



Department for Children and Families

Family Services

Child and Family Services Plan

Annual Progress and Services Report June 30, 2005, Amended
October 2005

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FOCUS OF ANNUAL PROGRESS AND SERVICES REPORT

This Annual Progress and Services Report will focus on:

- Changes that have occurred since the submission of the Child and Family Services Plan submitted June 30, 2004;
- Accomplishments of Vermont's Program Improvement Plan and integration with the Annual Program and Services Report;
- Progress on goals and objectives established in the plan;
- New goals for the upcoming year; and
- Report on the Chafee Foster Care Independence Program, including an application for funding.

AGENCY OF HUMAN RESOURCES RE-ORGANIZATION

We are still in the process of reorganization. The new Department for Children and Families was formed on July 1, 2004. During the last 11 months we have experienced a change in the Secretary of the Agency, who was leading the reorganization, two name changes and several staff changes. In addition Commissioner Morse has just announced that he will retire in September. Steve Dale, currently the Deputy Commissioner of Field Services, has been appointed to replace the Commissioner.

Within the department, Family Services is the division responsible for the delivery of child protection, child welfare, permanency planning and youth justice services. The deputy commissioner for family services sits on the department management team.

Detailed information about the re-organization is available at:
<https://www.ahsnet.ahs.state.vt.us/council/>

PROGRAM IMPROVEMENT PLAN

Vermont successfully closed out its Child and Family Services Review Program Improvement Plan in July 2004.

DISTRICT REVIEW FINDINGS

One of the goals in our PIP was to develop a process to evaluate our services and practice. We achieved this by designing and implementing a district review process that mirrors the CF SR.

The district review process is a results-based review system designed to assist the Division in improving outcomes for children and families who are involved in the State's child welfare and juvenile justice system. After the first year and seven reviews (May 2003-May 2004) we analyzed the results.

Total Number of Cases = 70	
Child Abuse/Neglect Out-of-Home Custody Cases	47
Probation in Custody	15
CHINS C Custody Cases	2
In-Home Non-Custody Cases	4
¹ Probation no Custody	2

The review process evaluates performance on 22 indicators in the outcome areas of safety, permanency, well-being and law abidance as well as systemic factors related to child welfare operations. The indicators are similar, but not identical to the indicators evaluated in the federal Child and Family Services Review. While performance on individual ratings varied performance on the general outcomes were as follows:

Outcome	Indicators Rated as a Strength
Safety	87%
Permanency	89%
Well-being	88%
Law-abidance	68%

Systemic factors are aspects of the division operations that are relevant to achieving the desired outcomes for children and families. District performance on systemic factors is as follows.

¹ After the first review in Springfield we excluded non custody probation cases from the sample

Systemic Factor	District rated as Strong or Adequate (N=7)
Information Systems	7
Case Review	2
Quality Assurance	6
Staff Development	5
Resource Development, Support and Retention	6
Collaboration on Service Array	7

Top Five Strongest and Weakest Outcome Indicators and Systemic Factors Across All Cases Rated

Strongest Outcome Indicators	Weakest Outcome Indicators
Cross-jurisdictional placements	Substance abuse needs are addressed
Safe from repeat maltreatment	Youth commit further delinquencies
Case reviews occur every six months	Investigations commenced in 72 hrs.
Mental health needs are addressed	Investigations completed in 30 days
Appropriate safety action	Action on probation violations
Strongest Systemic Factor Elements	Weakest Systemic Factor Elements
Use of data and information effectively	Initial case plans completed
Use of automated systems	TPR's filed by Federal Statute
Systems to monitor Title IV-E	Staff complete core training
Process to address complaints, requests for reviews and positive feedback	Parties receive a copy of the case plan two weeks before case review meeting
Collaborates with community to develop services.	Staff complete required annual training

This district review process has, for the first time, provided directors and main office staff comprehensive information for planning purposes. Following their review, each district developed a District Plan to address areas needing improvement. The district plans are the most important component of our continuous quality improvement efforts. In addition, we have used the findings of the reviews to prioritize goals and objectives for this plan update.

The district review process has strengthened community partnerships across the state as community members volunteer to be review team members, participate in district self assessments, focus groups and development of district plans.

