



**Washington State**

**Child and Family  
Services Review**

**Program  
Improvement Plan**

***Second Quarterly Report  
January – March 2012***

**Submitted April 30, 2012  
Revised June 6, 2012**

**Washington State  
Program Improvement Plan**

**Quarter 2 Report**

**April 30, 2012  
Revised June 6, 2012**

- 1.1 New Safety Framework**
  
- 2.1 Practice Model**
  
- 3.1 Family Team Decision-Making Meetings**
  
- 3.2 Awareness and Organizational Support for Fathers**
  
- 4.1 Permanency Roundtables**
  
- 4.2 Unified Family Home Studies**
  
- 5.1 Case Planning Meetings**
  
- 5.2 Filing for Termination of Parental Rights (No Action Steps are due this quarter.)**
  
- 5.3 Notification to Foster Parents of Court Hearings**
  
- 6.1 Inventory of Purchased Services**

**PIP 1.1.8**

Child Safety Framework Training - Completion Statistics - 04/13/2012

**Classroom Training Sessions 1-3**

| Position Title      | Region 1        |                  | Region 2        |                  | Region 3        |                  | Total           |                  |
|---------------------|-----------------|------------------|-----------------|------------------|-----------------|------------------|-----------------|------------------|
|                     | Number of Staff | Percent of Staff |
| Area Administrators | 13              |                  | 16              |                  | 15              |                  | 44              |                  |
| Complete            | 13              | 100%             | 15              | 94%              | 15              | 100%             | 43              | 98%              |
| Incomplete          | 0               | 0%               | 1               | 6%               | 0               | 0%               | 1               | 2%               |
| Supervisors         | 65              |                  | 92              |                  | 83              |                  | 258             |                  |
| Complete            | 65              | 100%             | 92              | 100%             | 83              | 100%             | 254             | 98%              |
| Incomplete          | 0               | 0%               | 0               | 0%               | 0               | 0%               | 4               | 2%               |
| Social Worker       | 419             |                  | 506             |                  | 477             |                  | 1,465           |                  |
| Complete            | 411             | 98%              | 479             | 95%              | 461             | 97%              | 1411            | 96%              |
| Incomplete          | 8               | 2%               | 27              | 5%               | 13              | 3%               | 51              | 3%               |
| FTDMs               | 9               |                  | 9               |                  | 3               |                  | 21              |                  |
| Complete            | 9               | 100%             | 9               | 100%             | 3               | 100%             | 21              | 100%             |
| Incomplete          | 0               | 0%               | 0               | 0%               | 0               | 0%               | 0               | 0%               |
|                     |                 |                  |                 |                  |                 |                  |                 |                  |
| All Positions       | 506             |                  | 623             |                  | 578             |                  | 1,788           |                  |
| Complete            | 498             | 98%              | 595             | 96%              | 562             | 97%              | 1,729           | 97%              |
| Incomplete          | 8               | 2%               | 28              | 4%               | 13              | 2%               | 56              | 3%               |

### Child Safety Framework Community Partners Training Log

| Completed Date & Region | Organization  | Participants |
|-------------------------|---|--------------|
| <b>Region 1</b>         |   |              |
| 1/25/12                 | Juvenile Court -- Court Appointed Special Advocates   | 40           |
| 11/11-2/12              | Child Protection Teams - Colville, Newport, Ferry County, Clarkston, Colfax, Spokane, Richland, Walla Walla, Sunnyside, Toppenish | 40           |
| 2/12-2/28/12            | Moses Lake, Lincoln County & Spokane Child Protection Teams   | 20           |
| 1/23/12                 | Spokane Court Appointed Special Advocates   | 40           |
| 1/23/12                 | Pend Oreille County Oversight Meeting   | 8            |
| <b>Region 2</b>         |   |              |
| 2/2/12                  | Everett Assistant Attorney Generals   | 10           |
| 7/27/11                 | King County Disproportionality Committee  | 20           |
| 8/27/11                 | Child Protection Team - King West   | 6            |
| 12/2/11                 | King County Court Appointed Special Advocates   | 12           |
| 1/27/11                 | King County Superior Court  | 24           |
| 2/6/12                  | Children's Response Center  | 40           |
| 11/1/11                 | Office ICW Child Protection Teams   | 10           |
| 1/6/12                  | MLK- Child Protection Teams   | 10           |
| 1/9/12                  | King South- Child Protection Teams  | 10           |
| 1/31/12                 | King East- Child Protection Teams   | 16           |
| 11/11-2/12              | Parent Advocacy   | 15           |
| 11/11-2/12              | Muckleshoot Indian Child Welfare  | 7            |
| 11/11-2/12              | King West- Child Protection Teams   | 6            |
| 11/11-2/12              | King West- Local Indian Child Welfare Advocacy Committee  | 8            |
| 6/21/11                 | Regional Tribal Coordinating Council Tribal-Upper Skagit  | 20           |
| 9/27/11                 | Regional Tribal Coordinating Council Tribal-Swinomish   | 20           |
| 10/17/11                | Snoqualmie Tribe  | 7            |
| 10/18/11                | Skagit County Local Indian Child Welfare Advocacy Committee   | 5            |
| 11/7/11                 | 7.01 Nooksack Tribe   | 20           |
| 11/8/11                 | BRS Providers Snohomish County  | 25           |
| 11/18/11                | Snohomish County Local Indian   | 5            |

| Completed Date & Region                    | Organization  | Participants |
|--|---|--------------|
|  | Child Welfare Advocacy Committee  |              |
| 11/21/11                                   | Whatcom County Child Protection Teams   | 20           |
| 11/30/11                                   | Whatcom County Local Indian Child Welfare Advocacy Committee  | 5            |
| 12/2/11                                    | Skagit County Child Protection Teams  | 5            |
| 12/13/11                                   | Behavioral Rehabilitative Services & Family Preservation Service Providers-Skagit   | 12           |
| 12/14/11                                   | Skagit Child Protection Teams   | 7            |
| 12/15/11                                   | Island Child Protection Teams   | 8            |
| 12/27/11                                   | Lynwood Child Protection Teams  | 5            |
| 12/28/11                                   | Smokey Child Protection Teams   | 4            |
| 1/3/12                                     | Sky Valley Child Protection Teams   | 4            |
| 1/5/12-1/27/12                             | Everett Child Protection Teams  | 13           |
| 2/1/12                                     | Smokey Point Child Protection Teams   | 5            |
| 2/12/12                                    | Lynwood Child Protection Teams  | 5            |
| 2/15/12                                    | Catholic Community Services - Mt Vernon   | 23           |
| 2/18/12                                    | Sky Valley Foster Parents Support Group   | 12           |
| <b>Region 3</b>                            |   |              |
| 1/12/12                                    | Lewis County Court Appointed Special Advocate   | 10           |
| 2/9/12                                     | Grays Harbor County Court -- Court Appointed Special Advocates  | 25           |
| *3/12                                      | Guardian Ad Litem and Pierce County judges  | 20           |
| 2/2/12                                     | Thurston County Juvenile and Family Court, Court Appointed Special Advocates, defense attorneys, Assistant Attorney Generals and judges | 30-50        |
| 2/28/12                                    | Thurston County Court   | 11           |
| <b>Headquarter &amp; Regional Trainers</b> |   |              |
| 9/15/11                                    | Contracted Provider Meeting   | 50           |
| 8/15/11, 9/21/11, 10/28/11                 | Fostering Well-Being Unit /Medical Consultants  | 12           |
| 9/19/11                                    | Contracted Provider Meeting   | 40           |

| Completed Date & Region | Organization   | Participants |
|-------------------------|--|--------------|
| 9/16/11                 | Office of Public Defense Yakima                                  | 10           |
| 10/7/11                 | Office of Public Defense Spokane                                 | 30           |
| 10/21/11                | Office of Public Defense Tumwater                                | 30           |
| 10/28/11                | Office of Public Defense Bremerton                               | 32           |
| 9/21/11                 | Disproportionality Advisory Group                                | 15           |
| 9/26/11                 | Children's Administration Advisory Committee                     | 6            |
| 10/9/11                 | Statewide Court Appointed Special Advocates                      | 100          |
| 12/7/11                 | Office of Family and Children's Ombudsman                        | 3            |
| 3/3/12                  | Child Welfare Training and Advancement Program Student Institute | 50           |

In addition to the trainings of community partners lead by Children's Administration staff, the following sessions were lead by a staff member of the Washington State Association of Court Appointed Special Advocates. Information on attendance is not available for these sessions.

| <b>Court Appointed Special Advocate Trainer</b> |  |  |
|---|--|--|
| 1/17/12   | Kitsap - Court Appointed Special Advocate        |  |
| 1/18/12   | Pierce Court Appointed Special Advocate          |  |
| 1/21/12   | Grant Court Appointed Special Advocate           |  |
| 1/23/12   | Okanogan Court Appointed Special Advocate        |  |
| 1/24/12   | Chelan/Douglas Court Appointed Special Advocate  |  |
| 1/25/12   | Whitman Court Appointed Special Advocate         |  |
| 1/26/12   | Benton/Franklin Court Appointed Special Advocate |  |
| 1/31/12   | Whatcom Court Appointed Special Advocate         |  |
| 2/1/12  | Jefferson Court Appointed Special Advocate       |  |
| 2/2/12  | Clallam Court Appointed Special Advocate         |  |
| 2/7/12  | Pierce Court Appointed Special Advocate          |  |
| 2/11/12   | Pierce Court Appointed Special Advocate          |  |

**Strengthen Child Safety Practice by Implementing a New Safety Framework  
May 29, 2012**

**Tribal Outreach in Regions 1 and 3**

*How did Regions 1 and 3 reach out to Tribal partners for the three day in person Child Safety Framework training?*

All three regions sent training invitations to the tribes in their local areas notifying them of the training dates, times and locations. All three regions had tribal partners attend the in-person training sessions.

Each region has followed up with additional trainings as requested by tribal partners. Some of these training have been at "7.01" meetings while others have been presented to a specific tribe.

In addition, the Child Safety Framework was presented to the Indian Policy Advisory Committee in the May 2011 meeting.



**STATE OF WASHINGTON  
DEPARTMENT OF SOCIAL AND HEALTH SERVICES  
CHILDREN'S ADMINISTRATION**

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March 30, 2012

**TO:** Regional Administrators  
Deputy Regional Administrators  
DCFS Area Administrators  
Administrator, Licensed Resources  
Area Administrators, Licensed Resources  
Children's Administration Staff

**FROM:** Becky Smith, Director   
Field Operations, Children's Administration

**SUBJECT: FamLink Visitation Codes & Policy Update for Monthly Social Worker Visits with Parents**

I am writing to you about the final phase for the implementation of the monthly social worker visits with parents. FamLink visitation activity codes have been created so you can accurately capture the work you already do when completing monthly visits with parents. Collaborating with families on a regular basis assists in completing family centered case plans that address the unique needs of the parents and children. Having regularly scheduled visits with parents builds a partnership so parents are engaged in planning for the safety, permanency and well-being of their children.

**The New FamLink codes include:**

- Social worker visit with parent (mother)
- Social worker visit with parent (Attempted)
- Social worker visit with parent (father)

**FamLink Extension/Exceptions** page now includes the following:

- a. The mother or father(s) whereabouts is unknown after ongoing diligent efforts to locate them.
- b. A parent was located indicated no interest in being involved in the child's life or refuses to have contact with the agency.
- c. Visit between the social worker and the mother or father is contrary to the child's safety or social worker safety.
- d. Parental rights for the mother or father were terminated with no plan for parental involvement.
- e. Mother or father is deceased.

The [Social Worker Monthly Health and Safety Visits -4420](#) policy has also been updated to support the new visitation requirements.

*Additional Resources:* [Screenshot for SW Parent Visit Documentation](#) & [Quick Help Guide-Case Notes](#)

## 4420. Social Worker Monthly Visits with Children, Out-Of-Home Caregivers and Parents

### Purpose

Monthly visits are face-to-face visits conducted by the assigned social worker that provide ongoing assessment of the health, safety, permanency and well-being of children and promote achievement of case goals. The visits are well-planned and involve the child, out-of-home caregiver, and all known parents in all cases of children in CA custody and cases that are open for in-home voluntary services.

### Policy

1. **Children** in CA custody must receive private, individual face-to-face Health and Safety visits by the assigned CA social worker **every calendar month, not to exceed 40 days between visits**.
  1. The first visit must occur within one week (seven calendar days) of the child's initial placement or any change of placement. (*Placing a child is not considered a Health and Safety visit.*)
  2. For children who are on in home dependencies and children who are returned home on a trial home visit, **all** Monthly Health and Safety visits must occur in the home where the child resides. (This does not preclude additional visits outside the home.)
  3. For children who are in out-of-home placements, the **majority** of Health and Safety visits must occur in the home where the child resides. If the social worker visits the child in another location, the social worker must document the reason and benefit gained.
2. Children not in CA custody who receive in home voluntary services; Family Voluntary Services (FVS) or Family Reconciliation Services (FRS) must have face-to-face Health and Safety visits by the assigned CA social worker **every calendar month, not to exceed 40 days between visits**. The majority of the Health and Safety visits must occur in the home where the child resides.
3. Out-of-home caregivers must receive face to face monthly visits by the assigned CA social worker **every calendar month, not to exceed 40 days between visits**.
4. All known parents or legal guardians involved in shelter care, dependency proceedings or voluntary services must receive face to face monthly visit by the assigned CA social worker **every calendar month** until the case is closed or the child becomes legally free or the court determines that reasonable efforts towards reunification are no longer required. **See list of exceptions below in procedures G.1.**

*Parents-For in-home and out-of-home cases, "parents" include: The child's biological parents, or the child's primary caregiver(s) from who the child lives with or who the child was removed from.*
5. All known parents or legal guardians who receive in-home voluntary services; Family Voluntary Services (FVS) or Family Reconciliation Services (FRS) must have face-to-face monthly visits by the assigned CA social worker every calendar month until the case is closed.
6. For ICW cases, active efforts must continue, until the court rules no further efforts are required.
7. All visits must be **documented** in a case notes within 3 calendar days.
8. CA must conduct an unannounced social worker visit with caregivers in 10% of randomly

selected homes. The caregivers requiring an unannounced visit are randomly selected in FamLink.

## Procedure

### 1. Health and Safety Visits According to Case Type:

#### 1. Children in their own homes

The social worker conducts monthly visits. This includes:

1. [In-home dependencies](#), including dependent children who return home on a trial return home or remain home under the jurisdiction of the court until dismissal of the dependency (See Practices and Procedures {P&P} Section 43051A).
2. [Courtesy Supervision](#) when requested for an in-home dependency case.
3. [Interstate Compact on Placement of Children \(ICPC\)](#) cases.
4. Children ages **0-5 years require** two in-home visits every calendar month for the first 120 calendar days of an established in-home dependency.  
*(One of the two visits may be conducted by a CA paraprofessional or contracted provider).*
5. Family Voluntary Services (FVS) and Family Reconciliation Services (FRS)
6. [Voluntary Service Agreement](#) (VSA) (See P&P Chapter 2000, section 2430) cases.

#### 2. Children in out-of-home care

The assigned social worker conducts monthly visits. This includes:

1. When a **dependency** petition is filed or established and the court has ordered that the child reside in out-of home placement (includes Long-Term Care Agreements- see P&P 43052A).
2. When the child is placed by [Voluntary Placement Agreement \(VPA\)](#).
3. [Courtesy Supervision](#) cases.
4. [Interstate Compact on Placement of Children \(ICPC\)](#) cases. When an interstate compact agreement is made with another state to provide services, the social worker will request, in writing, the following actions be completed by the receiving state:
  1. conduct monthly face to face social worker visits (not to exceed 40 days between each visit) and
  2. submit a report to CA on the visits on a monthly basis.

Note: The receiving state may contract with a private agency for such visitation.

### 2. Social worker visits with child

At each visit, the social worker completes the following activities, which includes but is not limited to:

1. Assess for present danger per [Child Safety Section policy](#)
2. Observation of:
  - How the child appears developmentally, physically and emotionally
  - How the parent/caregiver and the child respond to each other

- The child's attachment to the parent or caregiver
  - The home environment (when the visit occurs in the home where the child lives). If there are changes to a licensed foster home (such as new family members) notify the licenser.
3. Discussion with the verbal child(ren) in private, separate from the parent/caregiver, either in the home or in another location where the child is comfortable.

Discussion will include:

- Inquiry as to whether the child feels safe in their home or placement
  - Inquiry about the child's needs, wants and progress
  - Visits with siblings and parents
  - Case activities and planning such as visits and permanent plan.
4. Confirmation that each child capable of reading, writing and using the telephone has a card with the social worker's name, office address, and phone number.

### 3. **Social Worker Coordination with Tribes**

The social worker contacts the child's Tribe(s) to discuss and plan how to involve the Tribe(s) in the monthly visits. The social worker documents the contact and the plan in the case notes.

### 4. **Social Worker Visits with the Out-of Home Caregiver**

The social worker conducts monthly in person visits with the out-of-home caregiver. The location of the visit may vary. During the visit, the social worker:

1. Discusses with the caregiver the child's well-being and permanency goals
2. Observes the child and caregiver relationship and home environment when a visit occurs in the caregiver's home
3. Assesses the caregiver's ability to provide adequate care and maintain placement stability
4. Identifies any support or training needs
5. Inquires about the child's visits with siblings and parents and how child is responding.

### 5. **Social Worker Visits with Known Parent(s) or Legal Guardians**

1. Social worker must conduct monthly in person visits with all known parent(s) or legal guardians involved with the case plan for:
  1. CPS investigation cases open beyond 45 days
  2. In-home services cases; FVS or FRS
  3. CFWS cases with children who remain in the home or placed in out-of-home care.
2. The majority of monthly visits should occur where the parent(s) reside but may occur in other agreed locations.
3. Social worker and parent visits must focus on:
  1. Case planning, service delivery and goal achievement.
  2. Progress made to eliminate or manage the identified child safety threats
  3. Barriers to service needed
  4. Permanency planning for the child
  5. Child and parent visitation
4. Social worker monthly visits with out of state parent(s) or incarcerated parent(s) may occur:
  1. In person
  2. By telephone
  3. By mail

### 6. **Social Worker Documentation**

The social worker documents information gathered in Section II in the case notes. This is done within 3 calendar days of each visit the following way:

1. Use the following codes for visits and attempted visits for visits **for all children**
  1. Health and Safety Visit (assigned CA social worker)
  2. Health and Safety Visit (attempted) \*use to document efforts to conduct the Health and Safety Visit. An actual visit must take place for compliance with policy.
  3. Health and Safety Monitoring Visit (Conducted by Other Agency) used only for:
    1. Out-of-state ICPC Cases,

Note: A visit by a CPA social worker does not relieve CA social workers from completing their monthly visits. Both visits MUST be documented in FamLink.

Use the following code for **visits with out-of-home caregivers:**

2. Monthly Caregiver Contact (in-Person)
4. Document social worker visits with parents for each child (on a case) who has a mother and known father who requires a visit. Select and use the following parent visitation activity codes:
  1. Visit- SW Parent (Mother).
  2. Visit- SW Parent (Father).
  3. Visit- SW Parent (Attempted).
  4. Document in the case note with the following information required above E3, a-c.

## 7. Social Worker Visit Exceptions

1. Use and document only the following visitation exceptions on the Extension/Exception Page in FamLink:
  1. The mother or father(s) whereabouts is unknown after ongoing diligent efforts as per [5750 Shelter Care Policy](#) & [4423 Relative Notification Policy](#) to locate them.
  2. A parent was located but the parent indicated no interest in being involved in the child's life or refuses to have contact with the agency.
  3. Visit between the social worker and the father or mother is contrary to child or social worker safety.
  4. Parental rights for the mother or father were terminated with no plan for parental involvement.
  5. Father or mother is deceased.
2. Cases with Exception Visitation codes must be reviewed, approved by the supervisor within 3 calendar days and discussed during Monthly Supervisory Case Reviews per [46100](#) policy.

8. Use the following code for **visits with caregivers:**

- o Monthly Caregiver Contact (in-Person)

## 9. Unannounced Social Worker Monthly Visit with Caregiver

1. The social worker conducts an unannounced visit with a caregiver within 30 days of receipt of the automated notification from Famlink.
2. During the visit the social worker will complete steps D (1-5) above.
3. When the unannounced visit occurs within the monthly visit timeline, this visit meets the monthly caregiver visit requirement.

4. A social worker may conduct an unannounced home visit in any placement setting when child safety is in question.
10. Use the following code for the randomly selected **Unannounced Social Worker Monthly Visit**:
    - o Activity Code:
      1. Unannounced Health and Safety Visit or
      2. Unannounced Health and Safety Visit Attempted

## 44201. Social Worker Monthly Health and Safety Visits for Youth in JRA Facilities

### 442011. Purpose

Monthly contacts by a CA social worker with a dependent youth committed to Juvenile Rehabilitation Administration (JRA) addresses on-going case planning issues and treatment progress to support the youth's permanency following discharge.

### 442012. Policy

1. The CA social worker will talk with the JRA counselor and dependent youth each month and address treatment progress, case planning, discharge planning, and other relevant monthly visit issues.
2. The CA social worker will determine on a case-by-case basis the frequency of the face-to-face contact with the youth based on individual case needs.

### 442013. Procedure

1. Contact JRA counselor and dependent youth on a monthly basis. Contact may be by phone or in person.
2. Document contact in FamLink using the "Health and Safety monitoring visit conducted by other agency" code.
3. Consider the following factors when determining if a face to face visit should occur:
  1. Current needs of the youth based on consultation with the JRA counselor and youth.
  2. Legal status of the youth.
  3. Involvement of the youth's family.
  4. Contact with other significant adults outside the facility.
  5. Permanent plan and necessary steps to achieve it.
  6. Length of time until discharge, with particular consideration given to attendance at the Pre-Release Transition Planning meeting.
4. Coordinate schedules with the JRA counselor and youth at a time most appropriate to the youth's treatment program and school schedule.

Note: Do not request courtesy supervision for monthly visits with dependent youth in JRA, as it does not meet the purpose of the policy.

### Note Information

\*Date Occurred: 03/29/2012 00:00  AM  PM  
\*Category: CFWS  
\*Type: Visitation

#### Related Participants and Collaterals:

- KATHY K. HOUSE
- KEANAN VANLANINGHAM**
- KENDRA VANLANINGHAM
- WILLIAM M. VANLANINGHAM

#### Related Intakes

Hold down the 'Ctrl' key for multi-selection    Hold down the 'Ctrl' key for multi-selection

### Narrative

\*Case Note 1 of 1

Met with birth mom. Talk with mom after visit with Kendra and Keanan and how case plan is progressing.



### Activities Per Person

| Activity                   | Participant         | Location                         | *Time  | Delete | TCM |
|----------------------------|---------------------|----------------------------------|--|--------|-----|
| Visit - SW Parent (Mother) | KENDRA VANLANINGHAM | Children's Administration Office | 09:00 <input checked="" type="radio"/> AM <input type="radio"/> PM | Delete |     |
| Visit - SW Parent (Mother) | KEANAN VANLANINGHAM | Children's Administration Office | 09:00 <input checked="" type="radio"/> AM <input type="radio"/> PM | Delete |     |

**Insert**

# Case Notes and Provider Notes Quick Help Guide

|   |           |
|---|-----------|
| <b>Case Notes</b> .....                       | <b>2</b>  |
| Create New Case Note .....                    | 2         |
| <b>Complete Case Notes</b> .....              | <b>4</b>  |
| Create Case Note .....                        | 4         |
| Describe Activities.....                      | 5         |
| Documenting Unannounced Caregiver Visits..... | 6         |
| Identify Contacts .....                       | 7         |
| Save Options .....                            | 7         |
| Associate Case Note to Provider Note .....    | 8         |
| <b>View Case Notes</b> .....                  | <b>9</b>  |
| View One Note.....                            | 9         |
| View / Search Multiple Notes.....             | 10        |
| View / Print Search Results .....             | 12        |
| Key Word Search.....                          | 13        |
| <b>Provider Notes</b> .....                   | <b>13</b> |
| Create New Provider Note.....                 | 13        |
| <b>Complete Provider Notes</b> .....          | <b>14</b> |
| Identify Note.....                            | 14        |
| Identify Contacts .....                       | 14        |
| Type Narrative .....                          | 15        |
| Save Options .....                            | 16        |
| <b>View Provider Notes</b> .....              | <b>16</b> |
| View One Note.....                            | 16        |
| View / Search Multiple Notes.....             | 17        |
| View / Print All Search Results .....         | 19        |



**Look for FamLink steps when you see this symbol**



**Look for Practice Instructions when you see this symbol**

# Case Notes and Provider Notes Quick Help Guide



## Case Notes

### Create New Case Note

If you have a case assignment:

1. On the **Create** menu, click **Case Work**. Click the **Case Notes** list and select a case type. Then, select a **Case Name** and **Case Participant**. To open the **Case Notes** page, click **Create**.

**Create Case Items**

|                |                      |
|----------------|----------------------|
| Administration | <input type="text"/> |
| Adoption       | <input type="text"/> |
| Case Notes     | CFWS                 |

**Cases**

|                        |
|------------------------|
| Dean, Lacey (5745)     |
| Huge, Henrietta (6101) |

**Case Participants**

Hold down the 'Ctrl' key for multi-selection

|  |
|--|
| Lacey Dean (100006172), Reference Person |
| Anna Dean (100006174)                    |
| John Dean (100006173)                    |

-- OR --

2. On the Outliner, click the **Cases** expando and click the **Actions** hyperlink for the desired case. Select the **Create Case Note** radio button and click **Continue**.

**Cases**

|  |
|--|
| <a href="#">Dean, Lacey ( 5745 )</a> <a href="#">Actions</a>                                   |
| CPS 03/23/2009 TrainTwentySix, SWWkr<br>Apt.# , Aberdeen, WA 98520 <a href="#">Click to Cr</a> |

**Select Action**

|   |
|---|
| <input checked="" type="radio"/> Create Case Note |
|---|

3. If you do not have a case assignment:

# Case Notes and Provider Notes Quick Help Guide



## Case Notes

From the Desktop, click **Search** and search for the case name. In the **Cases Returned** group box, locate your case and click the case **Actions** hyperlink. Then, select the **Create Case Note** radio button, and click **Continue** to open the **Case Notes** page.

**Cases Returned**

[Huge, Henrietta \( 6101 \)](#) [Actions](#)

CPS Status: Open 03/25/2009 SuperUser, FamLink Help Desk

**Select Action**

Create Case Note

### 4. If you are a Supervisor:

Supervisors can also access **Case Notes** by expanding a Worker icon on their desktop to see the Worker's assigned cases. Supervisors can then review or create case notes in the selected case by clicking on the **Actions** hyperlink next to a case and selecting the appropriate option on the **Actions** page.

**Workers**

[WHALES, JENNIFER \(100007645\)](#)  
Help Desk Head Quarters - (OB-2) , Region 7 CA

[Tate, Thomas \(100007701\)](#) [Actions](#)  
Social Worker II & III Aberdeen , Region 6 CA

[Brown, Julie \(7102\)](#) [Actions](#)  
Status: Open Case 07/27/2009 07/27/2009 |

**Select Action**

Create Case Note

*Tip: Create all investigation notes from within the investigation*

# Case Notes and Provider Notes Quick Help Guide



## Complete Case Notes

### Create Case Note

1. In the **Note Information** group box, click **Date Occurred** and type the date and time the activity occurred.
2. Click the **Category** list. Select a category, if it is not pre-filled.
3. Click the **Type** list, and select a type.

Note Information

\*Date Occurred: 08/18/2009 08:00  AM  PM

\*Category: CFWS

\*Type: Safety

4. Click the **Related Participants** list; select a participant name.
  - To clear a selection, click on the name again.
  - For multiple selections, hold down the **Ctrl** key.

Related Participants and Collaterals:

Anna Dean  
John Dean  
Lacey Dean

- In the **Related Intakes** list, click the relevant date/intake ID(s).

Related Intakes

03/23/2009 4:36 PM 6748

*Tip: This group box identifies the type of case note and the case participants.*

*You can later search for notes by category and type.*

# Case Notes and Provider Notes Quick Help Guide



## Complete Case Notes

- Click in the **Narrative** text box, and type activity information.

Narrative  
\*Case Note 1 of 1  
XXXXXXXXXXXXXXXXXX

*Tip: **Narrative** text box holds 50,000 characters*

### Describe Activities

- In the Activities group box, click **Insert** to enter a new row.
- Click the **Activity** list, and select an activity.
- Click the **Participant** list, and select a participant.
- Click the **Location** list, and select a place.
- The **Time** defaults to the entry in the **Note Information** group box. You can overwrite this information.
- To report on another activity, click **Insert**.
- To remove an activity row, click the **Delete** hyperlink.

| Activity                         | Participant | Location           | *Time  | Delete                 |
|----------------------------------|-------------|--------------------|--|------------------------|
| Health and Safety Monitoring Vis | Anna Dean   | Placement Facility | 08:00 <input checked="" type="radio"/> AM <input type="radio"/> PM | <a href="#">Delete</a> |
|                                  | Anna Dean   |                    | 08:00 <input checked="" type="radio"/> AM <input type="radio"/> PM | <a href="#">Delete</a> |

[Insert](#)

*Tip: Case Notes with category of Fostering Well-Being do not require documentation of an Activity.*

*Tip: FamLink selects the **TCM (Targeted Case Management)** check box for appropriate activities. For more information, refer to the "Case Notes" topic in the FamLink User Manual*

# Case Notes and Provider Notes Quick Help Guide



## Complete Case Notes

### Documenting Unannounced Caregiver Visits

When selecting the **Unannounced Health and Safety Visit** or **Unannounced Health and Safety Visit- Attempted** activity code, a pop up will display indicating that if appropriate, also select the corresponding Health and Safety Monitoring Visit activity code. FamLink will allow you to combine a **Health and Safety Monitoring Visit** or **Health and Safety Monitoring Visit-Attempted** with and **Unannounced Health and Safety Visit** or an **Unannounced Health and Safety Visit-Attempted**.

Selecting **Category of Adoption, CWFS, CPS, FRS or FVS** and **Types of Safety or Visitation** will allow you to insert the correct activity from **Unannounced Health and Safety Visit, Unannounced Health and Safety Visit- Attempted or Monthly Caregiver Contact (In-Person)**.

**Case:** BICKLEY, MARK      **Worker Creating Note:** MICHAEL CRAIG      **Worker Making Contact:** MICHAEL CRAIG  
**Case Note ID:**      **Date Entered:** 07/27/2011 10:56 AM       Note Finalized

**Note Information**

\*Date Occurred: 07/27/2011 00:00 AM PM  
 \*Category: CFWS  
 \*Type: Safety

**Related Participants and Collaterals:** PENNY J. AYERS, SHERRI BELLO  
**Related Intakes:** 10/25/2010 2:48 PM 2347490, 04/11/2011 11:00 AM 2429468

**Narrative**  
 \*Case Note 1 of 1  
 Unannounced Health and Safety Visit .....

| Activity                      | Participant    | Location | *Time       | Delete | TCM                      |
|-------------------------------|----------------|----------|-------------|--------|--------------------------|
| Unannounced Health and Safety | PENNY J. AYERS |          | 00:00 AM PM | Delete | <input type="checkbox"/> |

**Contacts**

Insert Correction Note    Create    Save    Close

# Case Notes and Provider Notes Quick Help Guide



## Complete Case Notes

### Identify Contacts

1. In the Contacts group box, click **Insert** to enter a new row.
2. In the **Name** text box, type the name.
3. In the **Primary Role** text box, type the named individual's role.
4. To remove a contact row, click the **Delete** hyperlink.

| Contacts |               |                        |
|----------|---------------|------------------------|
| *Name    | *Primary Role | Delete                 |
|          |               | <a href="#">Delete</a> |

**Insert**

### Save Options

1. To save your entries for this case, click **Save**.
2. To freeze the note, select the **Note Finalized** check box in the header, and click **Save**.

|   |
|---|
| Worker Making Contact: SWWkr            |
| <input type="checkbox"/> Note Finalized |

3. To edit a finalized note, click the **Insert Correction Note** button.

|                               |               |             |
|-------------------------------|---------------|-------------|
| <b>Insert Correction Note</b> | <b>Create</b> | <b>Save</b> |
|-------------------------------|---------------|-------------|

4. To enter a new note for the same case, click **Create**.
5. To create a note for a different case, click **Close** to return to the Desktop and create a note for the new case.

*Tip: **Case Note ID** is assigned upon Save.*

*The "Worker Making Contact" can edit the case note for 30 days or until the note is "frozen."  
The note automatically "freezes" after 30 days.*

## Case Notes and Provider Notes Quick Help Guide



### Complete Case Notes

#### Associate Case Note to Provider Note

Case notes that have a **Category** of DLR/CPS can be associated to Provider Notes if the **Note Finalized** checkbox is not checked. After the Case Note is saved, the **Provider Search** hyperlink will appear.

1. From the Case Notes page, click the **Provider Search** hyperlink.

\*Date Occurred: 10/01/2009 08:00 AM PM  
\*Category: DLR/CPS  
\*Type: Contact  
[Provider Search](#)

2. The **Provider Search** page will display.
3. Search for the Provider whose Provider Note you want to associate with the Case Note.
4. Select the radio button for the provider and click **Continue**.
5. A new **Provider Note** will open.

FamLink will pre-fill the following provider note information:

- a) **Date/Time** occurred pre-filled from Case Note;
  - b) **Narrative** field pre-filled from Case Note;
  - c) **Category** = DLR/CPS;
  - d) **Type** field pre-filled from Case Note
  - e) **Case Name** and **Case ID** displayed from Case Note
6. Click **Save** and **Close**.
  7. You are returned to the **Case Note** page.

\*Date Occurred: 10/01/2009 08:00 AM PM  
\*Category: DLR/CPS  
\*Type: Contact  
PRATER SHANNON/WESLEY (333136)

8. The Provider's name and ID appear in place of the **Provider Search** hyperlink.
9. Click **Save**.

*Tip: In order to perform the **Provider Search** to associate a case note to a provider note, the **Note Finalized** checkbox on the case note must not be checked.*

# Case Notes and Provider Notes Quick Help Guide



## View Case Notes

### View One Note

1. From your Outliner, click the **Cases** expando and locate the desired case.
2. Click the **Case Folder** icon.
3. Click the **Case Notes** icon.
4. Click the desired hyperlink.

Cases

- Dean Lacey (5745) Actions
  - CPS 03/23/2009 TrainTwentySix, SWWkr Aberdeen - Reg Street , Apt.# , Aberdeen, WA 98520
    - Adoption
    - Assets/Employment
    - Assignment
    - Case Notes
    - CFWS Safety
      - 08/18/2009 TrainTwentySix, SWWkr (Dean, Lacey, Anna) Note Pending

*Tip: The Outliner displays notes created within the last three months. To view prior notes, clear the **Date Restricted** check box on the Desktop.*

### SWWkr TrainTwentySix's Desktop

Date Restricted  Participant View  View Not Approved/Cancelled

*Tip for Supervisors: Supervisors can also access **Case Notes** by expanding a Worker icon on their desktop to see the Worker's assigned cases, and then clicking on the **Actions** hyperlink next to a case and selecting the appropriate option on the **Actions** page.*

# Case Notes and Provider Notes Quick Help Guide



## View Case Notes

### View / Search Multiple Notes

To view multiple notes, you must first create a list of notes to view.

1. From the Outliner, click the **Cases** expando and locate the desired case. Click the **Actions** hyperlink.

**Cases Returned**

 [Huge, Henrietta \( 6101 \)](#) [Actions](#)

CPS Status: Open 03/25/2009 SuperUser, FamLink Help Desk

2. Select the **Case Note Criteria Search** radio button.
3. Click **Continue**. The **Case Note Search Criteria** page displays.

**Select Action**

Create Case Note

Case Note Criteria Search

Create Meeting

Create Assignment

View Ticklers

4. Enter begin date of case note criteria search. FamLink will default a begin date for you, enter appropriate begin date of search.

Start Date:  End Date:

5. Click the **Categories** list, and select one or more items (press the **CTRL** key for multiple selections).

## Case Notes and Provider Notes Quick Help Guide



### View Case Notes

6. To add selections to the **Selected Categories** box, click **Add**. Or, to add every category, click **Add All**.

**Category and Type Criteria**

Categories

|            |  |
|------------|--|
| Adoption   | <input type="button" value="Add &gt;"/><br><input type="button" value="Add All &gt;&gt;"/><br><input type="button" value="&lt; Remove"/><br><input type="button" value="&lt;&lt; Remove All"/> |
| Attorney   |  |
| CFWS       |  |
| CPS        |  |
| Conversion |  |
| DLR/CPS    |  |
| FRS        |  |
| FVS        |  |
|            |  |

7. Click the **Type** list, and select one or more items (press the **CTRL** key for multiple selections).

8. To add selections to the **Selected Type** box, click **Add**. Or, to add every category, click **Add All**.

Types

|                                    |  |
|------------------------------------|--|
| Adoption - Addendum to Allegations | <input type="button" value="Add &gt;"/><br><input type="button" value="Add All &gt;&gt;"/><br><input type="button" value="&lt; Remove"/><br><input type="button" value="&lt;&lt; Remove All"/> |
| Adoption - Administrative          |  |
| Adoption - Contact                 |  |
| Adoption - Safety                  |  |
| Adoption - Supervision             |  |
| Adoption - Visitation              |  |
| Attorney - Legal                   |  |
| CFWS - Addendum to Allegations     |  |
|                                    |  |

9. Select an **Activity** if desired.

Activities

|   |  |
|---|--|
| Adoption - Administrative - Record - Disclosure/Discovery |  |
| Adoption - Administrative - Transfer/Closing Summary      |  |
| Adoption - Administrative - Tribal Contact                |  |
| Adoption - Contact - Child - Face to Face with Child      |  |
| Adoption - Contact - Child - Telephone Contact            |  |

10. To filter for specific people, select one or more **Case Participants**. The default is all participants

## Case Notes and Provider Notes Quick Help Guide



### View Case Notes

11. Click **Search**. The results display on the **Case Note Search Results** page.

**Note Criteria**

Case: Dean, Lacey      Number: 5745      Start Date: 07/20/2009      End Date: 08/19/2009

Records 1 to 2

Worker Name:

**Notes**

| CNID | Date/Time Occurred ▼ | Date Entered | Category | Type    | Worker Name           |                       |                      |
|------|----------------------|--------------|----------|---------|-----------------------|-----------------------|----------------------|
| 6001 | 08/18/2009 8:00 AM   | 08/18/2009   | CFWS     | Safety  | TrainTwentySix, SWWkr | <a href="#">Print</a> | <a href="#">View</a> |
| 6002 | 08/19/2009 9:00 AM   | 08/19/2009   | CFWS     | Contact | TrainTwentySix, SWWkr | <a href="#">Print</a> | <a href="#">View</a> |

12. Use the **Worker Name** dropdown list to filter notes for a specific worker.
13. Click on the column heading for the notes to sort by that column. The triangle symbol ▼ in the column heading indicates the currently sorted column. Clicking again switches sort from ascending to descending order.
14. Click the **Print** or **View** hyperlinks to the right of the case note for individual notes

*Tip: To delete **Selected Categories** or **Selected Types**, click **Remove** or **Remove All**. The **Conversion** category holds work from CAMIS, which could not be converted into specific pages and fields in FamLink.*

### View / Print Search Results

1. On the **Case Note Search Results** page, click the **Print** or **View** hyperlinks on each row or **Print/View All** from the **Options** pane.



2. To begin another search, click the **New Search** button, or click **Close** to return to the Desktop.



*Tip: The notes display in MS Word*

# Case Notes and Provider Notes Quick Help Guide



## View Case Notes

### Key Word Search

1. To find notes with a particular key word, click the **Key Words Search** box and type your key word as text.

Key Words Search:

2. Click the **Categories** list, and select one or more items (press the **CTRL** key for multiple selections).



## Provider Notes

### Create New Provider Note

1. From the **FamLink** Desktop, on the **Create** menu, click **Provider Work**. Select a type from the **Provider Notes** list. Select a provider name from the **Providers** list. Click **Create**.  
– or –
2. From the Outliner, click the **Providers** expando, then click the **My Providers** expando. Locate the desired provider and click on the provider's **Actions** hyperlink. Select the **Create Provider Note** radio button, and click **Continue**.

If you are a Supervisor:

Supervisors can also access **Provider Notes** by expanding a Worker icon on their desktop to see the Worker's assigned providers. Supervisors can then review or create Provider Notes in the selected provider by clicking on the **Actions** hyperlink next to a provider and selecting the appropriate option on the **Actions** page.

Workers

WHALES, JENNIFER (100007645)  
Help Desk Head Quarters - (OB-2) , Region 7 CA

[New Dawn Group Home \(6001\)](#) [Actions](#)  
Intake Only, Provider Maintenance, Primary 08/04/2009

Select Action

Create Case Note

# Case Notes and Provider Notes Quick Help Guide

## Provider Notes

*Tip: On your Desktop, the Outliner displays notes created within the last three months. To view prior notes, clear the **Date Restricted** check box on the Desktop (see example below).*

**SWWkr TrainTwentySix's Desktop**

Date Restricted  
  Participant View  
  View Not Approved/Cancelled

## Complete Provider Notes

### Identify Note

1. Click the **Date Occurred** date box, and type the date and time the activity occurred.
2. Click the **Category** list, and select a category.
3. In the **Type** list, select one or more types.
4. In the **Provider Action** list, select a provider action to associate with the provider, if any.
5. In the **Members** list, select one or more members.

**Note Information**

\*Date Occurred:    AM  PM    Provider Action:

\*Category:

\*Type:

Members:

Maggie Law

Hold down the 'Ctrl' key for multi-selection

**Add Contacts**

Hold down the 'Ctrl' key for multi-selection

### Identify Contacts

1. To add selected members to the **Contact Information** group box, click **Add Contacts**.
2. To remove a member, click the **Delete** hyperlink for the member.

## Case Notes and Provider Notes Quick Help Guide



### Complete Provider Notes

*Tip: Use this group box to identify whom you contacted.*

#### Type Narrative

1. To enter contact information, click the **Narrative** text box and type the information.

|                   |
|-------------------|
| Narrative         |
| Provider Note 1/1 |

*Tip: **Narrative** text box holds 50,000 characters*

## Case Notes and Provider Notes Quick Help Guide



### Complete Provider Notes

#### Save Options

1. To save your entries for this provider, click **Save**.
2. To freeze the note, select the **Note Finalized** check box in the header, and click **Save**.
3. To edit a finalized note, click the **Insert Correction Note** button.
4. To enter a new note for the same provider, click **Create**.
5. To create a note for a different provider, click **Close** to return to the Desktop to start over and create a note for the new provider.



Insert Correction Note

Clear Fields

Create

Save

Close

*Tip: FamLink assigns a **Provider Note ID** upon Save. The "Worker Creating Note," or the supervisor, can edit the note for 30 days or until the note is "frozen."*

*The note automatically "freezes" after 30 days.*



### View Provider Notes

#### View One Note

1. From your Outliner, click the **Providers** expando, then click the **My Providers** expando.
2. Locate the desired provider, and click the icon for that provider.
3. Click the **Provider Notes** icon.
4. To open the note, click the appropriate hyperlink.

## Case Notes and Provider Notes Quick Help Guide



### View Provider Notes

**Provider Notes**

-  [Inspections/Visits - Health & Safety Monitoring \(DLR\)](#)  
08/19/2009 TrainTwentySix, SWWkr (Maggie Law) Note Pending
-  [Inspections/Visits - Home/Site Visit](#)  
08/18/2009 TrainTwentySix, SWWkr (Maggie Law) Note Pending

### View / Search Multiple Notes

To view multiple notes, you must first create a list of notes to view.

- From your Outliner, click the **Providers** expando, then click the **My Providers** expando. Locate the desired provider, and click the **Actions** hyperlink.

**Select Action**

- Create Meeting
- Create Assignment
- Create Provider Note
- Provider Note Criteria Search**
- View Ticklers

- Select the **Provider Note Criteria Search** radio button and click **Continue**. The **Provider Note Search Criteria** page displays.
- Enter begin date of the provider note criteria search. FamLink will default a begin date for you, enter appropriate begin date of search.

Start Date:       End Date:

- To find notes with a particular key word, click the **Key Words Search** box and type your key word as text.

Key Words Search:

- Click the **Categories** list, and select one or more items (press the **CTRL** key for multiple selections).

## Case Notes and Provider Notes Quick Help Guide

### View Provider Notes

#### Category and Type Criteria

|  |  |   |
|--|--|---|
| <p><b>Categories</b></p> <div style="border: 1px solid black; padding: 5px;"> <ul style="list-style-type: none"> <li>Admin/General</li> <li>Contact</li> <li style="background-color: #e0e0e0;">Conversion</li> <li>Inspections/Visits</li> <li>Legal</li> <li>Licensing Letters</li> </ul> </div> | <div style="margin-bottom: 5px;"><a href="#">Add &gt;</a></div> <div style="margin-bottom: 5px;"><a href="#">Add All&gt;&gt;</a></div> <div style="margin-bottom: 5px;"><a href="#">&lt; Remove</a></div> <div style="margin-bottom: 5px;"><a href="#">&lt;&lt; Remove All</a></div> | <p><b>Selected Categories</b></p> <div style="border: 1px solid black; padding: 5px;"> <ul style="list-style-type: none"> <li>Admin/General</li> <li>Contact</li> <li style="background-color: #e0e0e0;">Conversion</li> <li>Inspections/Visits</li> <li>Legal</li> <li>Licensing Letters</li> </ul> </div> |
|--|--|---|

6. To add selections to the **Selected Categories** box, click **Add** or **Add All**.
7. To filter for specific Provider Note Types, select one or more values from the **Type** list.
8. To filter for specific people, select one or more **Provider Members**. The default is all members.
9. Click **Search**. The results display on the **Provider Note Search** page.

#### Note Criteria

Provider: Law Maggie      Number: 4401      Start Date: 07/20/2009      End Date: 08/19/2009      Sorted by: Default

Records 1 to 2

Worker Name: All ▼

| Notes | Provider Note ID | Date/Time Occurred ▼ | Date Entered | Category           | Type                             | Worker Name           |                       |                      |
|-------|------------------|----------------------|--------------|--------------------|----------------------------------|-----------------------|-----------------------|----------------------|
|       | 4603             | 08/18/2009 1:00 AM   | 08/19/2009   | Inspections/Visits | Home/Site Visit                  | TrainTwentySix, SWWkr | <a href="#">Print</a> | <a href="#">View</a> |
|       | 4601             | 08/19/2009 9:00 AM   | 08/19/2009   | Inspections/Visits | Health & Safety Monitoring (DLR) | TrainTwentySix, SWWkr | <a href="#">Print</a> | <a href="#">View</a> |

10. Use the **Worker Name** dropdown list to filter notes for a specific worker.
11. Click on the column heading for the notes to sort by that column. The triangle symbol ▼ in the column heading indicates the currently sorted column. Clicking again switches sort from ascending to descending order.
12. Click the **Print** or **View** hyperlinks to the right of the provider note for individual notes.

**Tip:** The **Start Date** defaults to one month prior to today and the **End Date** to today. Change these dates as needed. The **Conversion** category holds work from CAMIS that could not be converted into specific pages and fields in FamLink. To delete **Selected Categories**, click **Remove** or **Remove All**.

## Case Notes and Provider Notes Quick Help Guide



### View Provider Notes

#### View / Print All Search Results

1. On the **Provider Note Search** page, click the **Print** or **View** hyperlink on each row or click the **Print/View All** hyperlink on the **Options** pane.



2. The notes will display in a **Word Document** with the same sorting and filtering established on the Provider Note Search Results page.
3. To begin another search, click the **New Search** button or click Close to return to the Desktop.

*Tip: You can display notes for a specific worker or all workers. The notes display in MS Word.*

**Children's Administration**  
**CHILD SAFETY FRAMEWORK**  
**QUALITY ASSURANCE AND IMPROVEMENT PLAN**

**Team Members**

Leah Stajduhar, Chief of Program and Policy  
TBD, CPS Program Manager  
Colette McCully, PIP Team Liaison  
Jenna Kiser, Supervisor, Region 1 (Proposed)  
Mary Pagne Leavitt, Supervisor, Region 2 (Proposed)  
Anita Teeter, Area Administrator, Region 3 (Proposed)  
Carlos Carrillo, Practice Model Coach  
Melissa Sayer, Division of Licensed Resources – CPS Program Manager

**Related Policies**

[Children's Administration Child Safety Policies](#)

**Introduction**

The Child Safety Framework was implemented in November 2011. Extensive training of supervisors and staff occurred before implementation and continues to date. Implementation activities are outlined in the Program Improvement Plan.

A new case planning process was implemented along with the new safety tools. The new case planning process integrates Solution-Based Casework processes from CA's Practice Model along with the focus on identifying and controlling safety threats.

This quality assurance plan outlines the process for measuring performance and consistent implementation of the Child Safety Framework at the state level. Additional monitoring and practice improvement processes occur at the regional, office and unit level. This quality assurance process will begin by July 31, 2012 and provide the initial report of findings and recommendations to the CA Quality Assurance Board in August, 2012. This process will occur on at least a semi-annual basis.

**Data Review and Analysis**

The CPS Program manager, with assistance from the Division of Quality Management and Accountability, will assemble the data identified in this plan and present it for analysis to the Child Safety Framework Quality Assurance and Improvement team. The team will develop a report of findings and strategies to improve consistent application of the Child Safety Framework. The team will implement strategies that are within their scope of authority and recommend any further reaching strategies in their quarterly report.

The report will be presented to the CA Quality Assurance Board for consideration, in conjunction with the findings of other quality assurance processes, and approval (or modification) of strategies for improvement.

**Data Used in this Quality Assurance Plan**

| Overview of Data Used in the Child Safety Framework QA Plan                              |   |                                    |                                  |                |
|--|---|------------------------------------|----------------------------------|----------------|
| Data Element   | Source of Data  | Frequency of Reporting             | Person Responsible for Providing | When Available |
| <b>Direct Measure of Safety</b>  |   |                                    |                                  |                |
| Recurrence of Abuse  | FamLink   | Semi-annual                        | David Marshall                   | In Place       |
| <b>Measures of Consistent Implementation of the Safety Framework and Child Safety</b>    |   |                                    |                                  |                |
| Safety Measures from Central Case Review   | Central Case Review Team                                    | Quarterly for the offices reviewed | Lyn Craik                        | In Place       |
| Frequency of Case Consultations using Integrated Practice Model / Safety Framework tools | Regional Reports of Case Consultations                      | Quarterly                          | Carlos Carrillo                  | In Place       |
| Consistent Application of the Child Safety Framework                                     | Targeted Case Review by HQ and Field Implementation Leaders | Semi-Annual                        | Targeted Case Review Team Lead   | October 2012   |
| <b>Related Measures</b>  |   |                                    |                                  |                |
| Monthly Visits with Parents  | FamLink   | Monthly                            | InfoFamLink Report               | December 2012  |
| Dependency Filings   | Office of Administrator of the Courts                       | Monthly                            | Matt Orme                        | In Place       |
| Length of Stay for Children who are Reunified  | FamLink   | Semi-Annual (every six months)     | Casey Family                     | In Place       |

**Direct Measure of Safety**

- Recurrence of Abuse  
The federal measure of recurrence is used with the Governance for Management and Accountability Program (GMAP). This measure will also be used in this plan.

**Measures of Consistent Implementation of the Safety Framework and Child Safety**

- Safety Measures from Central Case Review  
The [Children's Administration Case Review Tool](#) has 76 questions on safety in the CPS, FVS and CFWS sections. The results from these questions will be compiled quarterly and included in the QA process for the Child Safety Framework.
- Consistent Application of the Child Safety Framework  
Currently, there are a variety of case consultation and technical assistance processes underway to support the implementation of the child safety framework. So early in implementation, it is appropriate to maintain these processes as teaching and consultation experiences. By October 2012, two additional processes will generate data to monitor the consistency of implementation.

- Frequency of Case Consultations using Practice Model Case Consultation tools with Child Safety Framework terms and practices embedded.
- A targeted case review will begin to look at specific cases based on a standard review protocol. The results of these reviews will be reported to the QA team quarterly.

**Related Measures**

- Placement or Monthly Visits with Parents  
By the end of December 2012, an InfoFamLink report showing the CA's performance on Monthly Visits with Parents will be available.
  
- Dependency Filings  
The Administrative Office of the Courts reports the number of dependencies filed monthly by county in interactive spreadsheets for Regional CA Quality Assurance Team monitor.
  
- Length of Stay for Children Reunified  
The report includes the following:
  - Percent of children in care for 8 days or longer that were discharged from foster care to reunification in less than 12 months from the date of the latest removal from home.
  - Median length of stay (in months) for all children discharged from foster care to reunification that have been in care for 8 days or longer
  - Percent of children that were in care for 8 days or longer and entered foster care for the first time in the prior 6 month period; that were discharged from foster care to reunification in less than 12 months from the date of the latest removal from home.

**Solution Based Casework (SBC)**  
**2.1.7 Integrate Case Consultations as Standard of Practice**  
*March 29, 2012*

### **Introduction**

In April 2011 Case Consultations became a standard of practice for all units and offices when the Practice Model Coaches completed the SBC certification process. The Practice Model Implementation Plan established the criteria that Case Consultations are expected to occur at least twice a month in unit meetings or during a scheduled case consultation meeting.

Case Consultations provide a functional format for supervisors guiding workers in best practice and that case plans are developed with families are centered on eliminating safety threats. Case consultation also helps social workers identify protective capacities of families, focus on everyday life challenges, take into account cultural, ethnic, and racial considerations and assist them in building the skills necessary for families to manage the developmental tasks they are struggling with.

Case Consultations are usually held with staff within a unit or during a transfer of a case between units and are facilitated by one of the unit's supervisors. As such, Case Consultations provide a learning process to better understand the Practice Model and how to apply best practice to specific cases and promotes practice continuity within and across units.

In order to facilitate a case consultation, the supervisor is required to become certified in the case consultation process. As new supervisors are hired, the Practice Model Coaches are notified of the new hire and a time is scheduled between the new supervisor and the Practice Model Coach to start the credentialing process that usually takes 3 meetings.

### **Case Consultation Guide**

The Solution Based approach focuses on the family in order to support the safety, permanency, and well-being of their children. This approach helps to focus on solutions in collaboration with the family to address the safety threats that resulted in abuse or neglect of their child or children. With the assistance of our National Consultant Dana Christensen, the attached case consultation guide was created.

Case Consultations work best when the following outline is used:

- A) **Complete a Genogram.** The genogram helps to introduce family members and family dynamics to the team. It also helps to identify the developmental challenges families face as well as the cultural and ethnic factors of the family.
  
- B) **Identify Strengths, Protective Capacities, and Resources.** What does the family do well? What are they proud of? What cultural factors contribute to maintaining child safety? How do these protective capacities mitigate the challenges that the family is facing?

- C) **Identify the reason the case was opened.** The group identifies what task is the family struggling with. The group identifies the sequence of events that led to the abuse or neglect. Has the worker reached consensus with the family about the task they are struggling with? (This helps to create the Family Level Objective)
- D) **Identify Safety Concerns.** What safety threats have been identified in the case in the safety assessment? Who inflicted the abuse or neglect? What does the worker know about the individual patterns of behavior? (This helps to create the Individual Level Objectives).
- E) **Emphasize the importance of co-developing a case plan with the family.** What are the tasks connected to the individual and family level concerns? What skills do the family or individual need to mitigate or eliminate the safety risk? What service provider can assist the family in acquiring the needed skills? How will success be tracked and how accomplishments will be recognized?

The case consultation process provides an opportunity for case workers to share and learn from fellow case workers. It also provides an opportunity to brainstorm ideas and to problem solve challenges. The idea is that this group learning format allows case workers to apply SBC skills to their practice.

#### **Case Consultation Review Tool**

Offices across the state have been conducting Case Consultations facilitated by credentialed supervisors. To support the case consultation process the Practice Model Unit developed a Case Consultation Guide and Case Consultation Review Tool (attached). The Case Consultation Review Tool will be used by the Practice Model Coaches during their observations of the supervisors facilitating the consultation. The Coaches will provide feedback to the supervisor regarding their facilitation skills.

#### **Summary and Establishment of Baseline**

As shown in the Table below, a total of 1,658 Case Consultations were completed by SBC credentialed supervisors between January and March 2012. Forty percent of the units statewide met or exceeded the standard. Overall, there was an increase in the number of case consultations across the three regions.

**Number of Case Consultations – January – March 2012**

|                 | NUMBER OF UNITS | CASE CONSULTATION REQUIRED PER SUPERVISOR (2/MO) | TOTAL CASE CONSULTATION COMPLETED BY CREDENTIALLED SUPERVISOR | NUMBER OF UNITS ABOVE EXPECTATION | NUMBER OF UNITS AT EXPECTATION | NUMBER OF UNITS BELOW EXPECTATION |
|-----------------|-----------------|--|---|-----------------------------------|--------------------------------|-----------------------------------|
| <b>R1 North</b> | 32              | 192  | 151   | 4 (13%)                           | 4 (13%)                        | 24 (75%)                          |
| <b>R1 South</b> | 20              | 120  | 103   | 4 (20%)                           | 4 (20%)                        | 12 (60%)                          |
| <b>R2 North</b> | 30              | 180  | 863   | 18 (60%)                          | 2 (7%)                         | 10 (33%)                          |
| <b>R2 South</b> | 34              | 204  | 196   | 14 (41%)                          | 1(2%)                          | 19 (56%)                          |
| <b>R3 North</b> | 38              | 228  | 181   | 7 (18%)                           | 0                              | 31(81%)                           |
| <b>R3 South</b> | 28              | 168  | 164   | 9 (32%)                           | 6 (21%)                        | 13 (46%)                          |
| <b>TOTAL</b>    | <b>182</b>      | <b>1,092</b>                                     | <b>1,658</b>  | <b>47 (31%)</b>                   | <b>17 (9%)</b>                 | <b>109 (60%)</b>                  |

Percentages may not sum to 100% due to rounding.

**Recommendations**

Detailed reports by office and supervisor are shared with Regional Administrators.

- Regional Administrators share the report to the appropriate Area Administrator.
- Area Administrators recognize those supervisors who met or exceeded the expectation and develop a plan with those supervisors who have not met the expectation to improve in this area. Area Administrator can request the support of the assigned Practice Model Coach to assist the supervisor.
- Area Administrators submit a monthly report of the progress in this area to the Deputy Regional Administrator or Designee to identify barriers or level of support needed.
- A Regional report be submitted to the Practice Model Lead Coach quarterly.

The goal is for CA offices to increase level of implementation in this category to:

- 50% by June 30, 2012
- 70% by September 30, 2012
- 90% by December 30, 2012

## Case Consultation Guide

A Solution Based approach means we focus on the family in order to support safety and well-being of their children. The goal is to work in partnership with people to help identify their strengths, focus on everyday life events, and help them build the skills necessary to manage situations that are difficult for them.

