve ALL identified goals with a focus on 1, 6</i></p>	<p>The Partnership promotes the value of constituency engagement and adequate levels of support among partnering systems.</p> <p>Constituents are empowered to advocate for resources and supports to promote the vitality of their respective organizations.</p>	<p>Provide technical assistance to regional and statewide partnership ambassadors (i.e. designated partners to provide support and resources to the constituency groups)</p> <p>Provide communication and marketing tools to aid in membership recruitment</p> <p>Develop support and sustain foster parent associations</p> <p>Support involvement of constituency groups in national organizations</p>	<p>Actively participate with constituents</p> <p>Buy in/welcomed</p> <p>Partnership develops</p>

<p>Disproportionality</p> <p>Services are culturally responsive and accessible.</p> <p><i>To achieve goals 1, 3, 4, 5, 6, 7</i></p>	<p>Racial, cultural and ethnic identity needs are met.</p> <p>A culturally diverse workforce that represents the youth and families served in the child welfare system is recruited, retained and supported.</p>	<p>Develop a plan to roll out Knowing Who You Are curricula statewide to raise awareness knowledge and skills related to supporting racial and ethnic identity development.</p> <p>Expand resources and increase utilization of FGDM</p> <p>Conduct a data analysis to determine the disproportionality that exists among staffing patterns and available foster parents in relation to the numbers of children in care</p>	<p>Youth and families experience on-going opportunities that promote racial, cultural and ethnic pride and are prepared to address racism and discrimination.</p> <p>Introduce the Knowing Who You are Video in Academy, Partnership Boards and other venues as appropriate</p> <p>E-Learning posted for state workers to utilize</p> <p>Review two day training and develop strategies with peer consultation for implementation with various audiences</p> <p>Through Academy, understand the importance of building competence to address the cultural values, beliefs and practices of children youth and families.</p> <p>Increased use of Practice Enhancement funds for racial and ethnic identity formation purposes.</p> <p>Implement the FGDM pilot to assess impact on placement prevention, reunification and permanency efforts</p>
--	--	---	--

			<p>(review action plan from Peer TA).</p> <p>Implement strategies to recruit, retain and support target populations of staff and foster parents</p> <p>Increased % of children of color receive in-home services</p> <p>Increased % of case plans reflecting family involvement</p> <p>Decreased % of children of color coming into placement</p> <p>% of Latino children receiving services is proportionality represented</p> <p>Increase % of children and families receiving in-home services (substantiated vs. indicated)</p>
<p>Disproportionality</p> <p>Cross-system leadership addresses mitigation of disproportionality and system accountability for children and families of color in the child welfare system.</p> <p><i>To achieve goals 1, 3, 4, 5, 6, 7</i></p>	<p>Disproportionality of children of color in foster care is substantially reduced, opportunities for services are equalized, and well being outcomes are consistent across races.</p>	<p>Configure a team of agency and constituency leaders to address disproportionality in child welfare</p> <p>An Administrative Board is made up of agency and constituency leaders that adopt disproportionality as a primary change motivator for the Partnership</p>	<p>A team of key stakeholders and agency representatives including those not currently in the partnership is convened to develop implement a statewide disproportionality plan</p> <p>Monitor the data analysis and develop strategies to implement change</p>

		<p>Train and educate agency staff and stakeholders on institutional racism and structural racism and its impact on decision-making, policy and practice</p> <p>Assess agency success at key decision points in addressing disproportionality and disparate outcomes of children of color in the child welfare system</p> <p>Insure the CMH Cultural Competence Plan is fully</p>	<p>FOCUS is collecting needed data to reflect progress and areas of concern</p> <p>Use data to educate and inform partners, families, communities, staff, courts and other stakeholders about the issue of disproportionality</p> <p>Agency leaders and stakeholders educate themselves with national issue papers and reports related to the effects of disproportionality in the child welfare system</p> <p>Cross-system leadership participates in Undoing Racism Workshops (# of leaders attend UR)</p> <p>Participation in Breakthrough Series Collaborative or Peer Technical Assistance on Disproportionality</p> <p>% of staff and partners attending Undoing Racism workshop</p> <p>Successful strategies are implemented at key decision points to address disproportionality and disparate outcomes.</p>
--	--	--	--