However, most importantly, this process encourages DCF Family Services to take a look at how others experience our services and make thoughtful changes based on those experiences and perceptions to improve outcomes for children and families.

FROM THE PIP TO THE CFSP

We happened to have the perfect opportunity to continue moving forward with our strategies for improvements because our PIP ended in March of 2004 and our Child and Family Services Plan was due in June. The timing couldn't have been better.

We analyzed our demographic and outcome data, looked at the results of the 7 district reviews we had conducted so far and looked at what we had accomplished in our PIP.

Again we categorized issues by themes and held focus groups to gather input specifically on strategies to improve practice in the following areas:

- ✦ Social worker contact
- ✦ Post adoption services
- ✦ Case planning and Administrative case reviews
- ✦ Re-entry
- ✦ Permanent connections for older youth
- ✦ Consumer feedback
- ✦ Risk of harm cases

We conducted 12 focus groups around the state with staff and stakeholders speaking to 223 people.

We worked with our Division Management Team (all 12 district directors and central office managers) and the CAPTA Advisory board to form the final goals and strategies of the new Child and Family Services Plan 2004-2009.

Several of our goals require continued stakeholder involvement to explore issues. For instance we've met with our contracted administrative case reviewers to discuss the case review process and family engagement. We are holding focus groups this month to discuss success and challenges with kinship involvement.

Most of the goals in the new plan are set for the first 2 years as we anticipate our next Child and Family Services Review process to begin in the fall with an onsite review in the spring or summer of 2006 which would make our next PIP due sometime around the end of 2006 for a 2007 implementation.

As our PIP goals were met, the way we provided services to children and families began to change. For instance, when structured decision-making was implemented caseworkers and supervisors began to use new tools to engage families in planning and to support decisions regarding placements and service delivery. For the first time social workers have assessment tools to guide the decisions they have to make in the field.

As part of the district review process, stakeholder groups are held in each district. We have used these focus groups as a mechanism to provide input on this plan update.

CFSR OUTCOME PERFORMANCE

At PIP close-out, we had achieved our performance goal on the 4 outcomes we had to improve.

Safe from Repeat Maltreatment

Safety was found to be a major focus and priority during the CFSR. In over 87% of the cases reviewed, we responded to reports of abuse and neglect according to policy and were found to be very responsive when there is an imminent risk to children. We have been measuring this safety outcome since July 2001 and the last quarter performance was the best. Ten of twelve districts made the national standard and the remaining two districts missed by a single case. Performance for the past 4 quarters:

Quarter	Safety	National Standard Met (93.9%)
April-June 2004	95.5%	Yes
July-September 2004	96.7%	Yes
October-December 2004	96.8%	Yes
January-March 2005	97.4%	Yes

Custody Re-entry

At the time of the CFSR, Vermont met the national standard for re-entry. We have continued to track re-entry performance. Vermont’s population includes children who are in custody due to child abuse and neglect, delinquency, and because they are beyond the control of their parents. These different populations give Vermont one of the highest median ages of children in out of home care of all states reporting AFCARS data.

We have not performed well in relation to the national standard since we began tacking this outcome. In the last quarter half of the districts met the national standard. Analysis of this performance will be a focus of our next Statewide Assessment. Performance for the past 4 quarters:

Quarter	Re-entry	National Standard Met (<8.6%)
April-June 2004	11.1%	No
July-September 2004	18.4%	No
October-December 2004	15.4%	No
January-March 2005	13.0%	No

Placement Stability

In spite of substantial progress made during the PIP, children in DCF custody still move too much. A placement stability analysis revealed that the lack of a consistent and comprehensive approach to assessment of parents and children hampers analysis of factors that lead to stability and instability.

We are in the final stages of implementing a comprehensive screening process to help inform placement decisions, identify appropriate services for children and families, and identify any additional evaluations/assessments children and families may need.

Analysis of this performance will be a focus of our next Statewide Assessment.

Performance for the past 4 quarters:

Quarter	Placement Stability	National Standard Met (89%)
April-June 2004	72.3%	No
July-September 2004	72.0%	No
October-December 2004	70.9%	No
January-March 2005	63.4%	No

Timely Reunification

While past performance shows improvement - in 2000, 62.5% of reunified children were reunified in 12 months and in 2004 that percent increased to 69% - DCF is still not meeting the national standards.