Case consultations work best when the following outline is used:

1. Help members of the team get to know the family by **introducing the family members with a genogram**. Remind the group of the developmental challenges families like theirs face.
2. **Discuss the family's strengths and skills**. What does the family do well? What are they proud of? What gives them a sense of self-worth and satisfaction? How do these strengths help mitigate the challenges that the family is facing?
3. Discuss what is **difficult for the family**. What are the everyday life situations that are putting the child at risk and are a threat to the child's safety? What is the family's current pattern for trying to accomplish these tasks? (Family Level Objective's)
4. Discuss what **individual problems family members might have** that serve as barriers to resolving the problems in the family. What do you know about those individual patterns of behavior? (Individual Level Objective's)
5. If you have **co-developed plans with the family** (or individual family members), what are they? (Please bring enough copies for the team.) What are the tasks connected to the Individual and Family level concerns? How are the plans going so far? Is the family keeping track of their successes? If so, bring some copies of their accomplishments.

It is important for the consultation group to hear about your work with the family and can learn a great deal from your casework; however they are also there to assist you and the family by brainstorming about other possible resources or approaches. Think about how the consultation group might be helpful prior to your case discussion.

## Consultation Review Tool

Date: \_\_\_\_\_ Office: \_\_\_\_\_

Social Worker: \_\_\_\_\_ Facilitator: \_\_\_\_\_

Case consultations work best when the following outline is used:

1. Help members of the team get to know the family by **introducing the family members with a genogram**. Remind the team of the developmental challenges families like theirs face.

A. Did the group display a graphical representation of the family through a genogram?  Yes  No  
*Comments:*

B. Did the group capture all people that have a vested interest in the child and family including cultural resources?  Yes  No  
*Comments:*

C. Was the group able to identify the developmental stages and tasks associated with those stages?  Yes  No

D. Were they able to connect the importance of understanding the use of the genogram as it relates to risk and safety?  Yes  No  
*Comments:*

2. **Discuss the family's strengths and skills.** What does the family do well? What are they proud of? What gives them a sense of self-worth and satisfaction?

A. Was the group able to compile a thorough list of strengths and skills that relate to risk reduction and safety?  Yes  No  
*Comments:*

B. Was the group able to pull forward the identified developmental stages and identify additional strengths and skills?  Yes  No  
*Comments:*

C. How did the facilitator keep the group focused on strengths?  
*Comments:*

D. What skills did you observe being used that redirected the group back to this area?  
*Comments:*

## Consultation Review Tool

3. Discuss what is **difficult for the family**. What situations in everyday life are high risks for them? What is their current pattern for trying to accomplish these tasks?

- A. Was the group able to sort out the risk and safety concerns into family and individual level?  Yes  No
- B. Was the group able to describe the sequence of events or pattern that led to the risk and safety concerns?  Yes  No
- C. Was the group assisted in recognizing priority issues related to the maltreatment?  Yes  No
- Comments:*

- D. Did the facilitator assist the group in prioritizing risk and safety issues?  Yes  No
- Comments:*

4. Discuss **what individual problems family members might have** that serve as barriers to resolving the problems in the family. What do you know about those individual patterns of behavior?

- A. Was the group able to sort out the risk and safety concerns into family and individual level?  Yes  No
- B. Was the group able to describe the sequence of events or pattern that led to the risk and safety concerns?  Yes  No
- Comments:*

- C. Was the group assisted in recognizing priority issues related to the maltreatment?  Yes  No
- Comments:*

- D. Did the facilitator assist the group in prioritizing risk and safety issues?  Yes  No
- Comments:*

5. If you have **co-developed plans with the family** (or individual family members), what are they? (Please bring enough copies for the team.) How are the plans going so far? Is the family **keeping track of their successes**? If so, bring some copies of their accomplishments.

- A. Did the group discuss whether the Family and Individual Level tasks are related to the specific maltreatment risk and safety concerns?  Yes  No
- B. Did the group discuss the degree of family partnership in the development of the tasks?  Yes  No
- Comments:*

- C. Did the group discuss how well the tasks are working to help establish safety?  Yes  No
- D. Did the group discuss how progress on the specific tasks are being documented and celebrated?  Yes  No
- Comments:*

### Children's Administration PRACTICE MODEL AND SOLUTION BASED CASEWORK QUALITY ASSURANCE AND IMPROVEMENT PLAN

#### Team Members

Carlos Carrillo, Continuing Education Specialist 5 (Practice Model Lead)

Simon Pipkin, Continuing Specialist 4 (Solution Based Casework Coach)

Colette McCully, PIP Team Liaison

SBC Implementation and Integration Team

- Michael Tyers (Program Manager R2 N)
- Ron Murphy (Casey Family Programs)
- Carrie Wayno (AGO HQs)
- Laura Orlando (Partners for Our Children)
- Melissa Sayer (DLR Program Manager)

Practice Model SBC coaches

- Patricia Erdman – SBC Coach R1 North
- June West – SBC Coach R1 South
- Julian Byrd – SBC Coach R2 North
- Simon Pipkin – SBC Coach R2 South
- Amanda Meyer – SBC Coach R3 North
- Bruce Wood – SBC Coach R3 South

#### Related Policies

[Children's Administration Practice Model and Child Safety Policies](#)

[Children's Administration Case Plan Policies 2400](#)

[Children's Administration Family Focused Assessments 4221](#)

#### Introduction

Children's Administration adopted Solution-Based Casework (SBC) as the foundation of the practice model in 2007. SBC is a family-centered practice model of child welfare engagement, assessment, case planning, and ongoing case management. The model targets specific everyday events in a family's life that causes dangerous situations for their children. SBC combines problem focused relapse prevention approaches that evolved from work with addiction, violence, and helplessness with solution-focused models.

Partnerships between family, social worker, and service providers are created that account for basic needs. The model emphasizes the importance of involving the family to share responsibility to increase safety for children and incorporates the family own cultural assets.

As of November 2011, FamLink launched the safety assessment, family assessment, case plan, and assessment of progress tools that will guide and capture the work completed using the

# Renegotiated to Q3 Report

2.1.8

Practice Model SBC. These tools provide a method for data collection and evaluation to ensure model adherence and staff competency.

Goals :

- 1) Continue Practice Model ongoing training for workers and supervisors in all programs.
- 2) Continue support and consultation at the individual and unit level to increase competency in using Solution Based Casework skills to engage families more effectively and keep children safe
- 3) Utilize Practice Model tools, central case reviews, and FamLink tools as tangible methods for collecting and evaluating data in all levels of CA.

## Data Review and Analysis

Beginning in June 2012, the Practice Model Lead, with assistance from the Division of Quality Management and Accountability, will collect, organize, and present the data analysis to the QA/I Practice Model and Solution Based Casework team every quarter. The team will develop a report of findings and suggest strategies for quality improvement activities to increase adherence to the model. The Children’s Administration Quality Assurance Board will review recommendations and present them to the Children’s Administration management team for approval or modifications.

## Data Used in this Quality Assurance and Improvement Plan

| Overview of Data Used in the Practice Model QA Plan                                     |                                       |   |                                  |                |  |
|---|---------------------------------------|---|----------------------------------|----------------|--|
| Data Element  | Source of Data                        | Frequency of Reporting                      | Person Responsible for Providing | When Available |  |
| Direct Measure of Safety  |                                       |   |                                  |                |  |
| Recurrence of Abuse   | FamLink                               | Semi-annual                                 | David Marshall                   | In Place       |  |
| Measures of Consistent Implementation of the Practice Model/SBC                         |                                       |   |                                  |                |  |
| Safety and Practice Model Measures from Central Case Review                             | Central Case Review Team              | Quarterly for the offices reviewed          | Lyn Craik                        | In Place       |  |
| Frequency of Case Consultation using Integrated Practice Model / Safety Framework Tools | Case Consultations Report             | Monthly until June and Quarterly after that | Carlos Carrillo                  | June 2012      |  |
| Practice Model Coach Observed Case Consultation   | Observed Case Consultation Log        | Quarterly                                   | Carlos Carrillo                  | September 2012 |  |
| Related Measures  |                                       |   |                                  |                |  |
| Monthly Visits  | FamLink                               | Monthly                                     | InfoFamLink Report               | December 2012  |  |
| Dependency Filings  | Office of Administrator of the Courts | Monthly                                     | Matt Orme                        | In Place       |  |
| Length of Stay for Children who are Reunified   | FamLink                               | Semi-Annual                                 | Casey Family                     | In Place       |  |

### Direct Measure of Safety

- Recurrence of Abuse  
The federal measure of recurrence is used with the Governance for Management and Accountability Program (GMAP). This measure will also be used in this plan.

### Measures of Consistent Implementation of the Safety Framework and Child Safety

- Practice Model Measures from Central Case Review  
The [Children's Administration Case Review Tool](#) incorporates Solution Based Casework questions throughout. The results from these questions will be compiled quarterly and included in the Practice Model QA process.
- Case Consultations facilitated by a supervisor or other staff credentialed in SBC  
Case consultations are held, at a minimum, twice a month in each unit and follow the areas specified in the Consultation Review Tool that includes:
  - Identification of family's strengths and protective capacities
  - Reaching consensus on what everyday life tasks the family is struggling with
  - Identifying family and individual level objectives.

Case Consultations observed by a Practice Model Coach

Practice Model Coaches observe 2 different supervisors a month from the offices of the Region which the coach is responsible for and provide feedback of their observations to the supervisor observed. Practice Model Coaches will enter data in the Case Consultation log in the Practice Model Share Point.

### Related Measures

- Dependency Filings  
The Administrative Office of the Courts reports the number of dependencies filed monthly by county in interactive spreadsheets for Regional CA Quality Assurance Team monitor.
- Length of Stay for Children Reunified Report  
The report includes the following:
  - Percent of children in care for 8 days or longer that were discharged from foster care to reunification in less than 12 months from the date of the latest removal from home.
  - Median length of stay (in months) for all children discharged from foster care to reunification that have been in care for 8 days or longer
  - Percent of children that were in care for 8 days or longer and entered foster care for the first time in the prior 6 month period; that were discharged from foster care to reunification in less than 12 months from the date of the latest removal from home.

### Schedule

Practice Model Quality Assurance and Improvement Team will hold its first meeting to review the data elements identified above by June 30, 2012 with a report to the Children's Administration Quality Assurance Board in August 2012. The Team will conduct this process on at least a semi-annual basis.

Washington State Family Team Decision Making Practice Guide

|   |   |
|---|---|
| <p><b>Purpose</b></p>   | <p>A Family Team Decision-Making meeting is a facilitated team process which can include birth/adoptive parents, guardians, extended family members, youth (as appropriate), community members, service providers, child welfare staff and/or caregivers. These meetings are held to make critical decisions regarding the placement of children following an emergent removal of child(ren) from their home, changes in out-of-home placement, and reunification or placement into a permanent home. There may be instances when a FTDM can be held prior to placement if there is not an immediate safety threat such as a child who is on a hospital hold and a FTDM could provide placement options. Permanency planning starts the moment children are placed out of their homes and are discussed during a Family Team Decision-Making meeting. A Family Team Decision-Making meeting will take place in all placement decisions to achieve the least restrictive, safest placement, in the best interest of the child. By utilizing this inclusive process, a network of support for the child(ren) and adults who care for them is assured.</p> |
| <p><b>Definition of a FTDM meeting</b></p>  | <p>A meeting that brings families and communities together with the people involved in their lives to <b>make decisions</b> about the placement of the child.</p>   |
| <p><b>Goal</b></p>  | <p>Consensus regarding a decision that provides the safest and least-restrictive placement in the best interest of the child. The priorities are to protect children, preserve or reunify families and/or prevent placement disruption. Consensus is the goal; however the final decision remains with Children's Administration, and the child's safety is always paramount.</p>   |
| <p><b>Decision-Making</b></p>   | <p><b>A consensus driven decision-making process</b> does not necessarily imply unanimity. Consensus allows individuals' ideas and suggestions to be heard and considered during the FTDM meeting. However, by law, Children's Administration is ultimately responsible to make the decision that provides safety for the child(ren). The social worker and/or the supervisor will make the placement decision <u>in the absence of consensus</u>.</p>  |
| <p><b>Types of FTDM Meetings</b></p>  |   |
| <p><b>Imminent Risk of Removal</b><br/><i>The child has not been legally placed (i.e. there is not a placement episode in Famlink).<br/>The child however, may have been placed</i></p> | <p>Meetings are held when children reside with their parents/legal guardians and are at imminent risk of placement due to present or impending danger. The decision for placement for a child who is in present or impending danger and there are no protective factors such as a hospital hold or informal placement by law enforcement must be made immediately. This is a decision for law enforcement and the social worker. At no time</p>   |

|   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• <i>informally by police</i></li> <li>• <i>there may be a hospital hold</i></li> <li>• <i>the child may be informally placed by the parent with a relative/neighbor, etc.</i></li> </ul>        | <p>can a child be left in a situation where they are in danger to wait for a FTDM. The purpose is to determine if a safety plan can be developed that can control the safety threats or substitute for diminished protective capacities and allow the child(ren) to safely remain in the parent’s care. If it is determined that a child must be temporarily removed in order to control the identified safety threats, the group will work to identify the best, least restrictive placement option for the child. If children cannot be safe with their families, the priority will be to place siblings safely together in the homes of relatives.</p> |
| <p><b>Emergency Placement</b><br/><i>The child is</i></p> <ul style="list-style-type: none"> <li>• <i>in protective custody</i></li> <li>• <i>there has been a pick-up order or</i></li> <li>• <i>A VPA has been signed.</i></li> </ul> | <p>Meetings are required to occur within 72 hours of placement and always prior to the Shelter-care hearing when a child has been placed on an emergency basis. The primary goal of an emergency placement meeting is to develop a safety plan to sufficiently control threats to allow the child to safely return home. If safety threats cannot be adequately controlled, the child must continue to reside outside of the parent’s home and an out of home safety plan must be developed. The team assesses the placement options and proposes the safest and least-restrictive place for the child to live.</p>                                       |
| <p><b>Placement Move:</b><br/><i>When</i></p> <ul style="list-style-type: none"> <li>• <i>a child is in a legal placement and the placement is potentially disrupting or</i></li> <li>• <i>a move is imminent.</i></li> </ul>           | <p>Meetings are held when a child’s placement may be changing. The primary purpose of the meeting is to create a plan that will maintain the child in the current placement. In cases where the placement cannot be preserved, it is still important to hold a FTDM to assess the cause of the placement disruption, determine the appropriateness of the new placement, and assist future placement stability. This is a forum for a mutual exchange of information between birth parents, their identified supports, social work staff, community providers, current caregivers and proposed caregivers.</p>  |
| <p><b>Exit from Care:</b><br/><i>Whenever reunification with the birth parent is being considered</i></p>   | <p>The primary purpose of an Exit from Care FTDM meeting is to determine if a child can safely return to his/her family and the parents have made sufficient progress in reducing or controlling the safety threats that resulted in the child’s out-of-home placement.</p>   |
| <p><b>Roles Of Participants</b></p>   |   |
| <p><b>Roles of Participants</b></p>   | <p>Each FTDM meeting will involve a family-specific team, the composition will be determined by the family and agency personnel. If the parent(s) object to the attendance of any of the potential participants other than agency staff, the social worker, facilitator and parents should discuss the advantage of the participant’s inclusion in the process. If the parent(s) continue to object and/or refuse to participate, the parents’ wishes will be honored.</p>  |

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| <p><b>Social Worker</b></p> <ul style="list-style-type: none"> <li>• <i>Social worker is the content expert</i></li> <li>• <i>The assigned or referring social worker is required to attend the FTDM meeting. If unable to attend, the social worker's supervisor will attend in place of the assigned worker.</i></li> </ul>   | <p><b>Before the Meeting</b></p> <ul style="list-style-type: none"> <li>• The social worker and supervisor discuss the family level and individual level safety threats in order for the social worker to have a conversation with the family and support networks around a placement decision.</li> <li>• The social worker explains the process of the FTDM meeting to the family and other participants involved with the child. The family is strongly encouraged to attend and to bring additional relatives and/or support persons to the meeting. The social worker also explains the benefits of a Community Representative at the FTDM meeting and encourages the family to allow their attendance if possible.</li> <li>• The social worker completes the FTDM referral form and sends it to the appropriate designee.</li> <li>• The assigned social worker notifies the FTDM facilitator when serious safety/Domestic Violence concerns are indicated.</li> </ul> <p><b>During the Meeting</b></p> <ul style="list-style-type: none"> <li>• The social worker is on time to the meeting and makes necessary plans to stay for the length of the meeting without interruption.</li> <li>• The social worker assists the team in developing a decision that maintains the child in the safest, least-restrictive environment.</li> <li>• If consensus is not reached, the social worker will be asked to consider all of the information and make a final recommendation regarding the child's placement.</li> </ul> <p><b>After the Meeting</b></p> <p>The social worker completes all safety/action plan tasks assigned to the social worker within the timeframes specified, and monitors the follow through in open cases.</p> |
| <p><b>Supervisor</b></p> <p><i>Supervisors are strongly encouraged to attend FTDM meetings. When a supervisor is not present during a FTDM meeting the social worker will have the final decision-making capabilities if the consensus decision differs from the recommendation previously agreed upon by supervisor and social worker during the pre-FTDM consult. A supervisor's presence is required when the social worker has NOT been</i></p> | <p><b>Before the Meeting</b></p> <ul style="list-style-type: none"> <li>• The supervisor consults with the social worker about the appropriateness of scheduling a FTDM meeting. If the meeting is appropriate, the supervisor consults with the social worker and assists in identifying the family level and individual safety threats, protective capacities, protective factors, and other issues concerning placement.</li> </ul> <p><b>During the Meeting</b></p> <ul style="list-style-type: none"> <li>• The supervisor is prepared to help set a tone of respect, open-mindedness, and creative problem solving. The supervisor is on time to the meeting and makes necessary plans to stay for the length of the meeting without interruption. The supervisor assists the team in</li> </ul>   |

|  |  |
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| <p><i>empowered with decision-making authority if consensus during the meeting cannot be reached around the placement decision.</i></p>  | <p>developing a decision that maintains the child in the safest, least restrictive environment.</p> <p><b>After the Meeting</b></p> <ul style="list-style-type: none"> <li>• The supervisor communicates with staff to ensure that the placement decision and safety/action plan are followed.</li> </ul>  |
| <p><b>Facilitator</b></p> <p><i>The facilitator is a trained process expert who works with the social worker to lead the group through the decision making process. The facilitator is a full team member who, like other agency personnel, is responsible for high quality decisions.</i></p> <p><i>The FTDM facilitator is expected to seek review of the social worker's decision in situations where:</i></p> <ul style="list-style-type: none"> <li>• <i>Consensus is not reached,</i></li> <li>• <i>He/she is unable to support the decision because of the belief that it a child is not safe or the threat of serious harm exists or violates law or policy.</i></li> </ul> <p><i>The facilitator provides a summary report to participants outlining the decision and action steps.</i></p> | <p><b>Before the Meeting</b></p> <ul style="list-style-type: none"> <li>• The facilitator confirms the date and time of the FTDM meeting with the social worker and the supervisor.</li> <li>• The facilitator arranges for any security needs, language access, and disability access for the meeting.</li> <li>• The facilitator maintains necessary supplies for the meetings.</li> <li>• The facilitator arrives early to set up for the meeting.</li> <li>• The facilitator reviews the participants invited to the FTDM prior to the meeting in order to ensure a network of support for the child(ren) and family are present at the FTDM.</li> </ul> <p><b>During the Meeting</b></p> <ul style="list-style-type: none"> <li>• The facilitator begins all FTDM meetings by emphasizing child safety and the need to develop a placement plan that will meet the child's safety needs in the least restrictive, least intrusive manner.</li> <li>• The facilitator reviews the purpose of the FTDM meeting and explains the ground rules.</li> <li>• The facilitator explains the necessity of privacy as well as the exceptions to confidentiality.</li> <li>• The facilitator remains focused and diligent regarding the safety concerns for the child.</li> <li>• The facilitator ensures that all participants have an opportunity to share their input and ask questions.</li> <li>• The facilitator utilizes group process skills to guide the meeting toward a consensus agreement on a plan to ensure the safety of the child(ren) in the least restrictive placement.</li> <li>• The facilitator utilizes charting methods in order to have a visual aid for the participants to follow the stages during the meeting.</li> <li>• The facilitator documents the Safety/Action Plan and makes copies for all participants.</li> </ul> <p><b>After the Meeting</b></p> <ul style="list-style-type: none"> <li>• The facilitator enters the FTDM meeting results into Famlink within 5 working days.</li> </ul> |
| <p><b>Facilitator's Supervisor</b></p>   | <ul style="list-style-type: none"> <li>• The Facilitator's Supervisor will provide clinical supervision to the FTDM facilitator based on direct quarterly observations of FTDM meetings or by</li> </ul>   |

|   |   |
|---|---|
|   | <p>observations from a designated lead worker who has been trained to the FTDM approach by attending the FTDM training.</p>   |
| <b>Area Administrator</b>                                       | <ul style="list-style-type: none"> <li>• In the event consensus about the placement cannot be reached between staff the area administrator is available for a FTDM meeting review. The area administrator, or designee (if AA is unavailable), will be brought directly into the FTDM meeting either in person or by phone for the review process. The area administrator will make the placement decision after hearing the information presented at the FTDM. <u>That decision will be final.</u></li> <li>• The area administrator provides guidance for compliance with the FTDM Policy and Practice Guide.</li> <li>• When an area administrator is directly supervising the FTDM facilitator, the AA will demonstrate comprehensive knowledge of the FTDM Policy and Practice guide.</li> </ul> |
| <b>Regional Administrator</b>                                   | <ul style="list-style-type: none"> <li>• The regional administrator provides guidance to area administrators to assist with FTDM Policy and Practice Guide compliance.</li> <li>• The regional administrator reviews the FTDM data with the area administrators to consider utilization, compliance and outcomes.</li> </ul>  |
| <b>Parents/Legal Guardians</b>                                  | <p>The parents or legal guardians are recognized as the experts on the family's needs and protective capacities. Their presence and involvement is integral to the meeting. However, if they are not in attendance the meeting must still take place. The parents are strongly encouraged to attend and to bring additional relatives and/or support persons to the meeting.</p>  |
| <b>Child/Youth</b>  | <p>Children/youth age twelve and over or as developmentally appropriate, should be invited and supported to participate and attend the meeting. Children younger than age twelve should be considered for participation on a case-by-case basis. If child/youth cannot attend, or is not age-appropriate, and there are no other designated representative for the child at the table, the social worker should obtain the views of the child prior to the FTDM meeting and voice them at the table unless it poses a safety risk to the child.</p>   |
| <b>Extended Family and Non-Relative Supports</b>                | <p>Extended family members and non-relative supports can be invited by parents or Children's Administration to provide support, assistance or resources to the child and/or the parent(s). They also participate fully in developing ideas and reaching a placement decision during the FTDM meeting.</p>   |
| <b>Current caregivers, kin providers, foster family members</b> | <p>Current caregivers, kin providers, foster family members assist in providing information regarding child(ren)'s adjustment, progress, needs; and in developing ideas and reaching decisions. Typically these participants would be invited for FTDM placement preservation or placement move meetings.</p>   |

|                                 |  |
|---------------------------------|--|
| <b>Community Representative</b> | Community Representatives are defined as members of the family's community, whether based on neighborhood, ethnicity, religion or other natural connections. They are invited by the agency, based on an existing partnership, to provide support, resource expertise, cultural understanding, and an external perspective to decision making. Community Representatives should be invited to all FTDM meetings with the permission of the parents, but especially to those that involve an emergent or potential removal of a youth from his/her birth family. (e.g. a Veteran Parent located in a family's neighborhood)   |
| <b>Service Provider</b>         | Service Providers, currently or previously involved with the family, may include, but are not limited to, chemical dependency professionals, domestic violence experts, mental health clinicians, public health nurses, educational providers, CASA/Guardian Ad Litem volunteers, and private agency staff.  |
| <b>Tribal Representatives</b>   | Tribal representatives are invited when the family is eligible to be, or is a member of a tribe or band, or identifies with a specific tribe or band. If the family identifies as Indian, but is not a member or eligible for membership in a tribe, the social worker will make efforts to identify and invite a LICWAC member to be present at the FTDM meeting.   |
| <b>Attorney</b>                 | Attorneys may be present in a support role. These meetings are not legal proceedings and are not court actions.  |
| <b>Confidentiality</b>          | The confidentiality of information shared at the FTDM meeting cannot be guaranteed. Privacy and respect are emphasized, but parents must be informed that information from the meeting may be used for case planning, in subsequent court proceedings if necessary, and in the investigation of a new allegation of abuse or neglect should such information arise. All participants will be asked to sign a Confidentiality Statement form at the beginning of each meeting. This form should be filed in the case file.  |
| <b>Excluding Participants</b>   | <p>Certain circumstances may require that an individual be excluded from participation in the FTDM meeting. Those circumstances include:</p> <ul style="list-style-type: none"> <li>• When there is an on-going police investigation and the facilitator is advised that inclusion may jeopardize the investigation</li> <li>• When domestic violence is indicated, the alleged perpetrator should not be present with the alleged victim</li> <li>• Participation would result in violation of a no-contact order</li> <li>• It has been determined that participation could create an unsafe situation for other participants</li> </ul> <p><b>If exclusion of a participant may be necessary, those with concerns should consult with the FTDM facilitator.</b></p> |
| <b>The Review Process</b>       | A review of the FTDM meeting placement decision can only be initiated by an agency staff person and only:  |

**PIP 3.1.3**  
**Revised**

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|  | <ul style="list-style-type: none"><li>• Because of a concern with the safety/action plan proposed that is not aligned with current policy or law.</li><li>• A Children's Administration staff member feels that a lesser restrictive, less intrusive placement option is adequate to keep the child safe.</li><li>• The request for review is scheduled immediately, before the meeting concludes.</li><li>• In the event that no consensus has been reached by the end of the meeting. In this situation, the area administrator, or designee (if the AA is unavailable), will be brought directly into the meeting either in person or by phone and will arbitrate the review process and make the placement decision. <u>That decision will be final.</u></li></ul> |
|--|--|

## FACILITATOR OBSERVATION/DEVELOPMENT TOOL

FTDM facilitators guide teams through a structured, solution-focused process. Using structured facilitation increases participants’ understanding and assists in building consensus by helping a group to fully understand concerns, hear additional information, examine options and consider everyone’s ideas. An orderly system helps group members look objectively at issues and identify relevant strengths that can lead to creative solutions. Utilizing an organized method helps facilitators manage time by providing a “meeting map” that provides a plan for getting back on track when digressions occur, minimizing repetition and moving the team to reach a decision, generally within 60 to 90 minutes.

The Facilitator Observation/Development Tool, which follows, identifies facilitator responsibilities for each stage of a FTDM Meeting. The lists of duties are not comprehensive, nor is a facilitator expected to use every item listed during each FTDM Meeting. Facilitators must respond, sometimes quite spontaneously, to each group’s specific needs and make-up. **However, it is critical that each stage occur, in order, during EVERY FTDM Meeting.**

This systematic process, while not hidden from meeting participants, is intended to be a facilitator’s “quiet” tool to gently navigate the group. Without naming the stages, facilitators ensure completion of essential elements at each one before moving participants onward. To ensure a smooth process, this document also offers examples of transitional language that facilitators can use to advance FTDM meetings without being obvious about the process.

Use this guide for supervisory observation/coaching, skill development, and self-evaluation.

**Facilitator Name:** \_\_\_\_\_

**Date** \_\_\_\_\_ **Start Time** \_\_\_\_\_ **End Time** \_\_\_\_\_

**Observations about Facilitator’s Use of Structured Facilitation:** \_\_\_\_\_

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**Steps for Strengthening Facilitator’s Use of Structured Facilitation:** \_\_\_\_\_

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### FTDM FACILITATOR'S MEETING MAP CHECKLIST

**A. INTRODUCTION:** Establishes respectful tone; Encourages participation and collaboration; Sets up opportunities for families to show their strengths; Provides process information. (In other words, "Let's make sure we all know what the purpose of this meeting is, and who everyone around the table is in relation to the family.")

- Welcomed team members
- Introduced self and role
- Stated purpose of FTDM Meeting (including whether meeting is to determine removal, placement change, or permanency)
- Declared agency's cooperative intentions
- Explained consensus goal and agency's ultimate responsibility for decision
- Assured introduction of participants and role/relationship to child
- Reviewed guidelines (ground rules)
- Followed guidelines (ground rules)
- Explained right to privacy and limitations
- Encouraged strengths-based approach
- Provided opportunity for questions
- Acknowledged parents' expertise on their children
- Was polite, attentive and courteous
- Demonstrated consideration for youth, if present

**Comments:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Transitional Language Examples for Advancing from the Introduction to Identifying the Situation:**

- "Let's get to the basic reasons why we're here today...what happened?"
- "Let's begin with sharing the important facts about the situation that brought us to this meeting today."
- "It is important that we all have a clear understanding of the situation that brought us to the table today."

**B. IDENTIFY THE SITUATION:** Identifies the situation/concern that resulted in this FTDM Meeting; Provides a descriptive, valid and verifiable reason for the meeting; Sets the safety/risk scene. (In other words, "Let's get to the basic reasons why we're here today...what happened last night/this past week, etc?")

- Invited the parents to explain their understanding of the situation first
- Asked the social worker to identify the situation - giving information that led them to request a FTDM Meeting
- Ensured the group understands the precipitating event as related to the child's/youth's safety/placement stability/permanency.

Comments: \_\_\_\_\_  
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**Transitional Language Examples for Advancing from Identifying the Situation to Assessing the Situation:**

- "Let's look closer at the issues and how they affect child's name."
- "We all understand why we are meeting today so now let's talk in more about the details?"

**C. ASSESS THE SITUATION:** Goal is understanding the identified situation; Gets to the underlying reasons that resulted in the FTDM; Examines the magnitude and nature of the situation; Uses safety and risk assessment information as the discussion's foundation; Determines the available relevant strengths and supports.

- \_\_\_\_\_ Promoted thorough discussion of risk and safety issues as they pertain to the current situation
- \_\_\_\_\_ Advocated clear, honest disclosure of agency's concerns and consequences
- \_\_\_\_\_ Kept discussion behaviorally specific and understandable to all
- \_\_\_\_\_ Ensured that concerns were linked to risk/safety
- \_\_\_\_\_ Encouraged family and others to share information and views on the safety and risk issues and situation
- \_\_\_\_\_ Ensured that all known concerns/safety/risk issues were stated before allowing the brainstorming of ideas
- \_\_\_\_\_ Made sure that relevant family and/or individual strengths that could be used as protective factors were identified
- \_\_\_\_\_ Explored family's support system
- \_\_\_\_\_ Encouraged direct and respectful presentation of family's history with child welfare
- \_\_\_\_\_ Reviewed past and present use of services—traditional and non-traditional
- \_\_\_\_\_ Used the white board/flip chart to summarize risk/safety concerns and significant family strengths
- \_\_\_\_\_ Handled safety, sexual abuse, DV etc. issues with sensitivity and competence
- \_\_\_\_\_ Used communication skills to assist individuals and group process
- \_\_\_\_\_ Managed emotions and difficult behaviors

Comments: \_\_\_\_\_  
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**Transitional Language Examples for Advancing from Assessing the Situation to Developing Ideas:**

- "Have we identified all the concerns as well as relevant strengths? (Pause) If so, what ideas do we have for keeping child's name safe, addressing the issues and using the strengths?"
- "Now let's brainstorm and list as many ideas as possible about how we can keep the children protected while the family is addressing the safety issues."

**D. DEVELOP IDEAS:** Creates basis for the identification of a course of action (so that it can be considered and evaluated in the next stage); Encourages creativity and inventiveness; Ensure that ideas address where the child/youth can be safe; how the safe environment will be produced/maintained; what needs to be done to reduce future risk and support stability for the placement; Avoid case planning. (In other words, "Let's hear all your ideas!")

- \_\_\_\_\_ Involved **all** group members in brainstorming ideas
- \_\_\_\_\_ Charted **all** ideas offered

- Controlled evaluation and/or criticism of ideas (i.e. at this stage, no idea is a bad idea)
- Encouraged participants to add to and combine ideas
- If the parents were present, ensured that "Home" was listed as a placement idea

**Comments:** \_\_\_\_\_  
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**Transitional Language Examples for Advancing from Developing Ideas to Reaching a Consensus Decision:**

- "Do I have everyone's ideas listed? Yes? Then let's start by looking at the suggestions about **where** child's name can be safe and protected while concerns are addressed." (Start with least restrictive placement suggestion)

**E. REACH A CONSENSUS DECISION:** Decision-making is a choice between alternates—controversy is inevitable due to different interests and advocacy. Supporting a decision that is not one's own requires that an individual feels their concerns/opinion were expressed and heard. To begin: look at the ideas developed, start with the least restrictive placement recommendation and ask if this plan can provide protection and safety? If yes, then look at the services and supports necessary to make it work, if no, ensure explanation and move to the next most restrictive plan. (In other words, "Let's make a decision that provides safety and protection in the most family-supportive way possible.")

- Explained consensus goal, but agency's responsibility to make/own decision if consensus not reached
- Reality tested ideas beginning with the least restrictive placement to determine if they would provide or support safety/protection
- Ensured that safety and risk issues have been addressed related to decision
- Balanced issues of safety with emotional trauma of separation
- Ensured placement options, including return home, were fully explored before moving to more restrictive placement
- Ensured an explanation was offered for rejected placement ideas before exploring the next level of restrictiveness
- Determined if services that aided stability were appropriate, available and adequate
- Utilized charts to ensure placement, action and service ideas were linked with situation/concerns and strengths
- Ensured discussion allowed everyone to be heard and express their concerns/opinions
- Was responsive to family members' feelings and responses
- Checked for agreement
- Reached decision/recommendation that addresses the issues, maximizes strengths, provides safety and protection in least restrictive/least intrusive manner
- Discussed concurrent planning/legal timelines if child is or will be placed outside of home
- Developed contingency (back-up) plan, if indicated
- "Stepped into content" as knowledgeable child welfare professional only to assist team move forward in developing quality decision
- Invited the social worker to make the final decision and explain reason for decision. if consensus with agency staff could not be reached
- If a Review is called it falls under one of three categories:
  - Unsafe  Violates law or policy  Not least restrictive/intrusive
- Explained the agency's FTDM decision review process to family clearly and with sensitivity
- Charted the action/safety plan including specific names, activities, and dates (*not* - ASAP, ongoing, DCFS)
  - Identified specific activities to ensure safety and support placement decision
  - Identified specific individuals responsible for Safety/Action Plan
  - Identified specific dates for actions to be completed

**Comments:** \_\_\_\_\_  
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**Transitional Language Examples for Advancing from Reaching a Consensus Decision to Recap/Evaluate/Recap:**

- "It sounds like we've all agreed that we can support that child's name will reside \_\_\_\_\_while... The agency will ...."
- "So we all agree that we can support the child(ren) will be safe at \_\_\_\_\_ while the agency assists the family with..."
- "It's clear we cannot all agree and support what is being suggested. When we can't agree the agency staff by law is responsible to make the decision. I hear the agency staff saying that temporary out-of-home placement is necessary because... (To agency staff) Is this correct? (To family) The agency will make this recommendation to family court which will make the final decision.
- Or [if the agency staff can't agree] "It doesn't appear that we can come to agreement on how best to keep child's name safe, therefore the social worker will make the agency's decision.

**F. RECAP/EVALUATE/CLOSE:** Facilitator verbally and in writing summarizes the team's decision; Participants are asked (but not required) to sign the summary decision report to indicate their participation, not necessarily agreement; Implementation of FTDM decision/actions is necessary and requires commitment from the participating agency staff. (In other words, "Let's make sure everyone knows the decision and who is doing what.")

- \_\_\_\_\_ Checked that decision was understood
- \_\_\_\_\_ Asked if there were any questions and provided answers or a plan to get them
- \_\_\_\_\_ Provided readable, accurate written summary of decision/ recommendations and action steps to each TDM participant
- \_\_\_\_\_ Reminded team, if applicable, that if the court is involved the court will make the final decision
- \_\_\_\_\_ Ensured emotions/responses were addressed; listened for post-meeting safety concerns if family violence an issue
- \_\_\_\_\_ Thanked family and guests for attending / participating or other appropriate closing

**Comments:** \_\_\_\_\_

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### THE MEETING MAP TOOL: GUIDING A FTDM

FTDM facilitators guide teams through a structured, solution-focused process. Using structured facilitation increases participants' understanding and assists in building consensus by helping a group to fully understand concerns, hear additional information, examine options and consider everyone's ideas. An orderly system helps group members look objectively at issues and identify relevant strengths that can lead to creative solutions. Utilizing an organized method helps facilitators manage time by providing a "meeting map" that provides a plan for getting back on track when digressions occur, minimizing repetition and moving the team to reach a decision, generally within 60 to 90 minutes.

The "FTDM Meeting Map" which follows identifies facilitator responsibilities for each stage of a FTDM. The lists of duties are not comprehensive, nor is a facilitator expected to use every item listed during each FTDM. Facilitators must respond, sometimes quite spontaneously, to each group's specific needs and make-up. However, it is critical that each stage occur, in order, during every FTDM.

This systematic process, while not hidden from meeting participants, is intended to be a facilitator's "quiet" tool to gently navigate the group. Without naming the stages, facilitators ensure completion of essential elements at each one before moving participants onward. To ensure a smooth process, this document also offers examples of transitional language that facilitators can use to advance FTDM meetings without being obvious about the process.

Use this guide for skill development, self-evaluation and/or as a supervisory observation/coaching tool.

**Observations about Facilitator's Use of Structured Facilitation:** \_\_\_\_\_

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**Steps for Strengthening Facilitator's Use of Structured Facilitation:** \_\_\_\_\_

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## FTDM FACILITATOR'S MEETING MAP CHECKLIST

**A. INTRODUCTION:** Establishes respectful tone; Encourages participation and collaboration; Sets up opportunities for families to show their strengths; Provides process information. (In other words, "Let's make sure we all know what the purpose of this meeting is, and who everyone around the table is in relation to the family.")

- \_\_\_\_\_ Welcomed team members
- \_\_\_\_\_ Introduced self and role
- \_\_\_\_\_ Stated purpose of FTDM (mentioning whether meeting is to determine removal, placement change, or permanency)
- \_\_\_\_\_ Declared agency's cooperative intentions
- \_\_\_\_\_ Explained consensus goal and agency's ultimate responsibility for decision
- \_\_\_\_\_ Assured introduction of participants and role/relationship to child
- \_\_\_\_\_ Offered guidelines (ground rules)
- \_\_\_\_\_ Explained right to privacy and limitations
- \_\_\_\_\_ Encouraged strengths-based approach
- \_\_\_\_\_ Provided opportunity for questions
- \_\_\_\_\_ Acknowledged parents' expertise on their children
- \_\_\_\_\_ Was polite, attentive and courteous
- \_\_\_\_\_ Demonstrated consideration for youth, if present

**Transitional Language Examples for Advancing from the Introduction to Identifying the Situation:**

- "Let's get to the basic reasons why we're here today...what happened?"
- "Let's begin with sharing the important facts about the situation that brought us to this meeting today."
- "It is important that we all have a clear understanding of the situation that brought us to the table today. Who could begin sharing these important facts?"

**Comments:** \_\_\_\_\_  
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**B. IDENTIFY THE SITUATION:** Identifies the situation/concern that resulted in this FTDM; Provides a descriptive, valid and verifiable reason for the meeting; Sets the safety/risk scene. (In other words, "Let's get to the basic reasons why we're here today...what happened?")

- \_\_\_\_\_ Asked who wished to initiate the identification of the situation
- \_\_\_\_\_ Allowed individual(s) who did not initially state their understanding of what precipitated the scheduling of the FTDM, the opportunity to respond and provide their understanding before continuing onto an assessment of the situation
- \_\_\_\_\_ Requested a descriptive reason for the FTDM and linked it to the meeting purpose (removal/placement change/permanency)

**Transitional Language Examples for Advancing from Identifying the Situation to Assessing the Situation:**

- "Let's look closer at the issues and how they affect child's name."
- "Can we dig deeper to understand what's going on in your lives that led to the present situation?"

**Comments:** \_\_\_\_\_  
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**C. ASSESS THE SITUATION:** Goal is understanding the identified situation; Gets to the underlying reasons that resulted in the FTDM; Examines the magnitude and nature of the situation; Uses safety and risk assessment information as the discussion's foundation; Determines the available relevant strengths and supports. (In other words, "Let's dig deeper to understand what's going on your lives that led to the present situation.")

- \_\_\_\_\_ Promoted thorough discussion of risk and safety issues as they pertain to the current situation
- \_\_\_\_\_ Ensured that all known concerns/safety/risk issues were stated before allowing the brainstorming of ideas
- \_\_\_\_\_ Made sure that relevant family and/or individual strengths that could be used as protective factors were identified (i.e. scaling)

- \_\_\_\_\_ Explored family’s support system
- \_\_\_\_\_ Encouraged a strengths-based presentation of family’s history with child welfare
- \_\_\_\_\_ Reviewed past and present use of services—traditional and non
- \_\_\_\_\_ Used the white board/flip chart to summarize risk/safety concerns and significant family strengths
- \_\_\_\_\_ Requested that social worker state their recommendation
- \_\_\_\_\_ Encouraged family and others to share information and views on the safety and risk issues and situation
- \_\_\_\_\_ Handled safety, sexual abuse, DV etc. issues with sensitivity and competence
- \_\_\_\_\_ Used communication skills to assist individuals and group process
- \_\_\_\_\_ Advocated clear, honest disclosure of agency’s concerns and consequences
- \_\_\_\_\_ Kept discussion behaviorally specific and understandable
- \_\_\_\_\_ Managed emotions and difficult behaviors

**Transitional Language Examples for Advancing from Assessing the Situation to Developing Ideas:**

- “Have we identified all the concerns as well as relevant strengths? (Pause) If so, what ideas do we have for keeping child’s name safe, addressing the issues and using the strengths?”
- “Now let’s brainstorm and list as many ideas as possible about how we can keep the children protected while the family is addressing the safety issues.”

**Comments:** \_\_\_\_\_  
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 \_\_\_\_\_

**D. DEVELOP IDEAS:** Creates basis for the identification of a course of action (so that it can be considered and evaluated in the next stage); Encourages creativity and inventiveness; Ensure that ideas address where the child/youth can be safe; how the safe environment will be produced/maintained; what needs to be done to reduce future risk and support stability for the placement; Avoid case planning. (In other words, “Let’s hear all your ideas!”)

- \_\_\_\_\_ Involved all group members in brainstorming ideas
- \_\_\_\_\_ Provided visual display of all ideas offered
- \_\_\_\_\_ Controlled evaluation and/or criticism of ideas (i.e. at this stage, no idea is a bad idea)
- \_\_\_\_\_ Encouraged participants to add to and combine ideas

**Transitional Language Examples for Advancing from Developing Ideas to Reaching a Consensus Decision:**

- “Do I have everyone’s ideas listed? Yes? Then let’s start by looking at the suggestions about **where** child’s name can be safe and protected while concerns are addressed.” (Start with least restrictive placement suggestion)

**Comments:** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**E. REACH A CONSENSUS DECISION:** Decision-making is a choice between alternates—controversy is inevitable due to different interests and advocacy. Supporting a decision that is not one’s own requires that an individual feels their concerns/opinion were expressed and heard. To begin: look at the ideas developed, start with the least restrictive placement recommendation and ask if this plan can provide protection and safety? If yes, then look at the services and supports necessary to make it work, if no, ensure explanation and move to the next most restrictive plan. (In other words, “Let’s make a decision that provides safety and protection in the most family-supportive way possible.”)

- \_\_\_\_\_ Explained consensus goal, but agency’s responsibility to make/own decision if consensus not reached
- \_\_\_\_\_ Reality tested ideas beginning with the least restrictive placement to determine if they would provide or support safety/protection
- \_\_\_\_\_ Balanced issues of safety with emotional trauma of separation
- \_\_\_\_\_ Ensured an explanation was offered for rejected placement ideas before exploring the next level of restrictiveness
- \_\_\_\_\_ Examined if plan for actions designed to establish safety were sufficient
- \_\_\_\_\_ Determined if services that aided stability were appropriate, available and adequate
- \_\_\_\_\_ Utilized visual aids to ensure placement, action and service ideas linked with situation/concerns and strengths
- \_\_\_\_\_ Ensured discussion allowed everyone to be heard and express their concerns/opinions

- \_\_\_\_\_ Was responsive to family members' feelings and responses
- \_\_\_\_\_ Checked for agreement
- \_\_\_\_\_ Reached decision/recommendation that addresses the issues, maximizes strengths, provides safety and protection in least restrictive/least intrusive manner
- \_\_\_\_\_ Discussed concurrent planning/legal timelines if child is or will be placed outside of home
- \_\_\_\_\_ Developed contingency (back-up) plan, if indicated
- \_\_\_\_\_ "Stepped into content" as knowledgeable child welfare professional only to assist team move forward in developing quality decision
- \_\_\_\_\_ Invited the caseworker to make the final decision, if consensus with agency staff could not be reached
- \_\_\_\_\_ Explained the agency's FTDM decision review process to family clearly and with sensitivity

**Transitional Language Examples for Advancing from Reaching a Consensus Decision to Recap/Evaluate/Recap:**

- "It sounds like we are in agreement that child's name will reside \_\_\_\_\_ while... The agency will ...."
- "So we all agree that the child(ren) will be safe at \_\_\_\_\_ while the agency assists the family with..."
- "We can see that the family is not in agreement with what is being suggested. When we can't agree the agency staff by law must make the plan. I hear the agency staff saying that temporary out-of-home placement is necessary because... (To agency staff) Is this correct? (To family) The agency will make this recommendation to family court which will make the final decision.
- Or [if the agency staff can't agree] "It doesn't appear that we can come to agreement on how best to keep child's name safe, therefore the caseworker will make the agency's decision.

**Comments:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**F. RECAP/EVALUATE/CLOSE:** Facilitator verbally and in writing summarizes the team's decision; Participants are asked (but not required) to sign the summary decision report to indicate their participation, not necessarily agreement; Implementation of FTDM decision/actions is necessary and requires commitment from the participating agency staff. (In other words, "Let's make sure everyone knows the decision and who is doing what.")

- \_\_\_\_\_ Checked that decision was understood
- \_\_\_\_\_ Reminded team if FTDM decision resulted in a court filing that the court will make the final decision
- \_\_\_\_\_ Asked if there were any questions and provided answers or a plan to get them
- \_\_\_\_\_ Provided readable, accurate written summary of decision/ recommendations and action steps to each FTDM participant
- \_\_\_\_\_ Scheduled review meeting, if need for one indicated
- \_\_\_\_\_ Ensured emotions/responses were addressed; listened for post-meeting safety concerns if family violence an issue
- \_\_\_\_\_ Thanked family and guests for attending / participating or other appropriate closing

**Comments:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



**STATE OF WASHINGTON  
DEPARTMENT OF SOCIAL AND HEALTH SERVICES  
CHILDREN'S ADMINISTRATION  
PO Box 45040 • Olympia WA • 98504-5040**

March 29, 2012

**TO:** Deborah Purce, Director  
Division of Quality Management and Accountability

**FROM:** Cheryl Rich, Program Manager  
Family Team Decision Making

**RE:** PIP 3.1.4 Standard Tool for Observation of Family Team Decision Making (FTDM)  
Meeting Facilitators

This memorandum outlines the process we used to adopt a standard tool for observations of facilitators to ensure consistent practice and maintain the fidelity of the FTDM model.

The attached FTDM observation tool is a modified version of the tool developed by the Annie E. Casey foundation. Modifications are to items specific to Washington State. These include use of the term FTDM instead of TDM, and identification of the tool as a Children's Administration form.

The Facilitator Observation/Development Tool provides guidance on the first page for the observer. It is designed to be an interactive tool for use in observation, coaching, and skill development.

The FTDM training subcommittee of the Family Engagement Implementation Team reviewed the tool, made changes, and trained FTDM supervisors / observers in the use of the tool on March 1, 2011. Present at that meeting were the three supervisors, one from each region, Lily Haken, Region 1, Ronda Haun, Region 2, and Peggy Devoy, Region 3.

Prior to the tool being implemented statewide, a second review/refresher training was held during the December 13, 2011 statewide convening. Present at that meeting were Lily Haken, Ronda Haun, and Peggy Devoy.

Each of the regional supervisors has participated in the review of an observation conducted by the Statewide Family Engagement Program manager.

- On December 8, 2011 Lily Haken, Region 1 was present during the observations and the form was reviewed following the meeting with both the supervisor and the facilitator.
- On December 9, 2011 observations were conducted at the Muckleshoot Reservation. Review of the observations and feedback were given on December 12, 2011 to Ronda Haun, supervisor, Region 2.
- On December 15, 2011 observations were conducted in Kelso, Region 3. The form was reviewed with the supervisor, Peggy Devoy, and the facilitator.



**STATE OF WASHINGTON  
DEPARTMENT OF SOCIAL AND HEALTH SERVICES  
CHILDREN'S ADMINISTRATION  
PO Box 45040 • Olympia WA • 98504-5040**

January 12, 2012

TO: Deborah Purce, Director  
Division of Quality Management and Accountability

FROM: Cheryl Rich, Program Manager  
Family Team Decision Making / Shared Planning

RE: PIP 3.1.5 Listing of Family Team Decision Making (FTDM) Meeting Back-up  
Facilitators

The current list of trained back-up FTDM Facilitators from each region is shown below:

| <b>Region 1</b>         | <b>Region 2 - Continued</b> |
|-------------------------|-----------------------------|
| Charina Carothers       | Sue Lawver                  |
| Cari Morris             | Annie Taylor                |
| Stacy Coronado          | Kelle Kennedy               |
| Karen Harwood           | Kim Johnsted                |
| Cheryl Grimm            | Becky Torri                 |
| Claudia Rocha-Rodriquez | Rory Schilling              |
| Shirley DeArmond,       | Marjorie Forbes             |
| Jenna Kiser             | Silvia Johnson              |
| Guadalupe Estrada       | Sandy Duron                 |
| Sonny LaForm            | Bob Thornquist              |
| Amy Marshall            | Bryan Murphy                |
| Pam Anderson            | Karen Erickson              |
| <b>Region 2</b>         | Kristen Jacobson            |
| Carol Bailey            | Carmelita Adkins            |
| Alisha Vilela           | <b>Region 3</b>             |
| LouAnn Carter           | Amber Osland                |
| Marschell Baker         | Kelli Drake                 |
| Teresa Sach             | Jonathan Lawson             |
| Leah Mattos             | Carla Montgomery            |
| Jackie Timentwa Wilson  | Amanda Meyer                |
| Joey Charlton           | Lori Van Clifford           |
| Maureen Walum           |                             |

Data As Of: 4/18/2012

| COUNT OF OPEN PLACEMENTS WITH ANY FTDM MEETING BY LOS |                  |                    |                |                |             |
|---|------------------|--------------------|----------------|----------------|-------------|
| PLACEMENTS OPEN BETWEEN 3/1/2012 AND 4/1/2012         |                  |                    |                |                |             |
| Region  | LOS              | Values             | FTDM HELD      |                | Grand Total |
|   |                  |                    | YES            | NO             |             |
| Region 1  | LOS <=3 DAYS     | Placement %        | 40.00 %        | 60.00 %        | 100%        |
|   |                  | Placement #        | 4              | 6              | 10          |
| Region 1  | LOS 4-30 DAYS    | Placement %        | 40.00 %        | 60.00 %        | 100%        |
|   |                  | Placement #        | 12             | 18             | 30          |
| Region 1  | LOS 31-60 DAYS   | Placement %        | 40.68 %        | 59.32 %        | 100%        |
|   |                  | Placement #        | 24             | 35             | 59          |
| Region 1  | LOS 61-90 DAYS   | Placement %        | 47.44 %        | 52.56 %        | 100%        |
|   |                  | Placement #        | 37             | 41             | 78          |
| Region 1  | LOS 91-180 DAYS  | Placement %        | 58.60 %        | 41.40 %        | 100%        |
|   |                  | Placement #        | 92             | 65             | 157         |
| Region 1  | LOS 181-365 DAYS | Placement %        | 68.18 %        | 31.82 %        | 100%        |
|   |                  | Placement #        | 285            | 133            | 418         |
| Region 1  | LOS 366-730 DAYS | Placement %        | 82.71 %        | 17.29 %        | 100%        |
|   |                  | Placement #        | 373            | 78             | 451         |
| Region 1  | OVER 2 YEARS     | Placement %        | 72.40 %        | 27.60 %        | 100%        |
|   |                  | Placement #        | 341            | 130            | 471         |
| <b>Region 1</b>                                       | <b>TOTAL:</b>    | <b>Placement %</b> | <b>69.77 %</b> | <b>30.23 %</b> | <b>100%</b> |
|   |                  | <b>Placement #</b> | <b>1168</b>    | <b>506</b>     | <b>1674</b> |
| Region 2  | LOS <=3 DAYS     | Placement %        | 75.00 %        | 25.00 %        | 100%        |
|   |                  | Placement #        | 6              | 2              | 8           |
| Region 2  | LOS 4-30 DAYS    | Placement %        | 50.00 %        | 50.00 %        | 100%        |
|   |                  | Placement #        | 15             | 15             | 30          |
| Region 2  | LOS 31-60 DAYS   | Placement %        | 52.94 %        | 47.06 %        | 100%        |
|   |                  | Placement #        | 27             | 24             | 51          |
| Region 2  | LOS 61-90 DAYS   | Placement %        | 56.72 %        | 43.28 %        | 100%        |
|   |                  | Placement #        | 38             | 29             | 67          |



**COUNT OF OPEN PLACEMENTS WITH ANY FTDM MEETING BY LOS**  
**PLACEMENTS OPEN BETWEEN 3/1/2012 AND 4/1/2012**

| Region          | LOS              | Values             | FTDM HELD      |                | Grand Total |
|-----------------|------------------|--------------------|----------------|----------------|-------------|
|                 |                  |                    | YES            | NO             |             |
| Region 2        | LOS 91-180 DAYS  | Placement %        | 63.46 %        | 36.54 %        | 100%        |
|                 |                  | Placement #        | 66             | 38             | 104         |
| Region 2        | LOS 181-365 DAYS | Placement %        | 75.53 %        | 24.47 %        | 100%        |
|                 |                  | Placement #        | 179            | 58             | 237         |
| Region 2        | LOS 366-730 DAYS | Placement %        | 82.39 %        | 17.61 %        | 100%        |
|                 |                  | Placement #        | 234            | 50             | 284         |
| Region 2        | OVER 2 YEARS     | Placement %        | 73.32 %        | 26.68 %        | 100%        |
|                 |                  | Placement #        | 272            | 99             | 371         |
| <b>Region 2</b> | <b>TOTAL:</b>    | <b>Placement %</b> | <b>72.66 %</b> | <b>27.34 %</b> | <b>100%</b> |
|                 |                  | <b>Placement #</b> | <b>837</b>     | <b>315</b>     | <b>1152</b> |
| Region 3        | LOS <=3 DAYS     | Placement %        | 100.00 %       | 0.00 %         | 100%        |
|                 |                  | Placement #        | 10             | 0              | 10          |
| Region 3        | LOS 4-30 DAYS    | Placement %        | 45.45 %        | 54.55 %        | 100%        |
|                 |                  | Placement #        | 20             | 24             | 44          |
| Region 3        | LOS 31-60 DAYS   | Placement %        | 57.81 %        | 42.19 %        | 100%        |
|                 |                  | Placement #        | 37             | 27             | 64          |
| Region 3        | LOS 61-90 DAYS   | Placement %        | 73.47 %        | 26.53 %        | 100%        |
|                 |                  | Placement #        | 36             | 13             | 49          |
| Region 3        | LOS 91-180 DAYS  | Placement %        | 66.40 %        | 33.60 %        | 100%        |
|                 |                  | Placement #        | 83             | 42             | 125         |
| Region 3        | LOS 181-365 DAYS | Placement %        | 79.94 %        | 20.06 %        | 100%        |
|                 |                  | Placement #        | 271            | 68             | 339         |
| Region 3        | LOS 366-730 DAYS | Placement %        | 88.85 %        | 11.15 %        | 100%        |
|                 |                  | Placement #        | 462            | 58             | 520         |
| Region 3        | OVER 2 YEARS     | Placement %        | 80.92 %        | 19.08 %        | 100%        |



**COUNT OF OPEN PLACEMENTS WITH ANY FTDM MEETING BY LOS**  
**PLACEMENTS OPEN BETWEEN 3/1/2012 AND 4/1/2012**

| Region          | LOS              | Values             | FTDM HELD      |                | Grand Total |
|-----------------|------------------|--------------------|----------------|----------------|-------------|
|                 |                  |                    | YES            | NO             |             |
|                 |                  | Placement #        | 335            | 79             | 414         |
| <b>Region 3</b> | <b>TOTAL:</b>    | <b>Placement %</b> | <b>80.13 %</b> | <b>19.87 %</b> | <b>100%</b> |
|                 |                  | Placement #        | 1254           | 311            | 1565        |
| Region 4        | LOS <=3 DAYS     | Placement %        | 53.85 %        | 46.15 %        | 100%        |
|                 |                  | Placement #        | 7              | 6              | 13          |
| Region 4        | LOS 4-30 DAYS    | Placement %        | 44.68 %        | 55.32 %        | 100%        |
|                 |                  | Placement #        | 21             | 26             | 47          |
| Region 4        | LOS 31-60 DAYS   | Placement %        | 50.00 %        | 50.00 %        | 100%        |
|                 |                  | Placement #        | 26             | 26             | 52          |
| Region 4        | LOS 61-90 DAYS   | Placement %        | 49.09 %        | 50.91 %        | 100%        |
|                 |                  | Placement #        | 27             | 28             | 55          |
| Region 4        | LOS 91-180 DAYS  | Placement %        | 51.18 %        | 48.82 %        | 100%        |
|                 |                  | Placement #        | 65             | 62             | 127         |
| Region 4        | LOS 181-365 DAYS | Placement %        | 54.33 %        | 45.67 %        | 100%        |
|                 |                  | Placement #        | 163            | 137            | 300         |
| Region 4        | LOS 366-730 DAYS | Placement %        | 64.01 %        | 35.99 %        | 100%        |
|                 |                  | Placement #        | 281            | 158            | 439         |
| Region 4        | OVER 2 YEARS     | Placement %        | 74.47 %        | 25.53 %        | 100%        |
|                 |                  | Placement #        | 385            | 132            | 517         |
| <b>Region 4</b> | <b>TOTAL:</b>    | <b>Placement %</b> | <b>62.90 %</b> | <b>37.10 %</b> | <b>100%</b> |
|                 |                  | Placement #        | 975            | 575            | 1550        |
| Region 5        | LOS <=3 DAYS     | Placement %        | 50.00 %        | 50.00 %        | 100%        |
|                 |                  | Placement #        | 6              | 6              | 12          |
| Region 5        | LOS 4-30 DAYS    | Placement %        | 54.39 %        | 45.61 %        | 100%        |
|                 |                  | Placement #        | 31             | 26             | 57          |
| Region 5        | LOS 31-60 DAYS   | Placement %        | 76.00 %        | 24.00 %        | 100%        |
|                 |                  | Placement #        | 38             | 12             | 50          |