		considered for integration	
<p>Systems Improvement</p> <p>Continuous quality improvement is standard practice across the Partnership.</p> <p><i>To achieve goals 3, 4, 5, 7</i></p>	<p>Partners will learn from one another and implement practices and policies that improve outcomes for children and families.</p>	<p>Promote training and inclusion of partner representatives and constituency groups in practice improvement processes in the Partnership</p> <p>Ensure practice standards address the gaps in service delivery systems</p> <p>Utilize information from the Resource Centers to enhance current policies and practices within the partnership.</p> <p>Facilitate peer technical assistance opportunities and consultation from national resource centers</p> <p>Monitor outcome data and promote improvement projects as needed</p> <p>Participate (or evaluate?) in Breakthrough Series Collaboratives by developing relevant teams to complete applications and lead the state's efforts</p>	<p>Partners will participate in training for the CQI instrument.</p> <p>Partners will participate in regional CQI's as requested by the Chiefs of Social Work.</p> <p>The Service Delivery Standard is developed and trained to with the partners.</p> <p>Consultation opportunities are scheduled and held with the National Resource Centers.</p> <p>Formal and Informal opportunities for information sharing will be promoted e.g, conferences, regional and local trainings, peer consultation.</p> <p>Outcome data is utilized to evaluate and then further develop improvement projects.</p>

Delegated Authority: The Board has the authority to research options, make recommendations and, after consulting with the Operations Board, implement

recommendations related to day to day operations. Recommendations that represent changes and expansion of the partnership will require Administrative Board review and approval.

The Board has authorization to appoint standing or special work groups to address special assignments or projects.

Board Membership:

Casey Family Programs Designee (Convener)
Casey Family Programs Diversity/Disproportionality/Anti-Racism Coordinator
FACS Planning, Evaluation and Training Designee
Program Managers: Liaisons to Program Committees
CFS Staff
CFS Program Representative
University Partner Designees
Alumni and other Constituents

Duties: Oversees development and implementation of practice innovations (e.g. oversees Breakthrough Services Collaborative, Peer Technical Assistance, Capital Campaign), oversees development of FGDM provider network, further develops and integrates kinship care services and kinship care curricula, initiates and supports advocacy group development, supports development and implementation of disproportionality plan, initiates strategies and services for youth transitioning from foster care.

Roles and Responsibilities: The Casey Designee is the Convener of this Board. The Convener is responsible for arranging meetings and conference calls, taking minutes, distributing minutes and reports and working with the Chair to develop the agenda. The Convener is not necessarily the Chair of the Board.

The Board's selected Chair is responsible for developing the agenda, running the meeting, making assignments and serving as a liaison to the Partnership Operations and Outcomes Group. The convener is responsible for working with the Chair to develop and distribute the agenda and convene the meetings.

CFS Managers assigned to the Board are responsible for serving as a liaison to the CFS Program Committee. This entails providing updates on group discussion and recommendations, seeking input from Program Committee on recommendations, coordination implementation issues and problem solving.

Meeting Norms: The group will negotiate its own norms based on the "Principles for Partnership for Family Centered Practice." These principles are as follows: everyone desires respect; everyone needs to be heard; everyone has strengths; judgments can wait; partners share power; and partnership is a process.

Meeting Frequency: This Board will meet at least quarterly, with additional conference calls on an as needed basis. When possible, two of the quarterly meetings will be held in conjunction with the semi-annual Partnership meetings.

Reporting Requirements: Board reports to the Administrative Board will be due on a quarterly basis. Format and timelines for these reports will be negotiated at a future date. At a minimum, reports will include progress on tasks, including descriptive detail; concerns; recommendations; and need for problem resolution. Reports on improvement projects and outcome measures will also be submitted quarterly to the Evaluation Board. Liaisons to the Program Committee will make progress reports as part of a standing committee agenda item. Time of reports or consultation will be negotiated.

Fiscal Responsibility: Travel, per diem and lodging expenses will be the responsibility of the board or work group member's respective Region, Bureau or University Partner. Casey Family Programs will assume costs associated with meetings, such as meeting room, equipment rental and refreshments. If costs prohibit attendance by a CFS member, Casey Family Programs will consider covering travel expenses.