Performance varies by age group: preschool children are just shy of the national standard with 75% of reunified children achieving reunification within 12 months and the performance for teens is at 71%. However, the level of performance is quite different for school age children, which is 55%. Analysis of this performance, specifically school age children, will be a focus of our next Statewide Assessment. Performance for the past 4 quarters:

Quarter	Timely Reunification	National Standard Met (76.2%)
April-June 2004	71.6%	No
July-September 2004	71.7%	No
October-December 2004	67.2%	No
January-March 2005	64.4%	No

Timely Adoption

In spite of the fact that we have been working with a Federal grant to finalize adoptions for the longest waiting children, we have exceeded the national standard for this outcome for three out of six quarters. Adoption finalizations rose from 111 in 1997 to 222 in 2004. Performance for the past 4 quarters:

Quarter	Timely Adoption	National Standard Met (32.0%)
April-June 2004	37.2%	Yes
July-September 2004	23.8%	No
October-December 2004	28.3%	No
January-March 2005	34.5%	Yes

SERVICE DELIVERY SYSTEM

The Family Services Division of the Department for Children and Families delivers child protection, child welfare (including independent living) and juvenile justice services to Vermonters. All of these services are fully coordinated and delivered by local district staff with oversight by the Field Services Division.

Child Protective Services (CAPTA Services)

Prevention

Much of Vermont's prevention agenda is carried out through a cluster of programs and initiatives known as Success by Six.

The core programs of Success by Six are:

- ✦ **Healthy Babies Program** provides critical early support and health promotion for pregnant women and infants;
- ✦ **Family, Infant and Toddler Program** provides early intervention services including evaluation and family services planning and coordination;
- ✦ **Essential Early Education Program** provides services to children age three to six who need specialized services for school readiness;
- ✦ **Parent Child Centers** in 16 communities, provides comprehensive supports to families with young children including parent education, playgroups, home visiting, and early childhood services;
- ✦ **Headstart** in 7 communities provides services focused on health, mental health, nutrition, early education and parent education.
- ✦ **ReachUp** provides case management, education and specialized supports for families receiving TANF payments;

- ✦ **Welcome Baby** for families with newborns and newly adopted children;
- ✦ **Community-specific initiatives** focused on the well-being of young children and their families.

Child Abuse Reporting

The department accepts reports alleging child abuse or neglect, including reports of sexual abuse by any person. This reality makes Vermont look different from other states when types of abuse are compared. Each district office is responsible for taking intakes. After hours, the Emergency Services Program takes intakes. About 1000 calls are received each month.

Once a report is accepted, the alleged victim is seen and/or interviewed within seventy-two hours. The district director may waive the seventy-two hour requirement, but only for limited reasons. The investigating social worker completes the assessment within thirty days, whenever possible. The decision to substantiate is made by a supervisor. By policy, only substantiated cases may be opened for ongoing CPS services.

Allegations of child abuse or neglect in regulated facilities (foster homes, residential facilities, child care facilities and schools) are handled by a central Specialized Investigation Unit, which is under the supervision of the Child Safety Unit.

Child and Family Assessments

In April 2003, we implemented a set of Structured Decision-Making (SDM) Tools to guide assessment and decision-making in the intake and investigation phase of our work with families.

As of July 2005, the Child Safety Unit will be responsible for supervising staff that supervise investigation functions in each of the 12 district offices. The Child Safety Assessment Manager will not use a traditional supervision model; rather she will focus on training, technical assistance and quality assurance. She will work with the Quality Assurance Coordinator to develop and implementing a continuous quality improvement approach for the intake and investigation process.

In January of 2004 we implemented SDM assessment tools that guide our decisions in the ongoing casework arena. Like the investigation tools, these tools promote the use of professional judgment, but provide a structure for decision-making. These tools inform case planning.