**COUNT OF OPEN PLACEMENTS WITH ANY FTDM MEETING BY LOS**  
**PLACEMENTS OPEN BETWEEN 3/1/2012 AND 4/1/2012**

| Region          | LOS              | Values             | FTDM HELD      |                | Grand Total |
|-----------------|------------------|--------------------|----------------|----------------|-------------|
|                 |                  |                    | YES            | NO             |             |
| Region 5        | LOS 61-90 DAYS   | Placement %        | 64.62 %        | 35.38 %        | 100%        |
|                 |                  | Placement #        | 42             | 23             | 65          |
| Region 5        | LOS 91-180 DAYS  | Placement %        | 78.51 %        | 21.49 %        | 100%        |
|                 |                  | Placement #        | 95             | 26             | 121         |
| Region 5        | LOS 181-365 DAYS | Placement %        | 79.47 %        | 20.53 %        | 100%        |
|                 |                  | Placement #        | 302            | 78             | 380         |
| Region 5        | LOS 366-730 DAYS | Placement %        | 76.70 %        | 23.30 %        | 100%        |
|                 |                  | Placement #        | 520            | 158            | 678         |
| Region 5        | OVER 2 YEARS     | Placement %        | 62.80 %        | 37.20 %        | 100%        |
|                 |                  | Placement #        | 422            | 250            | 672         |
| <b>Region 5</b> | <b>TOTAL:</b>    | <b>Placement %</b> | <b>71.55 %</b> | <b>28.45 %</b> | <b>100%</b> |
|                 |                  | <b>Placement #</b> | <b>1456</b>    | <b>579</b>     | <b>2035</b> |
| Region 6        | LOS <=3 DAYS     | Placement %        | 16.67 %        | 83.33 %        | 100%        |
|                 |                  | Placement #        | 1              | 5              | 6           |
| Region 6        | LOS 4-30 DAYS    | Placement %        | 42.86 %        | 57.14 %        | 100%        |
|                 |                  | Placement #        | 21             | 28             | 49          |
| Region 6        | LOS 31-60 DAYS   | Placement %        | 61.45 %        | 38.55 %        | 100%        |
|                 |                  | Placement #        | 51             | 32             | 83          |
| Region 6        | LOS 61-90 DAYS   | Placement %        | 51.56 %        | 48.44 %        | 100%        |
|                 |                  | Placement #        | 33             | 31             | 64          |
| Region 6        | LOS 91-180 DAYS  | Placement %        | 59.09 %        | 40.91 %        | 100%        |
|                 |                  | Placement #        | 91             | 63             | 154         |
| Region 6        | LOS 181-365 DAYS | Placement %        | 57.14 %        | 42.86 %        | 100%        |
|                 |                  | Placement #        | 228            | 171            | 399         |
| Region 6        | LOS 366-730 DAYS | Placement %        | 65.40 %        | 34.60 %        | 100%        |
|                 |                  | Placement #        | 397            | 210            | 607         |
| Region 6        | OVER 2 YEARS     | Placement %        | 51.82 %        | 48.18 %        | 100%        |



**COUNT OF OPEN PLACEMENTS WITH ANY FTDM MEETING BY LOS**  
**PLACEMENTS OPEN BETWEEN 3/1/2012 AND 4/1/2012**

| Region              | LOS           | Values             | FTDM HELD      |                 | Grand Total |
|---------------------|---------------|--------------------|----------------|-----------------|-------------|
|                     |               |                    | YES            | NO              |             |
|                     |               | Placement #        | 242            | 225             | 467         |
| <b>Region 6</b>     | <b>TOTAL:</b> | <b>Placement %</b> | <b>58.17 %</b> | <b>41.83 %</b>  | <b>100%</b> |
|                     |               | <b>Placement #</b> | <b>1064</b>    | <b>765</b>      | <b>1829</b> |
| Region 7            | OVER 2 YEARS  | Placement %        | 0.00 %         | 100.00 %        | 100%        |
|                     |               | Placement #        | 0              | 1               | 1           |
| <b>Region 7</b>     | <b>TOTAL:</b> | <b>Placement %</b> | <b>0.00 %</b>  | <b>100.00 %</b> | <b>100%</b> |
|                     |               | <b>Placement #</b> | <b>0</b>       | <b>1</b>        | <b>1</b>    |
| <b>STATE TOTAL:</b> |               | <b>Placement %</b> | <b>68.88 %</b> | <b>31.12 %</b>  | <b>100%</b> |
|                     |               | <b>Placement #</b> | <b>6754</b>    | <b>3052</b>     | <b>9806</b> |



**COUNT OF OPEN PLACEMENTS WITH ANY MEETING BY YOUTH AGE  
PLACEMENTS OPEN BETWEEN 3/1/2012 AND 4/1/2012**

| Region          | AGE           | Values             | MEETING HELD   |                | Grand Total |
|-----------------|---------------|--------------------|----------------|----------------|-------------|
|                 |               |                    | YES            | NO             |             |
| Region 1        | 0-3 YRS       | Placement %        | 89.03 %        | 10.97 %        | 100%        |
|                 |               | Placement #        | 576            | 71             | 647         |
| Region 1        | 4-6 YRS       | Placement %        | 90.60 %        | 9.40 %         | 100%        |
|                 |               | Placement #        | 270            | 28             | 298         |
| Region 1        | 7-11 YRS      | Placement %        | 91.08 %        | 8.92 %         | 100%        |
|                 |               | Placement #        | 296            | 29             | 325         |
| Region 1        | 12-15 YRS     | Placement %        | 78.17 %        | 21.83 %        | 100%        |
|                 |               | Placement #        | 197            | 55             | 252         |
| Region 1        | 16+ YRS       | Placement %        | 84.87 %        | 15.13 %        | 100%        |
|                 |               | Placement #        | 129            | 23             | 152         |
| <b>Region 1</b> | <b>TOTAL:</b> | <b>Placement %</b> | <b>87.69 %</b> | <b>12.31 %</b> | <b>100%</b> |
|                 |               | <b>Placement #</b> | <b>1468</b>    | <b>206</b>     | <b>1674</b> |
| Region 2        | 0-3 YRS       | Placement %        | 95.23 %        | 4.77 %         | 100%        |
|                 |               | Placement #        | 359            | 18             | 377         |
| Region 2        | 4-6 YRS       | Placement %        | 92.39 %        | 7.61 %         | 100%        |
|                 |               | Placement #        | 170            | 14             | 184         |
| Region 2        | 7-11 YRS      | Placement %        | 88.68 %        | 11.32 %        | 100%        |
|                 |               | Placement #        | 235            | 30             | 265         |
| Region 2        | 12-15 YRS     | Placement %        | 85.20 %        | 14.80 %        | 100%        |
|                 |               | Placement #        | 167            | 29             | 196         |
| Region 2        | 16+ YRS       | Placement %        | 78.46 %        | 21.54 %        | 100%        |
|                 |               | Placement #        | 102            | 28             | 130         |
| <b>Region 2</b> | <b>TOTAL:</b> | <b>Placement %</b> | <b>89.67 %</b> | <b>10.33 %</b> | <b>100%</b> |
|                 |               | <b>Placement #</b> | <b>1033</b>    | <b>119</b>     | <b>1152</b> |
| Region 3        | 0-3 YRS       | Placement %        | 97.12 %        | 2.88 %         | 100%        |
|                 |               | Placement #        | 539            | 16             | 555         |
| Region 3        | 4-6 YRS       | Placement %        | 94.98 %        | 5.02 %         | 100%        |



**COUNT OF OPEN PLACEMENTS WITH ANY MEETING BY YOUTH AGE  
PLACEMENTS OPEN BETWEEN 3/1/2012 AND 4/1/2012**

| Region          | AGE           | Values             | MEETING HELD   |               | Grand Total |
|-----------------|---------------|--------------------|----------------|---------------|-------------|
|                 |               |                    | YES            | NO            |             |
|                 |               | Placement #        | 265            | 14            | 279         |
| Region 3        | 7-11 YRS      | Placement %        | 88.72 %        | 11.28 %       | 100%        |
|                 |               | Placement #        | 291            | 37            | 328         |
| Region 3        | 12-15 YRS     | Placement %        | 91.20 %        | 8.80 %        | 100%        |
|                 |               | Placement #        | 228            | 22            | 250         |
| Region 3        | 16+ YRS       | Placement %        | 84.31 %        | 15.69 %       | 100%        |
|                 |               | Placement #        | 129            | 24            | 153         |
| <b>Region 3</b> | <b>TOTAL:</b> | <b>Placement %</b> | <b>92.78 %</b> | <b>7.22 %</b> | <b>100%</b> |
|                 |               | <b>Placement #</b> | <b>1452</b>    | <b>113</b>    | <b>1565</b> |
| Region 4        | 0-3 YRS       | Placement %        | 92.57 %        | 7.43 %        | 100%        |
|                 |               | Placement #        | 436            | 35            | 471         |
| Region 4        | 4-6 YRS       | Placement %        | 90.28 %        | 9.72 %        | 100%        |
|                 |               | Placement #        | 223            | 24            | 247         |
| Region 4        | 7-11 YRS      | Placement %        | 91.03 %        | 8.97 %        | 100%        |
|                 |               | Placement #        | 264            | 26            | 290         |
| Region 4        | 12-15 YRS     | Placement %        | 94.60 %        | 5.40 %        | 100%        |
|                 |               | Placement #        | 263            | 15            | 278         |
| Region 4        | 16+ YRS       | Placement %        | 85.23 %        | 14.77 %       | 100%        |
|                 |               | Placement #        | 225            | 39            | 264         |
| <b>Region 4</b> | <b>TOTAL:</b> | <b>Placement %</b> | <b>91.03 %</b> | <b>8.97 %</b> | <b>100%</b> |
|                 |               | <b>Placement #</b> | <b>1411</b>    | <b>139</b>    | <b>1550</b> |
| Region 5        | 0-3 YRS       | Placement %        | 96.03 %        | 3.97 %        | 100%        |
|                 |               | Placement #        | 702            | 29            | 731         |
| Region 5        | 4-6 YRS       | Placement %        | 94.43 %        | 5.57 %        | 100%        |
|                 |               | Placement #        | 356            | 21            | 377         |
| Region 5        | 7-11 YRS      | Placement %        | 89.84 %        | 10.16 %       | 100%        |
|                 |               | Placement #        | 389            | 44            | 433         |
| Region 5        | 12-15 YRS     | Placement %        | 90.43 %        | 9.57 %        | 100%        |



**COUNT OF OPEN PLACEMENTS WITH ANY MEETING BY YOUTH AGE  
PLACEMENTS OPEN BETWEEN 3/1/2012 AND 4/1/2012**

| Region              | AGE           | Values             | MEETING HELD   |                 | Grand Total |
|---------------------|---------------|--------------------|----------------|-----------------|-------------|
|                     |               |                    | YES            | NO              |             |
|                     |               | Placement #        | 255            | 27              | 282         |
| Region 5            | 16+ YRS       | Placement %        | 84.43 %        | 15.57 %         | 100%        |
|                     |               | Placement #        | 179            | 33              | 212         |
| <b>Region 5</b>     | <b>TOTAL:</b> | <b>Placement %</b> | <b>92.43 %</b> | <b>7.57 %</b>   | <b>100%</b> |
|                     |               | <b>Placement #</b> | <b>1881</b>    | <b>154</b>      | <b>2035</b> |
| Region 6            | 0-3 YRS       | Placement %        | 91.50 %        | 8.50 %          | 100%        |
|                     |               | Placement #        | 538            | 50              | 588         |
| Region 6            | 4-6 YRS       | Placement %        | 89.85 %        | 10.15 %         | 100%        |
|                     |               | Placement #        | 292            | 33              | 325         |
| Region 6            | 7-11 YRS      | Placement %        | 89.88 %        | 10.12 %         | 100%        |
|                     |               | Placement #        | 311            | 35              | 346         |
| Region 6            | 12-15 YRS     | Placement %        | 86.36 %        | 13.64 %         | 100%        |
|                     |               | Placement #        | 266            | 42              | 308         |
| Region 6            | 16+ YRS       | Placement %        | 85.11 %        | 14.89 %         | 100%        |
|                     |               | Placement #        | 223            | 39              | 262         |
| <b>Region 6</b>     | <b>TOTAL:</b> | <b>Placement %</b> | <b>89.12 %</b> | <b>10.88 %</b>  | <b>100%</b> |
|                     |               | <b>Placement #</b> | <b>1630</b>    | <b>199</b>      | <b>1829</b> |
| Region 7            | 16+ YRS       | Placement %        | 0.00 %         | 100.00 %        | 100%        |
|                     |               | Placement #        | 0              | 1               | 1           |
| <b>Region 7</b>     | <b>TOTAL:</b> | <b>Placement %</b> | <b>0.00 %</b>  | <b>100.00 %</b> | <b>100%</b> |
|                     |               | <b>Placement #</b> | <b>0</b>       | <b>1</b>        | <b>1</b>    |
| <b>STATE TOTAL:</b> |               | <b>Placement %</b> | <b>90.51 %</b> | <b>9.49 %</b>   | <b>100%</b> |
|                     |               | <b>Placement #</b> | <b>8875</b>    | <b>931</b>      | <b>9806</b> |



**COUNT OF REMOVALS BY DAYS FROM REMOVAL TO FIRST FTDM STAFFING  
PLACEMENTS BEGINNING BETWEEN 3/1/2012 AND 4/1/2012**

| FTDM MEETING HELD | MEETING PURPOSE     | MEETING OUTCOME                      | Values             | TIMING               |                       |                       |                       |                     |               | Grand Total |
|-------------------|---------------------|--------------------------------------|--------------------|----------------------|-----------------------|-----------------------|-----------------------|---------------------|---------------|-------------|
|                   |                     |                                      |                    | MTG WITHIN<br>3 DAYS | MTG WITHIN<br>30 DAYS | MTG WITHIN<br>60 DAYS | MTG WITHIN<br>90 DAYS | MTG OVER 90<br>DAYS | NO MEETING    |             |
| YES               | Change of Placement | Change to less restrictive placement | Placement %        | 75.00 %              | 25.00 %               | 0.00 %                | 0.00 %                | 0.00 %              | 0.00 %        | 100%        |
|                   |                     |                                      | Placement #        | 3                    | 1                     | 0                     | 0                     | 0                   | 0             | 4           |
| YES               | Change of Placement | Change to more restrictive placement | Placement %        | 100.00 %             | 0.00 %                | 0.00 %                | 0.00 %                | 0.00 %              | 0.00 %        | 100%        |
|                   |                     |                                      | Placement #        | 2                    | 0                     | 0                     | 0                     | 0                   | 0             | 2           |
| YES               | Change of Placement | Change to same level placement       | Placement %        | 0.00 %               | 100.00 %              | 0.00 %                | 0.00 %                | 0.00 %              | 0.00 %        | 100%        |
|                   |                     |                                      | Placement #        | 0                    | 2                     | 0                     | 0                     | 0                   | 0             | 2           |
| YES               | Change of Placement | Maintain child in present placement  | Placement %        | 0.00 %               | 100.00 %              | 0.00 %                | 0.00 %                | 0.00 %              | 0.00 %        | 100%        |
|                   |                     |                                      | Placement #        | 0                    | 8                     | 0                     | 0                     | 0                   | 0             | 8           |
| <b>TOTAL:</b>     |                     |                                      | <b>Placement %</b> | <b>31.25 %</b>       | <b>68.75 %</b>        | <b>0.00 %</b>         | <b>0.00 %</b>         | <b>0.00 %</b>       | <b>0.00 %</b> | <b>100%</b> |
|                   |                     |                                      | <b>Placement #</b> | <b>5</b>             | <b>11</b>             | <b>0</b>              | <b>0</b>              | <b>0</b>            | <b>0</b>      | <b>16</b>   |
| YES               | Exit from Placement | Reunification                        | Placement %        | 100.00 %             | 0.00 %                | 0.00 %                | 0.00 %                | 0.00 %              | 0.00 %        | 100%        |
|                   |                     |                                      | Placement #        | 1                    | 0                     | 0                     | 0                     | 0                   | 0             | 1           |
| <b>TOTAL:</b>     |                     |                                      | <b>Placement %</b> | <b>100.00 %</b>      | <b>0.00 %</b>         | <b>0.00 %</b>         | <b>0.00 %</b>         | <b>0.00 %</b>       | <b>0.00 %</b> | <b>100%</b> |
|                   |                     |                                      | <b>Placement #</b> | <b>1</b>             | <b>0</b>              | <b>0</b>              | <b>0</b>              | <b>0</b>            | <b>0</b>      | <b>1</b>    |



**COUNT OF REMOVALS BY DAYS FROM REMOVAL TO FIRST FTDM STAFFING  
PLACEMENTS BEGINNING BETWEEN 3/1/2012 AND 4/1/2012**

| FTDM MEETING HELD | MEETING PURPOSE            | MEETING OUTCOME                                   | Values             | TIMING               |                       |                       |                       |                     |               | Grand Total |
|-------------------|----------------------------|---|--------------------|----------------------|-----------------------|-----------------------|-----------------------|---------------------|---------------|-------------|
|                   |                            |   |                    | MTG WITHIN<br>3 DAYS | MTG WITHIN<br>30 DAYS | MTG WITHIN<br>60 DAYS | MTG WITHIN<br>90 DAYS | MTG OVER 90<br>DAYS | NO MEETING    |             |
| YES               | Imminent Risk of Placement | Leave child/youth at home (voluntary)             | Placement %        | 100.00 %             | 0.00 %                | 0.00 %                | 0.00 %                | 0.00 %              | 0.00 %        | 100%        |
|                   |                            |   | Placement #        | 1                    | 0                     | 0                     | 0                     | 0                   | 0             | 1           |
| YES               | Imminent Risk of Placement | Place child/youth in out of home care (court)     | Placement %        | 96.30 %              | 3.70 %                | 0.00 %                | 0.00 %                | 0.00 %              | 0.00 %        | 100%        |
|                   |                            |   | Placement #        | 26                   | 1                     | 0                     | 0                     | 0                   | 0             | 27          |
| YES               | Imminent Risk of Placement | Place child/youth in out of home care (voluntary) | Placement %        | 100.00 %             | 0.00 %                | 0.00 %                | 0.00 %                | 0.00 %              | 0.00 %        | 100%        |
|                   |                            |   | Placement #        | 5                    | 0                     | 0                     | 0                     | 0                   | 0             | 5           |
| <b>TOTAL:</b>     |                            |   | <b>Placement %</b> | <b>96.97 %</b>       | <b>3.03 %</b>         | <b>0.00 %</b>         | <b>0.00 %</b>         | <b>0.00 %</b>       | <b>0.00 %</b> | <b>100%</b> |
|                   |                            |   | <b>Placement #</b> | <b>32</b>            | <b>1</b>              | <b>0</b>              | <b>0</b>              | <b>0</b>            | <b>0</b>      | <b>33</b>   |
| YES               | Emergency Placement or VPA | Return child home (voluntary)                     | Placement %        | 82.76 %              | 17.24 %               | 0.00 %                | 0.00 %                | 0.00 %              | 0.00 %        | 100%        |
|                   |                            |   | Placement #        | 24                   | 5                     | 0                     | 0                     | 0                   | 0             | 29          |
| YES               | Emergency Placement or VPA | Unable to reach consensus                         | Placement %        | 100.00 %             | 0.00 %                | 0.00 %                | 0.00 %                | 0.00 %              | 0.00 %        | 100%        |
|                   |                            |   | Placement #        | 1                    | 0                     | 0                     | 0                     | 0                   | 0             | 1           |
| YES               | Emergency Placement or VPA | Continue with out of home care (court)            | Placement %        | 69.23 %              | 30.77 %               | 0.00 %                | 0.00 %                | 0.00 %              | 0.00 %        | 100%        |
|                   |                            |   | Placement #        | 108                  | 48                    | 0                     | 0                     | 0                   | 0             | 156         |
| YES               | Emergency Placement or VPA | Continue with out of home care (voluntary)        | Placement %        | 60.00 %              | 40.00 %               | 0.00 %                | 0.00 %                | 0.00 %              | 0.00 %        | 100%        |
|                   |                            |   | Placement #        | 6                    | 4                     | 0                     | 0                     | 0                   | 0             | 10          |
| YES               | Emergency Placement or VPA | Missing (Recommendation not recorded)             | Placement %        | 100.00 %             | 0.00 %                | 0.00 %                | 0.00 %                | 0.00 %              | 0.00 %        | 100%        |
|                   |                            |   | Placement #        | 1                    | 0                     | 0                     | 0                     | 0                   | 0             | 1           |
| YES               | Emergency Placement or VPA | None  | Placement %        | 75.00 %              | 25.00 %               | 0.00 %                | 0.00 %                | 0.00 %              | 0.00 %        | 100%        |



**COUNT OF REMOVALS BY DAYS FROM REMOVAL TO FIRST FTDM STAFFING  
PLACEMENTS BEGINNING BETWEEN 3/1/2012 AND 4/1/2012**

| FTDM MEETING HELD   | MEETING PURPOSE               | MEETING OUTCOME              | Values             | TIMING               |                       |                       |                       |                     |                 | Grand Total |
|---------------------|-------------------------------|------------------------------|--------------------|----------------------|-----------------------|-----------------------|-----------------------|---------------------|-----------------|-------------|
|                     |                               |                              |                    | MTG WITHIN<br>3 DAYS | MTG WITHIN<br>30 DAYS | MTG WITHIN<br>60 DAYS | MTG WITHIN<br>90 DAYS | MTG OVER 90<br>DAYS | NO MEETING      |             |
|                     |                               |                              | Placement #        | 3                    | 1                     | 0                     | 0                     | 0                   | 0               | 4           |
| YES                 | Emergency Placement<br>or VPA | Return child home<br>(court) | Placement %        | 100.00 %             | 0.00 %                | 0.00 %                | 0.00 %                | 0.00 %              | 0.00 %          | 100%        |
|                     |                               |                              | Placement #        | 1                    | 0                     | 0                     | 0                     | 0                   | 0               | 1           |
| <b>TOTAL:</b>       |                               |                              | <b>Placement %</b> | <b>71.29 %</b>       | <b>28.71 %</b>        | <b>0.00 %</b>         | <b>0.00 %</b>         | <b>0.00 %</b>       | <b>0.00 %</b>   | <b>100%</b> |
|                     |                               |                              | <b>Placement #</b> | <b>144</b>           | <b>58</b>             | <b>0</b>              | <b>0</b>              | <b>0</b>            | <b>0</b>        | <b>202</b>  |
| NO                  | NONE                          | NONE                         | Placement %        | 0.00 %               | 0.00 %                | 0.00 %                | 0.00 %                | 0.00 %              | 100.00 %        | 100%        |
|                     |                               |                              | Placement #        | 0                    | 0                     | 0                     | 0                     | 0                   | 254             | 254         |
| <b>TOTAL:</b>       |                               |                              | <b>Placement %</b> | <b>0.00 %</b>        | <b>0.00 %</b>         | <b>0.00 %</b>         | <b>0.00 %</b>         | <b>0.00 %</b>       | <b>100.00 %</b> | <b>100%</b> |
|                     |                               |                              | <b>Placement #</b> | <b>0</b>             | <b>0</b>              | <b>0</b>              | <b>0</b>              | <b>0</b>            | <b>254</b>      | <b>254</b>  |
| <b>STATE TOTAL:</b> |                               |                              | <b>Placement %</b> | <b>35.97 %</b>       | <b>13.83 %</b>        | <b>0.00 %</b>         | <b>0.00 %</b>         | <b>0.00 %</b>       | <b>50.20 %</b>  | <b>100%</b> |
|                     |                               |                              | <b>Placement #</b> | <b>182</b>           | <b>70</b>             | <b>0</b>              | <b>0</b>              | <b>0</b>            | <b>254</b>      | <b>506</b>  |



**COUNT OF EXITS BY DAYS FROM LAST FTDM STAFFING TO DISCHARGE  
PLACEMENTS BEGINNING BETWEEN 3/1/2012 AND 4/1/2012**

| FTDM MEETING HELD | MEETING PURPOSE            | MEETING OUTCOME                               | Values             | TIMING            |                    |                    |                    |                  |               | Grand Total |
|-------------------|----------------------------|---|--------------------|-------------------|--------------------|--------------------|--------------------|------------------|---------------|-------------|
|                   |                            |   |                    | MTG WITHIN 3 DAYS | MTG WITHIN 30 DAYS | MTG WITHIN 60 DAYS | MTG WITHIN 90 DAYS | MTG OVER 90 DAYS | NO MEETING    |             |
| YES               | -                          | None  | Placement %        | 0.00 %            | 0.00 %             | 0.00 %             | 0.00 %             | 100.00 %         | 0.00 %        | 100%        |
|                   |                            |   | Placement #        | 0                 | 0                  | 0                  | 0                  | 1                | 0             | 1           |
| <b>TOTAL:</b>     |                            |   | <b>Placement %</b> | <b>0.00 %</b>     | <b>0.00 %</b>      | <b>0.00 %</b>      | <b>0.00 %</b>      | <b>100.00 %</b>  | <b>0.00 %</b> | <b>100%</b> |
|                   |                            |   | <b>Placement #</b> | <b>0</b>          | <b>0</b>           | <b>0</b>           | <b>0</b>           | <b>1</b>         | <b>0</b>      | <b>1</b>    |
| YES               | Exit from Placement        | Do not exit from placement                    | Placement %        | 33.33 %           | 33.33 %            | 0.00 %             | 22.22 %            | 11.11 %          | 0.00 %        | 100%        |
|                   |                            |   | Placement #        | 3                 | 3                  | 0                  | 2                  | 1                | 0             | 9           |
| YES               | Exit from Placement        | Emancipation                                  | Placement %        | 0.00 %            | 0.00 %             | 0.00 %             | 0.00 %             | 100.00 %         | 0.00 %        | 100%        |
|                   |                            |   | Placement #        | 0                 | 0                  | 0                  | 0                  | 1                | 0             | 1           |
| YES               | Exit from Placement        | None  | Placement %        | 0.00 %            | 0.00 %             | 0.00 %             | 0.00 %             | 100.00 %         | 0.00 %        | 100%        |
|                   |                            |   | Placement #        | 0                 | 0                  | 0                  | 0                  | 1                | 0             | 1           |
| YES               | Exit from Placement        | Reunification                                 | Placement %        | 42.50 %           | 22.50 %            | 2.50 %             | 7.50 %             | 25.00 %          | 0.00 %        | 100%        |
|                   |                            |   | Placement #        | 17                | 9                  | 1                  | 3                  | 10               | 0             | 40          |
| <b>TOTAL:</b>     |                            |   | <b>Placement %</b> | <b>39.22 %</b>    | <b>23.53 %</b>     | <b>1.96 %</b>      | <b>9.80 %</b>      | <b>25.49 %</b>   | <b>0.00 %</b> | <b>100%</b> |
|                   |                            |   | <b>Placement #</b> | <b>20</b>         | <b>12</b>          | <b>1</b>           | <b>5</b>           | <b>13</b>        | <b>0</b>      | <b>51</b>   |
| YES               | Imminent Risk of Placement | Leave child/youth at home (court)             | Placement %        | 60.00 %           | 20.00 %            | 0.00 %             | 0.00 %             | 20.00 %          | 0.00 %        | 100%        |
|                   |                            |   | Placement #        | 3                 | 1                  | 0                  | 0                  | 1                | 0             | 5           |
| YES               | Imminent Risk of Placement | Leave child/youth at home (voluntary)         | Placement %        | 75.00 %           | 25.00 %            | 0.00 %             | 0.00 %             | 0.00 %           | 0.00 %        | 100%        |
|                   |                            |   | Placement #        | 3                 | 1                  | 0                  | 0                  | 0                | 0             | 4           |
| YES               | Imminent Risk of Placement | None  | Placement %        | 0.00 %            | 0.00 %             | 100.00 %           | 0.00 %             | 0.00 %           | 0.00 %        | 100%        |
|                   |                            |   | Placement #        | 0                 | 0                  | 1                  | 0                  | 0                | 0             | 1           |
| YES               | Imminent Risk of Placement | Place child/youth in out of home care (court) | Placement %        | 87.50 %           | 6.25 %             | 0.00 %             | 0.00 %             | 6.25 %           | 0.00 %        | 100%        |
|                   |                            |   | Placement #        | 14                | 1                  | 0                  | 0                  | 1                | 0             | 16          |



**COUNT OF EXITS BY DAYS FROM LAST FTDM STAFFING TO DISCHARGE  
PLACEMENTS BEGINNING BETWEEN 3/1/2012 AND 4/1/2012**

| FTDM MEETING HELD | MEETING PURPOSE            | MEETING OUTCOME                                   | Values             | TIMING               |                       |                       |                       |                     |               | Grand Total |
|-------------------|----------------------------|---|--------------------|----------------------|-----------------------|-----------------------|-----------------------|---------------------|---------------|-------------|
|                   |                            |   |                    | MTG WITHIN<br>3 DAYS | MTG WITHIN<br>30 DAYS | MTG WITHIN<br>60 DAYS | MTG WITHIN<br>90 DAYS | MTG OVER 90<br>DAYS | NO MEETING    |             |
| YES               | Imminent Risk of Placement | Place child/youth in out of home care (voluntary) | Placement %        | 100.00 %             | 0.00 %                | 0.00 %                | 0.00 %                | 0.00 %              | 0.00 %        | 100%        |
|                   |                            |   | Placement #        | 7                    | 0                     | 0                     | 0                     | 0                   | 0             | 7           |
| <b>TOTAL:</b>     |                            |   | <b>Placement %</b> | <b>81.82 %</b>       | <b>9.09 %</b>         | <b>3.03 %</b>         | <b>0.00 %</b>         | <b>6.06 %</b>       | <b>0.00 %</b> | <b>100%</b> |
|                   |                            |   | <b>Placement #</b> | <b>27</b>            | <b>3</b>              | <b>1</b>              | <b>0</b>              | <b>2</b>            | <b>0</b>      | <b>33</b>   |
| YES               | Change of Placement        | Change to less restrictive placement              | Placement %        | 15.38 %              | 38.46 %               | 7.69 %                | 7.69 %                | 30.77 %             | 0.00 %        | 100%        |
|                   |                            |   | Placement #        | 2                    | 5                     | 1                     | 1                     | 4                   | 0             | 13          |
| YES               | Change of Placement        | Change to more restrictive placement              | Placement %        | 27.27 %              | 27.27 %               | 0.00 %                | 9.09 %                | 36.36 %             | 0.00 %        | 100%        |
|                   |                            |   | Placement #        | 3                    | 3                     | 0                     | 1                     | 4                   | 0             | 11          |
| YES               | Change of Placement        | Change to same level placement                    | Placement %        | 62.50 %              | 12.50 %               | 0.00 %                | 0.00 %                | 25.00 %             | 0.00 %        | 100%        |
|                   |                            |   | Placement #        | 5                    | 1                     | 0                     | 0                     | 2                   | 0             | 8           |
| YES               | Change of Placement        | Maintain child in present placement               | Placement %        | 23.33 %              | 40.00 %               | 10.00 %               | 0.00 %                | 26.67 %             | 0.00 %        | 100%        |
|                   |                            |   | Placement #        | 7                    | 12                    | 3                     | 0                     | 8                   | 0             | 30          |
| YES               | Change of Placement        | None  | Placement %        | 0.00 %               | 20.00 %               | 20.00 %               | 0.00 %                | 60.00 %             | 0.00 %        | 100%        |
|                   |                            |   | Placement #        | 0                    | 1                     | 1                     | 0                     | 3                   | 0             | 5           |
| YES               | Change of Placement        | Unable to reach consensus                         | Placement %        | 0.00 %               | 50.00 %               | 50.00 %               | 0.00 %                | 0.00 %              | 0.00 %        | 100%        |
|                   |                            |   | Placement #        | 0                    | 1                     | 1                     | 0                     | 0                   | 0             | 2           |
| <b>TOTAL:</b>     |                            |   | <b>Placement %</b> | <b>24.64 %</b>       | <b>33.33 %</b>        | <b>8.70 %</b>         | <b>2.90 %</b>         | <b>30.43 %</b>      | <b>0.00 %</b> | <b>100%</b> |
|                   |                            |   | <b>Placement #</b> | <b>17</b>            | <b>23</b>             | <b>6</b>              | <b>2</b>              | <b>21</b>           | <b>0</b>      | <b>69</b>   |
| YES               | Emergency Placement or VPA | None  | Placement %        | 100.00 %             | 0.00 %                | 0.00 %                | 0.00 %                | 0.00 %              | 0.00 %        | 100%        |
|                   |                            |   | Placement #        | 1                    | 0                     | 0                     | 0                     | 0                   | 0             | 1           |
| YES               | Emergency Placement or VPA | Return child home (court)                         | Placement %        | 80.00 %              | 20.00 %               | 0.00 %                | 0.00 %                | 0.00 %              | 0.00 %        | 100%        |



**COUNT OF EXITS BY DAYS FROM LAST FTDM STAFFING TO DISCHARGE  
PLACEMENTS BEGINNING BETWEEN 3/1/2012 AND 4/1/2012**

| FTDM MEETING HELD   | MEETING PURPOSE               | MEETING OUTCOME                               | Values             | TIMING               |                       |                       |                       |                     |                 | Grand Total |
|---------------------|-------------------------------|---|--------------------|----------------------|-----------------------|-----------------------|-----------------------|---------------------|-----------------|-------------|
|                     |                               |   |                    | MTG WITHIN<br>3 DAYS | MTG WITHIN<br>30 DAYS | MTG WITHIN<br>60 DAYS | MTG WITHIN<br>90 DAYS | MTG OVER 90<br>DAYS | NO MEETING      |             |
|                     |                               |   | Placement #        | 4                    | 1                     | 0                     | 0                     | 0                   | 0               | 5           |
| YES                 | Emergency Placement<br>or VPA | Return child home<br>(voluntary)              | Placement %        | 89.29 %              | 10.71 %               | 0.00 %                | 0.00 %                | 0.00 %              | 0.00 %          | 100%        |
|                     |                               |   | Placement #        | 25                   | 3                     | 0                     | 0                     | 0                   | 0               | 28          |
| YES                 | Emergency Placement<br>or VPA | Continue with out of<br>home care (court)     | Placement %        | 55.17 %              | 39.66 %               | 1.72 %                | 0.00 %                | 3.45 %              | 0.00 %          | 100%        |
|                     |                               |   | Placement #        | 32                   | 23                    | 1                     | 0                     | 2                   | 0               | 58          |
| YES                 | Emergency Placement<br>or VPA | Continue with out of<br>home care (voluntary) | Placement %        | 72.73 %              | 27.27 %               | 0.00 %                | 0.00 %                | 0.00 %              | 0.00 %          | 100%        |
|                     |                               |   | Placement #        | 8                    | 3                     | 0                     | 0                     | 0                   | 0               | 11          |
| <b>TOTAL:</b>       |                               |   | <b>Placement %</b> | <b>67.96 %</b>       | <b>29.13 %</b>        | <b>0.97 %</b>         | <b>0.00 %</b>         | <b>1.94 %</b>       | <b>0.00 %</b>   | <b>100%</b> |
|                     |                               |   | <b>Placement #</b> | <b>70</b>            | <b>30</b>             | <b>1</b>              | <b>0</b>              | <b>2</b>            | <b>0</b>        | <b>103</b>  |
| NO                  | NONE                          | NONE  | Placement %        | 0.00 %               | 0.00 %                | 0.00 %                | 0.00 %                | 0.00 %              | 100.00 %        | 100%        |
|                     |                               |   | Placement #        | 0                    | 0                     | 0                     | 0                     | 0                   | 111             | 111         |
| <b>TOTAL:</b>       |                               |   | <b>Placement %</b> | <b>0.00 %</b>        | <b>0.00 %</b>         | <b>0.00 %</b>         | <b>0.00 %</b>         | <b>0.00 %</b>       | <b>100.00 %</b> | <b>100%</b> |
|                     |                               |   | <b>Placement #</b> | <b>0</b>             | <b>0</b>              | <b>0</b>              | <b>0</b>              | <b>0</b>            | <b>111</b>      | <b>111</b>  |
| <b>STATE TOTAL:</b> |                               |   | <b>Placement %</b> | <b>36.41 %</b>       | <b>18.48 %</b>        | <b>2.45 %</b>         | <b>1.90 %</b>         | <b>10.60 %</b>      | <b>30.16 %</b>  | <b>100%</b> |
|                     |                               |   | <b>Placement #</b> | <b>134</b>           | <b>68</b>             | <b>9</b>              | <b>7</b>              | <b>39</b>           | <b>111</b>      | <b>368</b>  |



**COUNT OF PLACEMENT MOVES BY DAYS FROM STAFFING TO MOVE  
PLACEMENTS BEGINNING BETWEEN 3/1/2012 AND 4/1/2012**

| MEETING TYPE         | MEETING PURPOSE     | MEETING OUTCOME                      | Values      | TIMING                |                        |                        |                      |        | Grand Total |
|----------------------|---------------------|--------------------------------------|-------------|-----------------------|------------------------|------------------------|----------------------|--------|-------------|
|                      |                     |                                      |             | MOVE WITHIN<br>7 DAYS | MOVE WITHIN<br>14 DAYS | MOVE WITHIN<br>21 DAYS | MOVE OVER<br>21 DAYS | NO MTG |             |
| Family Team Decision | Change of Placement | Change to less restrictive placement | Placement % | 46.81 %               | 6.38 %                 | 27.66 %                | 19.15 %              | 0.00 % | 100%        |
|                      |                     |                                      | Placement # | 22                    | 3                      | 13                     | 9                    | 0      | 47          |
| Family Team Decision | Change of Placement | Change to more restrictive placement | Placement % | 53.57 %               | 25.00 %                | 7.14 %                 | 14.29 %              | 0.00 % | 100%        |
|                      |                     |                                      | Placement # | 15                    | 7                      | 2                      | 4                    | 0      | 28          |
| Family Team Decision | Change of Placement | Change to same level placement       | Placement % | 67.78 %               | 11.11 %                | 5.56 %                 | 15.56 %              | 0.00 % | 100%        |
|                      |                     |                                      | Placement # | 61                    | 10                     | 5                      | 14                   | 0      | 90          |
| Family Team Decision | Change of Placement | Maintain child in present placement  | Placement % | 13.16 %               | 15.79 %                | 23.68 %                | 47.37 %              | 0.00 % | 100%        |
|                      |                     |                                      | Placement # | 5                     | 6                      | 9                      | 18                   | 0      | 38          |
| Family Team Decision | Change of Placement | None                                 | Placement % | 42.86 %               | 0.00 %                 | 0.00 %                 | 57.14 %              | 0.00 % | 100%        |
|                      |                     |                                      | Placement # | 3                     | 0                      | 0                      | 4                    | 0      | 7           |



**COUNT OF PLACEMENT MOVES BY DAYS FROM STAFFING TO MOVE  
PLACEMENTS BEGINNING BETWEEN 3/1/2012 AND 4/1/2012**

| MEETING TYPE         | MEETING PURPOSE            | MEETING OUTCOME                                   | Values      | TIMING                |                        |                        |                      |        | Grand Total |
|----------------------|----------------------------|---|-------------|-----------------------|------------------------|------------------------|----------------------|--------|-------------|
|                      |                            |   |             | MOVE WITHIN<br>7 DAYS | MOVE WITHIN<br>14 DAYS | MOVE WITHIN<br>21 DAYS | MOVE OVER<br>21 DAYS | NO MTG |             |
| Family Team Decision | Change of Placement        | Unable to reach consensus                         | Placement % | 33.33 %               | 33.33 %                | 16.67 %                | 16.67 %              | 0.00 % | 100%        |
|                      |                            |   | Placement # | 2                     | 2                      | 1                      | 1                    | 0      | 6           |
| <b>TOTAL:</b>        |                            |   | Placement % | 50.00 %               | 12.96 %                | 13.89 %                | 23.15 %              | 0.00 % | 100%        |
|                      |                            |   | Placement # | 108                   | 28                     | 30                     | 50                   | 0      | 216         |
| Family Team Decision | Exit from Placement        | Adoption  | Placement % | 100.00 %              | 0.00 %                 | 0.00 %                 | 0.00 %               | 0.00 % | 100%        |
|                      |                            |   | Placement # | 1                     | 0                      | 0                      | 0                    | 0      | 1           |
| Family Team Decision | Exit from Placement        | Do not exit from placement                        | Placement % | 0.00 %                | 0.00 %                 | 0.00 %                 | 100.00 %             | 0.00 % | 100%        |
|                      |                            |   | Placement # | 0                     | 0                      | 0                      | 3                    | 0      | 3           |
| <b>TOTAL:</b>        |                            |   | Placement % | 25.00 %               | 0.00 %                 | 0.00 %                 | 75.00 %              | 0.00 % | 100%        |
|                      |                            |   | Placement # | 1                     | 0                      | 0                      | 3                    | 0      | 4           |
| Family Team Decision | Imminent Risk of Placement | Leave child/youth at home (voluntary)             | Placement % | 0.00 %                | 100.00 %               | 0.00 %                 | 0.00 %               | 0.00 % | 100%        |
|                      |                            |   | Placement # | 0                     | 1                      | 0                      | 0                    | 0      | 1           |
| Family Team Decision | Imminent Risk of Placement | None  | Placement % | 0.00 %                | 0.00 %                 | 0.00 %                 | 100.00 %             | 0.00 % | 100%        |
|                      |                            |   | Placement # | 0                     | 0                      | 0                      | 1                    | 0      | 1           |
| Family Team Decision | Imminent Risk of Placement | Place child/youth in out of home care (court)     | Placement % | 55.56 %               | 0.00 %                 | 22.22 %                | 22.22 %              | 0.00 % | 100%        |
|                      |                            |   | Placement # | 5                     | 0                      | 2                      | 2                    | 0      | 9           |
| Family Team Decision | Imminent Risk of Placement | Place child/youth in out of home care (voluntary) | Placement % | 100.00 %              | 0.00 %                 | 0.00 %                 | 0.00 %               | 0.00 % | 100%        |
|                      |                            |   | Placement # | 1                     | 0                      | 0                      | 0                    | 0      | 1           |
| Family Team Decision | Imminent Risk of Placement | Unable to reach consensus                         | Placement % | 100.00 %              | 0.00 %                 | 0.00 %                 | 0.00 %               | 0.00 % | 100%        |



**COUNT OF PLACEMENT MOVES BY DAYS FROM STAFFING TO MOVE  
PLACEMENTS BEGINNING BETWEEN 3/1/2012 AND 4/1/2012**

| MEETING TYPE               | MEETING PURPOSE               | MEETING OUTCOME                               | Values      | TIMING                |                        |                        |                      |          | Grand Total |
|----------------------------|-------------------------------|---|-------------|-----------------------|------------------------|------------------------|----------------------|----------|-------------|
|                            |                               |   |             | MOVE WITHIN<br>7 DAYS | MOVE WITHIN<br>14 DAYS | MOVE WITHIN<br>21 DAYS | MOVE OVER<br>21 DAYS | NO MTG   |             |
|                            |                               |   | Placement # | 3                     | 0                      | 0                      | 0                    | 0        | 3           |
| <b>TOTAL:</b>              |                               |   | Placement % | 60.00 %               | 6.67 %                 | 13.33 %                | 20.00 %              | 0.00 %   | 100%        |
|                            |                               |   | Placement # | 9                     | 1                      | 2                      | 3                    | 0        | 15          |
| Family Team Decision       | MISSING                       | None  | Placement % | 0.00 %                | 0.00 %                 | 0.00 %                 | 100.00 %             | 0.00 %   | 100%        |
|                            |                               |   | Placement # | 0                     | 0                      | 0                      | 1                    | 0        | 1           |
| <b>TOTAL:</b>              |                               |   | Placement % | 0.00 %                | 0.00 %                 | 0.00 %                 | 100.00 %             | 0.00 %   | 100%        |
|                            |                               |   | Placement # | 0                     | 0                      | 0                      | 1                    | 0        | 1           |
| Family Team Decision       | NONE                          | NONE  | Placement % | 0.00 %                | 0.00 %                 | 0.00 %                 | 0.00 %               | 100.00 % | 100%        |
|                            |                               |   | Placement # | 0                     | 0                      | 0                      | 0                    | 323      | 323         |
| <b>TOTAL:</b>              |                               |   | Placement % | 0.00 %                | 0.00 %                 | 0.00 %                 | 0.00 %               | 100.00 % | 100%        |
|                            |                               |   | Placement # | 0                     | 0                      | 0                      | 0                    | 323      | 323         |
| Family Team Decision       | Emergency Placement<br>or VPA | Return child home<br>(court)                  | Placement % | 0.00 %                | 0.00 %                 | 0.00 %                 | 100.00 %             | 0.00 %   | 100%        |
|                            |                               |   | Placement # | 0                     | 0                      | 0                      | 1                    | 0        | 1           |
| Family Team Decision       | Emergency Placement<br>or VPA | Continue with out of<br>home care (court)     | Placement % | 63.08 %               | 7.69 %                 | 10.77 %                | 18.46 %              | 0.00 %   | 100%        |
|                            |                               |   | Placement # | 41                    | 5                      | 7                      | 12                   | 0        | 65          |
| Family Team Decision       | Emergency Placement<br>or VPA | Continue with out of<br>home care (voluntary) | Placement % | 50.00 %               | 50.00 %                | 0.00 %                 | 0.00 %               | 0.00 %   | 100%        |
|                            |                               |   | Placement # | 1                     | 1                      | 0                      | 0                    | 0        | 2           |
| Family Team Decision       | Emergency Placement<br>or VPA | None  | Placement % | 50.00 %               | 25.00 %                | 0.00 %                 | 25.00 %              | 0.00 %   | 100%        |
|                            |                               |   | Placement # | 2                     | 1                      | 0                      | 1                    | 0        | 4           |
| <b>TOTAL:</b>              |                               |   | Placement % | 61.11 %               | 9.72 %                 | 9.72 %                 | 19.44 %              | 0.00 %   | 100%        |
|                            |                               |   | Placement # | 44                    | 7                      | 7                      | 14                   | 0        | 72          |
| <b>MEETING TYPE TOTAL:</b> |                               |   | Placement % | 25.67 %               | 5.71 %                 | 6.18 %                 | 11.25 %              | 51.19 %  | 100%        |
|                            |                               |   | Placement # | 162                   | 36                     | 39                     | 71                   | 323      | 631         |







**Filters Selected at the Run Time :**

**Default Dates: Previous Month**

**3/1/2012 - 4/1/2012**

**For Region: Unknown, Region 1, Region 2, Region 3, Region 4, Region 5, Region 6, Region 7, CONVERSION, Washington Tribes**

**For Office: Aberdeen, Bellingham, Bremerton, Central Intake, Centralia, Centralized Services Tacoma DCFS, Clarkston, Colfax, Colville, CONVERSION, DCFS HQ Test Office, DEL Head Quarters, DJR Region 1, DJR Region 2, DJR Region 3, DJR Region 4, DJR Region 5, DJR Region 6, Ellensburg DCFS, Everett, Ferry County/Republic, Forks DCFS, Foster Care Medical, Friday Harbor, Goldendale, Head Quarters - (OB-2), Kelso, King Central Services - R04, King East DCFS, King South DCFS, King West DCFS, Lincoln County (Spokane/Lincoln), Long Beach DCFS, Lynnwood, Martin Luther King Jr. Office, Morton DCFS SEE 765, Moses Lake, Mount Vernon, Native American Office, Newport, Oak Harbor, Office of Indian Child Welfare - RO4, Olympia DCFS (Tumwater), Omak, Pierce East Tacoma DCFS, Pierce South, Pierce West Tacoma DCFS, Port Angeles, Port Townsend, R5 S'Klallam Tribe, Reg 3 Lummi Tribe, Reg 4 OCCP-See 983 and 984, Reg 6 Makah Tribe, Reg 6 Quinault Tribe, Region 1 Facility Investigation, Region 1 Office, Region 1 Out of Home Licensing, Region 2 Facility Investigation, Region 2 Office, Region 2 Out of Home Licensing, Region 3 After-Hours, Region 3 Facility Investigation, Region 3 Office, Region 3 Out of Home Licensing, Region 4 Adoptions, Region 4 Facility Investigation, Region 4 Office, Region 4 Out of Home Licensing, Region 5 Adoptions, Region 5 Facility Investigation, Region 5 Office, Region 5 Out of Home Licensing, Region 6 Facility Investigation, Region 6 Office, Region 6 Out of Home Licensing, Shelton, Sky Valley, Smokey Point, South Bend, Spokane, SSPS Control, Stevenson, Sunnyside DCFS, Taholah DCFS SEE 771, Toppenish, Tri-Cities, Unknown, Vancouver - Cascade, Vancouver - Columbia, Walla Walla, Washington Tribes, Wenatchee, White Center DCFS, White Salmon, Yakima**

**For Race: African American, Asian/PI, Hispanic, Native American, White, Other, Unknown, Missing**

**For Legal Custody: DCFS, Parental**

**Printing Criteria :**

**Designed to be printed on a paper with height: 8.5in and width: 14in**



Data As Of: 4/18/2012

| COUNT OF OPEN PLACEMENTS WITH ANY FTDM MEETING BY LOS |                  |                    |                |                |             |
|---|------------------|--------------------|----------------|----------------|-------------|
| PLACEMENTS OPEN BETWEEN 3/1/2012 AND 4/1/2012         |                  |                    |                |                |             |
| Region  | LOS              | Values             | FTDM HELD      |                | Grand Total |
|   |                  |                    | YES            | NO             |             |
| Region 1  | LOS <=3 DAYS     | Placement %        | 33.33 %        | 66.67 %        | 100%        |
|   |                  | Placement #        | 1              | 2              | 3           |
| Region 1  | LOS 4-30 DAYS    | Placement %        | 66.67 %        | 33.33 %        | 100%        |
|   |                  | Placement #        | 6              | 3              | 9           |
| Region 1  | LOS 31-60 DAYS   | Placement %        | 50.00 %        | 50.00 %        | 100%        |
|   |                  | Placement #        | 3              | 3              | 6           |
| Region 1  | LOS 61-90 DAYS   | Placement %        | 66.67 %        | 33.33 %        | 100%        |
|   |                  | Placement #        | 6              | 3              | 9           |
| Region 1  | LOS 91-180 DAYS  | Placement %        | 44.44 %        | 55.56 %        | 100%        |
|   |                  | Placement #        | 8              | 10             | 18          |
| Region 1  | LOS 181-365 DAYS | Placement %        | 86.79 %        | 13.21 %        | 100%        |
|   |                  | Placement #        | 46             | 7              | 53          |
| Region 1  | LOS 366-730 DAYS | Placement %        | 92.00 %        | 8.00 %         | 100%        |
|   |                  | Placement #        | 46             | 4              | 50          |
| Region 1  | OVER 2 YEARS     | Placement %        | 52.81 %        | 47.19 %        | 100%        |
|   |                  | Placement #        | 47             | 42             | 89          |
| <b>Region 1</b>                                       | <b>TOTAL:</b>    | <b>Placement %</b> | <b>68.78 %</b> | <b>31.22 %</b> | <b>100%</b> |
|   |                  | <b>Placement #</b> | <b>163</b>     | <b>74</b>      | <b>237</b>  |
| Region 2  | LOS <=3 DAYS     | Placement %        | 100.00 %       | 0.00 %         | 100%        |
|   |                  | Placement #        | 2              | 0              | 2           |
| Region 2  | LOS 4-30 DAYS    | Placement %        | 60.00 %        | 40.00 %        | 100%        |
|   |                  | Placement #        | 6              | 4              | 10          |
| Region 2  | LOS 31-60 DAYS   | Placement %        | 100.00 %       | 0.00 %         | 100%        |
|   |                  | Placement #        | 5              | 0              | 5           |
| Region 2  | LOS 61-90 DAYS   | Placement %        | 12.50 %        | 87.50 %        | 100%        |
|   |                  | Placement #        | 1              | 7              | 8           |



**COUNT OF OPEN PLACEMENTS WITH ANY FTDM MEETING BY LOS**  
**PLACEMENTS OPEN BETWEEN 3/1/2012 AND 4/1/2012**

| Region          | LOS              | Values             | FTDM HELD      |                | Grand Total |
|-----------------|------------------|--------------------|----------------|----------------|-------------|
|                 |                  |                    | YES            | NO             |             |
| Region 2        | LOS 91-180 DAYS  | Placement %        | 12.50 %        | 87.50 %        | 100%        |
|                 |                  | Placement #        | 1              | 7              | 8           |
| Region 2        | LOS 181-365 DAYS | Placement %        | 95.45 %        | 4.55 %         | 100%        |
|                 |                  | Placement #        | 21             | 1              | 22          |
| Region 2        | LOS 366-730 DAYS | Placement %        | 84.21 %        | 15.79 %        | 100%        |
|                 |                  | Placement #        | 16             | 3              | 19          |
| Region 2        | OVER 2 YEARS     | Placement %        | 40.48 %        | 59.52 %        | 100%        |
|                 |                  | Placement #        | 17             | 25             | 42          |
| <b>Region 2</b> | <b>TOTAL:</b>    | <b>Placement %</b> | <b>59.48 %</b> | <b>40.52 %</b> | <b>100%</b> |
|                 |                  | <b>Placement #</b> | <b>69</b>      | <b>47</b>      | <b>116</b>  |
| Region 3        | LOS 4-30 DAYS    | Placement %        | 50.00 %        | 50.00 %        | 100%        |
|                 |                  | Placement #        | 4              | 4              | 8           |
| Region 3        | LOS 31-60 DAYS   | Placement %        | 50.00 %        | 50.00 %        | 100%        |
|                 |                  | Placement #        | 5              | 5              | 10          |
| Region 3        | LOS 61-90 DAYS   | Placement %        | 75.00 %        | 25.00 %        | 100%        |
|                 |                  | Placement #        | 9              | 3              | 12          |
| Region 3        | LOS 91-180 DAYS  | Placement %        | 80.00 %        | 20.00 %        | 100%        |
|                 |                  | Placement #        | 12             | 3              | 15          |
| Region 3        | LOS 181-365 DAYS | Placement %        | 81.82 %        | 18.18 %        | 100%        |
|                 |                  | Placement #        | 36             | 8              | 44          |
| Region 3        | LOS 366-730 DAYS | Placement %        | 89.36 %        | 10.64 %        | 100%        |
|                 |                  | Placement #        | 84             | 10             | 94          |
| Region 3        | OVER 2 YEARS     | Placement %        | 64.12 %        | 35.88 %        | 100%        |
|                 |                  | Placement #        | 84             | 47             | 131         |
| <b>Region 3</b> | <b>TOTAL:</b>    | <b>Placement %</b> | <b>74.52 %</b> | <b>25.48 %</b> | <b>100%</b> |
|                 |                  | <b>Placement #</b> | <b>234</b>     | <b>80</b>      | <b>314</b>  |
| Region 4        | LOS <=3 DAYS     | Placement %        | 50.00 %        | 50.00 %        | 100%        |



**COUNT OF OPEN PLACEMENTS WITH ANY FTDM MEETING BY LOS**  
**PLACEMENTS OPEN BETWEEN 3/1/2012 AND 4/1/2012**

| Region          | LOS              | Values             | FTDM HELD      |                | Grand Total |
|-----------------|------------------|--------------------|----------------|----------------|-------------|
|                 |                  |                    | YES            | NO             |             |
|                 |                  | Placement #        | 2              | 2              | 4           |
| Region 4        | LOS 4-30 DAYS    | Placement %        | 42.86 %        | 57.14 %        | 100%        |
|                 |                  | Placement #        | 3              | 4              | 7           |
| Region 4        | LOS 31-60 DAYS   | Placement %        | 33.33 %        | 66.67 %        | 100%        |
|                 |                  | Placement #        | 2              | 4              | 6           |
| Region 4        | LOS 61-90 DAYS   | Placement %        | 11.11 %        | 88.89 %        | 100%        |
|                 |                  | Placement #        | 1              | 8              | 9           |
| Region 4        | LOS 91-180 DAYS  | Placement %        | 20.00 %        | 80.00 %        | 100%        |
|                 |                  | Placement #        | 2              | 8              | 10          |
| Region 4        | LOS 181-365 DAYS | Placement %        | 41.94 %        | 58.06 %        | 100%        |
|                 |                  | Placement #        | 26             | 36             | 62          |
| Region 4        | LOS 366-730 DAYS | Placement %        | 47.37 %        | 52.63 %        | 100%        |
|                 |                  | Placement #        | 27             | 30             | 57          |
| Region 4        | OVER 2 YEARS     | Placement %        | 63.44 %        | 36.56 %        | 100%        |
|                 |                  | Placement #        | 59             | 34             | 93          |
| <b>Region 4</b> | <b>TOTAL:</b>    | <b>Placement %</b> | <b>49.19 %</b> | <b>50.81 %</b> | <b>100%</b> |
|                 |                  | <b>Placement #</b> | <b>122</b>     | <b>126</b>     | <b>248</b>  |
| Region 5        | LOS <=3 DAYS     | Placement %        | 100.00 %       | 0.00 %         | 100%        |
|                 |                  | Placement #        | 1              | 0              | 1           |
| Region 5        | LOS 4-30 DAYS    | Placement %        | 50.00 %        | 50.00 %        | 100%        |
|                 |                  | Placement #        | 2              | 2              | 4           |
| Region 5        | LOS 31-60 DAYS   | Placement %        | 100.00 %       | 0.00 %         | 100%        |
|                 |                  | Placement #        | 3              | 0              | 3           |
| Region 5        | LOS 61-90 DAYS   | Placement %        | 66.67 %        | 33.33 %        | 100%        |
|                 |                  | Placement #        | 4              | 2              | 6           |
| Region 5        | LOS 91-180 DAYS  | Placement %        | 64.29 %        | 35.71 %        | 100%        |
|                 |                  | Placement #        | 9              | 5              | 14          |