In addition to the SDM tools we have developed an initial screening process that is conducted on all children who are likely to remain in custody for 30 days or more. For these children, a contracted screener begins the process of meeting with key players and completing specific screens including:

- ✦ Parenting Stress Index;
- ✦ Genogram and Eco-map;
- ✦ Child Behavior Checklist;
- ✦ Trauma Symptom Checklist;
- ✦ Gathering existing education records and assessments;
- ✦ Connections Survey;
- ✦ Ages and Stages;
- ✦ Ansell-Casey Life Skills Assessment, and
- ✦ Comprehensive medical and dental information.

The CAPTA Part C screening is incorporated in this process. The goal is to complete the screening packet within 30 days so the social worker has vital information to inform the SDM assessments, the initial case plan, and service and placement decisions.

The Department of Health has partnered with us and assigned a public health nurse to 6 out of our 12 districts to participate in this process. We hope to have nurses in the remaining districts soon.

Our Citizen Review Panel meets four times a year to discuss changes in policy and practice as well as outcome performance. The Deputy Commissioner and the Manager of the Child Assessment Unit attend these meetings and respond to questions and/or issues raised by the panel. The Panel did not publish an annual report in 2004. The Deputy Commissioner, or designee will be reviewing CAPTA requirements related to citizen review panels and will take any action necessary to ensure that CAPTA requirements are met.

Family Preservation and Support and Family Reunification Services

The division contracts with a variety of community agencies to provide services that supplement casework services. These services comprise a statewide network of family support and preservation services and are available in all 12 districts. We use this service system for family preservation and support as well as for reunification.

- ✦ Parent Educators provide home-based support and parenting education, focusing on family support, preservation and reunification.
- ✦ Intensive Family Based Services provide time-limited, intensive in-home therapeutic services focusing on family preservation and reunification.
- ✦ Sexual Abuse Victim and Offender Treatment Services are offered by trained therapists who are authorized to provide treatment under a special DCF Medicaid program.
- ✦ Supervised Visiting Programs are operated locally. In most instances, districts hire one or more professionals to supervise visits for children in foster care with their families.

- ✦ District Specific Services purchased with IV-B, Subpart II and other funds, include case management, mentoring programs, after school programs, and family-tailored individual services.

Children and Youth in Custody

The division has responsibility for children and youth in custody for reasons of:

- ✦ Child abuse and/or neglect
- ✦ CHINS(C) Children without or beyond the control of their parents
- ✦ Delinquency
- ✦ Voluntary Custody

As of 3/31/05, we were serving the following children and youth in custody:

Type	Number
Child abuse and/or neglect	891
Children beyond the control of their parents	222
Delinquent Youth	383
Voluntary Custody	3
Total Number	1499

A continuum of substitute care settings is available to meet the needs of children and youth in custody. For children who cannot remain at home, the division focuses on out of home placement in the most family like setting that can meet the child’s needs. Whenever possible, placements are close to home and community.

VCORP/VFAFA Analysis

The Department of Children and Families, Family Services Division is conducting a comprehensive analysis of the statewide system of care for children and youth. This analysis is being undertaken in response to a request from the state’s coalition of residential care providers and the statewide foster care association. The analysis will examine issues related to the identified treatment needs for children and youth in custody, and the capacity of the state’s system of care to meet those needs. The work of this analysis is overseen by a steering committee comprised of DCF/FS management, representatives from DDMHS and DOE as well as members of the Vermont Coalition of Residential Care Providers (VCORP) and the Vermont Foster and Adoptive Families Association (VFAFA).

Relatives as Supports

Now, more than ever, child welfare agencies are recognizing the benefits of engaging relatives in helping families to create and maintain safe environments for children and/or to act as placement resources.

We have also realized that relatives can help us to achieve positive outcomes for children and families and have several components in our approach to Kinship Care.