**COUNT OF OPEN PLACEMENTS WITH ANY FTDM MEETING BY LOS**  
**PLACEMENTS OPEN BETWEEN 3/1/2012 AND 4/1/2012**

| Region          | LOS              | Values             | FTDM HELD      |                | Grand Total |
|-----------------|------------------|--------------------|----------------|----------------|-------------|
|                 |                  |                    | YES            | NO             |             |
| Region 5        | LOS 181-365 DAYS | Placement %        | 70.27 %        | 29.73 %        | 100%        |
|                 |                  | Placement #        | 26             | 11             | 37          |
| Region 5        | LOS 366-730 DAYS | Placement %        | 84.42 %        | 15.58 %        | 100%        |
|                 |                  | Placement #        | 65             | 12             | 77          |
| Region 5        | OVER 2 YEARS     | Placement %        | 47.73 %        | 52.27 %        | 100%        |
|                 |                  | Placement #        | 63             | 69             | 132         |
| <b>Region 5</b> | <b>TOTAL:</b>    | <b>Placement %</b> | <b>63.14 %</b> | <b>36.86 %</b> | <b>100%</b> |
|                 |                  | <b>Placement #</b> | <b>173</b>     | <b>101</b>     | <b>274</b>  |
| Region 6        | LOS 4-30 DAYS    | Placement %        | 25.00 %        | 75.00 %        | 100%        |
|                 |                  | Placement #        | 2              | 6              | 8           |
| Region 6        | LOS 31-60 DAYS   | Placement %        | 57.14 %        | 42.86 %        | 100%        |
|                 |                  | Placement #        | 12             | 9              | 21          |
| Region 6        | LOS 61-90 DAYS   | Placement %        | 50.00 %        | 50.00 %        | 100%        |
|                 |                  | Placement #        | 4              | 4              | 8           |
| Region 6        | LOS 91-180 DAYS  | Placement %        | 53.85 %        | 46.15 %        | 100%        |
|                 |                  | Placement #        | 7              | 6              | 13          |
| Region 6        | LOS 181-365 DAYS | Placement %        | 42.86 %        | 57.14 %        | 100%        |
|                 |                  | Placement #        | 12             | 16             | 28          |
| Region 6        | LOS 366-730 DAYS | Placement %        | 67.07 %        | 32.93 %        | 100%        |
|                 |                  | Placement #        | 55             | 27             | 82          |
| Region 6        | OVER 2 YEARS     | Placement %        | 28.93 %        | 71.07 %        | 100%        |
|                 |                  | Placement #        | 35             | 86             | 121         |
| <b>Region 6</b> | <b>TOTAL:</b>    | <b>Placement %</b> | <b>45.20 %</b> | <b>54.80 %</b> | <b>100%</b> |
|                 |                  | <b>Placement #</b> | <b>127</b>     | <b>154</b>     | <b>281</b>  |
| Region 7        | OVER 2 YEARS     | Placement %        | 0.00 %         | 100.00 %       | 100%        |



COUNT OF OPEN PLACEMENTS WITH ANY FTDM MEETING BY LOS

PLACEMENTS OPEN BETWEEN 3/1/2012 AND 4/1/2012

| Region       | LOS    | Values      | FTDM HELD  |            | Grand Total |
|--------------|--------|-------------|------------|------------|-------------|
|              |        |             | YES        | NO         |             |
|              |        | Placement # | 0          | 1          | 1           |
| Region 7     | TOTAL: | Placement % | 0.00 %     | 100.00 %   | 100%        |
|              |        | Placement # | 0          | 1          | 1           |
| STATE TOTAL: |        | Placement % | 60.37 %    | 39.63 %    | 100%        |
|              |        | Placement # | <u>888</u> | <u>583</u> | <u>1471</u> |



**COUNT OF OPEN PLACEMENTS WITH ANY MEETING BY YOUTH AGE  
PLACEMENTS OPEN BETWEEN 3/1/2012 AND 4/1/2012**

| Region          | AGE           | Values             | MEETING HELD   |                | Grand Total |
|-----------------|---------------|--------------------|----------------|----------------|-------------|
|                 |               |                    | YES            | NO             |             |
| Region 1        | 0-3 YRS       | Placement %        | 83.33 %        | 16.67 %        | 100%        |
|                 |               | Placement #        | 60             | 12             | 72          |
| Region 1        | 4-6 YRS       | Placement %        | 82.50 %        | 17.50 %        | 100%        |
|                 |               | Placement #        | 33             | 7              | 40          |
| Region 1        | 7-11 YRS      | Placement %        | 80.85 %        | 19.15 %        | 100%        |
|                 |               | Placement #        | 38             | 9              | 47          |
| Region 1        | 12-15 YRS     | Placement %        | 71.74 %        | 28.26 %        | 100%        |
|                 |               | Placement #        | 33             | 13             | 46          |
| Region 1        | 16+ YRS       | Placement %        | 78.13 %        | 21.88 %        | 100%        |
|                 |               | Placement #        | 25             | 7              | 32          |
| <b>Region 1</b> | <b>TOTAL:</b> | <b>Placement %</b> | <b>79.75 %</b> | <b>20.25 %</b> | <b>100%</b> |
|                 |               | <b>Placement #</b> | <b>189</b>     | <b>48</b>      | <b>237</b>  |
| Region 2        | 0-3 YRS       | Placement %        | 93.55 %        | 6.45 %         | 100%        |
|                 |               | Placement #        | 29             | 2              | 31          |
| Region 2        | 4-6 YRS       | Placement %        | 100.00 %       | 0.00 %         | 100%        |
|                 |               | Placement #        | 14             | 0              | 14          |
| Region 2        | 7-11 YRS      | Placement %        | 80.77 %        | 19.23 %        | 100%        |
|                 |               | Placement #        | 21             | 5              | 26          |
| Region 2        | 12-15 YRS     | Placement %        | 73.33 %        | 26.67 %        | 100%        |
|                 |               | Placement #        | 22             | 8              | 30          |
| Region 2        | 16+ YRS       | Placement %        | 60.00 %        | 40.00 %        | 100%        |
|                 |               | Placement #        | 9              | 6              | 15          |
| <b>Region 2</b> | <b>TOTAL:</b> | <b>Placement %</b> | <b>81.90 %</b> | <b>18.10 %</b> | <b>100%</b> |
|                 |               | <b>Placement #</b> | <b>95</b>      | <b>21</b>      | <b>116</b>  |
| Region 3        | 0-3 YRS       | Placement %        | 96.43 %        | 3.57 %         | 100%        |
|                 |               | Placement #        | 108            | 4              | 112         |
| Region 3        | 4-6 YRS       | Placement %        | 86.79 %        | 13.21 %        | 100%        |



**COUNT OF OPEN PLACEMENTS WITH ANY MEETING BY YOUTH AGE  
PLACEMENTS OPEN BETWEEN 3/1/2012 AND 4/1/2012**

| Region          | AGE           | Values             | MEETING HELD   |                | Grand Total |
|-----------------|---------------|--------------------|----------------|----------------|-------------|
|                 |               |                    | YES            | NO             |             |
|                 |               | Placement #        | 46             | 7              | 53          |
| Region 3        | 7-11 YRS      | Placement %        | 79.17 %        | 20.83 %        | 100%        |
|                 |               | Placement #        | 57             | 15             | 72          |
| Region 3        | 12-15 YRS     | Placement %        | 76.47 %        | 23.53 %        | 100%        |
|                 |               | Placement #        | 39             | 12             | 51          |
| Region 3        | 16+ YRS       | Placement %        | 69.23 %        | 30.77 %        | 100%        |
|                 |               | Placement #        | 18             | 8              | 26          |
| <b>Region 3</b> | <b>TOTAL:</b> | <b>Placement %</b> | <b>85.35 %</b> | <b>14.65 %</b> | <b>100%</b> |
|                 |               | <b>Placement #</b> | <b>268</b>     | <b>46</b>      | <b>314</b>  |
| Region 4        | 0-3 YRS       | Placement %        | 90.70 %        | 9.30 %         | 100%        |
|                 |               | Placement #        | 78             | 8              | 86          |
| Region 4        | 4-6 YRS       | Placement %        | 86.84 %        | 13.16 %        | 100%        |
|                 |               | Placement #        | 33             | 5              | 38          |
| Region 4        | 7-11 YRS      | Placement %        | 80.95 %        | 19.05 %        | 100%        |
|                 |               | Placement #        | 34             | 8              | 42          |
| Region 4        | 12-15 YRS     | Placement %        | 87.80 %        | 12.20 %        | 100%        |
|                 |               | Placement #        | 36             | 5              | 41          |
| Region 4        | 16+ YRS       | Placement %        | 78.05 %        | 21.95 %        | 100%        |
|                 |               | Placement #        | 32             | 9              | 41          |
| <b>Region 4</b> | <b>TOTAL:</b> | <b>Placement %</b> | <b>85.89 %</b> | <b>14.11 %</b> | <b>100%</b> |
|                 |               | <b>Placement #</b> | <b>213</b>     | <b>35</b>      | <b>248</b>  |
| Region 5        | 0-3 YRS       | Placement %        | 90.91 %        | 9.09 %         | 100%        |
|                 |               | Placement #        | 80             | 8              | 88          |
| Region 5        | 4-6 YRS       | Placement %        | 81.25 %        | 18.75 %        | 100%        |
|                 |               | Placement #        | 52             | 12             | 64          |
| Region 5        | 7-11 YRS      | Placement %        | 69.35 %        | 30.65 %        | 100%        |
|                 |               | Placement #        | 43             | 19             | 62          |
| Region 5        | 12-15 YRS     | Placement %        | 70.97 %        | 29.03 %        | 100%        |



**COUNT OF OPEN PLACEMENTS WITH ANY MEETING BY YOUTH AGE  
PLACEMENTS OPEN BETWEEN 3/1/2012 AND 4/1/2012**

| Region              | AGE           | Values             | MEETING HELD   |                 | Grand Total |
|---------------------|---------------|--------------------|----------------|-----------------|-------------|
|                     |               |                    | YES            | NO              |             |
|                     |               | Placement #        | 22             | 9               | 31          |
| Region 5            | 16+ YRS       | Placement %        | 58.62 %        | 41.38 %         | 100%        |
|                     |               | Placement #        | 17             | 12              | 29          |
| <b>Region 5</b>     | <b>TOTAL:</b> | <b>Placement %</b> | <b>78.10 %</b> | <b>21.90 %</b>  | <b>100%</b> |
|                     |               | <b>Placement #</b> | <b>214</b>     | <b>60</b>       | <b>274</b>  |
| Region 6            | 0-3 YRS       | Placement %        | 80.90 %        | 19.10 %         | 100%        |
|                     |               | Placement #        | 72             | 17              | 89          |
| Region 6            | 4-6 YRS       | Placement %        | 71.70 %        | 28.30 %         | 100%        |
|                     |               | Placement #        | 38             | 15              | 53          |
| Region 6            | 7-11 YRS      | Placement %        | 76.47 %        | 23.53 %         | 100%        |
|                     |               | Placement #        | 39             | 12              | 51          |
| Region 6            | 12-15 YRS     | Placement %        | 64.91 %        | 35.09 %         | 100%        |
|                     |               | Placement #        | 37             | 20              | 57          |
| Region 6            | 16+ YRS       | Placement %        | 67.74 %        | 32.26 %         | 100%        |
|                     |               | Placement #        | 21             | 10              | 31          |
| <b>Region 6</b>     | <b>TOTAL:</b> | <b>Placement %</b> | <b>73.67 %</b> | <b>26.33 %</b>  | <b>100%</b> |
|                     |               | <b>Placement #</b> | <b>207</b>     | <b>74</b>       | <b>281</b>  |
| Region 7            | 16+ YRS       | Placement %        | 0.00 %         | 100.00 %        | 100%        |
|                     |               | Placement #        | 0              | 1               | 1           |
| <b>Region 7</b>     | <b>TOTAL:</b> | <b>Placement %</b> | <b>0.00 %</b>  | <b>100.00 %</b> | <b>100%</b> |
|                     |               | <b>Placement #</b> | <b>0</b>       | <b>1</b>        | <b>1</b>    |
| <b>STATE TOTAL:</b> |               | <b>Placement %</b> | <b>80.63 %</b> | <b>19.37 %</b>  | <b>100%</b> |
|                     |               | <b>Placement #</b> | <b>1186</b>    | <b>285</b>      | <b>1471</b> |



**COUNT OF REMOVALS BY DAYS FROM REMOVAL TO FIRST FTDM STAFFING  
PLACEMENTS BEGINNING BETWEEN 3/1/2012 AND 4/1/2012**

| FTDM MEETING HELD | MEETING PURPOSE            | MEETING OUTCOME                            | Values             | TIMING               |                       |                       |                       |                     |               | Grand Total |
|-------------------|----------------------------|--|--------------------|----------------------|-----------------------|-----------------------|-----------------------|---------------------|---------------|-------------|
|                   |                            |  |                    | MTG WITHIN<br>3 DAYS | MTG WITHIN<br>30 DAYS | MTG WITHIN<br>60 DAYS | MTG WITHIN<br>90 DAYS | MTG OVER 90<br>DAYS | NO MEETING    |             |
| YES               | Change of Placement        | Change to more restrictive placement       | Placement %        | 100.00 %             | 0.00 %                | 0.00 %                | 0.00 %                | 0.00 %              | 0.00 %        | 100%        |
|                   |                            |  | Placement #        | 2                    | 0                     | 0                     | 0                     | 0                   | 0             | 2           |
| YES               | Change of Placement        | Maintain child in present placement        | Placement %        | 0.00 %               | 100.00 %              | 0.00 %                | 0.00 %                | 0.00 %              | 0.00 %        | 100%        |
|                   |                            |  | Placement #        | 0                    | 1                     | 0                     | 0                     | 0                   | 0             | 1           |
| <b>TOTAL:</b>     |                            |  | <b>Placement %</b> | <b>66.67 %</b>       | <b>33.33 %</b>        | <b>0.00 %</b>         | <b>0.00 %</b>         | <b>0.00 %</b>       | <b>0.00 %</b> | <b>100%</b> |
|                   |                            |  | <b>Placement #</b> | <b>2</b>             | <b>1</b>              | <b>0</b>              | <b>0</b>              | <b>0</b>            | <b>0</b>      | <b>3</b>    |
| YES               | Emergency Placement or VPA | Continue with out of home care (court)     | Placement %        | 72.00 %              | 28.00 %               | 0.00 %                | 0.00 %                | 0.00 %              | 0.00 %        | 100%        |
|                   |                            |  | Placement #        | 18                   | 7                     | 0                     | 0                     | 0                   | 0             | 25          |
| YES               | Emergency Placement or VPA | Continue with out of home care (voluntary) | Placement %        | 100.00 %             | 0.00 %                | 0.00 %                | 0.00 %                | 0.00 %              | 0.00 %        | 100%        |
|                   |                            |  | Placement #        | 2                    | 0                     | 0                     | 0                     | 0                   | 0             | 2           |
| YES               | Emergency Placement or VPA | None                                       | Placement %        | 50.00 %              | 50.00 %               | 0.00 %                | 0.00 %                | 0.00 %              | 0.00 %        | 100%        |
|                   |                            |  | Placement #        | 1                    | 1                     | 0                     | 0                     | 0                   | 0             | 2           |
| YES               | Emergency Placement or VPA | Return child home (court)                  | Placement %        | 100.00 %             | 0.00 %                | 0.00 %                | 0.00 %                | 0.00 %              | 0.00 %        | 100%        |



**COUNT OF REMOVALS BY DAYS FROM REMOVAL TO FIRST FTDM STAFFING  
PLACEMENTS BEGINNING BETWEEN 3/1/2012 AND 4/1/2012**

| FTDM MEETING HELD   | MEETING PURPOSE               | MEETING OUTCOME                                  | Values             | TIMING               |                       |                       |                       |                     |                 | Grand Total |
|---------------------|-------------------------------|--|--------------------|----------------------|-----------------------|-----------------------|-----------------------|---------------------|-----------------|-------------|
|                     |                               |  |                    | MTG WITHIN<br>3 DAYS | MTG WITHIN<br>30 DAYS | MTG WITHIN<br>60 DAYS | MTG WITHIN<br>90 DAYS | MTG OVER 90<br>DAYS | NO MEETING      |             |
|                     |                               |  | Placement #        | 1                    | 0                     | 0                     | 0                     | 0                   | 0               | 1           |
| YES                 | Emergency Placement<br>or VPA | Return child home<br>(voluntary)                 | Placement %        | 100.00 %             | 0.00 %                | 0.00 %                | 0.00 %                | 0.00 %              | 0.00 %          | 100%        |
|                     |                               |  | Placement #        | 3                    | 0                     | 0                     | 0                     | 0                   | 0               | 3           |
| <b>TOTAL:</b>       |                               |  | <b>Placement %</b> | <b>75.76 %</b>       | <b>24.24 %</b>        | <b>0.00 %</b>         | <b>0.00 %</b>         | <b>0.00 %</b>       | <b>0.00 %</b>   | <b>100%</b> |
|                     |                               |  | <b>Placement #</b> | <b>25</b>            | <b>8</b>              | <b>0</b>              | <b>0</b>              | <b>0</b>            | <b>0</b>        | <b>33</b>   |
| YES                 | Imminent Risk of<br>Placement | Leave child/youth at<br>home (voluntary)         | Placement %        | 100.00 %             | 0.00 %                | 0.00 %                | 0.00 %                | 0.00 %              | 0.00 %          | 100%        |
|                     |                               |  | Placement #        | 1                    | 0                     | 0                     | 0                     | 0                   | 0               | 1           |
| YES                 | Imminent Risk of<br>Placement | Place child/youth in out<br>of home care (court) | Placement %        | 100.00 %             | 0.00 %                | 0.00 %                | 0.00 %                | 0.00 %              | 0.00 %          | 100%        |
|                     |                               |  | Placement #        | 3                    | 0                     | 0                     | 0                     | 0                   | 0               | 3           |
| <b>TOTAL:</b>       |                               |  | <b>Placement %</b> | <b>100.00 %</b>      | <b>0.00 %</b>         | <b>0.00 %</b>         | <b>0.00 %</b>         | <b>0.00 %</b>       | <b>0.00 %</b>   | <b>100%</b> |
|                     |                               |  | <b>Placement #</b> | <b>4</b>             | <b>0</b>              | <b>0</b>              | <b>0</b>              | <b>0</b>            | <b>0</b>        | <b>4</b>    |
| NO                  | NONE                          | NONE   | Placement %        | 0.00 %               | 0.00 %                | 0.00 %                | 0.00 %                | 0.00 %              | 100.00 %        | 100%        |
|                     |                               |  | Placement #        | 0                    | 0                     | 0                     | 0                     | 0                   | 38              | 38          |
| <b>TOTAL:</b>       |                               |  | <b>Placement %</b> | <b>0.00 %</b>        | <b>0.00 %</b>         | <b>0.00 %</b>         | <b>0.00 %</b>         | <b>0.00 %</b>       | <b>100.00 %</b> | <b>100%</b> |
|                     |                               |  | <b>Placement #</b> | <b>0</b>             | <b>0</b>              | <b>0</b>              | <b>0</b>              | <b>0</b>            | <b>38</b>       | <b>38</b>   |
| <b>STATE TOTAL:</b> |                               |  | <b>Placement %</b> | <b>39.74 %</b>       | <b>11.54 %</b>        | <b>0.00 %</b>         | <b>0.00 %</b>         | <b>0.00 %</b>       | <b>48.72 %</b>  | <b>100%</b> |
|                     |                               |  | <b>Placement #</b> | <b>31</b>            | <b>9</b>              | <b>0</b>              | <b>0</b>              | <b>0</b>            | <b>38</b>       | <b>78</b>   |



**COUNT OF EXITS BY DAYS FROM LAST FTDM STAFFING TO DISCHARGE  
PLACEMENTS BEGINNING BETWEEN 3/1/2012 AND 4/1/2012**

| FTDM MEETING HELD | MEETING PURPOSE            | MEETING OUTCOME                               | Values             | TIMING               |                       |                       |                       |                     |               | Grand Total |
|-------------------|----------------------------|---|--------------------|----------------------|-----------------------|-----------------------|-----------------------|---------------------|---------------|-------------|
|                   |                            |   |                    | MTG WITHIN<br>3 DAYS | MTG WITHIN<br>30 DAYS | MTG WITHIN<br>60 DAYS | MTG WITHIN<br>90 DAYS | MTG OVER 90<br>DAYS | NO MEETING    |             |
| YES               | Change of Placement        | Change to less restrictive placement          | Placement %        | 0.00 %               | 0.00 %                | 0.00 %                | 0.00 %                | 100.00 %            | 0.00 %        | 100%        |
|                   |                            |   | Placement #        | 0                    | 0                     | 0                     | 0                     | 2                   | 0             | 2           |
| YES               | Change of Placement        | Change to more restrictive placement          | Placement %        | 0.00 %               | 100.00 %              | 0.00 %                | 0.00 %                | 0.00 %              | 0.00 %        | 100%        |
|                   |                            |   | Placement #        | 0                    | 1                     | 0                     | 0                     | 0                   | 0             | 1           |
| YES               | Change of Placement        | Maintain child in present placement           | Placement %        | 0.00 %               | 80.00 %               | 0.00 %                | 0.00 %                | 20.00 %             | 0.00 %        | 100%        |
|                   |                            |   | Placement #        | 0                    | 4                     | 0                     | 0                     | 1                   | 0             | 5           |
| YES               | Change of Placement        | Unable to reach consensus                     | Placement %        | 0.00 %               | 0.00 %                | 100.00 %              | 0.00 %                | 0.00 %              | 0.00 %        | 100%        |
|                   |                            |   | Placement #        | 0                    | 0                     | 1                     | 0                     | 0                   | 0             | 1           |
| <b>TOTAL:</b>     |                            |   | <b>Placement %</b> | <b>0.00 %</b>        | <b>55.56 %</b>        | <b>11.11 %</b>        | <b>0.00 %</b>         | <b>33.33 %</b>      | <b>0.00 %</b> | <b>100%</b> |
|                   |                            |   | <b>Placement #</b> | <b>0</b>             | <b>5</b>              | <b>1</b>              | <b>0</b>              | <b>3</b>            | <b>0</b>      | <b>9</b>    |
| YES               | Imminent Risk of Placement | Leave child/youth at home (court)             | Placement %        | 100.00 %             | 0.00 %                | 0.00 %                | 0.00 %                | 0.00 %              | 0.00 %        | 100%        |
|                   |                            |   | Placement #        | 1                    | 0                     | 0                     | 0                     | 0                   | 0             | 1           |
| YES               | Imminent Risk of Placement | Leave child/youth at home (voluntary)         | Placement %        | 100.00 %             | 0.00 %                | 0.00 %                | 0.00 %                | 0.00 %              | 0.00 %        | 100%        |
|                   |                            |   | Placement #        | 1                    | 0                     | 0                     | 0                     | 0                   | 0             | 1           |
| YES               | Imminent Risk of Placement | Place child/youth in out of home care (court) | Placement %        | 100.00 %             | 0.00 %                | 0.00 %                | 0.00 %                | 0.00 %              | 0.00 %        | 100%        |
|                   |                            |   | Placement #        | 1                    | 0                     | 0                     | 0                     | 0                   | 0             | 1           |
| <b>TOTAL:</b>     |                            |   | <b>Placement %</b> | <b>100.00 %</b>      | <b>0.00 %</b>         | <b>0.00 %</b>         | <b>0.00 %</b>         | <b>0.00 %</b>       | <b>0.00 %</b> | <b>100%</b> |
|                   |                            |   | <b>Placement #</b> | <b>3</b>             | <b>0</b>              | <b>0</b>              | <b>0</b>              | <b>0</b>            | <b>0</b>      | <b>3</b>    |
| YES               | Emergency Placement or VPA | Continue with out of home care (court)        | Placement %        | 53.85 %              | 38.46 %               | 7.69 %                | 0.00 %                | 0.00 %              | 0.00 %        | 100%        |



**COUNT OF EXITS BY DAYS FROM LAST FTDM STAFFING TO DISCHARGE  
PLACEMENTS BEGINNING BETWEEN 3/1/2012 AND 4/1/2012**

| FTDM MEETING HELD   | MEETING PURPOSE               | MEETING OUTCOME                               | Values             | TIMING               |                       |                       |                       |                     |                 | Grand Total |
|---------------------|-------------------------------|---|--------------------|----------------------|-----------------------|-----------------------|-----------------------|---------------------|-----------------|-------------|
|                     |                               |   |                    | MTG WITHIN<br>3 DAYS | MTG WITHIN<br>30 DAYS | MTG WITHIN<br>60 DAYS | MTG WITHIN<br>90 DAYS | MTG OVER 90<br>DAYS | NO MEETING      |             |
|                     |                               |   | Placement #        | 7                    | 5                     | 1                     | 0                     | 0                   | 0               | 13          |
| YES                 | Emergency Placement<br>or VPA | Continue with out of<br>home care (voluntary) | Placement %        | 100.00 %             | 0.00 %                | 0.00 %                | 0.00 %                | 0.00 %              | 0.00 %          | 100%        |
|                     |                               |   | Placement #        | 1                    | 0                     | 0                     | 0                     | 0                   | 0               | 1           |
| YES                 | Emergency Placement<br>or VPA | None  | Placement %        | 100.00 %             | 0.00 %                | 0.00 %                | 0.00 %                | 0.00 %              | 0.00 %          | 100%        |
|                     |                               |   | Placement #        | 1                    | 0                     | 0                     | 0                     | 0                   | 0               | 1           |
| YES                 | Emergency Placement<br>or VPA | Return child home<br>(voluntary)              | Placement %        | 100.00 %             | 0.00 %                | 0.00 %                | 0.00 %                | 0.00 %              | 0.00 %          | 100%        |
|                     |                               |   | Placement #        | 3                    | 0                     | 0                     | 0                     | 0                   | 0               | 3           |
| <b>TOTAL:</b>       |                               |   | <b>Placement %</b> | <b>66.67 %</b>       | <b>27.78 %</b>        | <b>5.56 %</b>         | <b>0.00 %</b>         | <b>0.00 %</b>       | <b>0.00 %</b>   | <b>100%</b> |
|                     |                               |   | <b>Placement #</b> | <b>12</b>            | <b>5</b>              | <b>1</b>              | <b>0</b>              | <b>0</b>            | <b>0</b>        | <b>18</b>   |
| YES                 | Exit from Placement           | Reunification                                 | Placement %        | 37.50 %              | 37.50 %               | 0.00 %                | 12.50 %               | 12.50 %             | 0.00 %          | 100%        |
|                     |                               |   | Placement #        | 3                    | 3                     | 0                     | 1                     | 1                   | 0               | 8           |
| <b>TOTAL:</b>       |                               |   | <b>Placement %</b> | <b>37.50 %</b>       | <b>37.50 %</b>        | <b>0.00 %</b>         | <b>12.50 %</b>        | <b>12.50 %</b>      | <b>0.00 %</b>   | <b>100%</b> |
|                     |                               |   | <b>Placement #</b> | <b>3</b>             | <b>3</b>              | <b>0</b>              | <b>1</b>              | <b>1</b>            | <b>0</b>        | <b>8</b>    |
| NO                  | NONE                          | NONE  | Placement %        | 0.00 %               | 0.00 %                | 0.00 %                | 0.00 %                | 0.00 %              | 100.00 %        | 100%        |
|                     |                               |   | Placement #        | 0                    | 0                     | 0                     | 0                     | 0                   | 14              | 14          |
| <b>TOTAL:</b>       |                               |   | <b>Placement %</b> | <b>0.00 %</b>        | <b>0.00 %</b>         | <b>0.00 %</b>         | <b>0.00 %</b>         | <b>0.00 %</b>       | <b>100.00 %</b> | <b>100%</b> |
|                     |                               |   | <b>Placement #</b> | <b>0</b>             | <b>0</b>              | <b>0</b>              | <b>0</b>              | <b>0</b>            | <b>14</b>       | <b>14</b>   |
| <b>STATE TOTAL:</b> |                               |   | <b>Placement %</b> | <b>34.62 %</b>       | <b>25.00 %</b>        | <b>3.85 %</b>         | <b>1.92 %</b>         | <b>7.69 %</b>       | <b>26.92 %</b>  | <b>100%</b> |
|                     |                               |   | <b>Placement #</b> | <b>18</b>            | <b>13</b>             | <b>2</b>              | <b>1</b>              | <b>4</b>            | <b>14</b>       | <b>52</b>   |



**COUNT OF PLACEMENT MOVES BY DAYS FROM STAFFING TO MOVE  
PLACEMENTS BEGINNING BETWEEN 3/1/2012 AND 4/1/2012**

| MEETING TYPE         | MEETING PURPOSE     | MEETING OUTCOME                      | Values      | TIMING                |                        |                        |                      |        | Grand Total |
|----------------------|---------------------|--------------------------------------|-------------|-----------------------|------------------------|------------------------|----------------------|--------|-------------|
|                      |                     |                                      |             | MOVE WITHIN<br>7 DAYS | MOVE WITHIN<br>14 DAYS | MOVE WITHIN<br>21 DAYS | MOVE OVER<br>21 DAYS | NO MTG |             |
| Family Team Decision | Change of Placement | Change to less restrictive placement | Placement % | 41.67 %               | 0.00 %                 | 25.00 %                | 33.33 %              | 0.00 % | 100%        |
|                      |                     |                                      | Placement # | 5                     | 0                      | 3                      | 4                    | 0      | 12          |
| Family Team Decision | Change of Placement | Change to more restrictive placement | Placement % | 66.67 %               | 0.00 %                 | 33.33 %                | 0.00 %               | 0.00 % | 100%        |
|                      |                     |                                      | Placement # | 2                     | 0                      | 1                      | 0                    | 0      | 3           |
| Family Team Decision | Change of Placement | Change to same level placement       | Placement % | 50.00 %               | 0.00 %                 | 50.00 %                | 0.00 %               | 0.00 % | 100%        |
|                      |                     |                                      | Placement # | 5                     | 0                      | 5                      | 0                    | 0      | 10          |
| Family Team Decision | Change of Placement | Maintain child in present placement  | Placement % | 33.33 %               | 0.00 %                 | 33.33 %                | 33.33 %              | 0.00 % | 100%        |
|                      |                     |                                      | Placement # | 1                     | 0                      | 1                      | 1                    | 0      | 3           |
| Family Team Decision | Change of Placement | None                                 | Placement % | 0.00 %                | 0.00 %                 | 0.00 %                 | 100.00 %             | 0.00 % | 100%        |
|                      |                     |                                      | Placement # | 0                     | 0                      | 0                      | 1                    | 0      | 1           |



**COUNT OF PLACEMENT MOVES BY DAYS FROM STAFFING TO MOVE  
PLACEMENTS BEGINNING BETWEEN 3/1/2012 AND 4/1/2012**

| MEETING TYPE               | MEETING PURPOSE            | MEETING OUTCOME                                   | Values      | TIMING                |                        |                        |                      |                 | Grand Total |
|----------------------------|----------------------------|---|-------------|-----------------------|------------------------|------------------------|----------------------|-----------------|-------------|
|                            |                            |   |             | MOVE WITHIN<br>7 DAYS | MOVE WITHIN<br>14 DAYS | MOVE WITHIN<br>21 DAYS | MOVE OVER<br>21 DAYS | NO MTG          |             |
| Family Team Decision       | Change of Placement        | Unable to reach consensus                         | Placement % | 0.00 %                | 100.00 %               | 0.00 %                 | 0.00 %               | 0.00 %          | 100%        |
|                            |                            |   | Placement # | 0                     | 1                      | 0                      | 0                    | 0               | 1           |
| <b>TOTAL:</b>              |                            |   | Placement % | <b>43.33 %</b>        | <b>3.33 %</b>          | <b>33.33 %</b>         | <b>20.00 %</b>       | <b>0.00 %</b>   | <b>100%</b> |
|                            |                            |   | Placement # | <b>13</b>             | <b>1</b>               | <b>10</b>              | <b>6</b>             | <b>0</b>        | <b>30</b>   |
| Family Team Decision       | Imminent Risk of Placement | Place child/youth in out of home care (voluntary) | Placement % | 100.00 %              | 0.00 %                 | 0.00 %                 | 0.00 %               | 0.00 %          | 100%        |
|                            |                            |   | Placement # | 1                     | 0                      | 0                      | 0                    | 0               | 1           |
| <b>TOTAL:</b>              |                            |   | Placement % | <b>100.00 %</b>       | <b>0.00 %</b>          | <b>0.00 %</b>          | <b>0.00 %</b>        | <b>0.00 %</b>   | <b>100%</b> |
|                            |                            |   | Placement # | <b>1</b>              | <b>0</b>               | <b>0</b>               | <b>0</b>             | <b>0</b>        | <b>1</b>    |
| Family Team Decision       | NONE                       | NONE  | Placement % | 0.00 %                | 0.00 %                 | 0.00 %                 | 0.00 %               | 100.00 %        | 100%        |
|                            |                            |   | Placement # | 0                     | 0                      | 0                      | 0                    | 42              | 42          |
| <b>TOTAL:</b>              |                            |   | Placement % | <b>0.00 %</b>         | <b>0.00 %</b>          | <b>0.00 %</b>          | <b>0.00 %</b>        | <b>100.00 %</b> | <b>100%</b> |
|                            |                            |   | Placement # | <b>0</b>              | <b>0</b>               | <b>0</b>               | <b>0</b>             | <b>42</b>       | <b>42</b>   |
| Family Team Decision       | Emergency Placement or VPA | Continue with out of home care (court)            | Placement % | 100.00 %              | 0.00 %                 | 0.00 %                 | 0.00 %               | 0.00 %          | 100%        |
|                            |                            |   | Placement # | 3                     | 0                      | 0                      | 0                    | 0               | 3           |
| Family Team Decision       | Emergency Placement or VPA | None  | Placement % | 100.00 %              | 0.00 %                 | 0.00 %                 | 0.00 %               | 0.00 %          | 100%        |
|                            |                            |   | Placement # | 1                     | 0                      | 0                      | 0                    | 0               | 1           |
| <b>TOTAL:</b>              |                            |   | Placement % | <b>100.00 %</b>       | <b>0.00 %</b>          | <b>0.00 %</b>          | <b>0.00 %</b>        | <b>0.00 %</b>   | <b>100%</b> |
|                            |                            |   | Placement # | <b>4</b>              | <b>0</b>               | <b>0</b>               | <b>0</b>             | <b>0</b>        | <b>4</b>    |
| Family Team Decision       | Exit from Placement        | Do not exit from placement                        | Placement % | 0.00 %                | 0.00 %                 | 0.00 %                 | 100.00 %             | 0.00 %          | 100%        |
|                            |                            |   | Placement # | 0                     | 0                      | 0                      | 1                    | 0               | 1           |
| <b>TOTAL:</b>              |                            |   | Placement % | <b>0.00 %</b>         | <b>0.00 %</b>          | <b>0.00 %</b>          | <b>100.00 %</b>      | <b>0.00 %</b>   | <b>100%</b> |
|                            |                            |   | Placement # | <b>0</b>              | <b>0</b>               | <b>0</b>               | <b>1</b>             | <b>0</b>        | <b>1</b>    |
| <b>MEETING TYPE TOTAL:</b> |                            |   | Placement % | <b>23.08 %</b>        | <b>1.28 %</b>          | <b>12.82 %</b>         | <b>8.97 %</b>        | <b>53.85 %</b>  | <b>100%</b> |



|             |                    |                   |                    |                   |                    |                    |
|-------------|--------------------|-------------------|--------------------|-------------------|--------------------|--------------------|
| Placement # | <a href="#">18</a> | <a href="#">1</a> | <a href="#">10</a> | <a href="#">7</a> | <a href="#">42</a> | <a href="#">78</a> |
|-------------|--------------------|-------------------|--------------------|-------------------|--------------------|--------------------|







**Filters Selected at the Run Time :**

**Default Dates: Previous Month**

**3/1/2012 - 4/1/2012**

**For Region: Unknown, Region 1, Region 2, Region 3, Region 4, Region 5, Region 6, Region 7, CONVERSION, Washington Tribes**

**For Office: Aberdeen, Bellingham, Bremerton, Central Intake, Centralia, Centralized Services Tacoma DCFS, Clarkston, Colfax, Colville, CONVERSION, DCFS HQ Test Office, DEL Head Quarters, DJR Region 1, DJR Region 2, DJR Region 3, DJR Region 4, DJR Region 5, DJR Region 6, Ellensburg DCFS, Everett, Ferry County/Republic, Forks DCFS, Foster Care Medical, Friday Harbor, Goldendale, Head Quarters - (OB-2), Kelso, King Central Services - R04, King East DCFS, King South DCFS, King West DCFS, Lincoln County (Spokane/Lincoln), Long Beach DCFS, Lynnwood, Martin Luther King Jr. Office, Morton DCFS SEE 765, Moses Lake, Mount Vernon, Native American Office, Newport, Oak Harbor, Office of Indian Child Welfare - RO4, Olympia DCFS (Tumwater), Omak, Pierce East Tacoma DCFS, Pierce South, Pierce West Tacoma DCFS, Port Angeles, Port Townsend, R5 S'Klallam Tribe, Reg 3 Lummi Tribe, Reg 4 OCCP-See 983 and 984, Reg 6 Makah Tribe, Reg 6 Quinault Tribe, Region 1 Facility Investigation, Region 1 Office, Region 1 Out of Home Licensing, Region 2 Facility Investigation, Region 2 Office, Region 2 Out of Home Licensing, Region 3 After-Hours, Region 3 Facility Investigation, Region 3 Office, Region 3 Out of Home Licensing, Region 4 Adoptions, Region 4 Facility Investigation, Region 4 Office, Region 4 Out of Home Licensing, Region 5 Adoptions, Region 5 Facility Investigation, Region 5 Office, Region 5 Out of Home Licensing, Region 6 Facility Investigation, Region 6 Office, Region 6 Out of Home Licensing, Shelton, Sky Valley, Smokey Point, South Bend, Spokane, SSPS Control, Stevenson, Sunnyside DCFS, Taholah DCFS SEE 771, Toppenish, Tri-Cities, Unknown, Vancouver - Cascade, Vancouver - Columbia, Walla Walla, Washington Tribes, Wenatchee, White Center DCFS, White Salmon, Yakima**

**For Race: Native American**

**For Legal Custody: DCFS, Parental**

**Printing Criteria :**

**Designed to be printed on a paper with height: 8.5in and width: 14in**



### 3.1.8

## FTDM Online Training - Completion Statistics - 4/17/12

| Position Title      | Region 1        |                  | Region 2        |                  | Region 3        |                  | Total           |                  |
|---------------------|-----------------|------------------|-----------------|------------------|-----------------|------------------|-----------------|------------------|
|                     | Number of Staff | Percent of Staff |
| Area Administrators | 11              |                  | 14              |                  | 13              |                  | 38              |                  |
| Complete            | 10              | 91%              | 13              | 93%              | 13              | 100%             | 36              | 95%              |
| Incomplete          | 1               | 9%               | 1               | 7%               | 0               | 0%               | 2               | 5%               |
| Supervisors         | 63              |                  | 90              |                  | 83              |                  | 236             |                  |
| Complete            | 62              | 98%              | 89              | 99%              | 78              | 94%              | 229             | 97%              |
| Incomplete          | 1               | 2%               | 1               | 1%               | 5               | 6%               | 7               | 3%               |
| Social Worker       | 404             |                  | 496             |                  | 454             |                  | 1,354           |                  |
| Complete            | 367             | 91%              | 464             | 94%              | 414             | 91%              | 1,245           | 92%              |
| Incomplete          | 37              | 9%               | 32              | 6%               | 40              | 9%               | 109             | 8%               |
| <b>Total</b>        | <b>478</b>      |                  | <b>600</b>      |                  | <b>550</b>      |                  | <b>1,628</b>    |                  |
| Complete            | 439             | 92%              | 566             | 94%              | 505             | 92%              | 1,510           | 93%              |
| Incomplete          | 39              | 8%               | 34              | 6%               | 45              | 8%               | 118             | 7%               |

## **Plan to Expand Efforts to Engage Fathers in Region 2**

March 2012

### **Summary Report**

Based on lessons learned from a three year father engagement project the Washington State Department of Social and Health Services, Children's Administration Region 2 staff have developed the following program improvement plan for engaging fathers:

### **Father Engagement Study**

Beginning in October 2008 Children's Administration participated in a federally funded study to assess efforts to improve permanency results for children by engaging non-custodial fathers when their child was removed from the mother's care due to child abuse or neglect. This project implemented the following activities:

- Created support groups for fathers involved in the child welfare system
- Created a Fathers Advisory Board
- Developed and used informational materials and training programs for fathers, Children's Administration staff, and providers / stakeholders about the importance of fathers in the lives of their children
- Convened a Fatherhood Summit – to educate staff and the community about father engagement

Based on the assessment of the above father engagement project the following recommendations for improving the Region 2 Father Engagement Initiative were made:

- Provide fathers with information and support through community-based father-specific educational, parenting, and support groups
- Develop father-friendly resources / materials for navigating human service and legal systems
- Promote the participation of fathers on agency or community committees / councils to ensure father's perspective is reflected in practice and policy
- Ensure that Children's Administration staff receive ongoing training on:
  - Requirement to engage fathers and paternal relatives early in the life of the case
  - Education of mothers on the value / benefits of father identification and involvement
  - Fatherhood awareness, knowledge, and engagement skills
- Promote a systematic process for paternity testing at the beginning of the case
- Develop a family-centered framework for services with the DSHS Division of Child Support

### Father Engagement Program Improvement Plan

- **June 30, 2011:** Provided overview/training to Children's Administration Statewide Leadership: Follow-up training is scheduled for the May 30, 2012 Statewide Leadership Team meeting
  
- **January 17, 2012 and March 20, 2012:** Provided overview/training to Region 2 Leadership concerning:
  - Lessons learned
  - Fathers video
  - Role of regional field office and father engagement liaisons
  
- **February 2012:** Region 2 has appointed fifteen (15) field office father engagement liaisons to promote ongoing father engagement efforts and resources.
  
- As of **March 2012:** Region 2's Relative Search units will automatically begin father identification / paternal family searches in dependent cases.
  
- As of **March 30, 2012** all Tribes in Region 2 were contacted concerning the Father Engagement project. As a result the Nooksack, Muckleshoot and Snoqualmie tribes agreed to develop tribal father engagement activities. In addition information and overview of the father engagement project was presented to the Regional Tribal Coordinating Council. Within the 7.01 Plan framework, we collaborated with tribes to improve father engagement efforts and resources for Native American fathers.

The Nooksack tribe has an existing federal grant for father engagement and their facilitator for this group co-presented to Bellingham Children's staff and identified a liaison for active cases involving fathers that are part of the tribe.

The Muckleshoot Child Welfare Supervisor has indicated that he would like to arrange for training for their staff on father engagement strategies since all their social workers are women. The next step is to coordinate a time for a one hour long training with the supervisor being the identified father engagement liaison with Children's Administration for the tribe.

The meeting with Snoqualmie tribal staff resulted in agreement to explore developing a tribal court informational guide for fathers. In addition, we discussed potential training

for staff on father engagement strategies. The tribe wanted to talk more about it between themselves and will follow up later in the year.

- By **December 31, 2012:**

| Topic / Task   | Person Responsible for Completion                    |
|--|--|
| Provide two hour mandatory father engagement training to at least 80% of Region 2 case carrying social workers and supervisors and complete a summary report of attendance | Jonah Idczak – Region 2 Father Engagement Specialist |
| Implement father engagement training as a module of Region 2’s supplemental Social Worker Training Academy   | Jonah Idczak – Region 2 Father Engagement Specialist |
| Contract with private agencies to form father support groups in Region 2   | Jonah Idczak – Region 2 Father Engagement Specialist |
| Develop father-specific guides and resource lists by county within Region 2  | Jonah Idczak – Region 2 Father Engagement Specialist |
| Present at 2012 Region 2 Strengthening the Family Summit the lessons learned and local and statewide father engagement projects  | Jonah Idczak – Region 2 Father Engagement Specialist |
| Provide Father Engagement Training to DSHS – Division of Child Support, the Economic Services Administration   | Jonah Idczak – Region 2 Father Engagement Specialist |

- By **June 30, 2013** Provide Father Engagement training for Region 2’s Juvenile Court, Court Appointed Special Advocate and the Office of the Attorney General

**Quality Assurance**

The Children’s Administration Region 2 Quality Assurance Team will provide quarterly management reports specific to father engagement activities to Regional Leadership.



**STATE OF WASHINGTON**  
**DEPARTMENT OF SOCIAL AND HEALTH SERVICES**  
**CHILDREN'S ADMINISTRATION**  
**PO Box 45040 • Olympia WA • 98504-5040**

March 28, 2012

**To:** Deborah Purce, Director  
Division of Quality Management and Accountability

**From:** Jonah Idczak, Fatherhood Specialist  
Father Engagement Project Region 2

**Subject:** PIP 3.2.5 / June 30, 2011 Attendance at Father Engagement Training provided to DSHS  
CA Extended Leadership

On June 30, 2011 the Children's Administration Extended Leadership Team received training on Father Engagement. Please see the attached agenda, presentation entitled, "Engaging Fathers in Child Welfare Cases" and the Handout entitled, "What Nonresident Fathers Value".

The following people attended this training:

| <b>June 30, 2011 Father Engagement Training provided to DSHS CA Extended Leadership</b> |   |
|---|---|
| <b>Name</b>   | <b>Position Title</b>                               |
| Alexander, Laurie (DSHS/CA)   | Area Administrator Region 2                         |
| Ashby, Dan (DSHS/CA)  | Office Chief Finance                                |
| Bailey, Carol   | Implementation Manager Region 1                     |
| Barrett, William (DSHS/CA)  | Area Administrator Region 2                         |
| Borg, Brent (DSHS/CA)   | Area Administrator Region 1                         |
| Butkovich, Martin J. (DSHS/CA)  | Regional Administrator Region 1                     |
| Casey, Myra (DSHS/CA)   | Deputy Administrator Division of Licensed Resources |
| Chesterfield, Diana (DSHS/CA)   | Area Administrator Division of Licensed Resources   |
| Cordova, Tammy (DSHS/CA)  | Director Program and Policy                         |
| Dang, Hieu (DSHS/CA)  | Area Administrator Region 3                         |
| Del Villar Fox, David (DSHS/CA)   | Legislative Relations                               |
| Fenske, Debbie (DSHS/CA)  | Area Administrator Region 1                         |
| Fujii, Marie (DSHS/CA)  | Area Administrator Region 2                         |
| Gilbert, Sharon A. (DSHS/CA)  | Deputy Director Field Operations                    |
| Green, Natalie (DSHS/CA)  | Area Administrator Region 2                         |
| Hancock, Darcey   | Implementation Manager Region 3                     |
| Hardcastle, Cindy (DSHS/CA)   | Area Administrator Region 3                         |
| Hay, Tammy (DSHS/CA)  | Office Chief – Budget                               |
| Haugen, Russ (DSHS/CA)  | Area Administrator Region 1                         |
| Haun, Rhonda  | Implementation Manager Region 2                     |

| June 30, 2011 Father Engagement Training provided to DSHS CA Extended Leadership |   |
|--|---|
| Name   | Position Title  |
| Hill, Sherry L.  | Ca Communications Director                                    |
| Hinojosa, Veronica (DSHS/CA)   | Area Administrator Region 3                                   |
| Hitchings, Edith (DSHS/CA)   | Deputy Administrator Region 3                                 |
| Johnson, Bolesha   | Area Administrator Region 2                                   |
| Kalinowski, Linda (DSHS/CA)  | Area Administrator Region 3                                   |
| King, Bob (DSHS/CA)  | Area Administrator Division of Licensed Resources<br>Region 2 |
| Kinney, Sandy (DSHS/CA)  | Area Administrator Region 2                                   |
| Lambert-Eckel, Connie (DSHS/CA)  | Deputy Administrator Region 1                                 |
| Lawlor, Yen (DSHS/CA)  | Deputy Administrator Region 2                                 |
| Lopez, Lorenzo (DSHS/CA)   | Area Administrator Region 1 Division of Licensed<br>Resources |
| Lynn, Debbie (DSHS/CA)   | Area Administrator Region 3                                   |
| McKeown, Pam (DSHS/CA)   | Area Administrator Region 2                                   |
| McShane, Jeanne (DSHS/CA)  | Administrator DLR   |
| Morlin, Connie (DSHS/CA)   | Area Administrator Region 1 Division of Licensed<br>Resources |
| Nelson, Tim  | Implementation Manager Region 1                               |
| Nichols, Kenneth (DSHS/CA)   | Area Administrator Region 1                                   |
| Norton, Berta (DSHS/CA)  | Area Administrator Region 1                                   |
| Odimba, Joel (DSHS/CA)   | Regional Administrator Region 3                               |
| Otto, Brandy   | Program Manager   |
| Pannkuk, Richard E. (DSHS/CA)  | Director Finance  |
| Paresa, Bill (DSHS/CA)   | Area Administrator Region 3                                   |
| Payne, Beverly (DSHS/CA)   | Program Manager Central Intake                                |
| Randall, Kris (DSHS/CA)  | Area Administrator Region 1                                   |
| Redman, Linda (DSHS/CA)  | Area Administrator Region 3                                   |
| Revels-Robinson, Denise (DSHS/CA)  | Assistant Secretary Children's Administration                 |
| Rich, Cheryl (DSHS/CA)   | Area Administrator Region 3                                   |
| Robinson, Chris (DSHS/CA)  | Area Administrator Region 2                                   |
| Sebastian, Toni (DSHS/CA)  | Area Administrator Central Intake                             |
| Smith, Becky (DSHS/CA)   | Director Field Operations                                     |
| Stajduhar, Leah (DSHS/CA)  | Office Chief Program & Policy                                 |
| Stokes, Tom (DSHS/CA)  | Area Administrator Region 3                                   |
| Sutton, Nancy (DSHS/CA)  | Regional Administrator Region 3                               |
| Tatman, Dawn (DSHS/CA)   | Director Technology Services                                  |
| Teeter, Anita (DSHS/CA)  | Area Administrator Region 3                                   |
| Turner, Patty  | Area Administrator Region 2                                   |
| Weaver-Wee, Stacy (DSHS/CA)  | Implementation Manager Region 3                               |
| Wesley, Gia (DSHS/CA)  | Area Administrator Division of Licensed Resources<br>Region 2 |



Extended Leadership  
TEAM MEETING

*Lacey, Blake Building West  
Chelan Conference Room  
June 30, 2011*

## AGENDA

- |               |   |
|---------------|---|
| 9:00 – 9:15   | Welcome – <i>Denise Revels Robinson</i>                                   |
| 9:15 – 9:30   | Introductions- <i>Jeanne McShane &amp; Connie Lambert-Eckel</i>           |
| 9:30 – 10:30  | Safety – <i>Leah Stajduhar, Brandy Otto, Vickie Stock</i>                 |
| 10:30 – 10:45 | Break   |
| 10:45 – 12:00 | <i>Safety continued</i>   |
| 12:00 – 1:00  | Lunch   |
| 1:00 – 2:15   | Father Engagement Team – <i>John Idczak, John Allen, Natasha Grossman</i> |
| 2:15 – 2:45   | Consolidation & Budget Update – <i>Rich Pannkuk</i>                       |
| 2:45 – 3:00   | Break   |
| 3:00 - 4:00   | CFSR - <i>Jann Hoppler</i>  |
| 4:00          | Wrap up – <i>Denise Revels Robinson</i>                                   |

### What Nonresident Fathers Value

1. Early and consistent contact reduces a father's sense of frustration and feeling left out —engage father prior to initial court hearing
2. Provide fathers with an opportunity to share their story
3. Provide fathers an opportunity to address their frustrations of being required to work with the child welfare system and the court, as they were not part of the maltreatment
4. Engage in honest dialog about fathers' rights and responsibilities to their child
5. Provide access to information about public and community services and supports; including father-friendly easy to read information from all systems (child welfare, child support, legal) with the understanding his goal is to learn how he can provide for his child and family
6. A seamless referral process and access to concrete services (e.g., housing, financial, employment/job training, legal support)
7. Explanation of paperwork/requirements, with support in prioritizing them and assistance with navigating the systems, when needed
8. Accommodation of his work schedule when setting meetings, appointments, and visits with his children
9. Opportunity to give back and offer his insights: serve on father advisory panels, review documents, policies, practice approaches, and training materials
10. Professionals that understand the importance of and values the role and benefits of having fathers involved in the lives of their children, regardless of their residency

# Engaging Fathers in Child Welfare Cases

**Presented by:**

**Matt Shaw, Everett Office Father Engagement Liaison**

**Jonah Idczak, Region II Father Engagement Specialist**

“Why all this attention to fathers? Mothers are important too.”

# Training Objectives

- Hearing the father's voice
- Obtain new strategies to better engage fathers
- Review dynamics involved in working with fathers
- Review available father engagement tools
- Explore how to best work with your office father engagement liaison



# The Father Engagement Project

## Child and Family Service Review Findings

## Program Improvement Plan for Children's Administration

Father Engagement Training (staff, partners and community)

Father Engagement Tools

Local Office Father Engagement Liaisons



# Fathers in their own words



# What's In It For...

- **Caseworkers**

- Broadens circle of family support by including fathers and potentially their family/friends
- More “eyes” to survey the well-being of the child
- Increased informal supports and resources
- Positive well-being outcomes for child
- Promotes family and cultural connection



# What's In It For...

- **Caseworkers**
  - Helps meet the expectations of the CFSR (permanency, safety, well-being and family involvement)
  - Facilitates concurrent planning — more than one goal
  - Supports required reasonable or diligent efforts
  - Engages paternal relatives as possible permanency options



# What's In It For...

- **Mothers & Families**
  - Overall positive outcomes for children's well-being
  - Additional support from father & paternal family
  - Commitment to family modeled for children
  - Increase in mother's patience, flexibility and emotional responsiveness toward child
  - Successful co-parenting sends consistent messages to child about right and wrong



# What's In It For...

- **Children**

- Fathers provide unique support

- Emotional

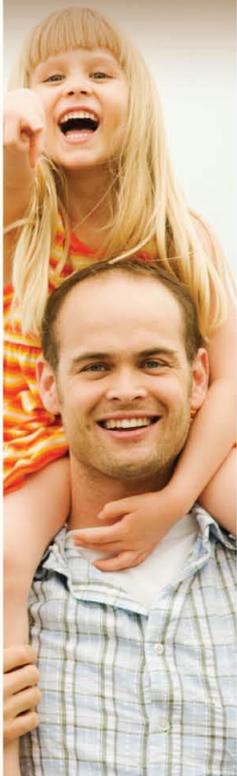
- Financial

- Physical

- Involvement of paternal kin

- Expanded cultural & family ties

- Knowledge of family medical history



# What's In It For...

## • Children

- Significantly more likely to exhibit healthy self-esteem & pro-social behavior
- Better educational outcomes
- More friendships & fewer behavioral concerns
- Both parents act as partners in raising them
- Increased family support that can ensure safety, emotional well-being & connection to caring adults

Evans, G. D., & Fogarty, K. (2008). *The hidden benefits of being an involved father*. Retrieved May 21, 2009, from <http://edis.ifas.ufl.edu/HE137>

Ferguson, G. (2009). *Questions about kids: Do dads really make a difference?* Center for Early Education and Development (CEED), College of Education and Human Development, University of Minnesota. Retrieved May 21, 2009, from <http://cehd.umn.edu/ceed/publications/questionsaboutkids/dadenglish.pdf>



# What's In It For...

- **Children**

“Children whose biological fathers are absent are on average 2-3 times more likely to be poor; to use drugs; to experience educational, health, emotional and behavioral problems; to be victims of child abuse; and to engage in more criminal behavior than their peers who live with their married biological parents (or adoptive parents).”

Horn, W., & Sylvester, T. (2002). *Father facts* (4th ed.). Gaithersburg, MD: National Fatherhood Initiative.



# What's In It For...

- **Children**

“Children with involved, loving fathers are significantly more likely to do well in school, have healthy self esteem, exhibit empathy and pro-social behavior, and avoid high risk behaviors such as drug use, truancy and criminal activity compared to children who have uninvolved fathers.”

Horn, W., & Sylvester, T. (2002). *Father facts* (4th ed.). Gaithersburg, MD: National Fatherhood Initiative.



# What's In It For...

- **Children**

“Children with involved, caring fathers have better educational outcomes. A number of studies suggest that fathers who are involved, nurturing and playful with their infants have children with higher IQs, as well as better linguistic and cognitive capacities.”

--Rosenberg, J. (2006). *Fathers and their impact on children's well-being*. Child Welfare Information Gateway.

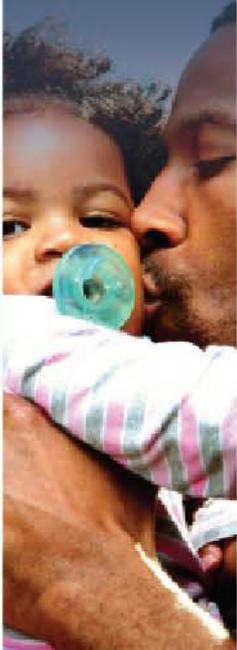


# Understanding the Socialization of Men

## Socially constructed ideas cultivate:

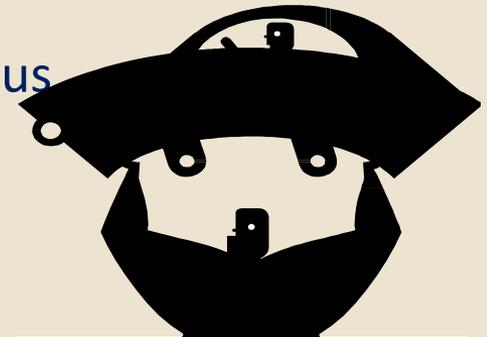
- Emotional conflict
- Behavioral problems
- Emotional pain, often resulting in an emotional trauma causing men to present as:
  - Stoic
  - Firm
  - Detached emotionally

Men have traditionally found it difficult to acknowledge their feelings and the effect they have on their lives and the lives of family members.



# Societal Factors That Influence the Development of Manhood & Fatherhood

- Discouraging the expression of emotions — “real men don’t cry”
- Anger is an acceptable male emotion
- Dominant, disconnected and dangerous
- Being physically strong
- Ambition and competition
- Good occupational functioning
- Athletic ability
- Economic success
- Sexual conquests



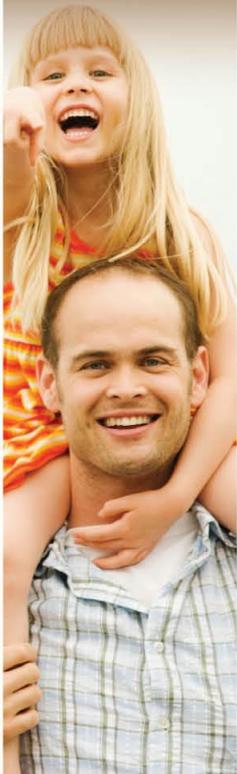
**DANGER**  
 Extreme Manliness  
 Not for the faint of  
 testosterone

The section was adapted from Shears, J., & Furman, R., Working with fathers: A review of the literature. University of North Carolina- Charlotte; and Hofferth, S. L. (2001, February). *Race/ethnic differences in father involvement in two-parent families: Culture, context, or economy*. Institute for Social Research, University of Michigan. Retrieved May 21, 2009, from <http://ceel.psc.isr.umich.edu/pubs/papers/ceel019-01.pdf>



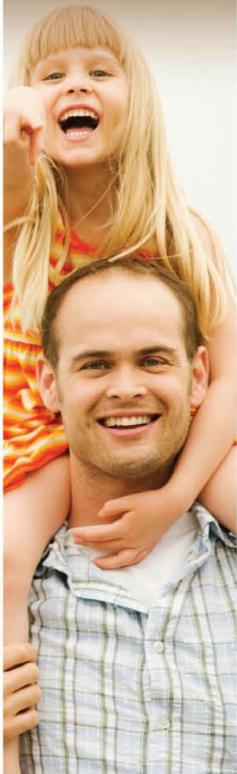
# Barriers to Men Seeking Help

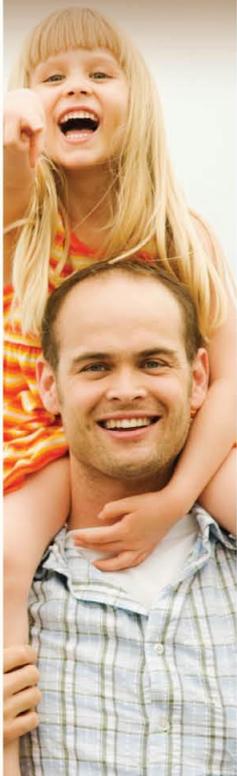
- Admitting there is a problem
- Difficulty in asking for help and depending on others
- Being perceived as “weak”
- Fear of intimacy & vulnerability
- Scarcity of treatment approaches for men
- Hand Out: Barriers to father involvement



***If a man wants to be a father and raise his child, he should be given the same tools and opportunities as a woman.***

***And the stigma is, as long as the mother is around, the man doesn't have a chance for custody. Fathers should not be made to feel like they are the unimportant parent.***



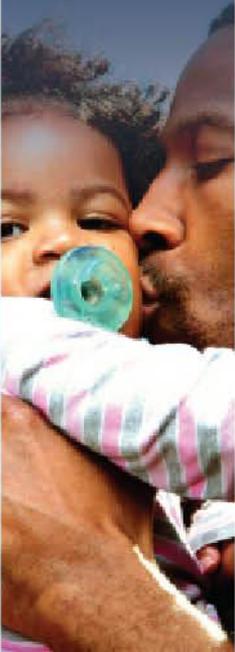


What services do fathers need to address barriers they face?

**If services don't exist what can we do to address that need?**

# Strategies to Encourage Help-Seeking Behaviors

- Normalize their experience
- Minimize reflection on affect & emotions
- Provide direct feedback and action-oriented steps
- Use metaphors to make problems concrete and relatable
- Use approaches that focus on logic and behavior
- Hand Out: Helping fathers grow toward self improvement.



## What strategies do we as social workers use to develop a working relationship with the father?

Strengths-based approach to working with fathers that begins with where the father is in his development, not with where we think he should be.



# Developing the Relationship

## Principles of Partnership

- Everyone desires respect
- Partners share power
- Everyone has strengths
- Everyone needs to be heard
- Judgments can wait
- Partnership is a process

Appalachian Family Innovations. (2003). *Partners in change: A new perspective on child protective services* (curriculum). Morganton, NC: Author.



# Developing the Relationship

A desire to develop a positive and authentic relationship with your client requires that you remain sensitive to the **CULTURAL** and **GENDER** differences.

- Take the time to get to know them and how their experiences have shaped who they are today.
- Remain attentive to your verbal and non-verbal responses and how they may be interpreted from their cultural lens.
- Check things out and ask questions.



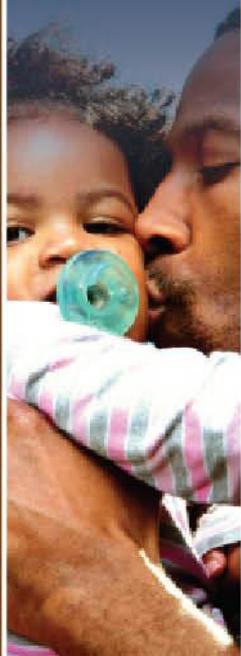
# Approaches to Engaging Non-Resident Fathers

- Assume the non-resident father wants to be involved
- Restore the non-resident father in the child's life
- Individualize each case
- Suspend judgments
- Make room for expressions of anger



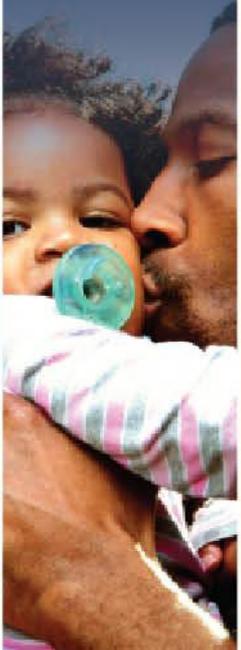
# Approaches to Engaging Non-Resident Fathers

- Seek first to understand
- Recognize and acknowledge previous experience with child welfare
- Transparency regarding agency's involvement and the non-resident father's role in the case process
- Acknowledge the power in your position along with empowering the non-resident father





Why is it important to take the time to let the father tell his side of the story?



# Approaches to Engaging Non-Resident Fathers

- Identify the non-resident father's strengths
- Increase his understanding of how important he is to his child/he brings life long benefits to the child's well being
- Encourage opportunities for change, particularly if he is the person that caused the harm



How do we help a father understand that he is important to the well being of his child?



# Approaches to Engaging Non-Resident Fathers

- Ask the non-resident father, “How would you like your child to remember you 10 to 15 years from now?”
- Remind the non-resident father that he is a role model for his child (he may not have had that)
- Explain agency expectations for the non-resident father



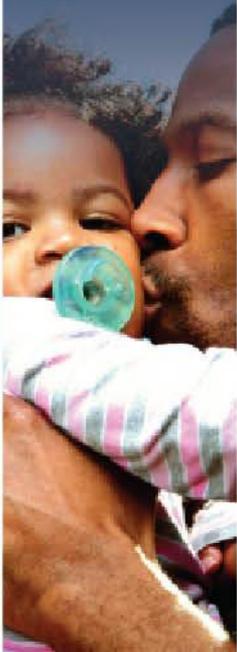
What is the value of explaining the process and expectations to the father?



# Transforming Conflict Into Partnerships

- **Helpful Tips:**

- Ensuring physical and emotional safety is essential
- Focus on future planning
- Don't seek to resolve; seek to find common ground to move forward
- Shared responsibility and power
- Sustaining the effort to bridge incompatibility



# Common Challenges to Non-Resident Father Engagement

- Expressions of anger
- Co-parenting and parental conflict
- Multiple issues: unemployment, housing, other court involvement, substance abuse, mental health, domestic violence





# Incarcerated Fathers

What is current practice?

What have you used to work with an incarcerated father?

Tools available on Share Drive

***“It doesn't matter who my father was;  
it matters who I remember he was.”***

~Anne Sexton

***“The primary task of every civilization is to teach the young men to  
be fathers.”***

—Margaret Mead





# Tools for Father Engagement

- Forms Share Drive\Reg\Fatherhood Engagement
- Father Information Guides
- County Specific Resource Lists
- What Dads Can Do With Their Children
- What is expected of you as the father in working with the social worker
- Sample letter to a father in prison
- Sample case notes to document in FAMLINK
- [www.fatherhood.gov](http://www.fatherhood.gov)

How do we continue to engage fathers at every stage of case planning?

Who would be part of a team to engage the father?



# Work with your office father engagement liaison

## The role of the father engagement liaison



## Conclusion

Addressing father and male involvement will not be an easy task. It is not just a matter of adding statements about the role of fathers to training materials, or creating a new program category to enhance male involvement at any one point in the system. The issue of father and male involvement is a deeply systemic one that touches on multiple points of the child welfare system. We hope that the resources we present will wrap the fabric of hope around father involvement in child welfare enhancing safety, permanency, and well-being for children—and their fathers.

Remember to ask yourself: what about the dad?



## **Children with Longest Lengths of Stay in Foster Care**

**May 2012**

### **Introduction**

During the autumn of 2011, the Children's Administration implemented statewide Permanency Roundtables for children with the longest lengths of stay in out of home care, in partnership with Casey Family Programs. Permanency Roundtables provide case consultations to social workers and their supervisors to increase legal permanency for children and also highlight systemic barriers to permanency within the Washington State child welfare system. They are structured, professional case consultations designed to expedite permanency for youth in care through innovative thinking, the application of best practices, and the "busting" of systemic barriers. A report of the characteristics of the children considered for the Roundtable process was finalized in December 2011. A summary report of the Roundtable process and lessons learned was finalized in February 2012. Both are available from the Children's Administration.

This report compares the characteristics of the children<sup>1</sup> with the longest lengths of stay in foster care with other children in foster care on August 19, 2011. This is the day children were identified for possible inclusion in the Permanency Roundtable process. The population considered for a Permanency Roundtable is comparable to the children who had been in care over seven years. The data used for this report is slightly different than the data used to select the children for the Permanency Roundtables due to changes in the data base and ongoing data clean-up.

### **Overall Population**

On August 19, 2011, there were 8,520 children in foster care. Three percent of the children were in care for more than seven years; a total of seven percent of children were in care five or more years.

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<sup>1</sup> The term "children" is used in this report to refer to all individuals under the age of 18. We recognize that many of the children being discussed are adolescents.

**Length of Stay for Children in Placement on August 19, 2011**

| LOS of Current Episode |                    | Number | Percentage |
|------------------------|--------------------|--------|------------|
| Under 180 Days         | Number of Children | 836    | 10%        |
| 180 -730 Days          | Number of Children | 4,744  | 56%        |
| 2 - 5 Years            | Number of Children | 2,302  | 27%        |
| 5 - 7 Years            | Number of Children | 370    | 4%         |
| Over 7 Years           | Number of Children | 268    | 3%         |
| Total Children         |                    | 8,520  | 100%       |

**Comparison of Children with Varying Length of Time in Foster Care**

Number of Removals from Home of Origin: The children who were in care for more than seven years includes a higher proportion of children who were removed from their home of origin on more than one occasion (4%) than the children who have only been in care for six months or less (1%).

**Number of Removals for Children in Placement on August 19, 2011**

|                          |                     | Under 180 Days | 180 -730 Days | 2 - 5 Years | 5 - 7 Years | Over 7 Years | Total |
|--------------------------|---------------------|----------------|---------------|-------------|-------------|--------------|-------|
| 1 Removal                | Number of Children  | 685            | 3,727         | 1,621       | 261         | 181          | 6,475 |
|                          | Percent of Children | 82%            | 79%           | 70%         | 71%         | 68%          | 76%   |
| 2 - 3 Removals           | Number of Children  | 140            | 952           | 620         | 99          | 75           | 1,886 |
|                          | Percent of Children | 17%            | 20%           | 27%         | 27%         | 28%          | 22%   |
| Over 3 removals          | Number of Children  | 11             | 65            | 61          | 10          | 12           | 159   |
|                          | Percent of Children | 1%             | 1%            | 3%          | 3%          | 4%           | 2%    |
| Total Number of Children |                     | 836            | 4,744         | 2,302       | 370         | 268          | 8,520 |

**PIP 4.1.2 Revised**

DSHS Children's Administration

May 29, 2012

Age at First Placement: The children who were in care for over seven years include a smaller proportion of children who came into care as infants less than one years old and a larger portion of children who came into care in the 6 – 11 year old range.

**Age of Child at Their First Removal for Children in Placement on August 19, 2011**

|                          |                     | Under<br>180 Days | 180 -730<br>Days | 2 - 5<br>Years | 5 - 7<br>Years | Over 7<br>Years | Total |
|--------------------------|---------------------|-------------------|------------------|----------------|----------------|-----------------|-------|
| Under 1 Year Old         | Number of Children  | 265               | 1,475            | 600            | 44             | 45              | 2,429 |
|                          | Percent of Children | 32%               | 31%              | 26%            | 12%            | 17%             | 29%   |
| 1 - 5 Years Old          | Number of Children  | 329               | 1,820            | 797            | 108            | 115             | 3,169 |
|                          | Percent of Children | 39%               | 38%              | 35%            | 29%            | 43%             | 37%   |
| 6 - 11 Years Old         | Number of Children  | 152               | 940              | 622            | 199            | 108             | 2,021 |
|                          | Percent of Children | 18%               | 20%              | 27%            | 54%            | 40%             | 24%   |
| Over 11 Years Old        | Number of Children  | 90                | 509              | 283            | 19             |                 | 901   |
|                          | Percent of Children | 11%               | 11%              | 12%            | 5%             |                 | 11%   |
| Total Number of Children |                     | 836               | 4,744            | 2,302          | 370            | 268             | 8,520 |

**PIP 4.1.2 Revised**

DSHS Children's Administration

May 29, 2012

**Race and Ethnicity:** As the time in foster care increases, the percentage of children who are Native American or African American increases. Native American children are 15 percent of all children in foster care for less than six months and 28 percent of the children in foster care for more than seven years. African American children are 12 percent of all children in foster care for less than six months and 18 percent of the children in foster care for more than seven years. The percentage of children in the other racial / ethnic groups decreases as the time in foster care increases. This finding is consistent with prior work concerning racial disproportionality in Washington state.

**Race of Children in Placement on August 19, 2011**

|                          |                     | Under<br>180 Days | 180 -730<br>Days | 2 - 5<br>Years | 5 - 7<br>Years | Over 7<br>Years | Total |
|--------------------------|---------------------|-------------------|------------------|----------------|----------------|-----------------|-------|
| African American         | Number of Children  | 103               | 684              | 346            | 66             | 48              | 1,247 |
|                          | Percent of Children | 12%               | 14%              | 15%            | 18%            | 18%             | 15%   |
| Asian/PI                 | Number of Children  | 24                | 161              | 68             | 8              | 2               | 263   |
|                          | Percent of Children | 3%                | 3%               | 3%             | 2%             | 1%              | 3%    |
| Hispanic                 | Number of Children  | 136               | 677              | 287            | 39             | 24              | 1,163 |
|                          | Percent of Children | 16%               | 14%              | 12%            | 11%            | 9%              | 14%   |
| Native American          | Number of Children  | 127               | 892              | 545            | 83             | 75              | 1,722 |
|                          | Percent of Children | 15%               | 19%              | 24%            | 22%            | 28%             | 20%   |
| White                    | Number of Children  | 439               | 2,304            | 1,039          | 173            | 119             | 4,074 |
|                          | Percent of Children | 53%               | 49%              | 45%            | 47%            | 44%             | 48%   |
| Unknown                  | Number of Children  | 7                 | 26               | 17             | 1              |                 | 51    |
|                          | Percent of Children | 1%                | 1%               | 1%             | 0%             | 0%              | 1%    |
| Total Number of Children |                     | 836               | 4,744            | 2,302          | 370            | 268             | 8,520 |

**Gender:** Although the mix of males and females is roughly equal at entry to foster care, for the group in care over seven years, the percentage of males increases to 65 percent.

**Gender of Children in Placement on August 19, 2011**

|                          |                     | Under<br>180 Days | 180 -730<br>Days | 2 - 5<br>Years | 5 - 7<br>Years | Over 7<br>Years | Total |
|--------------------------|---------------------|-------------------|------------------|----------------|----------------|-----------------|-------|
| Female                   | Number of Children  | 408               | 2,358            | 1,120          | 157            | 93              | 4,136 |
|                          | Percent of Children | 49%               | 50%              | 49%            | 42%            | 35%             | 49%   |
| Male                     | Number of Children  | 428               | 2,386            | 1,182          | 213            | 175             | 4,384 |
|                          | Percent of Children | 51%               | 50%              | 51%            | 58%            | 65%             | 51%   |
| Total Number of Children |                     | 836               | 4,744            | 2,302          | 370            | 268             | 8,520 |

**PIP 4.1.2 Revised**

DSHS Children’s Administration

May 29, 2012

Type of Child Abuse or Neglect Identified at Placement: The percentage of children who came into foster care with no finding of abuse or neglect is higher in the children in foster care over seven years (25%) than the children who have been in care less than six months (18%). For children who experienced neglect, the opposite is true. The percentage of children who came into foster care with a finding of neglect is lower in the children in foster care over seven years (56%) than the children who have been in care less than six months (67%). The proportions of children with findings of other types or combinations of abuse and neglect do not change substantially as time in foster care increases.

**Reason that was Identified for Their First Removal  
for Children in Placement on August 19, 2011**

|                                 |                     | Under<br>180 Days | 180 -730<br>Days | 2 - 5<br>Years | 5 - 7<br>Years | Over 7<br>Years | Total |
|---------------------------------|---------------------|-------------------|------------------|----------------|----------------|-----------------|-------|
| Neglect Only                    | Number of Children  | 553               | 3,155            | 1,363          | 204            | 141             | 5,416 |
|                                 | Percent of Children | 66%               | 67%              | 59%            | 55%            | 53%             | 64%   |
| Physical & Sex Abuse            | Number of Children  |                   | 14               | 10             | 3              | 2               | 29    |
|                                 | Percent of Children | 0%                | 0%               | 0%             | 1%             | 1%              | 0%    |
| Physical Abuse<br>& Neglect     | Number of Children  | 55                | 308              | 174            | 32             | 18              | 587   |
|                                 | Percent of Children | 7%                | 6%               | 8%             | 9%             | 7%              | 7%    |
| Physical Abuse Only             | Number of Children  | 50                | 301              | 184            | 21             | 19              | 575   |
|                                 | Percent of Children | 6%                | 6%               | 8%             | 6%             | 7%              | 7%    |
| Physical/Sex Abuse<br>& Neglect | Number of Children  |                   | 13               | 13             | 5              | 1               | 32    |
|                                 | Percent of Children | 0%                | 0%               | 1%             | 1%             | 0%              | 0%    |
| Sex Abuse & Neglect             | Number of Children  | 29                | 70               | 44             | 5              | 13              | 161   |
|                                 | Percent of Children | 3%                | 1%               | 2%             | 1%             | 5%              | 2%    |
| Sex Abuse Only                  | Number of Children  | 4                 | 79               | 47             | 9              | 5               | 144   |
|                                 | Percent of Children | 0%                | 2%               | 2%             | 2%             | 2%              | 2%    |
| No CAN Identified               | Number of Children  | 145               | 804              | 467            | 91             | 69              | 1,576 |
|                                 | Percent of Children | 17%               | 17%              | 20%            | 25%            | 26%             | 18%   |
| Total Number of Children        |                     | 836               | 4,744            | 2,302          | 370            | 268             | 8,520 |

Parental Substance Abuse

The percentage of children whose parents were not identified as having a substance abuse problem is greater in the children in foster care more than seven years (67%) than those in foster care less than six months (59%). This finding is likely related to the percentage of children who did not experience child abuse or neglect.

**Parental Substance Abuse Identified at Removal for Children in Placement on August 19, 2011**

|                             |                     | Under 180 Days | 180 -730 Days | 2 - 5 Years | 5 - 7 Years | Over 7 Years |
|-----------------------------|---------------------|----------------|---------------|-------------|-------------|--------------|
| No Parental Substance Abuse | Number of Children  | 497            | 2,822         | 1,564       | 256         | 180          |
|                             | Percent of Children | 59%            | 59%           | 68%         | 69%         | 67%          |
| No Parental Substance Abuse | Number of Children  | 339            | 1,922         | 738         | 114         | 88           |
|                             | Percent of Children | 41%            | 41%           | 32%         | 31%         | 33%          |
| Total Number of Children    |                     | 836            | 4,744         | 2,302       | 370         | 268          |

Placement Setting: The percentage of children in non-relative foster homes is consistent across length of stay; 47 to 49 percent. Forty-two percent of the children in care for less than six months are placed with licensed and unlicensed relatives; only 13 percent of the children who have been in foster care over seven years are placed with relatives. Few of the children who have been in foster care less than 6 months are in Behavioral Rehabilitation Services; 26 percent of the group with the longest length of stay are in BRS.

**Placement Setting for Children in Placement on August 19, 2011**

|  |                     | Under<br>180 Days | 180 -730<br>Days | 2 - 5<br>Years | 5 - 7<br>Years | Over 7<br>Years | Total |
|--|---------------------|-------------------|------------------|----------------|----------------|-----------------|-------|
| Foster Homes                           | Number of Children  | 392               | 2,310            | 1,102          | 176            | 126             | 4,106 |
|  | Percent of Children | 47%               | 49%              | 48%            | 48%            | 47%             | 48%   |
| Relative Care<br>(Licensed/Unlicensed) | Number of Children  | 353               | 1,986            | 774            | 67             | 35              | 3,215 |
|  | Percent of Children | 42%               | 42%              | 34%            | 18%            | 13%             | 38%   |
| BRS                                    | Number of Children  | 28                | 162              | 205            | 70             | 71              | 536   |
|  | Percent of Children | 3%                | 3%               | 9%             | 19%            | 26%             | 6%    |
| Court Ordered<br>Unlicensed Placement  | Number of Children  | 21                | 115              | 45             | 7              | 3               | 191   |
|  | Percent of Children | 3%                | 2%               | 2%             | 2%             | 1%              | 2%    |
| Adoptive Home                          | Number of Children  | 3                 | 25               | 69             | 15             | 7               | 119   |
|  | Percent of Children | 0%                | 1%               | 3%             | 4%             | 3%              | 1%    |
| Detention/Juvenile<br>Rehabilitation   | Number of Children  | 1                 | 19               | 26             | 10             | 6               | 62    |
|  | Percent of Children | 0%                | 0%               | 1%             | 3%             | 2%              | 1%    |
| Other                                  | Number of Children  | 38                | 127              | 81             | 25             | 20              | 291   |
|  | Percent of Children | 5%                | 3%               | 4%             | 7%             | 7%              | 3%    |
| Total Number of Children               |                     | 836               | 4,744            | 2,302          | 370            | 268             | 8,520 |

**PIP 4.1.2 Revised**

DSHS Children’s Administration

May 29, 2012

Reason for Placement and Placement Setting for Children with Long lengths of Stay: Although the percentage of children in BRS is much higher in the group that has been in foster care over seven years than those whose length of stay is less than six months, neglect is still the highest reason for placement for the children in BRS who have the longest length of stay. Thirty-nine (39) of the 68 children with no child abuse or neglect at removal were in foster homes after seven years.

**Children Placed Longer Than Seven Years on August 19, 2011**  
**Reason That was Identified For Current Removal and Placement Setting**

|  |                     | Neglect Only | No CAN Identified | Physical & Sex Abuse | Physical Abuse & Neglect | Physical Abuse Only | Sex Abuse & Neglect | Sex Abuse Only | Total |
|--|---------------------|--------------|-------------------|----------------------|--------------------------|---------------------|---------------------|----------------|-------|
| Foster Care                              | Number of Children  | 71           | 39                | 1                    | 5                        | 6                   | 3                   | 1              | 126   |
|  | Percent of Children | 56%          | 31%               | 1%                   | 4%                       | 5%                  | 2%                  | 1%             | 100%  |
| Relative Care<br>Licensed/Unlicensed     | Number of Children  | 19           | 7                 |                      | 5                        | 2                   | 1                   | 1              | 35    |
|  | Percent of Children | 54%          | 20%               | 0%                   | 14%                      | 6%                  | 3%                  | 3%             | 100%  |
| BRS                                      | Number of Children  | 40           | 15                | 1                    | 4                        | 5                   | 4                   | 2              | 71    |
|  | Percent of Children | 56%          | 21%               | 1%                   | 6%                       | 7%                  | 6%                  | 3%             | 100%  |
| Court Ordered<br>Unlicensed<br>Placement | Number of Children  |              | 2                 |                      |                          | 1                   |                     |                | 3     |
|  | Percent of Children | 0%           | 67%               | 0%                   | 0%                       | 33%                 | 0%                  | 0%             | 100%  |
| Adoptive Home                            | Number of Children  | 5            | 1                 |                      |                          |                     | 1                   |                | 7     |
|  | Percent of Children | 71%          | 14%               | 0%                   | 0%                       | 0%                  | 14%                 | 0%             | 100%  |
| Detention/Juvenile<br>Rehabilitation     | Number of Children  | 3            | 1                 |                      |                          | 2                   |                     |                | 6     |
|  | Percent of Children | 50%          | 17%               | 0%                   | 0%                       | 33%                 | 0%                  | 0%             | 100%  |
| Other                                    | Number of Children  | 12           | 3                 |                      | 3                        | 1                   | 1                   |                | 20    |
|  | Percent of Children | 60%          | 15%               | 0%                   | 15%                      | 5%                  | 5%                  | 0%             | 100%  |
| Total Number of Children                 |                     | 150          | 68                | 2                    | 17                       | 17                  | 10                  | 4              | 268   |
| Total Percent of Children                |                     | 56%          | 25%               | 1%                   | 6%                       | 6%                  | 4%                  | 1%             | 100%  |

**Discussion and Implications**

Factors Known at Entry to Foster Care

There are number of factors, known at the time of placement, that appear associated with long lengths of stay in foster care. It is likely, although untested in this report, that the more of these factors that apply to a particular child, the more likely the child will have a long length of stay.

**Factors that Appear Associated with Long Stay in Foster Care**

| Factors Known at Entry to Foster Care         | Percent of Children in Foster care Under 6 Months | Percent of Children in Foster Care Over 7 Years |
|---|---|---|
| Over 3 Removals from Home                     | 1%  | 4%  |
| Age: Over 6 years at Time of Placement        | 18%   | 40%   |
| Race: Native American                         | 15%   | 28%   |
| Race: African American                        | 12%   | 18%   |
| No Child Abuse or Neglect Identified at Entry | 18%   | 25%   |
| Gender: Male                                  | 51%   | 65%   |
| No Parental Substance Abuse                   | 59%   | 67%   |

A strategy for reducing long lengths of stay in foster care is to identify children with multiple risk factors at placement and focus early permanency planning efforts on these children. This effort would supplement existing knowledge and strategies related to some of the factors such as the work of the Racial Disproportionality Advisory Committee.

This information will be shared with the Children’s Administration Leadership Team, the Permanency Roundtable Design Team, the Racial Disproportionality Advisory Committee, and the Regional Quality Assurance Leads.

Children Entering Foster Care without Child Abuse or Neglect

Usual child welfare processes, service and supports are designed to enable a child to safely return home by addressing present and impending danger in the home environment. When a child enters foster care for reasons other than abuse or neglect, these processes are unlikely to address the issue(s) that caused entry into care. We need to be very thoughtful about the permanent plan for these children from the first day in care.

When safety is not a concern, it is better to support children within their families.

## **PIP 4.1.2 Revised**

DSHS Children's Administration

May 29, 2012

This information supports Washington's efforts to develop alternate approaches for children with complex needs. As stated in the Program Improvement Plan, WrapAround approaches are being incorporated into our Practice Model. The WrapAround approach provides a conceptual framework and defined strategies for supporting children and their families, even when those with complex needs.

In addition, Washington State successfully applied for a grant from the Substance Abuse and Mental Health Services Administration to develop infrastructure and a comprehensive plan for a cross system response to the most seriously emotionally disturbed children within all of the public systems, including child welfare, juvenile rehabilitation mental health, substance abuse, special education and developmental disabilities. The plan will be submitted in October 2012.

Washington is also applying for a five year System Development Grant from the Substance Abuse and Mental Health Services Administration to provide intensive home and community based services to the same population of children using the WrapAround approach.



**STATE OF WASHINGTON  
DEPARTMENT OF SOCIAL AND HEALTH SERVICES  
CHILDREN'S ADMINISTRATION  
PO Box 45040 • Olympia WA • 98504-5040**

March 29, 2012

TO: Deborah Purce, Director  
Division of Quality Management and Accountability

FROM: Scott Steuby, Program Manager  
Permanency Roundtable Statewide Lead

RE: PIP 4.1.3 Implementation Plan to Conduct Statewide Permanency Roundtables

Please see listed below the Implementation Plan for the 2011 Statewide Permanency Roundtables (PRT):

**Winter / Spring / Summer 2011**

Convene monthly PRT Design Team meetings to develop:

- Case selection profiles
- Development of Regional PRT Teams
- Development of PRT Values and Skills Training site selection and attendees
- Evaluation of PRT Strengths Themes, Barriers, Service Availability etc.
- Monitoring Plans

**Fall / Winter 2011**

Convene PRT trainings and PRT Review Sessions per schedule listed below:

| Date                       | Region | Values and Orientation | Skills Training | Roundtable | Location          |
|----------------------------|--------|------------------------|-----------------|------------|-------------------|
| 9-12-2011                  | 1      | X                      |                 |            | Spokane           |
| 9-13-2011                  | 1      |                        | X               |            | Spokane           |
| Week of 9-30-2011          | 1      |                        |                 | X          | Spokane           |
| 11-8 thru 9-2011           | 1      |                        |                 | X          | Yakima            |
| 12-7 thru 8-2011           | 1      |                        |                 | X          | Spokane           |
| 10-12-2011                 | 2      | X                      |                 |            | Everett           |
| 10-20-2011                 | 2      |                        | X               |            | Everett           |
| Week of 10-18 thru 21-2011 | 2      |                        |                 | X          | Seattle / Everett |
| 10-1-2011                  | 3      | X                      |                 |            | Tumwater          |
| 10-24-2011                 | 3      |                        | X               |            | Tumwater          |
| Week of 11-15 thru 18-2011 | 3      |                        |                 | X          | Tumwater          |

### **PIP 4.1.3**

During the winter of 2011 continuing into 2012 monitoring of progress in the Action Plans and Permanency for each case reviewed at the PRT will be completed on a quarterly basis. Tracking any progress on action plans is critical to identifying trends for improved permanency status in addition to chronic issues which delay or inhibit permanency for children / youth.

#### **Winter 2012**

Finalize Statewide PRT Report / Debrief on the 2011 process and the strengths, barriers and systemic issues impacting permanency for children/youth on both a local and statewide basis.

Reconvene Statewide PRT Design Team to review the 2011 Statewide PRT Report / Debrief and plan for 2012 Statewide PRT sessions.



**PIP 4.1.4**

**STATE OF WASHINGTON  
DEPARTMENT OF SOCIAL AND HEALTH SERVICES  
CHILDREN'S ADMINISTRATION  
PO Box 45040 • Olympia WA • 98504-5040**

March 29, 2012

**TO:** Deborah Purce, Director  
Division of Quality Management and Accountability

**FROM:** Scott Steuby, Program Manager  
Permanency Roundtable Statewide Lead

**SUBJECT:** Preparation for Permanency Roundtables

I am attaching the case list for the 2011 Permanency Roundtables and the dates and sites of the trainings and Roundtable Sessions in accordance with PIP Action Step 4.1.4.

| Statewide Permanency Roundtables 2011 / Training Schedule |                    |                                |                  |            |                 |                              |
|---|--------------------|--------------------------------|------------------|------------|-----------------|------------------------------|
| Region  | Date               | Training: Values & Orientation | Training: Skills | Roundtable | Location / City | Meeting Room                 |
| 1   | 9/12/2011          | X                              |                  |            | Spokane         | DSHS Atlantic St.            |
| 1   | 9/21/2011          |                                | X                |            | Spokane         | DSHS Atlantic St.            |
| 1   | 9/27 thru 30/2011  |                                |                  | X          | Spokane         | DSHS Atlantic St.            |
| 1   | 11/8 & 9/2011      |                                |                  | X          | Yakima          | 1002 N. 16 <sup>th</sup> Ave |
| 2   | 10/12/2011         | X                              |                  |            | Everett         | DSHS Broadway                |
| 2   | 10/20/2011         |                                | X                |            | Everett         | DSHS Broadway                |
| 2   | 10-25 thru 28-2011 |                                |                  | X          | Everett         | DSHS Broadway                |
| 2   | 10-25 thru 28-2011 |                                |                  | X          | Seattle         | DSHS Delridge                |
| 3   | 11/1/2011          | X                              |                  |            | Olympia         | OB2 Auditorium               |
| 3   | 11/9/2011          |                                | X                |            | Tumwater        | DSHS Capitol Blvd.           |
| 3   | 11/15 thru 18/2011 |                                |                  | X          | Tumwater        | DSHS Capitol Blvd.           |

| Statewide Permanency Roundtable Case List / Fall 2011 |          |            |
|---|----------|------------|
| Region 1  |          |            |
| Case Name   | Case ID  | Office     |
| Destiny R   | 573427   | Colville   |
| Andrew R  | 573470   | Colville   |
| Amber H   | 531276   | Colville   |
| Thoren W  | 466417   | Colville   |
| Joseph F  | 551220   | Colville   |
| Jakob O   | 632098   | Colville   |
| Joel O  | 632110   | Colville   |
| Jesse O   | 640474   | Colville   |
| Jimmy N   | 615451   | Moses Lake |
| Aaliya T  | 623761   | Moses Lake |
| Julio G   | 468062   | Moses Lake |
| Julianna G  | 468068   | Moses Lake |
| Gavin H   | 424523   | Moses Lake |
| Cody H  | 576213   | Newport    |
| Nicholas N  | 521946   | Omak       |
| Michael B   | 262848   | Spokane    |
| Kihya FS  | 405448   | Spokane    |
| Sean M  | 13335    | Spokane    |
| Calvin F  | 15664    | Spokane    |
| Harold S  | 379132   | Spokane    |
| Patrick L   | 596035   | Spokane    |
| Timothy G   | 284838   | Spokane    |
| Bradley H   | 397964   | Spokane    |
| Cory H  | 510398   | Spokane    |
| Jeremiah G  | 566547   | Spokane    |
| Trever S  | 584736   | Spokane    |
| Cody B  | 445059   | Spokane    |
| Savannah T  | 1420413  | Spokane    |
| Nichole I   | 415042   | Spokane    |
| Dylan L   | 512862   | Spokane    |
| Russell S   | 607834   | Spokane    |
| Brandon V   | 572904   | Spokane    |
| Randy S   | 563897   | Spokane    |
| Nichelle F  | 581073   | Spokane    |
| Zachary S   | 563900   | Spokane    |
| Eric S  | 25929836 | Spokane    |
| Dustin L  | 376864   | Spokane    |
| Adan E  | 517237   | Spokane    |
| Patrick T   | 293554   | Spokane    |
| Patrick W   | 469615   | Spokane    |
| Brandon S   | 592692   | Spokane    |
| Elijah T  | 382712   | Spokane    |
| Cody B  | 607835   | Spokane    |

| Statewide Case Counts |            |
|-----------------------|------------|
| Region 1              | 66         |
| Region 2              | 97         |
| Region 3              | 43         |
| <b>Total</b>          | <b>206</b> |

|                    |         |             |
|--------------------|---------|-------------|
| Patrick H          | 1447481 | Spokane     |
| DeShawn J          | 490829  | Spokane     |
| Dustin M           | 530174  | Sunnyside   |
| Brittany W         | 447280  | Toppenish   |
| Dylan W            | 525254  | Richland    |
| Keanu H            | 493636  | Walla Walla |
| Vincent W          | 607317  | Yakima      |
| Isaiah F           | 484008  | Yakima      |
| Daniel Q           | 607318  | Yakima      |
| Robert B           | 578691  | Yakima      |
| Joshua Z           | 561733  | Yakima      |
| Brandon H          | 320554  | Yakima      |
| Zachary H          | 546551  | Yakima      |
| Kevin P            | 444159  | Yakima      |
| Yesica M           | 1435538 | Yakima      |
| Deon C             | 373904  | Yakima      |
| Ceaser MR          | 1425433 | Yakima      |
| Miguel M           | 1425432 | Yakima      |
| Zane C             | 1604870 | Yakima      |
| Zachary B          | 376493  | Ellensburg  |
| Amber B            | 376493  | Ellensburg  |
| Nicholas K         | 505214  | Ellensburg  |
| Andres G           | 441285  | Richland    |
| <b>Total Cases</b> |         | <b>66</b>   |

| <b>Region 2</b>   |                    |               |
|-------------------|--------------------|---------------|
| <b>Child Name</b> | <b>Case Number</b> | <b>Office</b> |
| Amber A           | 193291             | Everett       |
| Mark B            | 142518             | R2S Adoptions |
| NARISSA B         | 144491             | OICW          |
| MICHAEL B         | 783926             | R2S Adoptions |
| William B         | 567854             | Smokey Point  |
| Dominic B         | 319370             | R2N Adoptions |
| Medina B          | 524595             | Smokey Point  |
| Benny B           | 582497             | R2N Adoptions |
| Eric B            | 732925             | R2S Adoptions |
| MARCUS B          | 780043             | King South    |
| COLE B            | 752549             | King West     |
| Christopher C     | 551059             | R2S Adoptions |
| HEATHER C         | 712429             | R2S Adoptions |
| Johnathan C       | 601362             | R2N Adoptions |
| Daniel C          | 547363             | R2S Adoptions |
| ERIC D            | 710186             | R2S Adoptions |
| Jennifer D        | 729180             | R2S Adoptions |
| CODY D            | 627966             | King South    |
| Jasmin E          | 780983             | R2S Adoptions |

|               |         |               |
|---------------|---------|---------------|
| JOSE F        | 619556  | R2S Adoptions |
| Bryanna F     | 516112  | R2N Adoptions |
| Ronald F      | 724524  | White Center  |
| GERSHON G     | 346415  | King West     |
| JEFFREY G     | 770833  | R2S Adoptions |
| Cody G        | 1552156 | R2N Adoptions |
| Tiffany G     | 1552157 | R2N Adoptions |
| John G        | 1487453 | Smokey Point  |
| TAYVIAN G     | 539983  | King West     |
| ROSS H        | 699042  | R2S Adoptions |
| DARRIANNE H   | 533509  | R2S Adoptions |
| O'CHE H       | 400244  | King West     |
| PEYTON H      | 778184  | King West     |
| Israel H      | 716362  | R2S Adoptions |
| Patricia H    | 376112  | Mount Vernon  |
| MATTHEW J     | 695900  | R2S Adoptions |
| Gilbert J     | 56855   | Mount Vernon  |
| COREY J       | 551650  | R2S Adoptions |
| David J       | 584271  | R2S Adoptions |
| KENDRICK J    | 548179  | MLK           |
| KHADIJAH J    | 548179  | MLK           |
| Kishi J       | 545656  | OICW          |
| TARRENCE K    | 679861  | R2S Adoptions |
| EDDIE K       | 1552627 | R2S Adoptions |
| Kenneth K     | 428255  | Smokey Point  |
| Cuahutemoc L  | 497216  | Mount Vernon  |
| J Lopez       | 497216  | Mount Vernon  |
| Sundrea L     | 529518  | Bellingham    |
| GIA L         | 751721  | R2S Adoptions |
| Joshua L      | 467717  | King South    |
| CHRISTOPHER M | 595506  | R2S Adoptions |
| Alexus M      | 101059  | Bellingham    |
| DARSHAY M     | 541092  | MLK           |
| DONTAE M      | 545356  | King West     |
| David M       | 527480  | Everett       |
| Michaela M    | 619801  | Oak Harbor    |
| LEVI M        | 679867  | R2S Adoptions |
| Casey N       | 487467  | King West     |
| CAROLINE P    | 554265  | OICW          |
| JOSEPH P      | 554265  | OICW          |
| Jamorie P     | 101059  | Bellingham    |
| Cody P        | 1498159 | Everett       |
| Melody Q      | 1426624 | R2S Adoptions |
| NEVAEH R      | 1505448 | R2S Adoptions |
| VERONICA R    | 545362  | OICW          |
| Chynia R      | 623477  | Smokey Point  |
| Martin R      | 1437434 | Everett       |

|                    |         |               |
|--------------------|---------|---------------|
| DANIELA R          | 716361  | King South    |
| TORELL S           | 606520  | King East     |
| Shawn S            | 610249  | Oak Harbor    |
| Kaitlyn S          | 1553520 | R2N Adoptions |
| Rebecca S          | 1552424 | R2N Adoptions |
| TAYLOR S           | 731078  | MLK           |
| McKenna S          | 571253  | R2N Adoptions |
| Sammy S            | 571254  | R2N Adoptions |
| Bryce S            | 469216  | R2N Adoptions |
| Kayla S            | 1557552 | Bellingham    |
| RODNEY S           | 542703  | R2S Adoptions |
| Raven S            | 1617658 | R2S Adoptions |
| Tonya S            | 608283  | R2N Adoptions |
| SIRDONALD S        | 713322  | R2S Adoptions |
| Channel S          | 1487441 | R2S Adoptions |
| Salmonious S       | 560085  | Mount Vernon  |
| THOMAS S           | 546069  | R2S Adoptions |
| Randy T            | 493857  | Mount Vernon  |
| Kyle T             | 1463514 | Bellingham    |
| HALEY U            | 540919  | R2S Adoptions |
| AURELLIA V         | 1584433 | R2S Adoptions |
| CURTISS V          | 638590  | King West     |
| KYLE V             | 655525  | King East     |
| Anthony W          | 1475548 | R2N Adoptions |
| HEATHER W          | 499800  | R2S Adoptions |
| Aaron W            | 1584722 | Mount Vernon  |
| CHE W              | 1539431 | R2S Adoptions |
| Michelle W         | 615262  | Sky Valley    |
| Brandon W          | 483660  | R2N Adoptions |
| DEMONTE Y          | 1495440 | R2S Adoptions |
| NOEL Y             | 669213  | R2S Adoptions |
| Charles Z          | 681185  | R2S Adoptions |
| <b>Total Cases</b> |         | <b>97</b>     |

| <b>Region 3</b>  |                |               |
|------------------|----------------|---------------|
| <b>Case Name</b> | <b>Case ID</b> | <b>Office</b> |
| Kaylee O         | 489715         | Vancouver     |
| Jessalyn S       | 555480         | Vancouver     |
| Brian C          | 585008         | Vancouver     |
| Vanessa T        | 562982         | Vancouver     |
| Britany B        | 410944         | Vancouver     |
| Chyanne I        | 582662         | Vancouver     |
| Rachelle F       | 596437         | Long beach    |
| Shyann H         | 618222         | Vancouver     |
| Tyvon T          | 326393         | PE Tac        |
| Micah S          | 54893          | PE Tac        |

|               |         |              |
|---------------|---------|--------------|
| D'Andre A     | 532401  | PE Tac       |
| Cesar V       | 530211  | PE Tac       |
| Deshawn J     | 209185  | PE Tac       |
| Timothy A     | 517936  | PE Tac       |
| Darrell L     | 617848  | PW Tac       |
| Aliyah B      | 378698  | PW Tac       |
| Craig G       | 527427  | PW Tac       |
| Curtis H      | 493398  | PW Tac       |
| Rasheed B     | 497713  | PW Tac       |
| Anthony H     | 484628  | PW Tac       |
| Manuel W      | 606852  | PW Tac       |
| Shauwen H     | 565509  | PW Tac       |
| Jaqota M      | 1741741 | Aberdeen     |
| Kayden S      | 545114  | Aberdeen     |
| Shyann O      | 526054  | Aberdeen     |
| Ashely P      | 608357  | Aberdeen     |
| Caleb P       | 608360  | Aberdeen     |
| Sean F        | 558222  | Bremerton    |
| Christopher F | 546415  | Bremerton    |
| Zach F        | 590470  | Bremerton    |
| Jaysin T      | 62986   | Bremerton    |
| Caleb B       | 621658  | Bremerton    |
| Robert H      | 592958  | Centralia    |
| Jasmine D     | 566799  | Centralia    |
| John H        | 592959  | Centralia    |
| Shaianna B    | 563373  | Centralia    |
| Curtis B      | 339996  | Centralia    |
| Gabrielle W   | 346659  | Centralia    |
| Daniel V      | 581437  | Centralia    |
| Casandra V    | 581438  | Centralia    |
| Kayla J       | 356028  | Port Angeles |
| Michael L     | 580916  | Tumwater     |
| Austin K      | 269076  | Tumwater     |
| <b>Total</b>  |         | <b>44</b>    |



STATE OF WASHINGTON  
DEPARTMENT OF SOCIAL AND HEALTH SERVICES  
CHILDREN'S ADMINISTRATION  
PO Box 45040 • Olympia WA • 98504-5040

March 29, 2012

TO: Deborah Purce, Director  
Division of Quality Management and Accountability

FROM: Scott Steuby, Program Manager  
Permanency Roundtable Statewide Lead

SUBJECT: Statewide Permanency Roundtables Training Report

Attendance of Permanency Roundtable Team Members at Permanency Roundtable Skills Training:

|                     | Region 1  |             | Region 2  |             | Region 3  |             | Total     |             |
|---------------------|-----------|-------------|-----------|-------------|-----------|-------------|-----------|-------------|
| <b>Team Members</b> |           |             |           |             |           |             |           |             |
| Trained             | 32        | 100%        | 42        | 100%        | 15        | 100%        | 89        | 100%        |
| Not Trained         | 0         | 0%          | 0         | 0%          | 0         | 0%          | 0         | 0%          |
| <b>Total</b>        | <b>32</b> | <b>100%</b> | <b>42</b> | <b>100%</b> | <b>15</b> | <b>100%</b> | <b>89</b> | <b>100%</b> |

Attendance of social workers and supervisors who presented cases at the Values Training in preparation to the Permanency Roundtables:

|                       | Region 1  |             | Region 2  |             | Region 3  |             | Total      |             |
|-----------------------|-----------|-------------|-----------|-------------|-----------|-------------|------------|-------------|
| <b>Social Workers</b> |           |             |           |             |           |             |            |             |
| Trained               | 15        | 94%         | 66        | 97%         | 18        | 95%         | 99         | 96%         |
| Not Trained           | 1         | 6%          | 2         | 3%          | 1         | 5%          | 4          | 4%          |
| <b>Total</b>          | <b>16</b> | <b>100%</b> | <b>68</b> | <b>100%</b> | <b>19</b> | <b>100%</b> | <b>103</b> | <b>100%</b> |
| <b>Supervisors</b>    |           |             |           |             |           |             |            |             |
| Trained               | 10        | 91%         | 30        | 100%        | 16        | 94%         | 56         | 97%         |
| Not Trained           | 1         | 9%          | 0         | 0%          | 1         | 6%          | 2          | 3%          |
| <b>Total</b>          | <b>11</b> | <b>100%</b> | <b>30</b> | <b>100%</b> | <b>17</b> | <b>100%</b> | <b>58</b>  | <b>100%</b> |
| <b>Total Staff</b>    |           |             |           |             |           |             |            |             |
| Trained               | 25        | 93%         | 96        | 99%         | 34        | 94%         | 155        | 97%         |
| Not Trained           | 2         | 7%          | 1         | 1%          | 2         | 6%          | 5          | 3%          |
| <b>Total</b>          | <b>27</b> | <b>100%</b> | <b>97</b> | <b>100%</b> | <b>36</b> | <b>100%</b> | <b>160</b> | <b>100%</b> |

**2011 Statewide Permanency Roundtables**

**Summary Report**

February 2012

During the autumn of 2011, the Washington State Department of Social and Health Services – Children’s Administration (DSHS – CA), held statewide Permanency Roundtables (PRT) in partnership with Casey Family Programs. PRTs provide case consultations to social workers and their supervisors to improve permanency for children and youth and also highlight systemic barriers to permanency within the Washington State child welfare system. They are structured, professional case consultations designed to expedite permanency for youth in care through innovative thinking, the application of best practices, and the “busting” of systemic barriers. The primary goals of permanency roundtables are:

- Expedite permanency
- Increase staff competencies (attitudes, knowledge, skills) related to expediting permanency
- Gather data to address systemic across-systems barriers to permanency (policies, protocols, procedures, and training needs).

Depending on its design, the PRT process can produce additional results, including:

- Strengthening local capacity to sustain the process
- Building capacity to spread the process geographically

**Design Team**

A Design Team consisting of the CA Regional Administrators or their designee and other staff from CA; Casey Family Programs Senior Directors in Washington and other staff from Casey; and the Seneca Center’s National Institute for Permanent Family Connectedness was convened to develop the process for training, case selection and implementation of statewide case consultations. Prior to the actual roundtable staffing, a daylong permanency values training was conducted in each region. Although the value trainings took different forms, each training was designed to:

- Instill a sense of urgency and relentless insistence upon permanency for EVERY child
- Ask the question “WHAT WILL IT TAKE?”
- Encourage “out-of-the-box” thinking and real-time learning
- Value the opportunity for a set of “new eyes” on cases
- Demonstrate leadership commitment and accountability at all levels

### Staffing Process

This first round of statewide PRTs focused on the children and youth who have the longest time in out-of-home care; seven (7) years or longer. Two hundred and six (206) children and youth with the longest time in care without a completed permanent plan were reviewed through this specialized staffing process. Over 80 Child Welfare permanency experts from CA, Casey Family Programs and the Seneca Center, met with CA social workers and supervisors with the goal of thinking creatively together to achieve permanency for the selected children and youth. During the process, an action plan was developed for each child / youth who was staffed and will be tracked centrally for six months following the date of the roundtable.

At the end of each series of regional PRTs, the people involved highlighted themes that provided insight into barriers to permanency and how we, our stakeholders and our providers can improve permanency for children/youth. The regional debriefs focused in large part on system barriers related to court processes, state and federal law and policy, and resource allocation patterns that hamper efforts to achieve legal permanency. These regional themes have been consolidated into this statewide debriefing that may serve as a guide for improving both the PRT process and our overall effectiveness in serving children and families.

### Identified Themes

The four (4) major themes identified across regions were:

- Inconsistent communication between management, CA staff, stakeholders, providers and families concerning safety standards, permanency values and expectations.
- The lack of a clear understanding of practice guidelines by some managers/supervisors impacts permanency because there is a lack of consistent interpretation of policy and practice regarding:
  - Adoptions
  - Guardianships
  - Funding
  - Service provision
  - Placements
  - Safety Framework (Assessment of families and the return of children to their homes or relatives)
  - Relative Search and the engagement of the paternal family
- A need for a renewed emphasis on early planning and family connections for emancipating youth
- The lack of a shared understanding between CA staff, stakeholders and providers concerning Permanency Values, Safety Framework, Cultural Awareness, and the engagement of fathers / paternal family

The next section of this report provides additional details which expand on the themes listed above.

### **Evaluation of the Statewide PRT Process and Recommendations for Improvements to the Child Welfare Practices and Systems**

#### **Strengths:**

- The majority of CA staff and supervisors involved in the PRTs report:
  - The PRT process was a positive experience
  - The tone of PRT sessions was positive, and the teams were skilled and respectful
- The majority of social workers and supervisors were professional, prepared and open to new ideas for their cases
- Some social workers reported feeling hopeless as the PRT meeting began but left encouraged about possibilities for their cases
- Administrators are a valued part of the of the PRT team. They provided an important resource for addressing inter and intra agency roadblocks. The PRT values training was viewed positively by most staff and comments indicated that staff wished more partners could have been invited to participate (i.e. court, GAL, providers, etc.)
- Many staff indicated that the PRT Skills training did prepare them well to perform their role in the actual roundtable activity.

#### **Areas in Need of Improvement and Systemic Barriers to Permanency:**

During the PRT training and roundtable sessions, some CA staff reported confusion due to an absence of clear practice standards and systemic barriers related to CA partners and stakeholders, such as courts, service providers, and children's attorneys that resulted in delayed legal permanency.

The following areas and barriers were called out in each region:

- Funding
  - Adoption Support
  - R-gap
  - Foster Care Rates etc.
    - Service eligibility for legally free children / youth
- Adoptions
  - Home studies
  - Cultural awareness
  - Consistency of standards for approved / failed home studies
- Courts/ Judicial System
  - Inconsistency in Courts from county to county

- Returning children/youth home
- Termination of Parental Rights
- Reinstatement of Parental Rights
- Lack of resolution of court status is a drain on workers and supervisors
- Lack of funding in some county court systems limits assignment of attorneys for youth
- AAG's resistant to going to court to change plans. This is a question as to who the customer is; CA or AAG?
- Courts, attorneys, CASA, GAL need to be trained in Permanency Values
- Guardianships / Long Term Foster Care
  - Clarification of criteria needed for guardianship and Long Term Foster Care
  - Support that the family can be provided within a guardianship or Long Term Foster Care
  - Who will approve guardianships and long term foster care agreements?
- Special Model Homes
  - What are the criteria for monitoring and corrective action?
  - What is the standard to reduce rates for payment?
  - What is our response to the issue of a caregiver "dumping" the youth if the foster care rate is reduced?
- Mental Health – What is the criteria for requiring the following:
  - Psychological evaluation of parents and caregivers
  - Therapy
  - Reunification / meeting with the abusive parent
  - Urine / blood testing
  - Substance abuse treatment
  - Treatment of trauma
  - Culturally sensitive services
- Issues Related to Removal and Return Home
  - When to remove a child / youth from home?
  - When to return a child / youth to their home?
  - What services are needed when the child / youth has been returned home?
  - What are the standards when mental health and substance abuse issues are present?
  - Safety and Cultural awareness – do we have a higher standard for some?
- Relative Searches: What is a thorough relative search?
  - Letters
  - Phone calls
  - Face to face interviews
  - Internet search

- Social workers and supervisors taking responsibility to respond to relative search results
- Father engagement / Involvement of Paternal family
- Increase awareness of services and functions of other DSHS Agencies
- Resources / Services
  - Up-to-date information on available resources is needed
  - Training on available resources
- Legal Process
  - How to apply safety standards to re-instating parental rights
  - What weight if any does the behavior of youth play in re-instating parental rights?
- Medication / Medical Consultants
  - Expectation for ongoing reviews of medication
  - Expectation and training in the use of medical consultants

**Additional Comments from Regional Debriefs**

- Some attitudes / beliefs that may impede progress
  - Some staff have their own definition of “Permanency”. CA must communicate a shared definition of Permanency both within the Administration and to all providers and stakeholders.
  - Following policy is often not a priority. Office practice and supervisor opinion can sometimes dictate what policy to follow and what policy not to follow. A statewide discussion and agreement about exceptions to policy and transparency about practice is needed.
  - A need to get through the PRT staffings with little intent to complete the action plan.
  - Staff monitor many cases until they age out, without active engagement of the youth about the future or family connections.
  - If an adoption failed, staff give up on adoption as an option for the youth.
  - If the youth said no to adoption, staff never ask again about adoption or find out why they said no.
  - When roadblocks are encountered on a case, staff / supervisors are hesitant to take the issues up the chain of command.
  - Some staff believe that Long Term Foster Care is a legitimate permanent plan so there is no need to disrupt this by trying to find a legal permanent option.
  - Some PRT team members reported difficulty in developing Action Plans when the social worker was resistant to the PRT process. At times the Action Plans were pared down to what the team felt the social worker would accept rather than what the best interest of the case would dictate.

**Common Concerns and Questions Expressed**

- Group care promotes multiple placement changes
- ICPC delays and restrictions on travel out-of-state hinder the social worker in addressing case issues
- Staff turnover/multiple social workers on a case delays permanence for the child
- How can PRTs focus on front-end work (Could we do safety PRT's?)?
- Recommend use of the Casey Family Group Conference model
- There is no consistency across CA on many issues. We are not speaking with one voice throughout the State.
- Team meetings regarding some youth do not occur because “everyone” has given up on progress in the case plan
- Lack of staff to meet FTDM needs
- Lack of funding for FGC
- Lack of access to FGC - Lack of facilitators
- Some staff resistant to FGC process

**Areas to Improve for Future Permanency Roundtables**

- Development of PRT Training, Practice Guidelines and Logistics
- Develop clear expectations for Regional staff in setting up PRT sessions (Leads, support staff, etc.)
- Develop clear expectations for the recruitment of PRT Panel members
- Develop a calendar and stick to it for training staff, roundtable members, and stakeholders
- Guidelines for engaging resistant staff / supervisors
- Develop a process for PRT members to voice concerns over social work practice
- Increase Tribal representation at PRT meetings
- Engage staff in developing profiles of cases to be staffed over the next few rounds of PRTs
- Provide training on the presentation and guidance on the discussion of the permanency status form
- Include Administrators on every PRT. Teams without Administrators tend to be unwilling to take issues up the chain of command.
- Complete trial runs of the computers and show-views prior to the day of the roundtable. In addition, the meeting rooms should be larger.
- Limit Social Worker and Supervisor to no more than 2 case staffings per PRT session
- Discuss sibling groups together at the roundtable
- Booster training for staff and managers about values, expectations and follow-through with Action Plans
- Ensure social work staff that are presenting cases with multiple volumes have knowledge of the information within these volumes. Some social work staff never review cases files past the most current volume.
- Explore implementation of a new structure to encourage additional oversight/encouragement of identified plans.

**Recommendations for 2012**

1. Track the status of the cases that were the focus of a PRT in 2011 through both a central, statewide database and in the regions via monthly staffings that review a third of the children each month (all children over the course of a quarter).
2. Provide training in Permanency Values to saturate a broad audience of CA Staff and Community Partners to promote a shared positive view of permanency for all children and youth in care. Provide a Permanency Values Workshop at the Children's Justice Conference in spring 2012.
3. Partner with Casey Family Programs to conduct training of the trainers on PRT Values and Skills so that CA can continue the PRT process independently as a component of our ongoing practice in 2013 and beyond.
4. Provide policy clarification on identified areas of practice. Develop a targeted policy tool to be available during PRTs that provides answers to frequently asked questions.
5. Conduct additional PRTs within the following parameters:

**Case Profiles**

The cases to be reviewed will be split on a 40% - 40% - 20% basis. The selection criteria for these respective percentages will be as follows:

**40% - Longest Length of Stay**

Children with the longest length of stay that have not been reviewed at a Permanency Roundtable Staffing - half of these cases will be children with Long Term Foster Care Agreements.

**40% - More Recent Entries**

At least 15 months in care without a TPR filed, or prior to the 1st Permanency Planning Review.

One or more of the following criteria may be added by the Design Team:

- No relative placement
- Multiple placements
- Siblings not placed together
- Re-entry into out-of-home placement

**20% - Regional Choice**

Cases selected by RA / Regional Design Team Members / Area Administrator where there is a:

- A difference of opinion about preferred permanency plan
- A lack of Permanency options to meet the needs of the child / youth
- Difficulty achieving the identified permanent plan

Additional case profiles may be identified by the Design Team.

Additionally:

There will be only one case per social worker whenever possible.

#### Number and Location of Roundtables

For the next round of PRTs:

- Each PRT Session will involve at least 3 Review Teams
- PRT Sessions will be held on 2 consecutive days during a week to be selected by the Region
- Each Review Team will staff three cases per day

Given these parameters, each session will review the cases of 18 children.

The minimum number of sessions will be:

- Two sessions in Region 1 North
- Two sessions in Region 2
- At least one session in Region 3

Multiple sessions in one region could be held simultaneously or be in different time periods.

This approach will result in 90 cases being reviewed. Additional sessions may be added by the Design Team, as CA and Casey resources allow.

#### Conclusion

The Statewide PRT Design team will reconvene and further define the process for the 2012 PRT sessions.



**STATE OF WASHINGTON**  
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 PO Box 45040 • Olympia WA • 98504-5040

March 29, 2012

TO: Deborah Purce, Director  
 Division of Quality Management and Accountability

FROM: Jeanne McShane, Acting Administrator  
 Division of Licensed Resources

RE: PIP 4.2.4 Discussions Concerning Unified Family Home Study Implementation Plans

The Program Improvement Plan Action Step 4.2.4 states that Children's Administration will:

"Conduct discussions with community partners (kinship caregivers, foster parents, judges, Indian Policy Advisory Committee, State Supreme Court Commission on Children in Foster Care) on the implementation plan."

**Schedule of Meetings**

Please see the table below for the discussions which were held.

| <b>Schedule of Discussions with Community Partners RE: Proposed Unified Family Home Study</b> |  |
|---|--|
| <b>Date</b>   | <b>Audience</b>  |
| Wednesday, June 22, 2011  | Private Agency Licensors Tribal Meeting / Tumwater WA                    |
| Tuesday, August 2, 2011   | Private Child Placing Agencies, Relatives, Foster Parents / Yakima WA    |
| Tuesday, August 9, 2011   | Private Child Placing Agencies, Relatives, Foster Parents / Lynnwood WA  |
| Wednesday, August 10, 2011  | Private Child Placing Agencies, Relatives, Foster Parents / Kent WA      |
| Tuesday, August 16, 2011  | Private Child Placing Agencies, Relatives, Foster Parents / Kelso WA     |
| Tuesday, September 6, 2011  | Private Child Placing Agencies, Relatives, Foster Parents / Tacoma WA    |
| Thursday, September 22, 2011  | Private Child Placing Agencies / King County DCFS / Kent WA              |
| Friday, September 23, 2011  | Private Child Placing Agencies / King County DCFS / Kent WA              |
| Saturday, September 24, 2011  | Foster Parents & Relative Caregivers / Eastern WA University / Cheney WA |
| Tuesday, July 12, 2011  | Statewide Indian Policy Advisory Committee - (JRA / CA) Sub-Committee    |
| Tuesday, August 16, 2011  | Foster Parents & Relative Caregivers / Kelso WA DCFS                     |

**Talking Points**

**Goals of the Unified Family Home Study**

- Address inconsistencies in the home study process and provide a consistent, quality assessment to assure that all dependent children are placed with safe, appropriate families who enhance their quality of life. The assessment will apply the same quality standards for relatives, foster families, and adoptive families.
- Reduce delays to permanency and improve outcomes for children in out-of-home care by reducing disruptions and decreasing length of stay for legally free children. All providers will meet the Adoption Home Study Requirements.
- Encourage more relative caregivers for Children’s Administration dependent children to become licensed.
- Achieve efficiencies for families and staff by reducing duplicative processes and activities. Caregivers will no longer have to complete multiple, repetitive home studies to provide care for children given that we are using the same process and forms for foster care and adoptive home studies.

**Changes to the Home Study**

Children’s Administration assessed the relative, licensing, and adoption home study processes to determine how best to increase efficiency and address the inconsistencies in the home study process. As part of this review all of the forms used for completing a home study were reviewed and updated. At the completion of our review, we decided to require the following for all home studies from foster care application to adoption, (previously they were required for some, but not all home studies):

- A minimum of three face-to-face contacts with each family prior to approving the initial home study. If there is more than one applicant, each applicant must be interviewed alone at least once. At least two of these contacts must occur at the applicant’s home.
- Complete orientation, first aid/CPR training and a TB test.
- Complete the financial, marital history, and medical documents currently required by adoptions.
- Interview all applicants’ adult children and children living in the home.
- Check state Income Assistance database, vital statistics and the Washington State Courts for initial home studies, updates, and renewals.

In addition the following revised forms were reviewed:

- Home Study Financial Worksheet
- Marital History
- Applicant Medical Report

**Written quarterly progress report to State Supreme Court Commission on Children in Foster Care**

One component of the “Evidence of Completion” for this PIP Action Step is a written quarterly report to the State Supreme Court Commission on Children in Foster Care. The only report required was a brief update for the Commission’s tracking log. Our written update stated:

*Children’s Administration will implement a unified home study in 2012 for relative, non-relative, and adoptive families. This will make it easier for caregivers to navigate the system and reduce duplications such as multiple fingerprint checks. We have sought input from foster parents and relative caregivers as we develop our implementation plan and we will include feedback from them in our quality assurance plan.*

On June 25, 2011 a discussion was held with the State Supreme Court Commission on Children in Foster Care concerning Children’s Administration’s progress in developing the Unified Family Home Study. The Commission Members wholeheartedly supported these efforts.



**STATE OF WASHINGTON**  
**DEPARTMENT OF SOCIAL AND HEALTH SERVICES**  
**CHILDREN'S ADMINISTRATION**  
 PO Box 45040 • Olympia WA • 98504-5040

**Children's Administration Unified Home Study Implementation Plan**  
**October 27, 2011**

**Purpose:**

The unified home study will improve the safety of children in out of home care, expedite permanency, and reduce duplication of effort for families and Children's Administration staff. The unified home study was developed in cooperation with staff and community partners. The unified home study is child centered with community focused implementation.

We intend to use the unified home study to:

1. Address inconsistencies in the home study process and provide a consistent quality assessment for all families who want to care for dependent children.
2. Reduce delays to permanency and improve outcomes for children in out-of-home care by ensuring the same safety standards for placement that providers are both willing and able to care for children, and by reducing disruptions when children are legally free and a provider cannot meet the Adoption Home Study Requirements.
3. Improve Children's Administration's relationships with out-of-home caregivers.
4. Encourage more relative caregivers for dependent children to become licensed.
5. Achieve efficiencies for staff and families by reducing duplicative processes and activities. Caregivers will no longer have to complete multiple, repetitive home studies to provide care for children given that we are using the same process and forms for foster care and adoptive home studies.
6. Save state funds that currently go toward duplicate fingerprint-based background checks.

Currently, Children's Administration completes separate home studies for relative caregivers, licensed caregivers, and adoption candidates. The unified home study will incorporate the requirements for all out-of-home family care into one home study, creating significant efficiencies in workload for staff and caregivers. The unified home study will reduce disruptions at the end of a case, which will decrease length of stay for children in out-of-home care in Washington State.

As we implement the unified home study, the Implementation Plan will be modified as recommended by staff, caregivers, and the National Resource Center for Adoptions.

**Staff Involvement:**

From the start of this project, Children’s Administration staff has been involved in the plan. A workgroup was formed and consisted of line staff (4), supervisors (6), and area administrators (2) representing both the Division of Licensed Resources (DLR) and Division of Children and Family Services (DCFS) from every region. It was facilitated by the DLR Acting Administrator and the Deputy Director of Field Operations. The workgroup met several times between September 2010 and September 2011. We will continue to consult with the workgroup as we move forward with the project.

There are some issues that are best resolved with staff input while we pilot the home study in Region 2 North. For the first few months, we will have weekly calls with line staff to provide technical assistance and gather feedback about the process. Once the home study is implemented statewide, we will continue to have weekly calls until staff no longer want/need them. We will be seeking staff input about:

1. Ways to improve the training
2. Ways to improve the process
3. How to streamline the workflow (e.g. is the current referral process from DCFS to DLR working or can it be improved?)
4. Impact on the families we serve
5. Review and update all forms
6. Workload reduction opportunities

**Community Involvement:**

Children’s Administration invited foster parents and kinship providers to participate in 6 meetings across the state to provide input about the unified home study. The invitation went to all foster parents and kinship providers on the Children’s Administration listserv (approximately 4600 caregivers). Between August and September 2011, over 250 foster parents met with the DLR Acting Administrator to provide input about the unified home study.

Children’s Administration also sought input from Child Placing Agencies. Over 60 representatives from Child Placing Agencies attended meetings to provide guidance to CA about the unified home study. The statewide Kinship Oversight Committee, the Kinship Navigators, and the Indian Policy Advisory Committee also met with CA to provide valuable insight on the impact on relative children and children who are disproportionately represented in the child welfare system. The National Research Center for Adoptions is also providing guidance.

**Training Plan:**

CA will roll out the unified home study using a “just in time” training model. This model allows staff to have the training and immediately begin using the new format after they receive training. It also allows us to identify the need for alterations in the early roll outs that will benefit future roll outs. Using recommendations from the CA work group and representatives of the Child Placing Agencies, we developed the attached training plan for staff and community partners. Children’s Administration will reassign staff that are currently completing home

studies to the Division of Licensed Resources to ensure that home studies are consistent with Children's Administration's expectations for out-of-home care.

The training roll out plan is below:

1. November 2011: Begin implementation in Region 2 North. This will be our test site for training, new policies and procedures. John Levesque from the National Resource Center for Adoptions will sit in on the 3 day training to provide feedback.
2. February 2012: Train and implement the unified home study in Region 2 south, using lessons learned from the November roll out.
3. March 2012: Train and implement the unified home study in Region 3 (the north and south areas will receive separate training to encourage team building).
4. April 2012: Train and implement the unified home study in Region 1 (the north and south areas will receive separate training to encourage team building).
5. November 2011 – June 2012: complete policy and Famlink requirement changes.

**Staff Changes:**

DCFS staff that currently complete home studies for relatives and adoptive parents in DCFS will transfer to DLR as training occurs. Staff will remain in their current offices, and in most cases, continue to report to the same supervisor. All home study staff will be trained to complete the unified home study as outlined above.

**Changes to the home study:**

In addition to updating and standardizing all forms to be used, in the home study process, the Unified Home Study Workgroup made the following recommendations that were approved by Children's Administration Leadership and are now a requirement for all home studies:

1. A minimum of 3 face to face contacts with each family prior to approving the initial home study. If there is more than one applicant (e.g. two adults in the home), each applicant must be interviewed alone at least once. At least two of these contacts must occur at the applicant's home. (Current requirements: Relatives = 1, DLR = 2, Adoptions = 4)
2. The current licensing checklist will be used to assess safety in placement homes.
3. All caregivers will be required to have completed orientation, first aid/CPR training and a TB test.
4. All caregivers will complete the financial, marital history, and medical documents currently required by adoptions.
5. All applicants' adult children will be interviewed.

To better reflect DSHS values, CA is adding the following to the family home study:

1. The Department's goal is to safely reunify children with their parents. Describe how you will support and participate in a child's safe reunification (return) to their parents or guardians?

2. How would you support and participate in a child's move to another home to support permanency even if you don't agree?
3. What kind of support would you need to help prepare a child to move to their permanent home?
4. The "Potential for Permanency" section in the home study has been revised to introduce the concept of concurrent planning.
5. What is your willingness and ability to have siblings placed with you? If siblings can't be placed with you, how will you support siblings' connections to one another?
6. Describe how you would work with birth parents to help a child in your care.

**Background Checks:**

The workgroup recommended enhancing the background check process as follows:

1. Have background check specialists (Social Worker 3's within existing resources) for every unit to conduct background checks.
2. Complete the financial, marital history, and medical documents currently required by adoptions for all home studies
3. Check Accurint for initial home studies, updates, and renewals (using existing Accurint accounts).
4. Check state Income Assistance database, vital statistics and the Washington State Courts for initial home studies, updates, and renewals (this is done inconsistently in home studies across the state).

CA is adopting these recommendations in the unified home study (see the background check grid in the workgroup recommendations).

**Quality Assurance Plan:**

Children's Administration is working with the NRC to develop a quality assurance plan to assess the success of the unified home study. The ideas under consideration include:

- Tracking the number of home studies completed in each area (including the number of home studies approved and denied)
- Tracking the time frame to complete home studies in each area
- Tracking the number of moves for legally free children and the length of stay for children after termination of parental rights has occurred.
- Tracking the number of relatives who choose to become licensed
- Following the implementation of the unified home study, DLR will implement a peer case review that assesses the quality and fidelity of completed home studies.
- Focus groups with DLR and DCFS staff to assess process and recommend improvements
- Opportunities for community input, including:
  - Focus groups with caregivers who have had home studies
  - Input from the Kinship Navigators
  - Input from the Children's Administration Foster Parent Team that meets quarterly

Attachments: Training Plan  
Background Check Chart  
Communication Plan

**Unified Home Study Training Plan**

We propose 3 days of training for home study staff to reflect changes in policy and practice. In addition, we will have some articulate training that staff will complete prior to the 3 day training. The training will begin the first day of the transition. All home study staff (including licensing staff) will attend the training, so that everyone receives the same training. This joint training will reinforce our belief that everyone in the room has expertise to share and expedite team building.

| <b>Day 1 of 3</b> | <b>Topic</b>  | <b>Trainer<br/>*curriculum</b> | <b>Participants</b>                       |
|-------------------|---|--------------------------------|---|
| 9 – 10:15         | Introductions<br>Vision/Purpose/challenges and benefits<br>of new approach  | McShane<br>*Miller<br>Downs    | DLR/Adoptions/Relative<br>Home Study/ICPC |
| 10:30 - 12        | Assessment Part 1<br>➤ Home study purpose and audience<br>➤ Policy and law<br>➤ Permanency questions – how do they<br>fit foster care vs. adoption?<br>➤ Revised Home Study Guide | *Kramer                        | DLR/Adoptions/Relative<br>Home Study/ICPC |
| Noon              | lunch   |                                |   |
| 1:15 – 2:15       | Background Checks -- articulate pre<br>rollout<br>➤ Includes sources and denials  | *Rowswell                      | DLR/Adoptions/Relative<br>Home Study/ICPC |
| 2:30 – 3:15       | Admin Approvals/Waivers   | *Roberts                       | DLR/Adoptions/Relative<br>Home Study/ICPC |
| 3:30 – 4:30       | Marital history/financial/medical forms   | *Kramer                        | DLR/Relative Home<br>Study/ICPC –         |
| <b>DAY 2 of 3</b> |   |                                |   |
| 9:00 -<br>10:30   | ICPC  | *Brown                         | DLR/Adoptions/Relative<br>Home Study      |
|                   | <b><i>DLR dismissed – offer as refreshers?</i></b>  |                                |   |
| 10:45 -<br>noon   | Licensing Requirements – articulate<br>pre-rollout  | Downs<br>*Roberts              | Adoptions/Relative Home<br>Study/ICPC     |

**PIP 4.2.5**

|                   |  |             |                                    |
|-------------------|--|-------------|------------------------------------|
| <b>DAY 2 of 3</b> |  |             |                                    |
| Noon              | lunch  |             |                                    |
| 1:15 – 4:30       | Licensing– articulate pre-rollout<br>➤ Forms<br>➤ Home inspection checklist<br>➤ Manual and key RWC references<br>➤ adverse licensing actions<br>➤ Renewals<br>➤ Moves<br>➤ License closure<br>➤ Critical thinking<br>➤ Asking the tough questions | *Downs      | Adoptions/Relative Home Study/ICPC |
| <b>Day 3 of 3</b> |  |             |                                    |
| 9 - 12            | Licensing investigations   | Downs Sayer | Adoptions/Relative Home Study/ICPC |
| Noon              | lunch  |             |                                    |
| 1:15 – 4:15       | Licensing Legal Letters  | Otsubo      | Adoptions/Relative Home Study/ICPC |

**Background Check Grid For Family Home Studies**

| Source                             | Initial        | Licensing Renewal | Adoption Update |
|------------------------------------|----------------|-------------------|-----------------|
| Fingerprint Based Criminal History | X              |                   |                 |
| BCCU Check                         | X              | x                 | X               |
| FamLink History Check              | X              | x                 | X               |
| CA/N History for other states      | X              |                   |                 |
| Accurint                           | X              | x                 | X               |
| Internet Search                    | When Indicated | When Indicated    | When Indicated  |
| Barcode                            | X              | x                 | X               |
| Vital Statistics                   | X              | x                 | X               |
| SCOMIS                             | X              | x                 | X               |
| Interview Adult Children           | X              |                   |                 |
| Reference letters                  | X              |                   | X               |
| Reference letters from 2 sws       |                | x                 | X               |
| ICPC sending social worker         | X              | x                 | X               |
| Financial statement                | X              | x                 | X               |
| Medical statement                  | X              | x                 | X               |
| Marital statement                  | x              | When Indicated    | When Indicated  |

## **Unified Home Study Communication Plan**

### **Communication with DCFS Partners:**

Once the transition is made, the DLR supervisors and Area Administrators will meet with DCFS units to build on the partnership and address transition issues as they occur. This will include meetings with Child Protective Services, Child and Family Welfare Services, and Family Team Decision Making staff. The Region 2 North Area Administrator will give periodic updates to the Region 2 management team about the progress of the implementation.

### **Communication with Child Placing Agencies:**

On November 17, 2011, the DLR Supervisor for regional licensors in Region 2 North will partner with the DLR Program Manager from Headquarters to conduct a one day training for our Child Placing Agency partners to address changes to the home study and the new expectations around planning for permanence.

### **Ongoing Communication:**

DLR headquarters staff will have weekly calls with Region 2 North staff to address implementation issues as they arise. All Region 2 North home study staff will be invited to participate, so that we can identify issues and concerns, and lessons learned from the initial implementation site.



**STATE OF WASHINGTON**  
**DEPARTMENT OF SOCIAL AND HEALTH SERVICES**  
**CHILDREN'S ADMINISTRATION**  
PO Box 45040 • Olympia WA • 98504-5040

**PIP 4.2.6**

March 29, 2012

**TO:** Deborah Purce, Director  
Division of Quality Management and Accountability

**FROM:** Jeanne McShane, Acting Administrator  
Division of Licensed Resources

**RE:** PIP 4.2.6 Unified Family Home Study Training Curriculum & Cultural Competence

I have attached the overview presentation for the training for the Unified Family Home Study process. There are multiple, more specific presentations that were used during the training which are available, at your request. I believe the overview presentation conveys the curriculum of the training and, in slides 14 -28, highlights the components of the training on cultural competence.

# Family Home Study

November 7 -9, 2011  
R2 - North

Robbie – slides 1-5

Policy will be revised to support the new home study practice. Stay tuned.

Introduce self and ask class to state name, what are you looking forward too, what questions you have.

## Why Complete Home Studies?

### Assessing Risk vs. Safety

- Characteristics of family functioning
- Current and historical info, patterns, behaviors
- Family conditions and behaviors that impair parenting capacity

2

Day I of Safety Training includes a Risk vs. Safety chart that identifies these elements of Risk. These are the essential questions all Home Study assessments address. You are determining if this home will be a safe, nurturing placement resource for children in need of out of home care. Understanding the cultural context of families helps us to understand the characteristics of family functioning, history, and behaviors. It is important to talk with all families about their cultural heritage including their way of life, values and strengths. We cannot assume that we understand anyone's culture without talking with them about it. Like all of our work in Children's Administration, this is a heavy responsibility. Remember we are all here to help.

**Setting the Tone**

- How might applicants feel?
- What can you do to help?

3

Ask large group to identify feelings applicants may have as they begin working with CA.

Divide into small groups to identify 3 specific actions they take to help folks with those feelings.

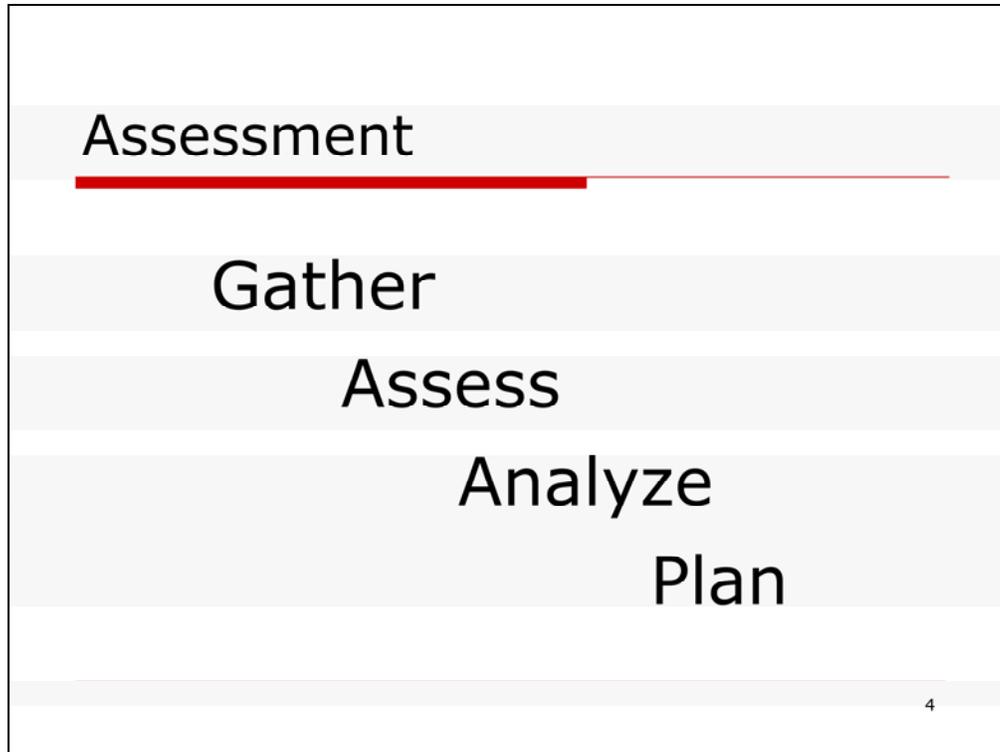
- e.g. acknowledge “it’s a lot”
- e.g. give clear direction at each step
- e.g. respond promptly to calls, questions
- e.g. frequent contact throughout process

Debrief in large group

Trainer: discuss the correlation to how applicant’s may feel and how some of you may feel with this new approach.

Say: So now that we’ve talked about HOW you will do all this, we are going to plunge into WHAT you do.

**Who remembers what GAAP stands for from the Safety Training? (reward with card)**



Just like in the safety training, the key words in home study assessment are  
gather – assess – analyze – plan

Ask: How do you begin to gather information?

- the application packet –
- the background checks
- references
- interviews
- home inspection

**Gather**

- Application packet
- Background checks
- References
- Interviews
- Home inspection

5

We start with the application packet.

Discuss download forms regularly.

Refer to DLR tab on CA page – **H.S. Rollout sub tab**

## Practices and Procedures Guide 5131 Application

---

- \*Application form (DSHS 10-354)
- Background authorizations (DSHS 09-653)
- Marital History Form (DSHS 9-979)
- \*Financial Worksheet (DSHS 14-452)
- Applicant Medical Report (DSHS 13-001)
- Fingerprint appointment form (DSHS 27-659)
- Fire evacuation plan (DSHS 16-204)
- Policy statements (DSHS 10-290)
- Personal Information (DSHS 15-276) (revisions coming)

6

Pam slides 6-8

Refer to Licensing Timeline handout. Note this session begins at “application.” Explain that blue text on Timeline is used for what will occur with all licensees and red text notes events that may occur, depending upon provider specifics.

Distribute sample files with blank forms as a visual aid on file makeup.  
Supply packet of all forms referenced in PowerPoint.

The forms in blue text are new to licensors.

The forms in green text are new to adoption.

These may all be new for relative home studies.

## Application Continued

- TB test results
- Copy of driver's license and insurance info
- \*Training certificates
  - All: Orientation/CPR/FA/BBP)
  - License & Adoption: PRIDE
- Copy of current marriage certificate
- Copies of divorce decrees

7

In addition to the numerous forms required, copies of these items are needed:

TB test results  
driver's license and insurance info  
Training certificates  
    All: Orientation/CPR/FA/BBP)  
    License: PRIDE  
current marriage certificate  
divorce decrees

Asterisks' in this power point note something new or revised.

## Application Continued

May need

- Limited English Proficiency Client Service Record (DSHS 15-245)
- Verification of Indian Status (DSHS 15-128)
- Well test when not public source

8

### Practices and Procedures Guide 5345. Indian Foster Homes

#### 5346. Purpose and Scope

This policy applies to Children's Administration (CA) Division of Children and Family Services (DCFS) and Division of Licensed Resources (DLR) staff involved in placement of foster children. The intent is to clarify that DLR is responsible for verifying the Indian status of foster parents.

#### 5347. Policy

This policy requires the verification of Indian homes rather than self-identification of Indian status by foster parents. WAC 388-70-091 defines the term "Indian." WAC 388-70-093 states that documented efforts shall be made to avoid separating the Indian child from his parents, relatives, tribe or cultural heritage. The Indian Child Welfare (ICW) Manual directs both DSHS and private agencies to verify American Indian Status of foster parents for the placement of Indian children. This policy directs DLR foster home licensors to verify American Indian status. DLR licensors are to follow the provisions set forth in the Indian Child Welfare Manual and in the Federal Indian Child Welfare Act.

#### 5348. Definitions

"Indian Foster home" is defined as a home in which at least one of the foster parents is a member of a federally recognized Indian tribe, including Eskimo, Aleut, or other Alaska Native or eligible for membership in a federally recognized tribe including Eskimo, Aleut, or other Alaska Native. The form for providing verification of Indian Status is located in Chapter 13 of the Indian Child Welfare Manual (DSHS form 15-128). "Canadian Indian Foster Home" is defined as a home in which at least one of the foster parents is a member of a Canadian First Nations Tribe, a Metis Community, or a nonstatus Indian community from Canada. "Unenrolled Indian Foster Home" is defined as a home in which at least one of the foster parents who does not meet the definition of an Indian foster home or Canadian Indian Foster home is considered to be Indian by a federally or non-federally recognized Indian tribe or off-reservation Indian/Alaska Native community organization regardless of enrollment or membership status.

#### 5349. Procedures

Verification of Indian Status DLR staff are to ensure compliance with Section 7.05, (B), (3 and 4) of the Indian Child Welfare Manual. The placement preference order for Indian children is not affected by this policy. See the Indian Child Welfare Manual Section 7.05 for policy regarding placement of Indian children. DLR will verify the Indian status of every foster home licensed. DLR will document whether the home has been verified as an "Indian Foster Home", a "Canadian Indian Foster Home, or an "Unenrolled Indian Foster home". The form for providing verification of Indian Status is located in Chapter 13 of the Indian Child Welfare Manual (DSHS form 15-128). Please use this verification form to identify foster parents as Indian. The home study and reassessment needs to document verification. Self-identification of Indian status is not sufficient to consider a foster parent Indian; rather, Indian status must be verified. If the foster parent cannot verify Indian status, the home study is to reflect non-verification even though the foster parent self-identifies as Indian. The home study should state this home has not been verified as an Indian foster home for ICW purposes. The foster home study shall address Indian status and include verification used to document Indian status in the homestudy. DLR will document verification of Indian Foster Home in CAMIS. Reporting requirements Self-identification of Indian status is not sufficient to consider a foster parent Indian. Reports shall not identify a foster home as an Indian foster home unless there is proper verification. Reports under DSHS Administrative Policy 7.01 are to reflect the number of Indian homes that have verified Indian status. Any reference to Indian homes in DLR reports must have verified the Indian status of the foster parents.

## Application Received: Next Steps

- Create hard file – see sample
- Acknowledge receipt of application, identify items still needed (\*DSHS 10-435 or temporary \*CA103311)
- Submit background checks (more later)
- Mail Reference Questionnaire (DSHS 15-286); Reference Cover Letter (DSHS 16-179)
- Begin \*Home Study File Checklist (DSHS 10-182)

9

Robbie slide 9 - 10

There is a temporary form letter for those folks who sent in application packets from prior to new home study requirements.

We may request references beyond the 3 names requested on the application. When do you think this is advised? (e.g. with a negative reference, references have not known applicant for long)

## Application Received: Next Steps

---

### Create FamLink Provider record

- Complete Adoption and Foster Care Analysis and Reporting (AFCAR) items in Person Management, Basic tab
  - ✓ Gender
  - ✓ Date of birth
  - ✓ Marital status
  - ✓ Race
  - ✓ Ethnicity

10

Robbie Slide 10

While there are fewer AFCAR elements required for providers than case, these elements must be completed on the Person Management tab for Providers. DLR administrative support staff typically create the FamLink provider record.

There are quick help guides available to assist you with how to create the FamLink provider. There are FamLink Peer Tutors within DLR that can provide additional assistance.

## Initial Review of Documents

What needs follow-up from first review of application packet?

*Are all forms signed and dated*

FORMS:

<http://asd.dshs.wa.gov/FormsMan/FormPicker.aspx>

11

Pam slide 11 – set up exercise

Always pull from forms site to confirm NEWEST forms used.

Have small groups list possible answers on particular forms that need follow up, using flip chart paper and sharing answers with larger group. For example, **MIN 6 GROUPS**

### Group 1: Application form (DSHS 10-354)

- other parties on property? Need background clearances, address in home study
- references: accept only one from family member, although ALL children must be talked with.
- out of state in last 5 years?: need to request checks from those states –more in another section on clearances
- no driver's license/insurance? What about transporting foster children?
- Medications/illnesses? Need dr statement?
- In/out of state contact info: need re: emergency contact
- Native American status confirmation (DSHS15-128; Practice and Procedures Guide 5345 - 5349)

Group 2: Fire evacuation plan (DSHS 16-204) – where will foster children sleep?  
Policy statements (DSHS 10-290) – Discipline practice? Religious participation?

Group 3: Personal Information (DSHS 15-276)  
Applicant background & Relationship (Section I & II)

Group 4: Personal Information (DSHS 15-276)  
Section III, IV, V, VI

Group 5: Financial Statement (DSHS 14-452)  
Applicant Medical Report (DSHS 13-001)  
Marital History (DSHS 9-979)

## Initial Review of Documents

### \*Others on property:

- will now be interviewed if they will have regular contact with foster children

12

Pam slide 12

A new requirement is that we interview all who live on the property and who will have regular contact with foster children. For example, interview the extended family member or good friend who lives in the basement even though there is a separate entrance. In many cultures, multiple generations of families live together in one home or share land. These families have lots of interactions together and all adults will be interviewed and assessed the home study process if they have access to the children who may be placed in the home. These connections in relative placements and even for foster children give children the opportunity to have positive relationships with many adults. The reason we interview everyone is to assure the safety of the children in these homes, not only from the other adults on the property, but also the people who have the most familiarity with how a family operates are those that live nearby and have regular intimate contact. The family who rents the other half of the duplex the applicant owns and lives in but is not part of their daily lives do not need to be interviewed or have background checks.

## Home Studies for DSHS employees

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DSHS staff must be CPA certified, not directly supervised by CA

- Practices and Procedures Guide 5138

- DSHS Administrative Policy 6.24

13

Pam slide 13

BREAK HERE FOR LUNCH

## Multiethnic Placement Act of 1994

---

Amended by the  
Interethnic Adoption Provisions Act  
of 1996

Pam slides – 14-28 Preface with more training coming

When discussing MEPA we are referring to MEPA, as amended by the IEP Amendments in 1996 (IEP).

The Laws:

Title VI of the Civil Rights Act of 1964

- MEPA: Diligent Recruitment (title IV-B of the Social Security Act)
- MEPA, as amended: title IV-E of the Social Security Act

The Purpose of MEPA is:

Decrease length of time that children wait for adoption

Recruit families that can meet the child/youth's needs

Prevent discrimination on basis of Race, Color and National Origin (RCNO)

The Purpose of IEAP act of 1996 is:

To strengthen and support the prohibition against discrimination

## MEPA

- A State, or any other entity in a State that is involved in adoption/foster care placements and receives title IV-E funds from the Federal government, may not:
  - **Deny an individual the opportunity** to foster or adopt on the basis of the child/youth's or the prospective parent's RCNO.
  - **Delay or deny a child/youth's placement** into foster care or adoption on the basis of the child/youth's or the prospective parent's RCNO.

15

MEPA applies to any entity that received IV-E funds this includes contracted providers.

## Race, Color, and National Origin (RCNO)

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- **Race** –Asian, Black or African American, White, Native Hawaiian or other Pacific Islander, and American Indian or Alaska Native
- **Color** – skin tone or complexion
- **National Origin** – a child’s or parent’s ancestry; for example, Hispanic, Ukrainian, Filipino

16

RCNO means: (read the slide)

**Discrimination** on the basis of ethnicity is encompassed by Title VI’s prohibition against national origin discrimination.

MEPA and Title VI **do not** address discrimination on the basis of religion, age, gender, culture, sexual orientation or any other characteristic. Discrimination on these issues are covered in other state and federal laws. Children’s Administration is committed to addressing discrimination and disproportionality in our work.

## RCNO and Culture Competence

- ❑ An agency may not assess a family's or parent's ability to parent a child/youth of a particular RCNO through the use of a cultural competence test.
- ❑ An agency should be cautious when assessing or considering a child/youth's or family's "culture" on a home study form or elsewhere.

17

- Culture **may not** be used as a proxy for race
- MEPA **does not** address culture in placement decisions.
- Culture is not defined by HHS.
- This issue comes up primarily during the home study process.
- **May not** assess a family's or parent's ability to parent a child/youth of a particular RCNO using a cultural competence test
- Caution should be used when using culture in home studies
- **Acceptable** non-discriminatory cultural issues to discuss with a family may include, holidays, ability to communicate, religion or food

## Assessing Competence

Agency **may not** ask or consider the following:

- Why a family wants to parent across RCNO lines
- What a family knows about RCNOs different from its own
- Whether a family's activities reflect a knowledge of or appreciation for the RCNO of the child/youth the family wishes to parent

18

An agency **may not** assess, or ask prospective parents to assess, whether they are competent to parent a child/youth whose RCNO differs from that of the parents.

**May** identify differences between and among families who are equally well-suited to provide care to a child/youth that do not involve consideration of RCNO

Celebrating holidays and tribal relationships and maintaining cultural history is not race, color or national origin. You may not use culture as a proxy for race, this is a violation of MEPA. When our agency assesses for culture, we are looking at the child's or family's: *ability to support, honor, and maintain family of origin and community connections for a child placed in their home*

## Assessing Competence

### May not:

- Have one family go through a more invasive home study process on the basis of the parents' or a youth's RCNO
- Require a family to develop a trans-RCNO parenting plan
- Request or require a family learn about a different RCNO prior to parenting a child

19

All families must go through the same process regardless of RCNO

## Preparing Prospective Families

- Training can be offered to families about parenting a child of a different RCNO if:
  - It is offered to all parents regardless of parents interests in parenting trans-RCNO
  - Participation is not a pre-condition for parents who want to pursue trans-RCNO placements
  
- Training **may** provide information to parents that will help them care for their child/youth, including information about hair care or other personal care issues.

20

Review bullets

Ask the following question:

Can an agency offer trans-RCNO parenting information if requested by prospective families?

## Preparing Prospective Families

An agency may offer trans-RCNO parenting information to prospective parents IF:

- Information is consistent with MEPA and Title VI.
- Information is provided regardless of the prospective parent's or the child/youth's RCNO.
- A prospective parent is not pressured to receive such information, even if the parent expresses interest in parenting across RCNO lines.
- It is not used as an assessment or home study tool.

## Preparing Prospective Families

---

An agency **may**:

- Tell parents whether the children or youth in care do/do not have the characteristics that the parents are seeking; for example, age of available children/youth; RCNO of available children/youth; special needs of available children/youth.
- Ask prospective parents whether they will consider providing a home for a child(ren) or youth whose characteristics reflect the children/youth for whom homes are needed.
- Discuss with parents the challenges that may arise when parenting a child/youth whose characteristics differ from the characteristics that the parents originally sought.

## Preparing Prospective Families

---

An agency **may not**:

- Discourage parents from pursuing a trans-RCNO placement.
- Require parents to participate in any training related to RCNO, unless such training is required of all parents.

## Concerns About Prospective Families

---

An agency may decline to place a child/youth with prospective parents whose comments or beliefs make clear that placing children/youth of a specific RCNO with the prospective parent is not in the best interests of those children/youth.

## Concerns About Prospective Families

---

- If a family expresses prejudice about people of a certain RCNO, but still wishes to foster or adopt children/youth of that RCNO:
  - Delve further into the issues.
  - Document the reasons for that belief or for its resulting placement decision if the agency believes that the parent should not parent any children/youth of a certain RCNO.

## Prospective Parents Requests

- ❑ Prospective parents may make requests about any characteristics they want in a child/youth, including RCNO.
- ❑ Agencies **are not** required to place a child/youth of a particular RCNO with a parent who has indicated that the parent **does not** want to parent a child/youth of that RCNO.
- ❑ Agencies must be as flexible with prospective parents' requests related to RCNO of a child/youth for whom they will provide a home as they are with parents' requests related to other characteristics of a child/youth.

26

End of Day 1

## A Culturally Competent Worker:

### Is guided by the following principles:

- Respect for the client's home and family is of utmost concern.
- Local etiquette should prevail in the worker's behavior as s/he enters the family environment.
- Careful work in establishing the role of the worker as a partner in helping is essential to establishing trust.
- The family remains in charge of their own lives while the worker motivates, facilitates and creates a climate of respect and caring.\*

27

\*Heritage and Helping: A model Curriculum for Indian Child Welfare Practice, Module IV, National ICWA (1996)

---

Becoming culturally competent is considered a lifelong process that requires continual study and effort.

## \* The Family Home Study SW Guide

---

- All sections of the guide have changed (A – N)

- Significant Changes

- Page 1

- Instructions – the guide applies to all applicants

- Time Frames

Pam Slide 28-32

The previous version was section A – N

## \* Significant Changes

- Reason for applying
  - More child specific information is requested
  - Section B: Relationships
    - Reorganized
    - Includes questions for minor and adult children
  - Section I: Potential for Permanency
    - Incorporates all permanency goals (return home, guardianship, adoption, long-term foster care)

30

Reasons for applying:

- This section is not intended to be more than 5 sentences (250 characters)- FamLink. This is a short intro to why the family wants to be a caregiver.

Section B: Reorganized and now includes questions to ask of minor children and adult children

Section C: Reorganized and added new questions

Section D, E, F, G, H: no major changes, cleaned up questions and added a few new ones

Section I: Potential for Permanency

The adoption questions (old section L) are incorporated into this section and have been broadened to include all levels of permanency. Long term foster care is not a permanent plan option but it is a federal option, so states report on this.

## \* Significant Changes

- Section K: Child Specific
  - New title
  - Addresses ICPC needs for child specific home studies
- Section L: Supporting Documentation
  - Expanded discussion points
  - Adds using Accurint, SCOMIS, ACES
- Section M: Evaluation
  - Expanded evaluative points

31

This section was previously titled: **APPLICANTS WITH PRIOR RELATIONSHIP TO THE CHILD/REN**

Section L: Supporting Documentation

Section M: Evaluation

Includes points to be included and considered in your evaluation of the applicant/s

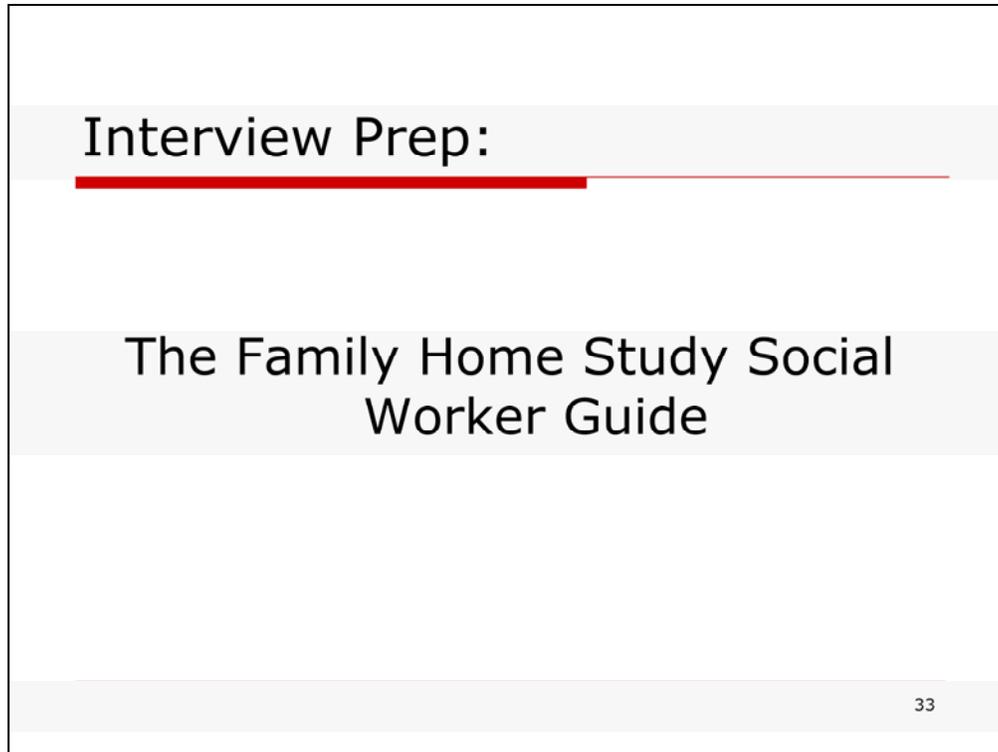
## New Requirements

- \*3 contacts minimum
  - 2 must be in the home.
  - If more than one applicant, at least one interview without other applicant
  - May combine interviews with home inspection
  
- \*Contact all adult children
  - Document diligent efforts if no contact

32

Review Shared Decision Making Matrix in packet.

Note Licensing Timeline “mays” for evaluations, more references, denial, waivers, admin approvals, etc.



Robbie slide 33

Trainer – take SW guide and divide into groups of 4-5.

Ask each group what should be added? Identify at least 3 red flags and how each could be addressed.

Debriefing include what you do with Red Flags:

Staff the case – Shared Planning

Request additional evaluations

Ask more questions

Assess cultural considerations

Welcome back

Day 2

Family Home Study

34

Exercise – Critical thinking demonstration – trust and verify

Pam slides 34 -38

Do you have any questions from yesterday?

How does all this fit into the child safety framework? **Who remembers any of the 6 initial questions for safety assessment information gathering? Reward with card.**

## Home Study as Safety Assessment

---

- What is the nature and extent of the maltreatment?
- What circumstances accompany the maltreatment?

35

The first two of the six safety assessment questions are not usually applicable to home study applications.

## Home Study as Safety Assessment

---

- How does the child function on a daily basis?
- How does the parent discipline?
- What are the overall parenting/child care practices?
- How does the parent manage his/her own life on a daily basis?

36

The other 4 of the safety assessment questions directly connect to our home study assessment. Home studies are all about determining safety. Consider these questions in a cultural context, there are many different ways to safely and successfully parent children.

Where in the application packet could you find out the answers to these questions?  
GIVE CARD

## What should NOT be in a home study?

---

- Names of references
- HIV status
- Sex life
- Misspellings
- Previous work history
- Names of other foster children/youth
- Worker's personal bias and opinions

37

Do you have any questions from yesterday?

While bias is usually hard to identify in ourselves, there are sometimes indicators we can use. What are some indicators you have seen? **Reward with card**

## Bias Indicators

---

- A limited scope of information supporting only one view or conclusion
- Emphasis on being right rather than factual
- Providing excuses/explanations for clients
- Unwillingness to hear different point of view

38

One bias indicator may be use of Mr. Jones for one partner and Susie for other partner. Some bias' are subtle and reflect how we feel about different cultures. How do you know when cultural differences are impacting your biases?

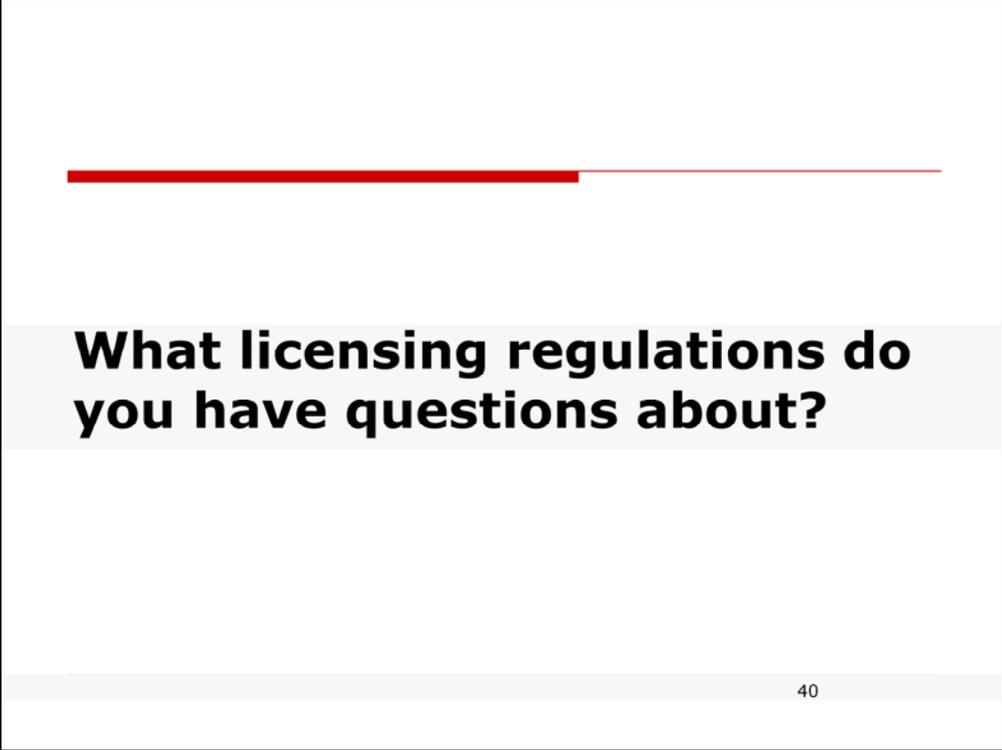
## Home Inspection

- \*Checklist (DSHS 10-183)
  - locked medications (388-148-0205)
  - locked weapons (388-148-0190)
  - hazards (388-148-0155, 0165, 0170, 0175)
- Safety and Supervision Plan for Site Specific Conditions (DSHS 10-419)
  - trampolines water hazards pets busy roads
- Support funds to purchase items (DSHS 06-135)

39

Robbie slide 39 - 64

- Review the checklist.
- The pet safety handout is FYI material.
- Refer to individual supervisors about accessing support dollars to help with expenses like fire extinguishers.
- People in different areas of Washington State have different cultural relationships with firearms, how do you engage them to understand the home study requirements for gun safety?



## What licensing regulations do you have questions about?

40

*Say: The online training reviewed several licensing regulations that pose challenges for applicants and for licensors, like determining capacity. Let's start by talking about some of those challenges:*

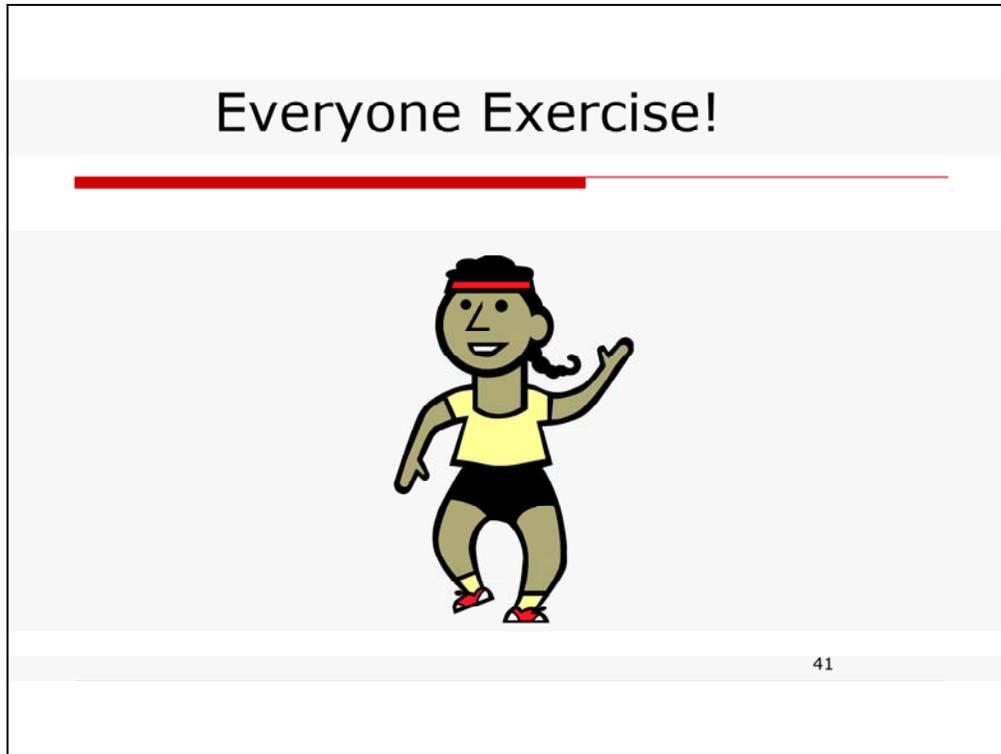
*What factors will you take into consideration when determining capacity?*

*What did you learn about foster parents posting foster child photos on social networking sites? Reward with card*

*How do you respect different cultural experiences while maintaining licensing standards for child safety?*

*What questions do you have about any particular WACs?*

Flip chart write down questions for future work.



MLR small group exercise

## Resources

- Supervisor/peers/HQ
- Reputable web sites
- Other experts (e. g. Dept. of Health, Fire Marshal)
- Vendors

42

Say: Your colleagues are your best resource when you have questions about most anything.

Ask group which websites they use. Offer

- Consumer Product Safety Commission – [www. Cpsc.gov](http://www.Cpsc.gov)
- Dept. of Health – [www.doh.wa.gov](http://www.doh.wa.gov)
- Foster Parents – [www.dshs.wa.gov/ca/fosterparents](http://www.dshs.wa.gov/ca/fosterparents)
- Fire Marshall – [www.wsp.wa.gov/fire](http://www.wsp.wa.gov/fire)
- Department of Early Learning – [www.del.wa.gov](http://www.del.wa.gov)
- Every Region has a Disproportionality workgroup to help work with issues of disproportionality.

## Considering Denial?

### Denial vs. Voluntary Withdrawal

- License Denial = formal legal process with appeal rights
  - WAC 388-148-0095 When are licenses denied, suspended or revoked?
  - Case Service Policy Manual 8105D

### Shared decision making (Case Services Manual

Appendix C  
[http://www.dshs.wa.gov/CA/pubs/mnl\\_case/appendixC.asp](http://www.dshs.wa.gov/CA/pubs/mnl_case/appendixC.asp))  
 Consult with

- Supervisor
- Area Administrator
- Assistant Attorney General

43

If reason to pursue a denial is due to the applicant deemed as “unsafe” and may put kids at risk you need to deny.

In situations where not an appropriate agency, life circumstances etc may recommend withdrawing.

Draft denial letter for unlicensed care and adoption

**Pam’s suggestion - move the denial letters and slides 48 – to here then come back to next steps (slide 44) the current slide 45 – 46 approval and licensure.**

## Next Steps

- Write home study (DSHS 10-043)
- Confirm \*Home Study File Checklist (10-182) is complete
- Complete home study and submit for supervisor approval

44

Writing resources are listed on the Writing tab on the DLR webpage – refer to the online resources from the articulate training.

**What online resource did you learn about from the articulate training?  
Reward with card.**

## "Approved" Home Study

- Home study approval letter to be sent to unlicensed relative caregivers and adoptive parents
- ? Welcome packet
  - Support line number
  - Guidelines for Foster Child Activities (DSHS 22-533)
  - Local support group information
  - Mileage reimbursement form (DSHS 07-079)
  - Local placement coordinator names and numbers

45

### **Waiting for response regarding sending home studies to applicants**

Should there be uniformity in sending out a welcome packet?

Some licensors have developed a welcome packet for new licensees. A workgroup has been convened to create a relative placement welcome packet for state wide use when a child is first placed in out of home care.

## Approved License

---

- Send letter (DSHS 10-429) & license
  - License effective when requirements met
  - Licensing period = 3 years minus 1 day

## \* Denial Letters

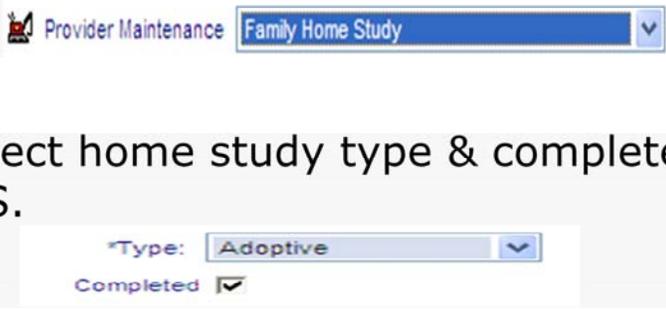
- Draft denial letter for unlicensed relative caregivers and adoptive parents

47

You still need to write the home study if you are denying. See slide 44

## Home Study in FamLink

- Create the home study shell in provider maintenance



- Select home study type & complete H.S.

48

You will not be using the template in FamLink to write your home studies. Please go to the DLR forms, sub tab H.S. Rollout. The Home study template (temporary) will be located here. Once the form has been changed in FamLink we will let you know.

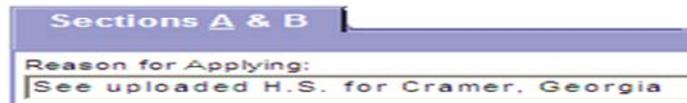
You will need to create the home study in provider (but not complete it in FamLink) then upload the HS.

You have 4 simple steps to create the home study:

1. Create the provider work – home study
2. Select home study type:
  1. if getting licensed and any other type applies choose license
  2. If relative or unlicensed and doing adoption choose adoption
3. **Pam's recommendation post training. Move to end of slide with a section on How TO document in FamLink. Separate out from the denials and adverse actions.**

## Home Study in FamLink

- \* Input the following statement into the 'reason for applying' tab:



The screenshot shows a software interface with a blue header bar labeled 'Sections A & B'. Below the header is a text input field with the label 'Reason for Applying:'. The text 'See uploaded H.S. for Cramer, Georgia' is entered into the field.

- Request approval

49

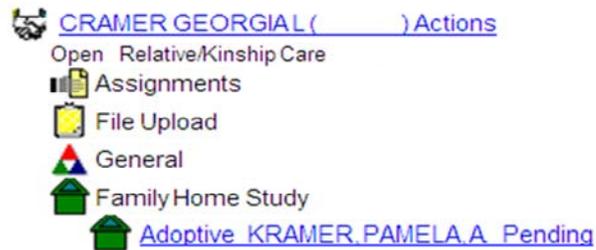
Step 3. In the reasons for applying tab – type in “See uploaded H.S. for (applicant name)”

Step 4. Request supervisor approval

The reason for creating this piece of work though we are not launching the home study from within FamLink is to create the Home Study Icon – to clearly indicate that a home study has been completed.

## Home Study in FamLink

- This is how it will look on your desk top.

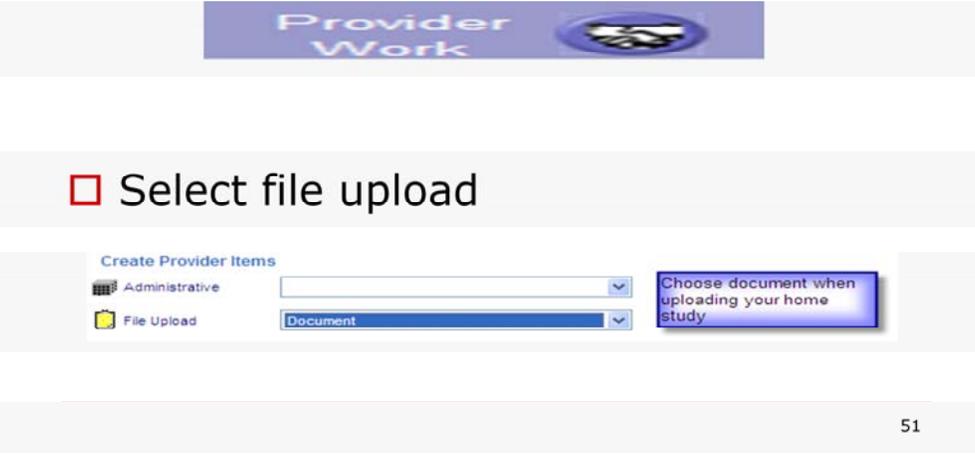


50

The provider number is deleted since this is only an example. Once your supervisor approves - it will appear as approved as opposed to pending.

## FamLink – \* Uploading H.S.

- Create provider work



Provider Work

- Select file upload

Create Provider Items

Administrative

File Upload

Choose document when uploading your home study

51

When selecting the file upload – choose – “document”

## FamLink – \* Uploading H.S

---

- Input date Home Study was approved/denied by Supervisor
- Select "**Other**"
- Naming convention: H.S. Smith RS
  - 25 character limit
- Upload your home study and save

52

When inputting information about uploading your Home Study

## FamLink – \* Uploading H.S

### Document Details

|                    |  |
|--------------------|--|
| *Date of Document: | <input type="text" value="09/25/2011"/>  |
| *Category:         | <input type="text" value="Provider"/>  |
| *Type:             | <input type="text" value="Other"/>   |
| Intake:            | <input type="text"/>   |
| *Title:            | <input type="text" value="H.S. Kramer M./Stein J."/>   |
|                    | <input type="text" value="F:\Ad campaign\National Ad campaign me"/> <input type="button" value="Browse..."/> |
| Comments:          | <input type="text"/>   |

## FamLink – Desktop Appearance

---



[CRAMER GEORGIAL \( \) Actions](#)

Open Relative/Kinship Care Region ^

 Assignments

 File Upload

 [Provider - Other](#)

10/15/2011 - H.S. kramer g. - KRAMER, PAMELA

A. on 11/03/2011

## Upon Supervisory Approval

- Change status in FamLink
- Complete Characteristics tab in Provider
- Notify placement desk of new resource

## Health and Safety Monitoring Visits

### Practices and Procedures Guide

#### 5175. Health and Safety Reviews

- DLR OFCL licensers must complete health and safety reviews of a minimum of 10% of foster homes annually.
  
- Follow guidelines in Chapter 4000, section 4420.

***RCW 74.13.260***

56

Practices and Procedures 4420. Social Worker Monthly Health and Safety Visits requires face-to-face interviews with the children in care by child's assigned social worker and notes what the visit needs to include.

| Health and Safety Monitoring Visits |  |
|-------------------------------------|--|
| <input type="checkbox"/>            | <a href="#">Foster Home Monitoring Visit</a> (DSHS 10-416) |
| <input type="checkbox"/>            | Provider Note  |

57

Licensing Timeline handout: Monitoring includes more than just the 10% visit requirement. It means using critical thinking skills and shared decision making throughout the life of a license. It means continuing your assessment of the home as new information comes to you.

Critical Thinking Assists: the monitoring visits may raise concerns that need follow up.

## Foster Parent Self-Assessments (DSHS 10-399)

---

- Emergency contact information updated annually
- At years 1 and 2 (renewal at year 3 includes help/services needed so some homes not in this pull)
- Social worker input (DSHS 10-397)
- Annual Development Plans (DSHS 10-398) for all who respond

58

Some times it is difficult for licensors to get social worker input and responses to self assessments. Do experienced licensors have recommendations to help get more information from social workers and providers?

## Adverse Licensing Actions

### Practices & Procedures 5150 Action on Licenses

#### Stop Placements

- Additional Licensing Action in FamLink = "No Referral" status, "Stop Placement" action
- Notify when instituted and when lifted
  - placement desk
  - affected staff (including DDD)
  - Licensee via DLR Stop Placement Letter (DSHS 27-066)

59

Sometimes an investigation leads not just to a compliance plan, but to a stop placement, where either no additional children are to be placed while the investigation is in process. Some stop placements include removal of foster children by DCFS. Again, shared decision making is in order and all the players must be notified. When taking licensing action, engage the foster parent in the compliance plan to make them reflect the needs of the family within the context of their culture.

Foster parents, of course, may also ask to be placed on a no referral status because of their life circumstances (illness, visitors, etc).

Refer to Critical Thinking Assists.

## Adverse Licensing Actions

### Case Services Policy Manual 8105 All Licenses

- Probationary
  - 6 months, extend for additional 6 months; not commonly used
  
- Modification, Denial, Suspension, Revocation
  - written notice
  - appeal rights

60

Review Critical Thinking Guidelines.  
Note value of the chronology.

## Adverse Licensing Actions continued

---

### Modification/Suspension/Denial/Revocation

- Shared Decision Making matrix
- AAG consult
- Formal letter
  - AAG approval of letter
  - Area Administrator signs letter
  - Appeal process included

## Moves

- License remains in effect for 30 days post move **IF** home has acceptable history of care and family remains intact (RCW 74.15.100)
  - Amend license in FamLink
  
- Amended License Letter (DSHS 10-430)

62

Moves require an Adoption HS update; an amended license requires a new hard copy license as well as FamLink changes.

BREAK HERE?

## Renewals: Practices and Procedures Guide 5135 Relicensing

---

### Application in PRIOR to expiration

- Send Foster Care License Renewal Notice (DSHS 10-436)

### Other documents

- Current driver's license
- Proof of car insurance
- DSHS 16-204 [Fire Evacuation Plan](#)
- DSHS 10-290 [Policy Agreements](#)
- Proof of current First Aid/CPR certification
- BCCU clearances for all over 16 in household
- Training documentation for required 36 hours
- Medical statement if new medications/issues

63

Talk about time frames – licensee submitting application 90 days prior to renewal, etc.

## Renewals continued

- Foster Home Reassessment (DSHS 10-050)
  - shorter interview process
  - include social worker input – may use DSHS 10-397 from Foster Parent Self Assessment process
  
- Home Inspection Checklist (DSHS 10-183) as in first licensing

64

Note renewals on Licensing Timeline handout.

Inform group that we seek their input re: using home study update for renewals instead of the re-assessment form.

## Renewals continued

---

### Do **not** need

- New TB tests UNLESS party new to household or 18
- New Personal Information forms
- New references

65

When updating an adoption home study for a subsequent adoption; you will need to obtain new references.

## Renewals continued

---

- Send FC Renewal License Letter (DSHS 10-431) and license
- Change status and expiration date in FamLink

## Closing a Foster Home License

- Do not accept voluntary closure or withdrawal when revocation or denial indicated.
- Indicate reason on \*File Checklist (10-182).
- Confirm all referrals closed.
- Input closing summary Provider Note.
- Send confirmation and thank you.
- Close in FamLink with reason for closure.

67

If adoption completed and they continue to be an open license then, capacity needs to be updated/changed. AND PROVIDER TYPE CHANGED IN FAMLINK.

REMEMBER: If open CPS investigation, do NOT accept voluntary closure until investigation is complete.

## Respite Provider Applications

- 14-512 [Application for Respite Provider Approval](#)
- 14-510 [Respite Provider Policy Agreement](#)
- 10-426 [Respite Care Applicant Approval Letter](#)
- 14-513 [Respite Care Application Cover Letter](#)
- 16-225 [Respite Provider Checklist](#)
- 10-425 [Respite Provider Reference Questionnaire](#)

68

We also process in home respite provider applications. The Checklist outlines the approval process. The forms are self explanatory and are on the DLR forms page. We are seeking to license a more diverse pool of foster and respite families who reflect the racial and ethnic needs of the children who need of out home placement.

## Assessment Requires Questions

*What are the tough questions for you?*

69

Role play exercise.

Review critical thinking assists.

Victims of sexual abuse in past? How have they dealt with it.?

Transgender?

Adult no sexual relationship – no relationship history.

Religion – extremes – spiritual beliefs that impact care of children

Other cultural and family of origin differences that may impact the cultural needs of the children

Criminal history

Questions?

70

**\* Qualification Statement**

---

**STATEMENT OF QUALIFICATIONS AND VERIFICATION OF ISSUES DISCUSSED**

I, [REDACTED], make the following declaration:

**QUALIFICATIONS STATEMENT**

I am the author of this report, know the contents thereof, and believe the statements included therein to be true. The recommendation is made based on the information available to me at the time of the home study. Additional information may change my recommendation.

I discussed the following material with [REDACTED]

- The concept of adoption/guardianship/long term foster care as a lifelong developmental process and commitment;
- The potential for the child to have feelings of identity confusion and loss regarding separation from the birth parents;
- The relevance of the child's relationship with siblings and the potential benefit to the child of providing for a continuing relationship and contact between the child and known siblings;

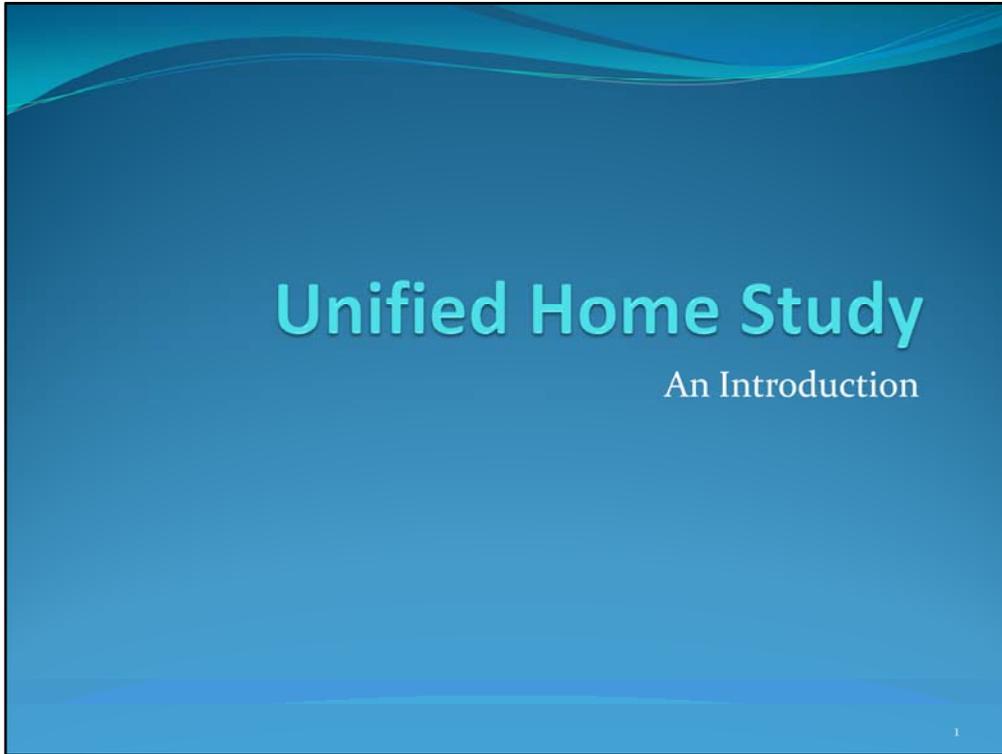
71

This is the last page of the Family Home Study template. Historically this was only required for adoption. We will now be doing this when we complete all home studies. This is still in under revision and waiting for AAG review/input.

The permanency matrix is included in your packet. If you are completing an adoption home study please provide applicant with copy of the "purple book" that is only available on-line

[Post Adoption Q&A DSHS 22-1211.pdf](#)

**Move to discussion on home study.**



## The Motivation To Change

- Duplication of work in 3 different home study processes at various times of a case (relative, licensing, adoption)

- Multiple background checks required

- Disruption of long-standing placements due to inability to pass an Adoption Home Study

*All resulting in longer length of stay*

## Designing the Approach

- Staff workgroup
- Caregiver input
- CPA input
- Community feedback
- Program Managers



3

Staff workgroup

line staff, supervisors, AAs  
from DCFS and DLR

Caregiver input

6 regional meetings – over 250 foster parents attended  
1624

CPA input

West side and east meetings (over 60 CPA reps)

Community feedback

IPAC, Kinship Navigators

Program Managers

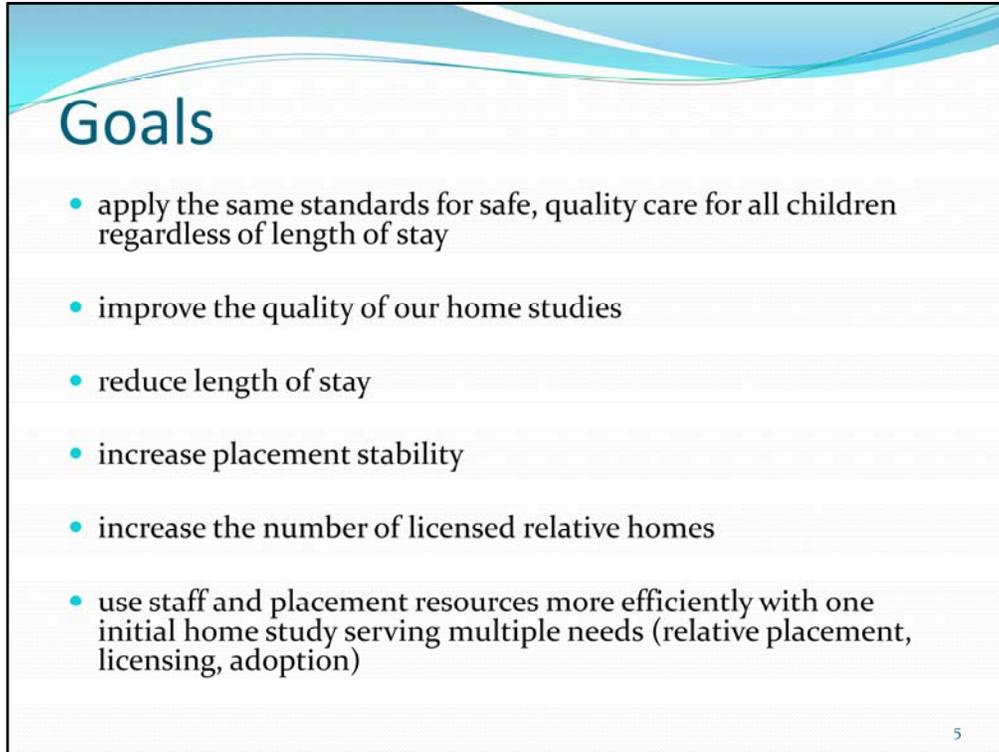
Regional Administrators

Assistant Secretary

## Vision

**Streamline systems associated with home study process**

- Employee Resources
- Background Checks
- Administrative Approvals



## Goals

- apply the same standards for safe, quality care for all children regardless of length of stay
- improve the quality of our home studies
- reduce length of stay
- increase placement stability
- increase the number of licensed relative homes
- use staff and placement resources more efficiently with one initial home study serving multiple needs (relative placement, licensing, adoption)

5

Provide a consistent quality assessment for all families who want to care for dependent children.

Improve outcomes for children in out-of home care by ensuring the same safety standards for placement, that providers are both willing and able to care for children, reduce disruptions when children are legally free and a provider cannot meet the Adoption Home Study Requirements). Concern that we only want adoptive homes. Important that we reflect on the need for temporary care for dependent children (8000 in care, 900 hundred eligible for adoption. Most children return home). This reduces duplicate work but does not require adoption.

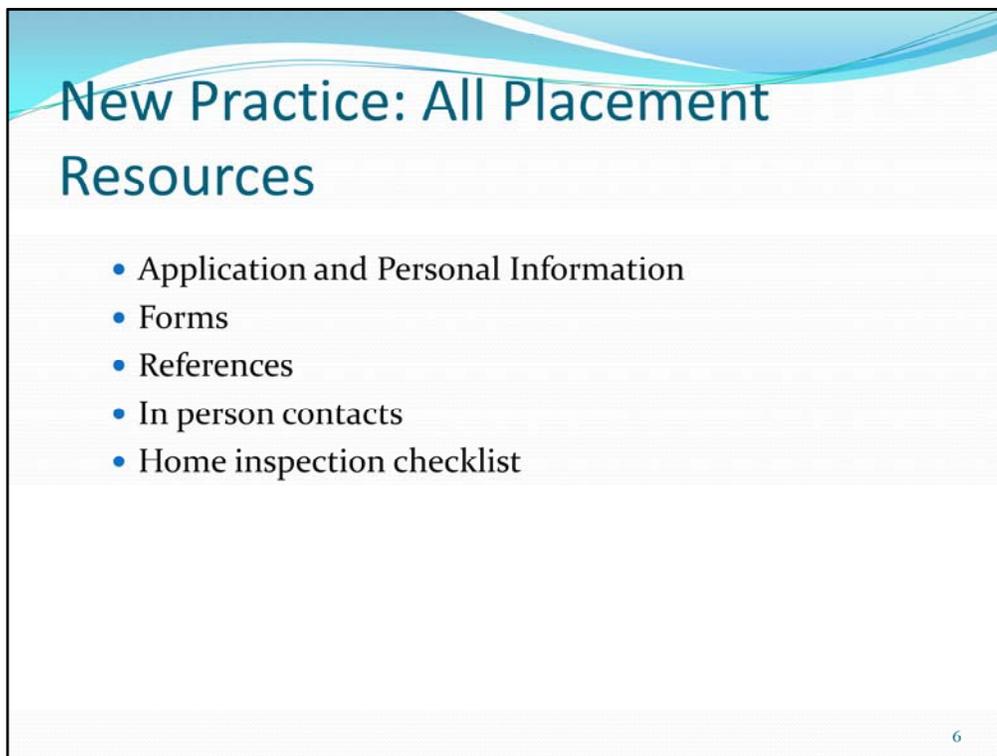
Improve CA relationships with out-of-home caregivers.

Encourage more relative caregivers for CA dependent children to become licensed foster parents.

Children of color have a disproportionately longer length of stay, as part of our QA plan, we will be tracking placement times and approved home studies to gauge the impact on disproportionality as well as length of stay.

Achieve efficiencies for staff and families by reducing duplicative processes and activities.

Save state funds that currently go toward duplicate fingerprint-based background checks.



## New Practice: All Placement Resources

- Application and Personal Information
- Forms
- References
- In person contacts
- Home inspection checklist

6

Forms:

All licensing and adoption forms (evacuation, policy agreements, marital history, financial, medical)

References:

Contact all adult children

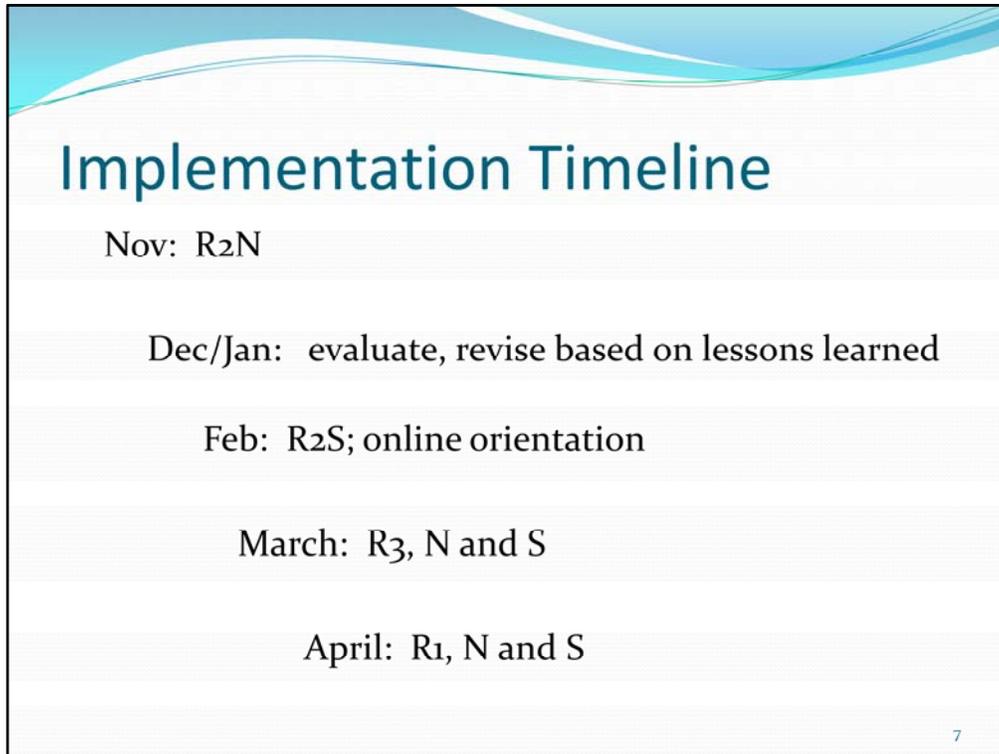
3 minimum of one relative

In person contacts

Minimum 3 per person

2 visits to the home

Each adult in the home interviewed alone at least once



This is subject to change if necessary.

## Implementation Challenges

- Caregiver concerns about adoption
- Learning curve for all staff
- Intrusive nature of home study
- How do we know if the changes are improving care for children?
- Your concerns?

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Caregiver concerns about adoption. Approval of the home study is not contingent on a family wanting to adopt. 8000 children in foster care. 900 eligible for adoption. **We need temporary caregivers.**

How can we help you make this successful? What are your fears?

Need feedback from pilot site to make it work. Will need your help to assess:

- Ways to improve the training
- Ways to improve the process
- How to streamline the workflow (e.g. is the current referral process from DCFS to DLR working or can it be improved?)
- Impact on the families we serve – some people are concerned about the impact of the unified home study on families of color. How can we ensure that our practice is culturally competent and reflects the needs of the communities we serve?
- Possible opportunities for workload reductions and other efficiencies

## Who do I contact?

Jeanne McShane, Acting Administrator

Myra Casey, Deputy Administrator

Melissa Sayer, DLR/CPS Program Manager

Randy Roberts, DLR Policy Program Manager

Robbie Downs, Foster Care Licensing Program Manager

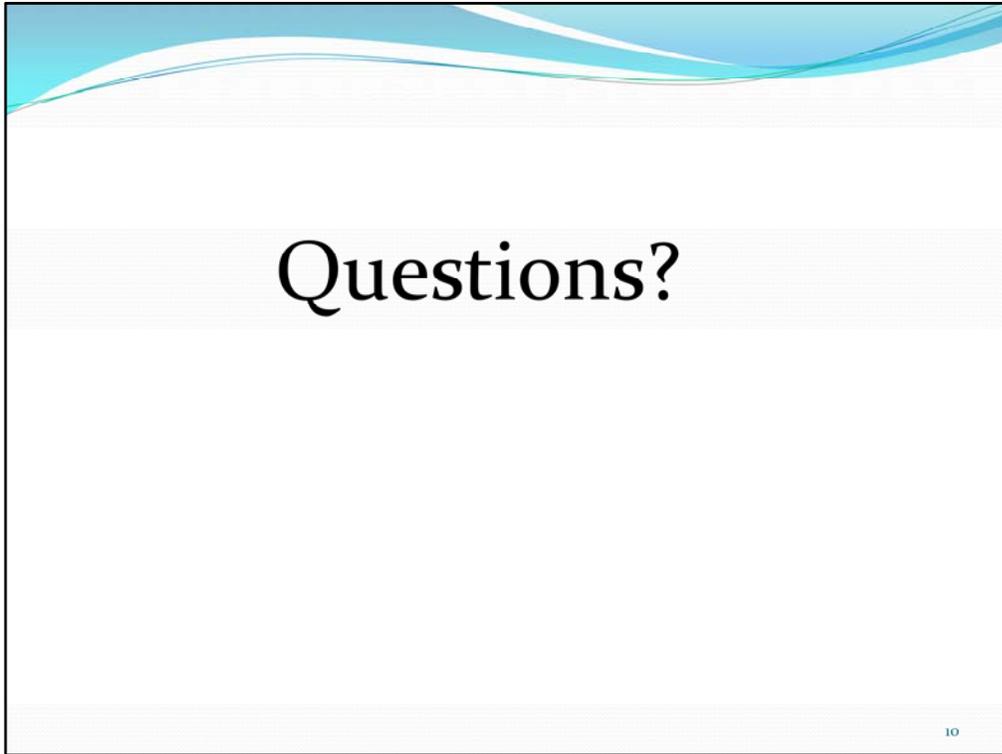
Nancy Rowswell, DLR Background Check Lead

Maya Brown, ICPC Supervisor

Brandy Watson, Admin Support

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Rich Taylor, ICPC, Millie Neal, etc.







**STATE OF WASHINGTON**  
**DEPARTMENT OF SOCIAL AND HEALTH SERVICES**  
**CHILDREN'S ADMINISTRATION**  
**PO Box 45040 • Olympia WA • 98504-5040**

March 29, 2012

TO: Deborah Purce – Director DSHS/CA DQMA

FROM: Jeanne McShane – Acting Administrator DSHS/CA DLR

RE: PIP 4.2.7 Training Attendance Report / Unified Family Home Studies

Please see that I have listed below the Attendance Report for the November 7-9, 2011 DSHS – Children's Administration Unified Family Home Study training. Those in attendance represent 100% of the Social Workers, Supervisors and Management directly responsible for completing the Unified Family Home Studies in Region 2 North.

Unified Family Home Study Training Attendance November 7-9, 2011

| Last Name   | First Name | Classification    | Last Name    | First Name | Classification       |
|-------------|------------|-------------------|--------------|------------|----------------------|
| BOIANO      | DEBRA      | Program Mgr DLR   | JOHNSON      | ROBERTA    | Social Worker DLR    |
| BRAGER      | JENNIFER   | Social Worker DLR | KING         | ROBERT     | Area Administrator   |
| BRANTNER    | DONNA      | Supervisor DLR    | LIN          | WENDY      | Social Worker DLR    |
| CALING      | KATHLEEN   | Social Worker DLR | MC MILLAN    | SUSAN      | Social Worker DLR    |
| DE WITT     | SONYA      | Social Worker DLR | MC SHANE     | JEANNE     | Acting Administrator |
| DOOTSON     | NANCY      | Social Worker DLR | MIKOLAS      | MICHELLE   | Social Worker DLR    |
| EGBERS      | MYRON      | Social Worker DLR | PATTOK       | PEGGY      | Social Worker DLR    |
| GIBSON      | MELANIE    | Social Worker DLR | PHILLIPS     | CORA       | Supervisor DLR       |
| GUILLEN     | ENRIQUE    | Social Worker DLR | POWERS       | M LISA     | Supervisor DLR       |
| HANNA-BROWN | TERRI      | Social Worker DLR | RISSONE      | JOSEPH     | Supervisor DLR       |
| HEISLER     | DAVID      | Social Worker DLR | RUSSELL      | KODY       | Social Worker DLR    |
| HOGGARD     | DEANNA     | Social Worker DLR | VOTAW/BRYANT | DENA       | Social Worker DLR    |
| JACKSON     | RACHEL     | Social Worker DLR | WERTS        | LISA       | Social Worker DLR    |



STATE OF WASHINGTON  
DEPARTMENT OF SOCIAL AND HEALTH SERVICES

February 14, 2012

To: Region 2 Staff

From: Jeanne McShane, Acting DLR Administrator &

Joel Odimba, Region 2 Regional Administrator

Re: Unified Home Studies

As you know, Children's Administration (CA) is implementing a unified home study statewide. This change should improve the partnership between the Division of Children and Family Services (DCFS) and the Division of Licensed Resources (DLR) as we work toward our goal to keep all dependent children safe. The unified home study is intended to:

1. Provide a consistent quality assessment for all families who want to care for dependent children (relatives, adoptive families, and licensed caregivers).
2. Improve outcomes for children in out-of-home care by ensuring the same safety standards for placement, that providers are both willing and able to care for children, reduce disruptions when children are legally free and a provider cannot meet the Adoption Home Study Requirements)
3. Improve CA relationships with out-of-home caregivers
4. Encourage more relative caregivers for CA dependent children to become licensed
5. Achieve efficiencies for staff and families by reducing duplicative processes and activities
6. Save state funds that currently go toward duplicate fingerprint-based background checks.

We began implementation in Region 2 North on November 7, 2011. Nine home study staff and one supervisor joined the DLR licensing staff for 3 days of training to address the future of home studies as one unit. The training was comprehensive and well received. We have had weekly phone calls with all of our home study staff to address lessons learned before we move the unified home studies forward to the rest of Region 2, and statewide. Bob King, the DLR Area Administrator, is sharing this information with Regional Leadership at their monthly meetings. The Region 2 North home study staff are an excellent group and they have taken on their new roles with great professionalism. We picked a great group to start with!

We have learned some lessons that speak to us about the need for better partnership between the home study staff in DLR and DCFS staff. We have learned that we need to do some additional work together to make this implementation a success:

- DLR and DCFS management staff are working to develop some training for DCFS staff who place children about what we look for in home studies, so children are not placed in unsafe homes that cannot pass a home study.
- We need your help to manage and prioritize home studies. In the first month of implementation, we had 80 requests for relative home studies in addition to the full case load that the home study and licensing staff had before implementation. We have had many more requests for relative home studies than children placed in the first months of the implementation. We are asking for your help at Family Team Decision Making meetings to find the one best relative home that is willing and able to safely meet the needs of the children. Please complete the background check before you send the request for a home study to DLR. This will help us tremendously as we try to work through our implementation growing pains.
- We have also identified that there are a number of home study requests for children who have been in relative placement for some time. If you have one of these children on your case load, the home study staff may be contacting you to discuss the home study plan for these families.
- We are developing home study packet information for relative providers to get at Family Team Decision Making meetings to help them better understand the home study process.

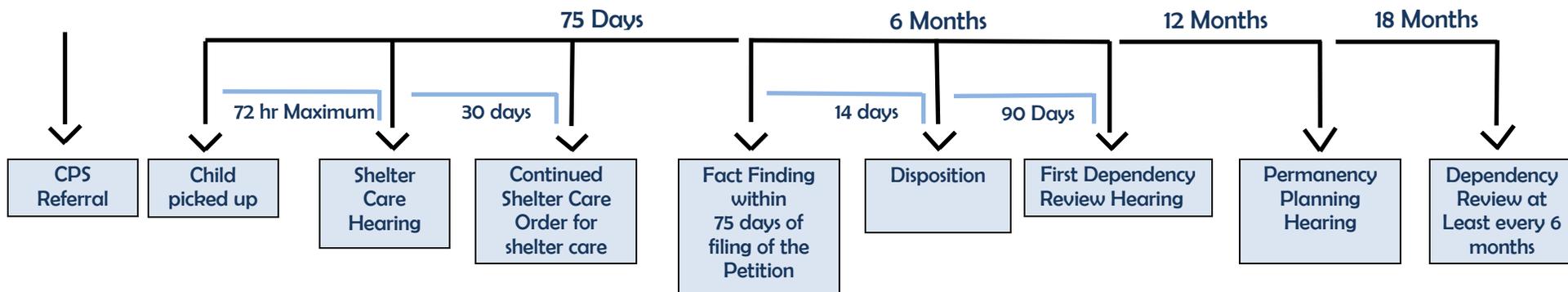
Prior to implementation, CA had a joint workgroup with DCFS and DLR staff to address the changes in the home study process. At their suggestion, we made some changes to the home study questions to better reflect CA values. We:

- Modified the 6 adoption questions to reflect the importance of permanency, whether that be through reunification, adoption, or guardianship.
- Added a question about sibling placement and the caregiver's willingness to care for siblings, or (if placement is not possible) to support sibling connections.
- Added questions about the caregivers working with birth parents and how they would support and participate in the child's safe reunification with their parents.
- Added a question about how the caregiver would support a child's move, even if they did not agree that the child should be moved.

We believe these questions will help all of our caregivers to better understand that foster care is a temporary situation and we need their help to safely move children to the permanent plan that best meets their needs.

Thank you for your patience while we implement this new process. Please let us know if you have questions or concerns.

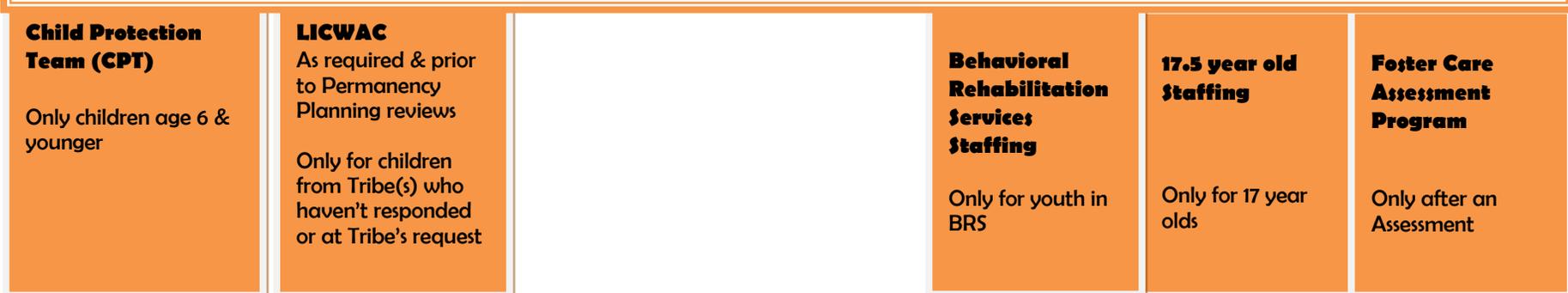
### CA - DEPENDENCY TIME LINE MAP



#### Shared Planning Case Staffings Based on the Length and Status of the Case



#### CA- Case & Situation Specific Shared Planning Case Staffings





STATE OF WASHINGTON  
DEPARTMENT OF SOCIAL AND HEALTH SERVICES  
CHILDREN'S ADMINISTRATION  
PO Box 45040 • Olympia WA • 98504-5040

March 28, 2012

TO: Deborah Purce – Director DSHS/CA DQMA  
Jann Hoppler – Program Manager Lead DSHS/CA DQMA

FROM: Scott Steuby – Program Manager DSHS/CA DQMA

RE: PIP 5.1.3 – Proposed Shared Planning Meeting Structure

This memorandum summarizes the results of discussions I had with the following Committees concerning the consolidation of Shared Planning meetings and how these meetings might be improved to make parent participation more effective. To start our discussion I shared the draft of the Children's Administration (CA) Dependency Timeline which is attached for your review.

Specifically meetings were held with:

- Children Youth and Families Advisory Committee - March 15, 2012
- Racial Disproportionality Advisory Committee - March 21, 2012
- Indian Policy Advisory Committee - March 14, 2012
- Washington State Parent Advocacy Committee - March 20, 2012

Each group took very seriously the topic of Shared Planning and offered a number of insights. Please see that I have listed below a summary of both their comments and recommendations which endorse the plan to consolidate Shared Planning Meetings in addition to suggesting efforts ideas for making the experience of Shared Planning meetings more welcoming and effective for the parents who attend.

**Indian Policy Advisory Committee (IPAC), Children's Administration & Juvenile Rehabilitation Administration Subcommittee**

The IPAC Children's Administration & Juvenile Rehabilitation Administration Subcommittee voiced support for consolidation of shared planning meetings whenever possible but felt that impacts to Local Indian Child Welfare Act Committee (LICWAC) required a significant amount of time to discuss both the local and statewide ramifications. A decision was made for a full discussion to occur in the near future.

**Children Youth and Families Advisory Committee**

The Children Youth and Families Advisory Committee voiced agreement to consolidating Shared Planning meetings with parents. However they also highlighted that meetings with parents represent a number of challenges DSHS-CA should attend to if the effectiveness of these meetings is to be realized:

- Parents do not feel safe sharing opinions within these meetings
- DSHS does a poor job with ensuring that parents / relatives understand the purpose of the meeting. In addition terminology is used during these meetings which parents / relatives are not familiar. Given the power differential in the room parents/ relatives do not feel safe in asking for clarification or appearing ignorant.
- Parents often do not have adequate transportation to attend the variety of meetings they are expected to attend
- Parents do not have support / advocates in the meeting. This is particularly a concern when the State may have 3 to 4 representatives in the room however the parent is alone
- Most Shared Planning meetings are not held at locations or at times convenient to the parents or others. DSHS staff typically call for meetings at times convenient for their schedule not the parents. As a result the parent must either take time off work or miss the meeting. In addition the typical meeting is held at a DSHS office. The DSHS office represents an intimidating location that restricts the parents feeling of safety and their willingness to share information

**Washington State Parent Advocacy Committee**

The Washington State Parent Advocacy Committee voiced agreement to consolidating Shared Planning meetings with parents. As with previous committees highlighted above, the Parent Advocacy Committee also highlighted that changes were needed in the logistics and support offered parents if Shared Planning meetings were to become more effective. Their comments are as follows:

- Meetings tend to focus on the negative concerning the parents and offer little support of the parents strengths
- Parents do not feel safe at the Shared Planning meetings
- Parents are treated in a more fair and kind manner when an advocate is present. When the parents meet alone with the social worker / supervisors they are treated in a rude and condescending manner
- Concerns were highlighted about the lack of consistency in practice between one FTDM facilitator and the next. Some FTDM facilitators are excellent others were described as being very poor.
- The recommendation was made that Parent Advocates are needed at all meetings that the parents attend
- Social workers try to finish their investigation rather than focusing on shared planning about the case
- Transportation needs for parents must be a priority so that they can attend meetings and accomplish service plans
- Case plans appear to be decided prior to the meetings – shared planning is not actually happening – Parents are not getting a voice in the service plans

- Social workers and supervisors need training on how to react to the anger and fear that parents express
- Too many department people in the meeting – it is very intimidating
- Resources are needed for parents prior to, during and after DSHS-CA involvement
- Parent Advocates are needed when parents either enter into a voluntary service agreement or with CA or parents are referred to an alternate response to CA investigation / intervention prior to the removal of a child / youth
- Meetings are not held at times convenient for the parents – parents have to miss work
- Meetings are not held in locations local to the parents – parents may have transportation problems getting to the DSHS-CA office
- Meetings are not being held in neutral settings – usually in the government office

**Washington State Racial Disproportionality Advisory Committee (WSRDAC)**

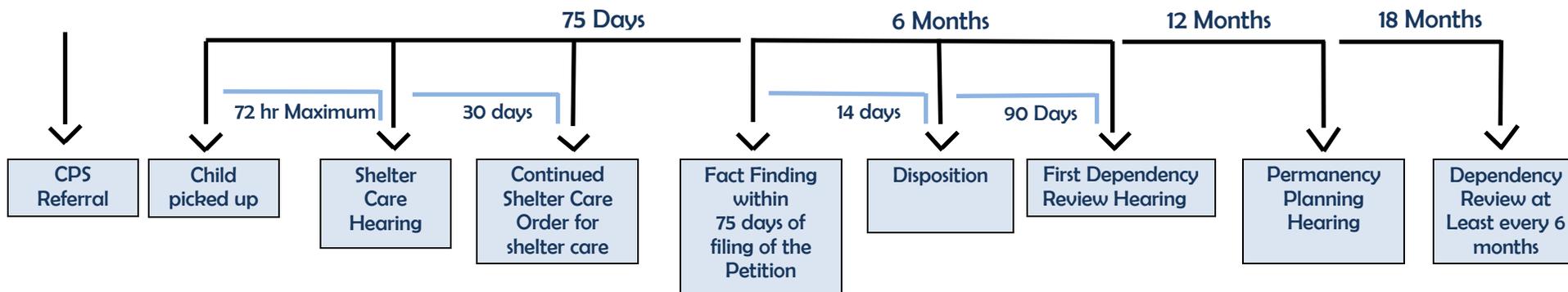
The Washington State Racial Disproportionality Advocacy Committee voiced agreement to consolidating Shared Planning meetings with parents. Once again it was highlighted that the effectiveness of Shared Planning meetings are impacted by the support and logistics of the meetings. Their comments are as follows

- Advocates / friends of family need to be present at the meetings – parents are treated in a more respectful manner when the parents are not alone
- Short notice of meetings is a problem – we must be more plan full in setting out when meetings will occur – well in advance.
- Meetings are typically held during DSHS office hours – parents who work may not be able to attend which is then used against the parents as an example of their lack of cooperation
- Location – when the meeting is held in a government building it is reported to be more intimidating to the parent
- Lack of transportation for the parents make the meeting makes difficult to attend – especially if there are child care issues
- DSHS has very few Native American facilitators or advocates and must recruit more if they are to have productive meetings
- DSHS focuses on the negatives too often forgetting to highlight the strengths of the parents / family
- DSHS does not provide a clear explanation to the parents of the purpose of the meeting – or the terms used in the meeting
- Social workers and facilitators use technical language – need to translate the information for parents
- DSHS must increase the involvement of grandparents at shared planning meetings
- Enlist school staff, counselors and other community members to speak to the needs of the child

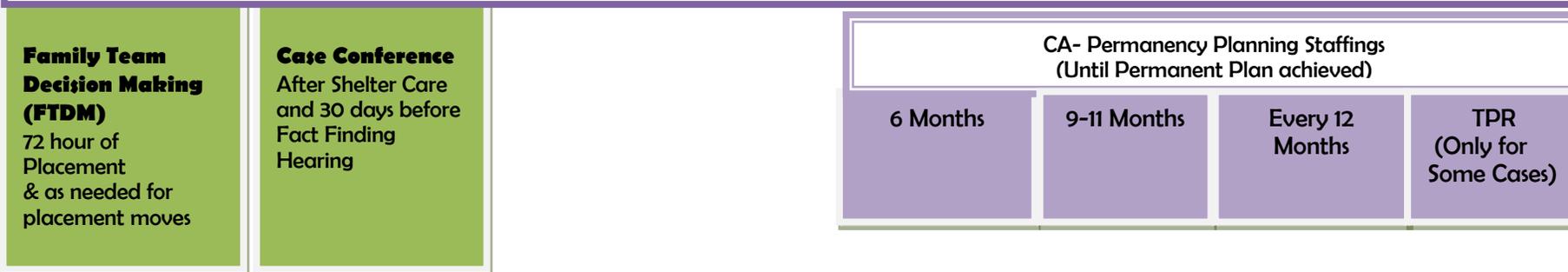
**Summary**

It was clear from the meetings listed above that there is wide support for consolidating Shared Planning meetings. However there was equal consensus that consolidating meetings must be partnered with changes in the time, location, support and content of these meetings if they are to be effective in helping the child and family.

## CA - DEPENDENCY TIME LINE AND CASE STAFFINGS



### Shared Planning Case Staffings Based on the Length and Status of the Case



### CA- Case & Situation Specific Shared Planning Case Staffings





**STATE OF WASHINGTON**  
**DEPARTMENT OF SOCIAL AND HEALTH SERVICES**  
**CHILDREN'S ADMINISTRATION**  
PO Box 45040 • Olympia WA • 98504-5040  
April 19, 2012

TO: Deborah Purce, Director  
Quality Management and Accountability

FROM: Leah Stajduhar, Chief  
Policy and Practice Improvement

SUBJECT: Restructured Case Planning Meetings

I am attaching the revised policy on Case Planning Meetings. New content is in yellow and deleted material has been crossed out. We will develop communication materials and provide training to staff on this change by June 30, 2012 as described in the Program Improvement Plan.

This revision streamlines our Case Planning meetings by eliminating three required Shared Planning Meetings and integrating the Adoption Review into the Shared Planning Process. Specifically, Shared Planning Meetings at the following times will no longer be required:

- Within 72 hours of the child's Original Placement Date
- Within 30 days of the child's Original Placement Date
- Within 60 days of child's Original Placement Date to review the Child Health and Education Tracking report.

The issues which have been discussed in these meetings will be discussed at Family Team Decision Making Meetings and the Shelter Care Case Conference.

The Shared Planning Meeting which is required within 30 days before a referral for Termination of Parental Rights will now include the elements formerly required in the Adoption Review. The revised policy also clarifies that "multiple issues impacting children and families may be addressed in one meeting rather than separate meetings held for each issue". In addition, the timeframes for Shared Planning Meetings have been revised to read "within xx days". Some staff in the local offices have believed/reported that separate or repeated staffings are currently required.

As stated in the Program Improvement Plan, the Child Protection Team and Local Indian Child Welfare Advisory Committee staffings have not been changed. The Child Protection Team staffings are required by Executive Order. The Local Indian Child Welfare Advisory Committee staffings can only be changed in collaboration with the Tribes. While discussions have begun, there have not been any completed actions that would allow policy requirements to be changed.

## Restructured Case Planning Meetings

### 1700. Case Staffings

#### PURPOSE STATEMENT

Staffings engage parents in case planning and support the appropriate timely setting and changing of permanency goals. Working in partnership with families, natural supports and providers helps identify parents' strengths, threats to child safety, focus on everyday life events, and help parents build the skills necessary to support the safety and well-being of their children. All CA staffings engage parents in case planning through a shared planning process.

#### LAWS

#### POLICY

- A. Engage families, natural supports and providers in case planning. Utilize meetings to prepare for court hearings.
- B. Identify all relevant case participants.
- C. Schedule staffings to correspond with planning for court hearings.
- D. Multiple issues impacting children and families may be addressed in one meeting rather than separate meetings held for each issue.
- E. Utilize staffings to assist you and the family to develop or review resources or approaches to address child safety.
- F. Prepare for staffings by determining how the consultation group can contribute to the case discussion and planning.

#### RESOURCES

[Practice Model Website](#)

New cultural competences online training

#### FORMS

Shared Planning Form

### 1710. Shared Planning

### 1720. Family Team Decision Making Meetings (FTDM)

### 1730. Shelter Care Case Conference

### 1740. Child Protection Teams (CPT)

## Indian Child Welfare Manual

- 10. Local Indian Children Welfare Committee (LICWAC)

# Discussions continue on this item

PIP 5.1.4  
March 29, 2012

## Restructured Case Planning Meetings

### 4301 1710. Shared Planning

|                          |   |
|--------------------------|---|
| <b>Purpose Statement</b> | Shared Planning Meetings bring individuals together to help make decisions for children about safety, permanency and well-being.  |
| <b>Laws</b>              | <a href="#">RCW 13.34.067</a><br><br><a href="#">RCW 13.34.145</a>  |
| <b>Policy</b>            | <ul style="list-style-type: none"> <li>A. Shared Planning meetings must occur within the required timeframes.</li> <li>B. Required participants must be invited to Shared Planning meetings.</li> <li>C. Safety, Permanency and Well-Being for the child and family must be discussed during Shared Planning meetings.</li> <li>D. Shared Planning Meetings must be documented in FamLink using the Shared Planning Form.</li> </ul>  |
| <b>Procedures</b>        | <ul style="list-style-type: none"> <li>A. Conduct a Shared Planning Meeting <b>within</b> the following timeframes (Convene additional Shared Planning Meetings as needed) to address the safety, permanency and well-being of the child:             <ul style="list-style-type: none"> <li>1. <del>72 hours of the child's Original Placement Date (OPD).</del></li> <li>2. <del>30 days of the child's OPD.</del></li> <li>3. <del>Within 60 days of child's OPD to review the Child Health and Education Tracking (CHET) report.</del></li> <li>4. <b>Within</b> 6 months of child's OPD.</li> <li>5. <b>Within</b> 9 to 11 months of child's OPD <b>prior to Permanency Planning Hearing.</b></li> <li>6. Every 12 months or until the child's permanent plan is achieved or the case is closed.</li> <li>7. <b>Within 30 days before a Termination of Parental Rights (TPR) referral to the Assistant Attorney General (AAG).</b></li> <li>8. <b>Within 30 days following the court ordering TPR.</b></li> </ul> </li> <li>B. Invite the following participants to Shared Planning Meetings within 5 calendar days when possible:             <ul style="list-style-type: none"> <li>1. Parent(s)</li> <li>2. Youth (as developmentally appropriate)</li> <li>3. Youth's mentor (if applicable)</li> <li>4. Family members/relatives</li> <li>5. Caregiver(s)                 <p><b>Note:</b> Parent(s) must agree for Caregiver(s) to attend a Shared Planning Meeting when conducted in place of a Case Conference.</p> </li> <li>6. Tribe(s)</li> <li>7. LICWAC member if Tribal staff is not available or Tribe is unknown</li> <li>8. Community partners</li> <li>9. CASA/GAL/Attorney(s)</li> <li>10. Other persons identified by child or family</li> <li>11. Agency staff as needed:                 <ul style="list-style-type: none"> <li>a. CHET Worker</li> </ul> </li> </ul> </li> </ul> |

## Restructured Case Planning Meetings

- b. Adoption Worker
- c. Placement Coordinator

**Important:** If the child, caregiver or parent is unable to attend the Shared Planning Meeting their input will be presented and considered in the decision-making process.

C. Address the following elements (when applicable) during Shared Planning Meetings:

1. **Safety**

- a. Assessments related to safety
- b. Safety ,transition and safety planning
- c. Family strengths, community and cultural supports
- d. Services needed to eliminate safety concerns

2. **Permanency**

- a. Strengths and challenges to timely permanence
- b. Placement stability, need for services to reduce risk of disruption
- c. Efforts to place siblings together
- d. Relative search, maternal and paternal/relative home
- e. Status of Tribal affiliation and Tribal involvement
- f. Plan to maintain community and cultural connections
- g. Permanency planning goals and progress, including barriers to reunification; TPR, compelling reasons and alternate permanency plan
- h. Update visit plan, including sibling visits

i. Prior to filing a Termination of Parental Rights (TPR) include the following:

- i. Explore all possible adoptive resources for the child, including adoption by relatives, foster parents, or by a family registered with the WARE.
- ii. Initiate an adoptive home study, as needed, for a relative or foster parent who appears to be a strong candidate to be the adoptive parent. An adoption home study for an unlicensed non-relative placement needs to be completed prior to the child's placement.
- iii. Determine an alternative permanent plan for the child if adoption has been ruled out as the placement of choice for the child.
- iv. Determine the case plan for the child pending the termination of parental rights.

j. Following the court ordering TPR include the following:

- i. Review the adoptive home study requested at the initial review to make recommendations regarding the advisability of the adoptive placement.
- ii. Ask if the adoptive parents will seek adoption support.
- iii. Explore the availability of other adoptive and/or recruitment resources if an adoptive plan has not been developed.
- iv. Develop an alternative permanent plan if adoption is not being considered as an option for the child; to document the rationale for not pursuing an adoptive placement.

3. **Well-being**

- a. Mental health, physical health and educational well-being of child
- b. Services to support healthy development
- c. Assign roles and responsibilities for child's education
- d. Update medical information
- e. Results of the CHET screening and other assessments
- f. Independent Living Services

## Discussions continue on this item

PIP 5.1.4  
March 29, 2012

### Restructured Case Planning Meetings

|  |  |
|--|--|
|  | <ul style="list-style-type: none"> <li>g. Transition plans</li> <li>h. Alternative plan for assessment and treatment if child has been denied mental health or substance abuse services</li> <li>i. Cultural and/or Tribal connections</li> </ul> <p>A. Document <u>the Shared Planning Meeting in the Shared Planning section in FamLink per Shared Planning FamLink Manual</u> <del>all Shared Planning Meetings in FamLink using the Shared Planning Form within the required documentation timeframes.</del></p> |
|--|--|

### 4302. 1720. Family Team Decision Making Meetings

|                          |  |
|--------------------------|--|
| <b>Purpose Statement</b> | Family Team Decision Making (FTDM) meetings bring people together who are involved with the family to make critical decisions regarding the removal of child(ren) from their home, changes in out-of-home placement, and reunification or placement into a permanent home.   |
| <b>Laws</b>              | <p><a href="#">RCW 13.34.067</a></p> <p><a href="#">RCW 13.34.145</a></p>  |
| <b>Policy</b>            | <ul style="list-style-type: none"> <li>A. Family Team Decision Making (FTDM) meeting must occur within the required timelines.</li> <li>B. The required participants must be invited to the FTDM meeting.</li> <li>C. FTDM meetings must be documented in FamLink using the Shared Planning Form and case note.</li> </ul>   |
| <b>Procedures</b>        | <ul style="list-style-type: none"> <li>A. Conduct a FTDM meeting within the following timeframes (Convene additional FTDM meetings as needed):             <ul style="list-style-type: none"> <li>1. <b>Prior</b> to removing a child and anytime out-of-home placement of a child is being considered.</li> <li>2. <b>If</b> a child is placed into protective custody by law enforcement, the FTDM must be held as soon as possible and no later than 72 hours of the placement and always prior to the shelter care hearing.</li> <li>3. <b>Prior</b> to moving a child from one placement to another.</li> <li>4. <b>Prior</b> to reunification of a child with parent(s) or exiting from care.</li> </ul> </li> <li>B. Invite the following participants to the FTDM meeting when possible:             <ul style="list-style-type: none"> <li>1. Parent(s)</li> <li>2. Youth (developmentally appropriate)</li> <li>3. Youth's mentor (if applicable)</li> <li>4. Family members/relatives</li> <li>5. Caregivers (if parent(s) agree)</li> </ul> <p style="margin-left: 40px;"><b>Note:</b> Parent(s) must agree for Caregiver(s) to attend a FTDM when conducted in place of a Case Conference.</p> </li> <li>6. Tribe(s)</li> </ul> |

**Restructured Case Planning Meetings**

|                  |  |
|------------------|--|
|                  | <ul style="list-style-type: none"> <li>7. Community partners</li> <li>8. CASA/GAL/Attorney(s)</li> <li>9. Other identified by child or family</li> <li>10. Agency staff as needed:             <ul style="list-style-type: none"> <li>a. CHET Worker</li> <li>b. Adoption Worker</li> <li>c. Placement Coordinator</li> </ul> </li> </ul> <p><b>Important:</b> If the child, caregiver or parent is unable to attend the FTDM meeting, their input will be presented and considered in the decision-making process.</p> <p>C. Document meeting attendees in the Shared Planning Section of FamLink within the required documentation timeframes. <i>(Include any decisions reached and any plans made at the meeting, include items needed from those responsible for tracking issues in a case note,).</i></p> <p><b>Important:</b> FTDM meetings cannot be held in lieu of mandatory CPT meetings, nor can CPT meetings be held in lieu of an FTDM meeting. Efforts should be made to combine these meetings with a CPT quorum and incorporate FTDM meeting structure.</p> |
| <b>Resources</b> | <p><a href="#">FTDM Guide</a></p> <p><a href="#">FTDM Online Training</a></p>  |

**1730. Shelter Care Case Conference**

**PURPOSE STATEMENT**

Provide an opportunity to develop and specify in a written case plan the expectations of both CA and the parent regarding the care and placement of their child.

**LAWS**

- [RCW 74.14A.020](#)
- [RCW 13.34](#)
- [RCW 13.34.067](#)

**POLICY**

- A. Following Shelter Care and no later than thirty days prior to Fact Finding hearing CA will facilitate a conference to develop a written service agreement.
- B. Required participants must be invited to the Shelter Care Case Conference.

**PROCEDURE**

- B. Schedule a Case Conference meeting when the court establishes shelter care and no later than thirty days before the Fact Finding court hearing.

**Restructured Case Planning Meetings**

- C. Invite to the case conference the following individuals:
  - 1. Parents
  - 2. Youth (as developmentally appropriate)
  - 3. Parents and youth's assigned counsel
  - 4. GAL or CASA
  - 5. Tribe(s)
  - 6. Other persons identified and agreed upon by the parties
- D. Develop a written case plan including the expectations of CA and the parents regarding the care and placement of the parent's child.
- E. Document the Case Conference within the Shared Planning Page in FamLink.

**FORMS**

Case Plan

**RESOURCES**

**1740. Child Protection Teams (CPT)**

**PURPOSE STATEMENT**

Provide confidential consultation and recommendations on cases where there is a risk of serious harm to the child and when there is dispute if an out-of-home placement is appropriate.

**LAWS**

[Executive Order 95-04](#)  
[WAC 388-15-033](#)

**POLICY**

- C. Regional Administrators (RA) must establish and maintain at least one Child Protection Team in each region.
- D. Child Protection Teams will include at least four selected professionals that provide services to abused and neglected children or their families.
- E. Child Protection Team recommendations are advisory to CA staff except when deciding a child's out-of-home placement or return home.

**PROCEDURE**

- F. Child Protection Teams participants may include:
  - 1. Law Enforcement Officers

## Discussions continue on this item

PIP 5.1.4  
March 29, 2012

### Restructured Case Planning Meetings

2. Physicians
  3. Mental Health Counselors
  4. Substance Abuse Counselors
  5. Other Mandated Reporters
- G. Submit a [CPT Case Presentation Summary](#) to the regional CPT Coordinator for any case:
1. With a moderately high or high SDM score per [SDM policy](#) and the child is six years or younger,
  2. Where there is serious professional disagreement about a risk of death or serious injury,
  3. Opened on the basis of imminent harm, or
  4. Where consultation will help improve outcomes for children on complex cases.
- H. CPT Coordinators must:
1. Coordinate and manage CPT membership, recruitment, training, scheduling, record-keeping including CPT recommendations, reporting and communication for the CPT.
  2. Provide in writing the CPT staffing recommendations to the assigned social worker and supervisor following the staffing.
  3. Maintain a tracking system to document activity for staffings and recommendations.
- I. Consult with Supervisor, Area Manager and Regional Administrator immediately if CA disagrees with CPT recommendation regarding placement of a child.
- J. Follow the CPT recommendation for placement unless the RA authorizes an action contrary to the recommendation. If the RA authorizes a contrary action then:
1. The supervisor or Area Manager must notify the CPT in writing within seven days of RA authorized action contrary to CPT placement recommendation.
  2. CPT may request the RA to review the social worker's case plan decisions and present additional information to support concerns for the contrary decision.
  3. If the CPT disagrees with the RA decision, the team may appeal to the Assistant Secretary.
- K. Document the CPT in the Shared Planning section in FamLink.

#### FORMS

[DSHS 15-266 CPT Staffing Recommendations](#)  
[DSHS 15-268 CPT Case Presentation Summary](#)

## Indian Child Welfare Manual

### 10.01 INTRODUCTION

- A. The requirements of this chapter apply only to staffing of Indian children whose Tribe, Band, or Canadian First Nations is unavailable by a Non-Tribal Local Indian Child Welfare

**Restructured Case Planning Meetings**

Advisory Committee (LICWAC). The Indian child's own Tribe, Band, or Canadian First Nations is always the first resource for case planning for the child. See chapter 03, section 03.10, for the definitions of "Indian Child," "Canadian Indian Child," and "Recognized Indian Child."

DRAFT

## Restructured Case Planning Meetings

### B. Definition of LICWAC

1. A LICWAC is a body of volunteers, approved and appointed by Children's Administration (CA), who staff and consult with the department on cases of Indian children who:
  2. Are members of a Tribe, Band, or First Nations but for whom the Tribe, Band, or First Nations has not responded, or has chosen not to be involved, or is otherwise unavailable; or
  3. For whom the child's Tribe, Band, or First Nations has officially designated the LICWAC to staff the case; or
  4. Are defined as Recognized Indian Child. See chapter 03 for the definition.
  5. Staffing a child with LICWAC does not eliminate any CA notification requirements to the child's Tribe, and CA must continue efforts to involve the Tribe in planning.

### C. Policy/Procedure for LICWAC

1. This policy implements the requirements of the
  - Federal Indian Child Welfare Act, (ICWA), 25 USC 1901, et. seq.;
  - Title IV-E of the Social Security Act;
  - The Tribal/State Agreement;
  - RCW 13.04.030;
  - RCW 13.34.240;
  - RCW 13.34.245;
  - RCW 13.34.250;
  - RCW 13.70.150;
  - CA's Washington Administrative Code chapter on Indian Child Welfare (ICW);
  - The *CA Case Services Policy Manual*; and
  - The *CA Practices and Procedures Guide*.

### D. Purpose

The purposes of a LICWAC are to:

1. Advise CA on case planning and services for Indian children and their families when the child or family's Tribe, Band, or Canadian First Nations is unavailable.
2. Encourage the preservation of Indian families and Tribes by ensuring CA and private agency compliance with ICWA, state law, ICW WAC requirements, and the Tribal-State agreement.
3. Encourage involvement by Tribal governments and Indian Organizations in case planning for Indian children.
4. Ensure culturally relevant resources are offered to Indian children and their families to prevent out-of-home placement or expedite reunification efforts, including in-home family support services whenever possible; and to identify gaps in services for Indian children to the DCFS Regional Administrator.
5. Ensure increased participation of families, foster parents, and children in the review process.
6. Support the efforts of Tribes to exercise self-determination in Indian Child Welfare matters.

**Restructured Case Planning Meetings**

7. Advocate for the needs of Indian children in the development and monitoring of all CA/private agency case plans involving Indian children.
8. Provide case planning advice and consultation when the Indian child's Tribe, Band, or Canadian First Nations declines involvement, withdraws from involvement, or requests that the LICWAC be involved with the case in behalf of the Tribe, Band, or Canadian First Nations.

**E. Amendments, Addenda, and Alternate Agreements**

The DCFS Regional Administrator, in consultation with all Tribes and Indian organizations in the region, may develop amendments, addenda, and/or alternate agreements related to LICWAC procedures.

1. The Regional Administrator may develop these agreements through the DSHS Administrative Policy 7.01 plan update process.
2. A regional change to LICWAC procedures must not be contrary to a specific WAC, state law, or federal requirement.
3. Each affected Tribes and Indian organizations must approve amendments, addenda, and alternate agreements for them to take effect with respect to that individual Tribe or Indian organization.
4. The CA Assistant Secretary must approve all regional addenda, amendments, and alternate agreements.
5. The DCFS Regional Administrator must provide notice of changes to all Tribes and off-reservation organizations as well as to other CA regions in the state.

**10.05 CRITERIA FOR LICWAC INVOLVEMENT**

- A. The social worker must staff the case in the following preferential order:
  1. With representatives designated by the child's Tribe to staff the case with the social worker;
  2. With a tribal LICWAC designated by the child's Tribe to staff the cases of all tribal children with the social worker;
  3. With the CA LICWAC designated to staff cases involving Indian children in the custody of the CA and meeting the criteria of this section, when the child's Tribe is unavailable.
- B. The social worker must not involve the CA LICWAC in activities related to a specific case unless:
  1. The child's Tribe is unavailable; or
  2. The Tribe has requested LICWAC involvement; or
  3. The case requires a Child Protective Team (CPT) staffing and the procedures in chapter 05, section 05.30, have been followed; or
  4. The case involves an Canadian First Nations or Recognized Indian child and requires an administrative review.
- C. The social worker may consider a child's Tribe unavailable if, after efforts, including telephone, fax, e-mail, and regular mail, to contact have been unsuccessful:
  1. The child's Tribe has indicated in writing or by a telephone call documented in the CAMIS Service Episode Record (SER) that the Tribe does not wish to actively participate in the case; or

### **Restructured Case Planning Meetings**

2. The child's Tribe has failed to respond within 10 working days from the date post-marked to a written request for involvement; or
  3. The child meets the definition of "Recognized Indian Child" as defined in chapter 3, section 3.10; or
  4. There is reason to believe a child may be Indian, but the social worker has not yet verified the child's membership status.
- D. If the child's Tribe is unavailable and the social worker knows the identity of the child's Tribe, the CA or private agency social worker documents the request for the Tribe's involvement and the Tribe's response in the ICW section of the client service record.
- E. The DCFS or private agency social worker continues on a monthly basis to seek tribal involvement even if the Tribe does not respond or does not wish to actively participate in the case.
- F. If the child's Tribe, after being unavailable, subsequently indicates that the Tribe wishes to actively participate in the case, the DCFS or private agency social worker does not further involve LICWAC in the case.
- G. If the child's Tribe, after requesting LICWAC involvement, subsequently asks that LICWAC not be involved, the DCFS or private agency social worker does not further involve LICWAC unless the criteria in section 10.05(A), above, become applicable.
- H. If the child's Tribe does not formally intervene, the social worker provides case planning and service information to the child's Tribe as provided in chapter 04, Confidentiality and Information Disclosure.

### **10.10 DEFINITION OF INDIAN CHILD**

See chapter 03, section 03.10, regarding definitions of "Indian Child," "Canadian First Nations Indian Child," and "Recognized Indian Child" and chapter 03, section 03.20, regarding inquiry into a child's Indian status.

### **10.15 FUNCTIONS OF LICWAC**

Subject to the criteria in section 10.05, above, a CA LICWAC performs the following functions:

- A. Reviews the case of each Indian child receiving services from a CA program or private child placing agency unless the Tribe has accepted jurisdiction or is involved in planning for the case.
  1. If a Tribe chooses to refer a case to the CA LICWAC, the social worker must make and document active efforts to obtain representation, from the Tribe at all LICWAC staffings. Representation includes, but is not limited to:
    - a. Tribal representative in attendance;
    - b. Teleconferencing; and/or
    - c. Written recommendations.
  2. The social worker must document such efforts in the CAMIS Service Episode Record (SER).
  3. Documentation must include copies and return receipt of certified letter(s) that have been sent to the tribe.
- B. Acts as a multi-disciplinary team for CA and private agency workers in the development of culturally relevant case plans.

**PIP 5.3.2**

| <b>Number of Email Addresses and the Percent this Represents of all Caregivers in FamLink</b> |       |
|---|-------|
| Licensed Foster Homes*  | 5,343 |
| Unlicensed Relative Homes**   | 2,420 |
| Total Homes   | 7,763 |
| Number of Email Addresses in ListServe***   | 4,891 |
| Percent of Homes That Have an Email Address in ListServe                                      | 63%   |
|   |       |
| Number of Caregivers with email addresses known to CA   | 4891  |
| Percent of Caregivers this represents on the ListServe  | 100%  |

\*Licensed foster homes as reported in Monthly Metrics Report from FamLink data; January 2012.

\*\*Unlicensed relative homes is an unduplicated number of providers that are caring for related children. Data from FamLink as of March 9, 2012.

\*\*\*Number of email address in List Serve is an ad hoc report run date February 14, 2012.



STATE OF WASHINGTON  
DEPARTMENT OF SOCIAL AND HEALTH SERVICES  
1115 Washington Street SE, PO Box 45710 Olympia, WA 98504-5710  
TDD (360) 902-7906 Fax (360) 902-7903

March 26, 2012

**TO:** Regional Administrators  
Deputy Regional Administrators  
DCFS Area Administrators

**FROM:** Becky Smith, Director   
Field Operations Division  
Children's Administration

**SUBJECT: Caregiver's Report to Court in Local Offices**

Many caregivers are able to electronically access the Caregiver's Report to Court form and information on how to access the form continues to be shared often. Caregivers use this document to share information about the child in their care with the court during periodic reviews and permanency hearings.

To assist caregivers who don't have computer access and support our social work staff, I am asking each local office to make available printed copies of the Caregiver's Report to the Court on an on-going basis. Please make the form visible and place copies in areas where caregivers have an opportunity to pick one up by April 2, 2012. Waiting rooms, FTDM rooms and drop-off locations for visits, might be areas where caregivers could easily see and take one.

Thank you for your support to ensure this form is always readily available to caregivers.

<http://asd.dshs.wa.gov/FormsMan/formDetails.aspx?ID=7188>



**STATE OF WASHINGTON  
DEPARTMENT OF SOCIAL AND HEALTH SERVICES  
P.O. Box 45040 Olympia, Washington 98504-5040**

March 2, 2012

**TO:** Regional Administrators  
Deputy Regional Administrators  
DCFS Area Administrators  
Administrator, Licensed Resources  
Area Administrators, Licensed Resources  
Children's Administration All Staff

**FROM:** Becky Smith, Director  
Practice, Quality and Support

**SUBJECT:** CA Social Workers Have Direct Impact on Foster Parent Retention

During the Foster Parent Consultation Team (CAFPT/1624) meeting in January, one of the agenda items discussed was communication with caregivers.

How Children's Administration (CA) approaches our work and communication with caregivers has a major impact on foster parent retention. CA values all caregivers who partner with us in meeting the needs of the children we serve. The job we do would be nearly impossible without caregivers. Though we have many competing priorities, please remember our caregivers depend on timely communication, response, and information from their social workers and licensors.

Your efforts to regularly share timely information about each child's upcoming court hearing, FTDM's, and scheduled shared planning meetings allow caregivers the ability to plan their participation in these essential meetings. Regular contact and timely response to caregivers also helps build positive relationships.

Foster parents should never feel alone when a critical need arises. Please make every attempt to ensure your caregivers know how to reach not only the social worker, but also the Supervisor, Area Administrator and other supports as needed and appropriate.

# Caregiver Connection

February 2012

A monthly publication for Washington state foster and adoptive families and relative caregivers.  
WASHINGTON DEPARTMENT OF SOCIAL AND HEALTH SERVICES, CHILDREN'S ADMINISTRATION

## Preparing kids in your home for fostering

Excerpted from ARW/  
FCARC of Wisconsin



### Mark your calendars – We Are Family day

Sunday, May 6, 2012 is the fourth annual We Are Family Day with the Seattle Mariners at Safeco Field. The afternoon game against the Minnesota Twins will begin at 1:10 p.m.



Discounted tickets will again be available for the game. This event is Washington's major appreciation event for foster parents, relative caregivers, adoptive parents and others working with children and youth in the child welfare system. We Are Family Day has recorded the largest crowds of any event sponsored by the Mariners over the past two years.

Watch the March Caregiver Connection for more information. If you would like to help plan this event or would like more information, please contact Bob Partlow, bob.partlow@dshs.wa.gov or 360-902-8063.

Not only do parents make adjustments in their lives when a child in care enters their home, the children in the house are in for changes too... big changes! It doesn't matter if they are born or adopted into the family or are currently in foster care. Adjustments come easily for some – they move over at the table, know they will have to share your time and smile – while others are still processing the changes they had to make well into adulthood.

One foster dad, with humor and insight, tells a story about his 9-year-old son. On the evening that he and his wife were going to foster parenting classes, his son said, "Dad, so you and Mom are going to be gone all night and neglecting me all evening so that you can learn how to care for other kids you're going to bring into our house?"

This wise father knows that his son anticipates making some big changes and is worried. It's the savvy parent who knows the whole family will be making changes. On the other hand, some birth children take fostering and adopting for granted. They are in a position to appreciate what their parents are doing and feel part of it.

Growing up in a foster home is what it is – it's hard to describe unless you have lived another way to compare it to something. Both reactions are valid. Be open to any reactions your kids may have and have some tools ready to help the family expand.

### Educating Your Family

Long before the first child arrives in your home, prepare your family for the changes that will occur. Here are some suggestions from foster parents to help you.

**Discuss what you learn in PRIDE** and discuss the decision to foster as soon as you can.

**Talk to your kids.** When a mom is pregnant, parents talk with their children to prepare for the upcoming event. Do the same when preparing your family to foster.

**Anticipate how you're going to answer tough questions**, like, "Why can't she live with her real mom?" Or "Why does he do that?" When answering tough questions, it helps to talk in generalities by talking about why some kids are in care or why some kids might act out because of past trauma.

**Teach your kids about confidentiality** and remind them frequently about how they are expected to honor it. Tell them what they can and can't talk about and how to answer questions. Teach them to tell others, "That's not something I can share."

**Show your kids how to be empathetic.** The child coming in has been through a huge change and is probably having a hard time and needs time to adjust. Help them understand how challenging it would be to adjust to a whole new family, school, foods, friends, teachers, all at once.

**Remind your children that they can be good teachers** for the new kids in their home. Remind them that their behavior can strongly influence the new children in the home.

**Consider making Welcome Home Books and Life Books** for children who come into your care and enlist the help of your whole family.

**Be realistic with your children about sharing your time and energy with other children.** The new child may require more than what seems to be his fair share of attention. Remind them how much you love them, and let them know how special they are for being part of a family that cares about people.

**Learn about the history of children whose parents have not been able to care for them.** Some movies and books to look into include: *The Orphan Trains*, *Evelyn*, *The Martian Child*, *Antoine Fischer*, *Annie*, *Lilo & Stitch*, *The Blind Side*, *Meet the Robinsons*, *Hotel for Stray Dogs*, *Anne of Green Gables* and *The Lost Boy*.

**Prepare your family for the inevitability of children leaving your home.** Talk about it and let them grieve in their own ways. Some may not seem touched by the change and another child might feel the separation and loss deeply.

### Stress and Support

If you or your children are having a hard time with fostering, talk to your workers. You can also find support from other foster parents and foster parent hubs and support groups.

### Safety

Tell all of the children in your home that they can come to you any time if they don't feel safe - for whatever reason. Make this a basic household rule and repeat it often. Children who have been traumatized may have experienced sexual or physical violence may act out. You must teach all the children to say "no" and tell you if something happens.

As your children navigate the waters of fostering with you, they learn a tremendous amount about the world and how to live when they become adults. As a parent who opens their arms to embrace children needing the fundamental love and care required by fostering, you are teaching your children the truest kindness of the human heart. Teach them well.

## Working together for kids

In 2007, the state legislature passed Engrossed Substitute House Bill 1624, which initiated quarterly consultation meetings between foster parents and Children's Administration officials. Regional and statewide meetings review issues specific to recruitment, reducing foster parent turnover, training and other topics that support services for children, families and caregivers.

The statewide committee was established as the "1624 Committee". It was recently renamed the "Foster Parent Consultation Team". The team consists of 4 foster parent representatives from each of the three regions, two members of the Foster Parent Association of Washington State (FPAWS) and CA staff members.

The committee has tackled numerous issues since 2007. Many foster parents initially stepped forward to serve as representatives for their regions. This year in 2012, the team began its new year with four new representatives elected last November. Foster parents are encouraged to attend the quarterly regional meetings with other foster parents to bring and discuss topics and issues important to them. From those meetings, two topics are identified for discussion at the statewide meeting. Local team members can provide information to interested foster parents about the time and place of the regional meetings.

The Consultation Team was developed as a venue where foster parents could consult with Children's Administration staff on issues that affect foster parents statewide and to work collaboratively to address those issues. Committee members say the consultation team is a work in progress, and has proven its usefulness in working together on issues and has helped create better working relationships.

"It's the best vehicle for communication we've had in 29 years," said Beth Canfield of Bremerton, a 29-year foster parent and co-president of FPAWS.

"I see it as an attempt to collaborate and look together at practices and policies over the years," said Bernice Morehead, who has facilitated many of the meetings in her position as Stakeholder Communications Manager for CA.

The team recently produced a list of topics where successful work has been done. Among them:

- Updating a CA staff list on the foster parent web site
- Clarifying travel Reimbursement issues
- Clarifying Rate Assessment issues
- Reviewing policies ranging from respite, communication, children missing in care, guardianship, transition planning for dependent youth, caregiver notification of court dates and educational services and planning.
- Collaborating on a new frequently asked questions pamphlet on licensing regulations and issues and a brochure on investigations of allegations of abuse and neglect and licensing violations
- Improved caregiver training
- Helpful information about medical issues to improve access for all caregivers

New team member Josh Hinman, is executive director of a private child placing agency. He and his wife Brenda are new foster parents. "There are things in the system where I would like to see collaboration to improve; among them are better connections between foster parents and biological parents," he said.

Marci Miess of Onalaska, a founding member of the group who just retired, said many foster parents are unaware of the group, but they see it as something helpful to them once they learn of it.

"When they know about it, they are excited about the opportunity to work with CA and help make changes," she said.

All foster parents are encouraged to attend the regional Foster Parent Consultation Meetings. Please check with your regional team members for dates, times and locations of the meetings.

### New representatives

A complete listing for the Foster Parent Consultation Team representatives can be found on the last page of the Caregiver Connection. The following is contact information for the new representatives to the group.

Region 1 North, Ginger Schutt  
509-230-4058; fosmom09@comcast.net

Region 1 South, Gina Coats  
509-952-3851; ginacoats85@yahoo.com

Region 3 North, Josh Hinman  
360-536-3205; fostercare4kids@gmail.com

Region 3 South, Sarah Blanchette  
(503) 501-6969; nymow@yahoo.com



Know the court date!



Partner the Parrot reminds you to check on the next court date for the child or children in your care. Your voice is important to making decisions about those children.

If you can't attend in person, you can send your comments in a Caregiver Report to the Court, which you can get from the child's social worker or from the Children's Administration web page

## Voices of children

Again this year, the Family Education and Support Services is holding the Voices of Children Raised by Grandparents and Other Relatives contest. The contest is for children in Washington state who are being raised now or were raised in the past by a relative other than their parents. The contest honors both the children and the more than 37,000 relatives in Washington State who are raising them.

Children ages 5-19 who wish to enter, may write a poem, short essay, or draw a picture that describes how living with a relative (such as a grandparent, aunt, or uncle) has made a positive difference in their life. Entries will be judged in the age categories 5-7, 8-12 and 13-19. Prizes of \$100 will be awarded for the top two entries in each age category. The deadline is April 10, 2012. For more specifics about the contest: [www.FamilyESS.org](http://www.FamilyESS.org)

## Helping youth see their future

By Alexia Everett, College Success Foundation

The increasing importance of education and training after high school is undeniable. It is a simple fact: young adults with postsecondary education and training have access to a wider range of jobs and make more money.

As parents, we want our youth and young adults to succeed, but we don't always know how best to support them when it comes to preparing for the worlds of higher education and career. Reflecting back on my own experience as a teen, I can only remember receiving two pieces of advice on the subject. My grandfather consistently suggested that I join the Merchant Marines (like he did), while my aunt suggested that I become a teacher (like every woman in my family for two generations).

While I appreciate the fact that my loved ones were thinking of my future, I didn't really find these two suggestions very helpful. I was clueless as to what I wanted to do after high school, and I knew even less about what resources were available to help me. I believe that I chose to go to college because when I was a little girl, I watched my mother work very hard to pursue her teaching degree. Watching her work to be a successful student became ingrained in my subconscious, so while I didn't have a clue as to what I wanted to be when I grew up, I at least knew I wanted to go to college.

From one professional who works with youth to another, understanding how to navigate both the



secondary and postsecondary education systems is a full time job. Keeping updated on all of the resources available to support our youth in regards to education and career is another full time job. Parents need support. We need a network of professionals who can inform and support us, so that we can then assist our youth and young adults. This is why you should attend the 5th annual Passport to College Regional Summits.

The Passport to College Regional Summits bring together a variety of professionals to network and share information in an effort to improve the educational outcomes of youth and young adults in Washington State's foster care system. These free, one-day summits are part of Washington State's Passport to College Promise Scholarship Program - a scholarship and support program that encourages foster youth to prepare for and

succeed in postsecondary education and training.

If you are looking for advice on how to talk to your youth and young adults about their education and career options, then this summit is for you.

If you are interested in meeting professionals who can provide support with preparing and persisting in high school and beyond, then this summit is for you.

This year, there are four summit locations for you to choose from: Pasco, Seattle, Spokane, and Tacoma.

For more information and to register, visit <http://destinationgraduation.net/passport-summit-2012/>.

Licensed caregivers and relatives caring for dependent youth are eligible to receive reimbursement for childcare. Funds are limited and available on a first come, first serve basis.

Amy Gardner, Director of Capital Kids, had this to say about last year's event:

"As a foster parent for nine years, I had the privilege to attend the Passport Summit at Centralia College. The information I received was invaluable to guiding a foster teen to pursue their higher education. They provided resources for foster parents to help their teens apply for scholarships and grants. The summit also provided a panel of teens that are successful in college which was very inspiring for us to listen too. As we know, our children are our future, and this event is a great way to get the support you need to help your teen succeed."

## Staying healthy

To help family caregivers stay healthy, this resource brochure may be helpful. Link here: <http://www.ama-assn.org/resources/doc/public-health/ama-aarp-brochure.pdf>



## Washington State's Kinship Navigators

Serving grandparents and relatives raising children

### SOUTHEAST WASHINGTON

Asotin, Benton, Columbia, Franklin, Garfield, Kittitas, Yakima, and Walla Walla Counties: Catholic Family and Child Services – Yakima  
KINSHIP NAVIGATOR: Mary Pleger, mpleger@ccyakima.org;  
509-965-7100 or 1-800-246-2962

Benton, Franklin, Columbia, Garfield, Walla Walla, and Asotin Counties  
KINSHIP NAVIGATOR: (Also Spanish Speaking)

Tina Khabir\*, tkhabir@ccyakima.org; 509-946-4645, Ext. 2021

### Yakima and Kittitas Counties

KINSHIP NAVIGATOR: Mary Pleger, mpleger@ccyakima.org;  
509-965-7100 or 1-800-246-2962

### Yakama Nation: Yakama Nation Area Agency on Aging

KINSHIP NAVIGATOR: Karen Cummings\*, kcummings@yakama.com;  
509-865-1454

\*Funded by Federal Family Connections Grant

### CENTRAL WASHINGTON

Chelan, Douglas, Okanogan, Grant, Lincoln, and Adams Counties:  
Catholic Family and Child Services

KINSHIP NAVIGATOR: Jennifer Santillan, jsantillan@ccyakima.org;  
1-509-662-6761, Ext. 4557 or 1-800-261-1094

### SOUTHWEST WASHINGTON

Clark, Cowlitz, Klickitat, Skamania, Wahkiakum Counties: Children's Home Society, Southwest Washington region

KINSHIP NAVIGATOR: Tammy Bedlion, Tammyb@chs-wa.org;  
360-695-1325, Ext. 4214

### EASTERN WASHINGTON

Ferry, Pend Oreille and Stevens Counties: Rural Resources

KINSHIP NAVIGATOR: Vicki Pontecorvo, vpontecorvo@ruralresources.org;  
509-684-3932 (part-time)

Spokane County: Elder Services – Spokane Mental Health

KINSHIP NAVIGATOR: Angela Andreas, aandreas@smhca.org;  
509-458-7450, Ext. 3007

Whitman County: Council on Aging and Human Services

KINSHIP NAVIGATOR: Amanda Rich, coamanda@qwestoffice.net;  
509-397-4305, Ext. 102

### PUGET SOUND

King County: Senior Services of Seattle – King County

KINSHIP NAVIGATOR: Helen Sawyer, helens@seniorservices.org;  
206-727-6264

Lewis, Mason and Thurston Counties: Family Education and Support Services

KINSHIP NAVIGATOR: Lynn Urvina, KinNavigator@qwestoffice.net;  
360-754-7629 or 1-877-813-2828

SPANISH SPEAKING NAVIGATOR: Rosa Venancio,

fessassist@qwestoffice.net; 360-754-7629 or 1-877-813-2828

Pierce County: HopeSparks

KINSHIP NAVIGATOR: Rosalyn Alber, ralber@hopesparks.org;  
253-565-4484, Ext. 105

KINSHIP NAVIGATOR: Jessie Holden, jholden@hopesparks.org;  
253-565-4484, Ext. 104

### NORTHWEST WASHINGTON

Whatcom County: Northwest Regional Council (AAA)

KINSHIP NAVIGATOR: Laina Berry, BerryLS@dshs.wa.gov; 360-676-6749  
(part-time)

### STATE CONTACT

Hilari Hauptman, Aging and Disability Services Administration, DSHS,  
Hilari.hauptman@dshs.wa.gov; 1-800-422-3263 or 360-725-2556

### KINSHIP CARE IN WASHINGTON STATE WEBSITE

www.dshs.wa.gov/kinshipcare

## Important contact information for caregivers of children in out-of-home care

PIP 5.3.4

Foster parents can use these resources to find support in the valuable work they do. Other resources are located on the Children's Administration foster parent web page:  
<http://www.dshs.wa.gov/fosterparents/>

### FOSTER PARENT AND CAREGIVER CRISIS AND SUPPORT LINE: 1-800-301-1868

### ON-GOING / CRISIS SUPPORTS FOR FOSTER PARENTS

Three private agencies work as contractors with CA to build supports for foster parents. Hubs, support groups, and matching new foster parents with veteran foster parents are part of their work to help sustain our caregivers. They also work as liaison to help resolve issues between caregivers and CA staff. Find connections by your county:

#### REGION 1 North

Dru Powers (dru.powers@juno.com) 509-928-6697

(Adams, Asotin, Chelan, Douglas, Ferry, Garfield, Grant, Lincoln, Okanogan, Pen Oreille, Spokane, Stevens, Whitman)

#### REGION 1 South

Lila Rose (lrose@lcsnw.org) 509-969-8554

Rosy Nechodom, (rnechodom@lcsnw.org) 509-619-4035

(Benton, Columbia, Franklin, Kittitas, Klickitat, Yakima, Walla Walla)

#### REGION 2 North

Shala Crow (fosterhearts@hotmail.com) 360-220-3785

(Island, San Juan, Skagit Snohomish, Whatcom)

#### REGION 2 South

Stephanie Swallow (ptslswallow@comcast.net) 206-850-4520

(King)

#### REGION 3 North

Elizabeth Griffin Hall (elizanngriffin@aol.com)

Lyn Okarski (Fostercaresnet@aol.com) 253-472-9252

(Kitsap, Pierce)

#### REGION 3 South

Monica Davis (mdavis@lcsnow.org) 360-430-1510

(Clallam, Clark, Cowlitz, Grays Harbor, Jefferson, Lewis, Mason Pacific, Skamania, Thurston, Wahkiakum)

### FPAWS: Foster Parent Association of Washington State

FPAWS is an all volunteer, non-profit association, led by experienced caregivers who provide support and helpful services to all caregivers (foster, adoptive, and kinship) in Washington State. In addition, FPAWS advocates for caregivers with Washington's legislative officials, all levels of Children's Administration staff and other community service providers to enhance the child welfare system. Contact FPAWS at [www.fpaws.org](http://www.fpaws.org) or 1-800-391-CARE (2273).

### Foster Parent Investigation Retention Support Team (FIRST)

FIRST provides support for foster parents under investigation for allegations of abuse or neglect. Phone: 253-219-6782 Monday - Saturday, 8:00 a.m. – 8:00 p.m., If no answer, please leave a message and receive a return call within 24 hours.

### Fostering Well-Being Care Coordination Unit (FWB CCU)

FWB CCU can help answer health-related questions or help you with health related issues for children/youth in your care. Contact information: 1-800-422-3263 or 360-725-2626 (8:00 a.m. – 4:30 p.m.) or e-mail: [dhsfwbccu@dshs.wa.gov](mailto:dhsfwbccu@dshs.wa.gov). Please take care not to include any identifying information about a child unless sent through an encrypted/secure e-mail account.

## Foster Parent Consultation Team

The following are the representatives of the Foster Parent Consultation Team:

### REGION 1 NORTH

|               |                        |                 |                 |
|---------------|------------------------|-----------------|-----------------|
| Cindy Gardner | rc.gardner@comcast.net | h: 509-928-2040 | c: 509-714-6961 |
| Ginger Schutt | Fosmom09@comcast.net   | 509-230-4058    |                 |

### REGION 1 SOUTH

|                |                          |              |
|----------------|--------------------------|--------------|
| Victoria Erwin | Victoriaerwin9@yahoo.com | 509-386-2423 |
| Gina Coats     | ginacoats85@yahoo.com    | 509-952-3851 |

### REGION 2 NORTH

|                 |                          |              |
|-----------------|--------------------------|--------------|
| Debra Ellsworth | dkfoster3@gmail.com      | 360-941-2244 |
| Shala Crow      | fosterhearts@hotmail.com | 360-220-3785 |

### REGION 2 SOUTH

|              |                   |              |
|--------------|-------------------|--------------|
| Tess Thomas  | TMT3000@aol.com   | 206-371-0974 |
| Talya Miller | mytie5683@aol.com | 206-786-1491 |

### REGION 3 NORTH

|                        |                            |                 |                 |
|------------------------|----------------------------|-----------------|-----------------|
| Elizabeth Griffin Hall | elizanngriffin@aol.com     | h: 360-876-7515 | w: 253-473-9252 |
| Josh Hinman            | fostercares4kids@gmail.com | 360-536-3205    |                 |

### REGION 3 SOUTH

|                  |                      |              |
|------------------|----------------------|--------------|
| Amy Gardner      | michaelamy52@msn.com | 360-200-2102 |
| Sarah Blanchette | nymow@yahoo.com      | 503-501-6969 |

# Caregiver Connection

November 2011

A monthly publication for Washington state foster and adoptive families and relative caregivers.  
WASHINGTON DEPARTMENT OF SOCIAL AND HEALTH SERVICES, CHILDREN'S ADMINISTRATION



See page 4 for more information.

## Extra help along the journey

It was one of those rare sunny summer evenings in Western Washington, the temperature surprisingly still hovering near 80, as 16 foster parents gathered in Federal Way on a Friday in early September.

They came together to share a meal, support each other and get training to help better care for the children placed in their homes, many of who came with them.

This group was many of the 50+ support and hub groups built around the state in recent years to help keep foster parents connected.

"Our real passion is that this is really community driven," said Kathy Haugland, a foster parent from Auburn who works as a recruiter/liaison for Fostering Together, a program of Olive Crest.

Olive Crest contracts with the state to help build and maintain support groups in Region 2; Lutheran Community Services provides the same services in Region 1 and in Region 3 South. Foster Care Resource Network

Continued on page 2

## 1624 Statewide Regional Foster Parent Representatives

### REGION 1 NORTH

Cindy Gardner  
rc.gardner@comcast.net  
home 509-928-2040  
cell 509-714-6961

Kristen Otopalik  
Otopalik@yahoo.com  
509-244-9957

### REGION 1 SOUTH

Mary-Jeanne Smith  
smithhomes@hotmail.com  
509-876-6245

Victoria Erwin  
Victoriaerwin9@yahoo.com  
509-386-2423

### REGION 2 NORTH

Debra Ellsworth  
dkfoster3@gmail.com  
360-941-2244

Shala Crow  
fosterhearts@hotmail.com  
360-220-3785

### REGION 2 SOUTH

Tess Thomas  
TMT3000@aol.com  
206-371-0974

Talya Miller  
mytie5683@aol.com  
206-786-1491

### REGION 3 NORTH

Elizabeth Griffin Hall  
elizabethgriffin@aol.com  
h: 360-876-7515  
w: 253-473-9252

### REGION 3 SOUTH

Amy Gardner  
michaelamy52@msn.com  
360-200-2102

Marci Miess  
marcimiess@hotmail.com  
360-880-5330

## Washington State's Kinship Navigators

Serving grandparents and relatives raising children

### SOUTHEAST WASHINGTON

Asotin, Benton, Columbia, Franklin, Garfield, Kittitas, Yakima, and Walla Walla Counties: Catholic Family and Child Services – Yakima  
KINSHIP NAVIGATOR: Mary Pleger,  
mpleger@ccyakima.org; 509-965-7100  
or 1-800-246-2962

Benton, Franklin, Columbia, Garfield, Walla Walla, and Asotin Counties Counties

KINSHIP NAVIGATOR: (Also Spanish Speaking)  
Tina Khabir\*, tkhabir@ccyakima.org; 509-946-4645,  
Ext. 2021

### Yakima and Kittitas Counties

KINSHIP NAVIGATOR: Mary Pleger,  
mpleger@ccyakima.org; 509-965-7100  
or 1-800-246-2962

### Yakama Nation: Yakama Nation Area Agency on Aging

KINSHIP NAVIGATOR: Karen Cummings\*,  
kcummings@yakama.com; 509-865-1454

\*Funded by Federal Family Connections Grant

### CENTRAL WASHINGTON

Chelan, Douglas, Okanogan, Grant, Lincoln, and Adams Counties: Catholic Family and Child Services  
KINSHIP NAVIGATOR: Jennifer Santillan,  
jsantillan@ccyakima.org; 1-509-662-6761, Ext. 4557  
or 1-800-261-1094

### SOUTHWEST WASHINGTON

Clark, Cowlitz, Klickitat, Skamania, Wahkiakum Counties: Children's Home Society, Southwest Washington region  
KINSHIP NAVIGATOR: Tammy Bedlion,  
Tammyb@chs-wa.org; 360-695-1325, Ext. 4214

### EASTERN WASHINGTON

Ferry, Pend Oreille and Stevens Counties: Rural Resources  
KINSHIP NAVIGATOR: Vicki Pontecorvo,  
vpontecorvo@ruralresources.org; 509-684-3932  
(part-time)

KINSHIP CARE IN WASHINGTON STATE WEBSITE [www.dshs.wa.gov/kinshipcare](http://www.dshs.wa.gov/kinshipcare)

Spokane County: Elder Services – Spokane Mental Health

KINSHIP NAVIGATOR: Angela Andreas,  
aandreas@smhca.org; 509-458-7450, Ext. 3007

Whitman County: Council on Aging and Human Services

KINSHIP NAVIGATOR: Amanda Rich,  
coaamanda@qwestoffice.net; 509-397-4305, Ext. 102

### PUGET SOUND

King County: Senior Services of Seattle – King County

KINSHIP NAVIGATOR: Helen Sawyer,  
helens@seniorservices.org; 206-727-6264

Lewis, Mason and Thurston Counties: Family Education and Support Services

KINSHIP NAVIGATOR: Lynn Urvina, KinNavigator@  
qwestoffice.net; 360-754-7629 or 1-877-813-2828

SPANISH SPEAKING NAVIGATOR: Rosa Venancio,  
fessassist@qwestoffice.net; 360-754-7629  
or 1-877-813-2828

Pierce County: HopeSparks

KINSHIP NAVIGATOR: Rosalyn Alber,  
ralber@hopesparks.org; 253-565-4484, Ext. 105  
KINSHIP NAVIGATOR: Jesie Holden,  
jholden@hopesparks.org; 253-565-4484, Ext. 104

### NORTHWEST WASHINGTON

Whatcom County: Northwest Regional Council (AAA)

KINSHIP NAVIGATOR: Laina Berry,  
BerryLS@dshs.wa.gov; 360-676-6749 (part-time)

### STATE CONTACT

Hilari Hauptman, Aging and Disability Services Administration, DSHS, Hilari.hauptman@dshs.wa.gov;  
1-800-422-3263 or 360-725-2556

provides similar services in Region 3 North. Support groups are sometimes called hubs. Think of the concept of a wheel: it has a hub in the middle connecting spokes around the outer wheel.

What makes this support group work is they get their training, share a meal with other foster parents and child care is provided, Haugland said. "The kids get to come here and I don't have to get a sitter," said Carrie Driscoll, 34, who with her husband Matt and their two biological children are now delighted to be adopting their foster child. And, she added, "all that hard stuff you run into, somebody has the answers. We get information we might not be able to otherwise."

Scott Marshall, a luthier (he repairs violins) and his wife Trish were at the meeting with three little ones. They were trying to balance the tasks of feeding the kids dinner, eating their own meal, and talking about why they attend this and other support groups in the area.

"There is so much about it we like, being with other foster parents and talking about our needs with all the challenges," Scott said. "It's very, very good and very helpful."

Scott said they come to learn, but after three years as foster parents, they have experiences they can share as well.

"We get training we need, but we have experiences, we can share," Scott said. After dinner, the kids go into a supervised room to play and the adults go into a nearby room to learn. The training this Friday night was particularly timely because it came just at the start of the school year. It covered three different kinds of learning styles, audio, visual and haptic (refers to the sense of touch), taught by a trainer for the Sylvan Learning Center.

The support groups are not all the same. The Seattle-based Mockingbird Society has "constellations" of foster parents that have proven to be very successful.

"They really have evolved and it's because of the people involved," said Dru Powers, Kathy's counterpart in Spokane. "They have good ideas and you just let it go. They know what they need way more than anyone else."

However support groups are run, the benefits are many. In addition to the networking and training, caregivers can exchange resources. And during this hub group, one potential foster parent was filling out paperwork, with the opportunity to meet those who are already licensed and caring for children.

"It's extra help along the journey," Haugland said.

Said Dru: "You need to connect so people don't think you're weird. It's a totally different lifestyle."

## We all need somebody to lean on

Foster parent liaison Kathy Haugland may be half the age of her counterpart Dru Powers and they may live an entire state apart, but they share a common passion – helping foster parents and caregivers.

Dru, 77, who now lives in Hermiston, Ore. but works out of Spokane and Kathy 38, lives in Auburn and works with private agencies that have contracts with the state. They help build and maintain hub and support groups, help foster parents maneuver their way through a big child welfare system and troubleshoot issues as they arise.

"I have a passion for helping," Kathy said. "And I have become a better foster parent because of my work as a liaison.

Kathy and her husband Irwin are parents to six kids, two biological, three adopted and one in a long term foster care agreement. They have been foster parents for four years.

"I was just really wanting to help children," she said of getting started in foster care.

When Dru started taking care of kids 33 years ago, "I had no intention of becoming a foster parent," she said. But when her daughter asked if a neighbor child could come live with them, that child led to many more and she has taken care of probably 25 children throughout the three decades since. She invests a lot in each child in her care. "They all stayed quite a while," she said. She takes older teens – "I like teaching them how to live," she said.

As with many foster parents, she said the work is a two-way street.

"I think having kids around keeps your mind young and vibrant and active," she said.

In addition to helping build and maintain hubs, Haugland and Powers also provide advice and information to foster parents who have questions or issues related to the kids in their care. They can be a shoulder to lean on and a vehicle to resolve problems. Kathy said many times, her job is just "listening to them and de-escalating issues," she said. "Often people don't know they need you, until they need you."

One of her mentors was the extraordinary liaison and foster/adoptive parent Ruth Graham, who also works for Olive Crest doing licensing. And Kathy says she has a great partnership with the Division of Licensed Resources, particularly with licenser Kim Johnson.

Dru answered an ad in the Spokane paper in 1986 or 1987 when she started her journey as a liaison. She started a "Coffee Time" group many years ago that is still going. She said it is important to have someone like her and the other liaisons who are current or former foster parents available to help.

"You need a like thinking person," she said. "We foster parents have a different mindset. We look at things differently."

PIP 5.3.4



Dru Powers



Kathy Haugland

## Governor's scholarship for foster youth

Applications for the Governors' Scholarship for Foster Youth are still open, and the deadline for applications is approaching on November 18, 2011.

If you're interested, or know of any students who may be eligible, additional information about the scholarship and how to apply is listed below:

### Washington State Governors' Scholarship for Foster Youth:

- The Governors' Scholarship provides \$2,000 to \$4,000 per year, for up to five years, for youth who are seniors in high school, and have or will emancipate from foster care in Washington State to attend college. Please take a moment to review the [eligibility information](#) on our website if you have students who may be eligible.
- The application is available in PDF, and can be printed by clicking [here](#), or by clicking the link at the bottom of our [website](#). Applications must be postmarked by Friday, November 18, 2011.
- Additional information about the Governors' Scholarship is available on our [website](#). If you have any questions, please contact me at [jryan@collegesuccessfoundation.org](mailto:jryan@collegesuccessfoundation.org) or 1-877-655-4097.
- The website for the College Success Foundation is [www.collegesuccessfoundation.org](http://www.collegesuccessfoundation.org)

## That time of year again

### Get vaccinated against the flu

The best way to protect against the flu each year is to get vaccinated. A vaccine is made available each year that protects against the three influenza viruses that are likely to be the most common during that season. It is recommended that all children that are 6 months or older should receive the seasonal influenza vaccine each year. Some children under the age of 8 may need to receive 2 doses this season; this should be discussed with their doctor. Many people are worried that they can get the flu from the influenza vaccination, but this is not possible due the way the vaccine is created.

We know you want to provide the best care for the child in your home it is important to follow the recommendation of the child's doctor. The influenza vaccine is available in your community now; please call your doctor to set up an appointment as soon as possible.

**Stay home when sick:** Symptoms of the flu typically include fever (100 degrees Fahrenheit or above orally), cough, sore throat, runny or stuffy nose, body aches, headache, and feeling very tired. Some people may also vomit or have diarrhea. Children and staff with a flu-like illness should stay home for 24 hours after they no longer have a fever (without having to use fever-reducing medicines). Note: Aspirin should NEVER be given to children under age 19. Cough and cold medicines should not be given to children under age 6 without physician guidance. Foster care licensing standards regarding medication must be followed.

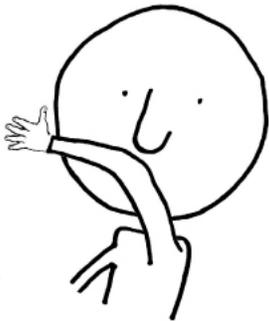
**Hand hygiene and respiratory etiquette:** Focus on the importance of the basic influenza prevention practices of staying home when sick; frequent hand washing with soap and water; and covering the nose and mouth with a tissue when coughing/sneezing or cough/sneeze into the shirt sleeve or elbow when no tissue is available.

For more information on influenza visit the Centers for Disease Control and Prevention at <http://www.cdc.gov/flu/> For more information on posters and other materials on influenza visit the Centers for Disease Control and Prevention at [www.cdc.gov/flu/freeresources/print.htm#parent](http://www.cdc.gov/flu/freeresources/print.htm#parent)

\*Adapted from Centers for Disease Control and Prevention (CDC): Technical Report for State and Local Public Health Officials and School Administrators on CDC Guidance for School (K-12) Responses to Influenza during the 2009-2010 School Year.



**TIP**  
Cover the nose and mouth with a tissue when coughing/sneezing or cough/sneeze into the shirt sleeve or elbow when no tissue is available.



## Polly wants a court date

As a way of helping caregivers remember to ask their social worker about court dates scheduled for children in their care, this friendly parrot will frequently appear in the Caregiver Connection. The parrot will share a quick message to help jog your memory to ask about and plan to attend the next court hearing!

Please help us name the parrot. Name suggestions must be submitted by e-mail to Bob Partlow at: [bob.partlow@dshs.wa.gov](mailto:bob.partlow@dshs.wa.gov). The "Name the Court Parrot" contest will run through December 15, 2011 at 5:00 p.m. Who is eligible to enter? Any foster parent or relative caregiver, 18 and over, who receives the Caregiver Connection. State employees are not eligible. Please remember to include your name and contact information with your submission. A committee will review all entries and select the winner. The winner will be announced in the January edition.

The winner will receive one free scholarship for registration and two free nights at the Hyatt Hotel in Seattle to attend the Children's Justice Conference May 13-14, 2012 at the Washington State Convention Center in Seattle. The Children's Justice Conference is a great training and networking opportunity for caregivers and staff.

The winner will also be treated to lunch with Jeanne McShane, Acting Director, Division of Licensed Resources.

So if you have questions or suggestions on licensing, caregiver needs/support, home studies, or you'd just like to meet Jeanne, help us name that parrot!



## Get connected to a support group or talk to a foster parent liaison

Here are the people to contact in your area:

### REGION 1 NORTH

Dru Powers: 509-928-6697; [dru.powers@lcsnw.org](mailto:dru.powers@lcsnw.org)

Counties: Adams, Asotin, Columbia, Ferry, Garfield, Grant, Lincoln, Okanogan, Pend Oreille, Spokane, Stevens, Whitman

### REGION 1 SOUTH

Lila Rose: 509-969-8554; [lrose@lcsnw.org](mailto:lrose@lcsnw.org)

Rosy Nechodom: 509-382-2445; [rnechodom@lcsnw.org](mailto:rnechodom@lcsnw.org)

Counties: Benton, Chelan, Douglas, Franklin, Kittitas, Klickitat, Yakima, Walla Walla

### REGION 2 NORTH

Shala Crow: 360-220-3785; [fosterhearts@hotmail.com](mailto:fosterhearts@hotmail.com)

Counties: Island, San Juan, Skagit, Snohomish, Whatcom

### REGION 2 SOUTH

Stephanie Swallow: 206-762-1046; [ptlswallow@comcast.net](mailto:ptlswallow@comcast.net)

County: King

### REGION 3 NORTH

Lyn Okarski: 253-473-9252; [fostercareresnet@aol.com](mailto:fostercareresnet@aol.com)

Elizabeth Griffin Hall: 253-473-9252 or 360-990-9955; [elizanngriffin@aol.com](mailto:elizanngriffin@aol.com)

Counties: Pierce, Kitsap

### REGION 3 SOUTH

Monica Davis: 360-430-1510; [mdavis@lcsnw.org](mailto:mdavis@lcsnw.org)

Counties: Clallam, Cowlitz, Clark, Grays Harbor, Jefferson, Lewis, Mason, Pacific, Skamania, Thurston, Wahkiakum

## Important numbers to know when you take care of children in out-of-home care

**Foster Parent and Caregiver Crisis and Support Line: 1-800-301-1868**

### ON-GOING AND CRISIS SUPPORTS FOR FOSTER PARENTS

Under contracts with the state, three private agencies are working to build supports for you within the foster care community. Supports include hubs, support groups, and matching new foster parents with veteran foster parents. To get connected:

- If you live in Eastern Washington, the Olympic Peninsula down through Pacific County or from Thurston County to Clark County, call 1-888-794-1794.
- If you live in King County, call the Fostering Together liasion, 206-850-4420. If you live in Region 2 North (counties north of King County), call the Fostering Together liasion 360-220-3785.
- If you live in Pierce or Kitsap counties, call 253-473-9252.
- If you live in King County, the Friends of Youth CARE program provides short-term counseling, education and support to help you care for your most difficult children. 1-888-263-3457 or 206-915-0459.

**Family Help Line:** 1-800-932-HOPE or [www.parenttrust.org](http://www.parenttrust.org). The Family Help Line is a free, statewide training and referral line for the families of Washington state. Last year, the Family Help Line received more than 5,000 calls and requests for information. Calls can last up to 90 minutes and parents can call as often as needed.

The **Fostering Well-Being Care Coordination Unit** can help answer health-related questions or help you work on health related issues with children/youth in your care. Contact information: 1-800-422-3263 or 360-725-2626 (8 a.m. – 4:30 p.m.) or e-mail: [dhsfwbccu@dshs.wa.gov](mailto:dhsfwbccu@dshs.wa.gov). Please take care not to include any identifying information about a child unless sent through a secure e-mail account.

**Support for foster parents under investigation for allegations of abuse or neglect:** Foster Parent Investigation Retention Support Team (FIRST) 253-219-6782. Monday through Saturday, 8:00 a.m. – 8:00 p.m., or leave a message and receive a return call within 24 hours.

Foster Parent and Caregiver Crisis and Support Line: 1-800-301-1868

Mental Health Crisis Line Information: The crisis line telephone number for your county or region is available on the DSHS Mental Health Division website at [www.dshs.wa.gov/mentalhealth/crisis.shtm](http://www.dshs.wa.gov/mentalhealth/crisis.shtm)

### GENERAL FOSTER PARENT INFORMATION FOR THE STATE OF WASHINGTON

**FPAWS: Foster Parent Association of Washington State** is an all volunteer non-profit association. It is led by experienced caregivers who provide support and helpful services to all caregivers (foster, adoptive, and kinship) in Washington State. In addition, FPAWS advocates for caregivers with Washington's legislative officials, all levels of Children's Administration staff and other community service providers to enhance the child welfare system. Contact FPAWS at [www.fpaws.org](http://www.fpaws.org) or 1-800-391-CARE (2273).

Kitsap and Pierce County information about becoming a foster parent or to receive foster parent support: Foster Care Resource Network, 253-473-9252. Monday through Friday, 9:00 a.m. – 5:00 p.m. or leave a message and receive a return call by the next business day.

### RESOURCE INFORMATION AVAILABLE STATEWIDE

Get connected to information on resources in your area by calling 211 – a toll free number.

Girl Scouts of Western Washington: Fostering a Future: [MeccaYS@girlscouts.org](mailto:MeccaYS@girlscouts.org)

Women, Infant and Children Program (WIC): [www.parenthelp123.org/resources/food-resources/wic](http://www.parenthelp123.org/resources/food-resources/wic)

Children's Administration Foster Parent Website: [www.dshs.wa.gov/ca/fosterparents/](http://www.dshs.wa.gov/ca/fosterparents/)

Children's Administration Foster Parent Training Website – Trainings are open to all licensed foster parents, licensed relative caregivers and unlicensed caregivers. For information about foster parent and caregiver training, check out: [www.dshs.wa.gov/ca/fosterparents/training.asp](http://www.dshs.wa.gov/ca/fosterparents/training.asp)

### CHILDREN'S ADMINISTRATION FOSTER CARE LISTSERV

Join the 4,600 people who have subscribed to the List Serve <http://listserv.wa.gov/cgi-bin/wa?SUBED1=fosterparents&&A=1> for updated information on resources for the work you do in caring for children.

Family Planning Services are designed to help avoid unwanted or mistimed pregnancy and are available through your local Community Service Office (CSO). Each CSO has a full time Family Planning Nurse to help provide services to Medicaid eligible clients. There is also a Family Planning hotline number 1-800-770-4334.

## Finding a medical provider

The Medicaid Purchasing Agency (MPA) and ProviderOne has a helpful new website for caregivers who need to locate a Medicaid provider for the children placed in their home. Just click on the link below, enter the town/county/clinic name and enter search. You will also be able to search by specialty. Thanks to ProviderOne for making our caregiver's job just a little bit easier! Go to the [website](#) to find a provider.

## A celebration of new beginnings

Joyous occasions are not frequently celebrated in the courthouses of America. But this month will provide an exception. Celebrating Forever Families is one of those occasions that Children's Administration, adoptive parents, our judicial partners and the community can take joy in.

During July–June 2011, 1,676 young people found forever families in Washington State. During the month of November, we will celebrate National Adoption Day with festivities in Washington's courthouses along with celebrations in courthouses all over America. National Adoption Day is scheduled for Saturday, November 19th this year.

In Washington State last year, 22 counties held adoption celebrations with 207 adoptions finalized during National Adoption Month. More counties are expected to participate this year. Most of those celebrations will be held the week before November 18.

As we celebrate new beginnings for so many children and families, we are mindful there are still 1,574 legally free children awaiting their forever family.

Join us in celebrating the adoptions of children in your local community. And work with us to re-dedicate our efforts to ensure that each child and youth who still waits, will find a permanent, loving family and a place to call home.

**From:** Superior Judges [SUPERIORJUDGES@LISTSERV.COURTS.WA.GOV] on behalf of Skreen, Janet [Janet.Skreen@courts.wa.gov]  
**Sent:** Thursday, February 02, 2012 2:06 PM  
**To:** SUPERIORJUDGES@LISTSERV.COURTS.WA.GOV  
**Subject:** [SUPERIORJUDGES] Foster Parents' Right to Be Heard and Notice of Hearings  
**Attachments:** JuCR 11.3.pdf; RCW 13.34.096 Right to Be Heard & Notice.doc; Verification of Notice to FP-Caregivers JuCR 11 3.doc; PIP Approved Plan 11 1 11 (2).doc; Caregivers Report to Court.doc

Judges and Commissioners,

Pursuant to the federal Child and Family Services Review Program Improvement Plan (attached) at p. 41, Sec. 5.3.7, I am sending this reminder regarding foster parents' and other caregivers' right to be heard and right to receive notice of hearings, pursuant both to statute (RCW 13.34.096 (attached) and court rule (JuCR 11.3 (attached))). The obligation to send notice of the hearings rests squarely on Children's Administration. Courts can assure that this notice was given by requiring the caseworker to provide verification of notice on the attached model form. Courts can assure foster parents' and caregivers' right to be heard in a variety of ways: orally during a court hearing, by letter to the court submitted to the caseworker, or by the caregivers' report to the court (attached), or otherwise depending on your court's local practice.

For those of you currently in juvenile court, if you have established practices that address verifying that notice was sent and/or hearing from foster parents and other caregivers, I would very much appreciate a brief description of that practice.

*Janet Skreen*  
*Sr. Court Program Analyst*  
*Administrative Office of the Courts*  
*PO Box 41170*  
*Olympia WA 98504-1170*  
*360.705.5252*  
[Janet.Skreen@courts.wa.gov](mailto:Janet.Skreen@courts.wa.gov)

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## Rule 11.3

Notice to Foster Parents, Preadoptive Parents, Nonrelative Caregivers, or  
Relative Caregivers

- (a) Applicability. This rule applies to all proceedings under Chapter 13.34 RCW to be held with respect to a child in foster care under the responsibility of the Washington State Department of Social and Health Services Children's Administration ("the Department"). The Department is responsible for giving notice of such proceedings to the foster parents, preadoptive parents, nonrelative caregivers or relative caregivers who are providing care to the child at the time of the proceeding.
- (b) Content of the Notice. The notice shall specify the time, place, and purpose of the proceeding, and shall inform the foster parents, preadoptive parents, nonrelative caregivers or relative caregivers of their right to be heard in such proceedings.
- (c) Method of Giving Notice. Notice may be given by any means reasonably certain of notifying the foster parents, preadoptive parents, nonrelative caregivers or relative caregivers, including but not limited to, notice in open court, mail, personal service, telephone, telegraph and email.
- (d) Time of Notice. Notice shall be provided at least five court days before such proceedings; in cases where the foster child is placed with the foster parents, preadoptive parents, nonrelative caregivers or relative caregiver less than five court days before the proceeding, the Department shall provide notice as soon as practicable before the proceeding.
- (e) Verification of Notice. The Department shall provide the Court with written verification of to whom, where, when, and how notice of the proceeding was provided to the foster parents, preadoptive parents, nonrelative caregivers or relative caregivers.
- (f) Party Status Not Conferred. This rule does not confer party status upon any foster parent, preadoptive parent, nonrelative caregivers or relative caregiver solely on the basis of such notice and right to be heard at a proceeding.
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RCW 13.34.096

Right to be heard — Notice.

The department or supervising agency shall provide the child's foster parents, preadoptive parents, or other caregivers with notice of their right to be heard prior to each proceeding held with respect to the child in juvenile court under this chapter. The rights to notice and to be heard apply only to persons with whom a child has been placed by the department before shelter care or supervising agency and who are providing care to the child at the time of the proceeding. This section shall not be construed to grant party status to any person solely on the basis of such notice and right to be heard.

[2009 c 520 § 25; 2007 c 409 § 1.]

Notes:

**Effective date -- 2007 c 409:** "This act is necessary for the immediate preservation of the public peace, health, or safety, or support of the state government and its existing public institutions, and takes effect July 1, 2007." [2007 c 409 § 8.]

**SUPERIOR COURT OF WASHINGTON**  
**COUNTY OF \_\_\_\_\_**  
**JUVENILE COURT**

In the Dependency of:

NO:

**PROOF OF NOTICE of HEARING**

**Clerk's action required:**  
**ACCESS IS RESTRICTED PER GR 22(c)(3)**

D.O.B.:

I certify under the penalty of perjury under the laws of the state of Washington that I am 18 years of age or older, I am employed by the Department of Social and Health Services Children's Administration as a \_\_\_\_\_, and that pursuant to JuCR 11.3, I provided notice of the hearing held on \_\_\_\_\_(date) as follows:

**Name** \_\_\_\_\_ (foster parent, preadoptive parent, relative caregiver, nonrelative caregiver) (circle one)

**Name** \_\_\_\_\_ (foster parent, preadoptive parent, relative caregiver, nonrelative caregiver) (circle one)

**Address** \_\_\_\_\_

**Date of Notice** \_\_\_\_\_

**Method of Notice** (check one) US Mail \_\_\_\_\_ Certified Mail \_\_\_\_\_ In Person \_\_\_\_\_  
 Telephone \_\_\_\_\_ (provide no. (\_\_\_\_) \_\_\_\_ - \_\_\_\_ ) Email \_\_\_\_\_ (provide email address \_\_\_\_\_)

Signed at \_\_\_\_\_, [City] \_\_\_\_\_ [State], on \_\_\_\_\_ [Date].

\_\_\_\_\_  
 Signature

\_\_\_\_\_  
 Address

\_\_\_\_\_  
 Print Name

DSHS Children's Administration  
**Services that Safely Support  
Children Remaining in their Own Home  
Inventory Results**  
March 1, 2012

Children's Administration conducted a service assessment to understand the availability of core in-home services at each office. Through this assessment we intended to identify gaps where services do not exist, where additional resources are needed, and the quality of the service. Language and cultural needs were also included in the inventory.

With consultation from the National Resource Center on Organizational Improvement, the inventory was developed to assess four key features of service:

- **Accessible** - How accessible is the service to children and families in your jurisdiction?
- **Quantity** - What is the quantity of the service in the jurisdiction? Is there enough of this service available to meet current needs in your office?
- **Quality** - What is the quality of this service in your office?
- **Cultural** - How culturally responsive and linguistically accessible is the service?

The inventory was conducted by regional program managers and contract managers.

A summary of the results by region is shown in a table in Attachment 1. Specifically, this table identifies:

- The percentage of offices the service is available in the region.
- The percentage of offices where a concern was raised about a key feature of the service. This percentage is based on the number of offices where the service is available.
- When more than 50 percent of the offices had a concern about the service, the main concern is identified.

General findings:

1. The vast majority of services that were not available occurred in rural offices.
2. Some services are available in only a few offices. Examples of such services are:
  - a. Wraparound
  - b. Community Navigation
  - c. Triple P

Next Steps

These results are consistent with previous findings and reflect the impetus for the recent legislation to change the way in which Children’s Administration contracts for services, especially the services that safely support children who remain in their own homes. The 2012 Legislature enacted E2SHB 2264, which revises the previous legislation concerning performance based contracting and outlines a new process. This legislation requires Children’s Administration to contract with one or more network administrators for the provision of family support and related services by December 31, 2013. The Request for Proposals for these services will be released by December 31, 2012.

Children’s Administration will work with stakeholders and community partners to take a fresh look at what families need to keep their children safely at home or to facilitate and maintain reunification. The legislation requires CA to consult with:

- Department caseworkers,
- The exclusive bargaining representative for employees of the department
- Tribal representatives
- Parents who were formerly involved in the child welfare system
- Youth currently or previously in foster care,
- Child welfare services researchers, and
- The Washington State Institute for Public Policy

In addition, CA has requested input from other child welfare partners through regularly scheduled meetings and two public meetings, one in eastern Washington and one in Western Washington. These partners include:

- Service Providers
- Children, Youth and Family Services Advisory Committee
- Washington State Racial Disproportionality Advisory Committee
- Office of Public Defense
- Court Appointed Special Advocates

These consultations and meetings with community partners, in conjunction with the results of the service inventory, will provide the basis for define categories of family support and related services and develop a procurement of these services through performance-based contracts. The meetings will be complete by June 30, 2012.

| Children's Administration Contract Summary Inventory Results |              |                                |                         |              |                                |                         |              |                                |              |
|--|--------------|--------------------------------|-------------------------|--------------|--------------------------------|-------------------------|--------------|--------------------------------|--------------|
| Program Area   | Region 1     |                                |                         | Region 2     |                                |                         | Region 3     |                                |              |
|  | Availability | Concerns with Existing Service | Top Concern*            | Availability | Concerns with Existing Service | Top Concern*            | Availability | Concerns with Existing Service | Top Concern* |
| Intensive Family Preservation - HomeBuilders                 | 76%          | 59%                            | Limited Accessibility   | 100%         | 53%                            | Cultural Responsiveness | 93%          | 15%                            |              |
| Family Preservation Services - FPS                           | 94%          | 38%                            |                         | 100%         | 60%                            | Cultural Responsiveness | 86%          | 17%                            |              |
| Crisis Family Intervention - CFI                             | 76%          | 54%                            | Cultural Responsiveness | 87%          | 38%                            |                         | 64%          | 33%                            |              |
| Early Intervention Program                                   | 18%          | 0%                             |                         | 87%          | 54%                            | Cultural Responsiveness | 29%          | 0%                             |              |
| Incredible Years   | 35%          | 17%                            |                         | 40%          | 100%                           | Limited Accessibility   | 64%          | 44%                            |              |
| Parent Child Interaction Therapy - PCIT                      | 18%          | 0%                             |                         | 87%          | 38%                            |                         | 71%          | 60%                            | Quantity     |
| Functional Family Therapy - FFT                              | 18%          | 33%                            |                         | 87%          | 54%                            | Insuficent Quantity     | 36%          | 20%                            |              |
| Project Safe Care  | 35%          | 50%                            | Cultural Responsiveness | 87%          | 31%                            |                         | 64%          | 44%                            |              |
| Triple P   | 0%           | 0%                             |                         | 13%          | 50%                            | Limited Accessibility   | 29%          | 25%                            |              |
| Wraparound   | 18%          | 33%                            |                         | 7%           | 100%                           | All Parts               | 50%          | 29%                            |              |
| Community Navigation   | 0%           | 0%                             |                         | 7%           | 100%                           | Cultural Responsiveness | 7%           | 0%                             |              |
| Dependency 101   | 6%           | 100%                           | Cultural Responsiveness | 73%          | 55%                            | Cultural Responsiveness | 50%          | 29%                            |              |
| Children's Hospital Alternative Program - CHAP               | 12%          | 50%                            | Quality of Service      | 47%          | 0%                             |                         | 0%           |                                |              |
| Family Assessment and Stabilization Team                     | 6%           | 0%                             |                         | 0%           | 0%                             |                         | 93%          | 38%                            |              |
| Behavioral Rehabilitation Services In-Home                   | 59%          | 20%                            |                         | 80%          | 75%                            | Multiple Concerns       | 100%         | 43%                            |              |
| Early Family Support Services - EFSS                         | 12%          | 0%                             |                         | 80%          | 58%                            | Cultural Responsiveness | 57%          | 0%                             |              |

**Availability** = represents the number of offices the service is available

**Concerns** = represents concerns about the service in those offices where it is available

\* **Top Concern** = for services where 50% or more of the offices had concerns the top concern is identified