- ✦ Kinship policy implemented on 9/17/03 emphasizes the importance of identifying families and individuals who may be appropriate to play a continuing positive role as a placement resource. This policy requires staff to take active steps to identify a family's kinship resources and supports within 15 days of a child's initial removal *and* prior to a planned move to an unrelated resource family.
- ✦ District Reviews are measuring compliance with this policy. We made revisions to the case audit tool to include this indicator.
- ✦ Initial Screening Process includes an Ecomap to help identify relatives that can act as supports and/or placement resources. This happens within 30 days of custody.
- ✦ Initial Case Plan format implemented in January 2005 has questions that will trigger discussions about fathers and other family members. This will no doubt increase the number of conversations about kin between workers and families *and* between workers and supervisors. This, in turn, should result in at least the identification of relatives and possibly more relative placements.
- ✦ Breakthrough Series Collaborative is a methodology that brings new ways to recruit and retain resource families including foster, kinship and adoptive families. Each district has had a Breakthrough Series team for about almost a year now. While the use of kin varies from district to district only after a couple of months we saw increases in kinship placements.
- ✦ Kinship Focus Groups were held to discuss the challenges to identifying relatives as supports. Eleven relative caregivers and 27 staff offered feedback on the issues they face when children are placed with relatives. The clear message was that relative placements present different dynamics than stranger placements and social workers need to become educated about these dynamics and offer relatives training and support to maximize success. We've made good connections with leaders of several Relative Caregiver groups and have established partnerships to work on these difficult and important issues.

DILIGENT RECRUITMENT OF FOSTER AND ADOPTIVE HOMES

Vermont has been encouraging foster parent adoption for children who cannot return home for many years now. Throughout the 1980's and 90's, about 95% of the children freed for adoption in Vermont were adopted by their foster parents. While this approach served most of our children very well, it left about 5% of them without the permanence they needed.

In 2000, the Vermont Department for Children and Families joined forces with the Lund Family Center (our state's oldest and largest private adoption agency) to address the permanency needs of legally-freed children with no identified permanent resources. With the help of a three-year federal grant, we created Project Family -- an innovative, collaborative approach to finding and supporting adoptive families. The project focused on creative strategies for finding families for long-waiting children. Now that the federal grant is over, we have secure state funding for this project.

In 2003, we received another federal grant to take what we've started to the next level. During the past year, we conducted a comprehensive market research study and developed a new recruitment strategy that integrates our current campaigns (one for foster care and one for adoptions) under one umbrella. Integrating our campaigns will allow us to offer families a full range of options for helping children in foster care, from a day to a lifetime -- all under one convenient, easily accessible program.

The most recent census reports that the Vermont population is 97% white. A check of our database reflects that 96% of the children in custody are white.

ICWA

Vermont does not have a federally recognized Indian Tribe within its borders. The department promulgated policy regarding compliance with the Indian Child Welfare Act on 9/8/98.

Vermont's adoption statute also supports compliance with the Indian Child Welfare Act. Adoptive parents must disclose a child's membership in a tribe when they file a petition to adopt.

ADOPTION PROMOTION AND SUPPORT

Casework and Finalization Services

Adoption services focus on children in custody. For many years, Vermont has had a very high rate of foster parent adoption, with most of the children adopted being adopted by their foster parents. Regional adoption social workers are centrally supervised, but based in eight of the twelve district offices.

With the availability of the resources of Project Family, DCF adoption social workers are shifting emphasis towards working with children to prepare them for permanence, and towards increasing early consultation on permanency issues.

The main office adoption manager provides overall program management and policy development for the adoption program, manages the adoption subsidy program, post-adoption services and the adoption registry. Her unit also conducts background checks

on all household members age sixteen or older for prospective foster and adoptive families. These checks include: VT Crime Information Center; Child Abuse Registry; Dept. of Motor Vehicles; Relief from Abuse; VT Adult Abuse Registry; Dept. of Corrections; and VT Courts. For children under the age of sixteen we only check the Child Abuse Registry.

Adoption Subsidy

The adoption subsidy is administered centrally and at the time of this report serves approximately 1356 children. This program continues to grow, both in numbers served as well as the average cost per subsidy.

Adoption subsidies are available for children in custody who have a special need that make it unlikely that any family would adopt the child without the subsidy. While most children in custody qualify for an adoption subsidy, not all families will necessarily receive a monthly maintenance payment. The needs of the child and the ability of the adoptive family to meet those needs are taken into consideration.

Adoption Permanency Supports

For a number of years, we have used IV-B Subpart II funds to provide post-adoption services, contracting with agencies around the state. We currently have contracts with eight agencies. Consistent with the Intercountry Adoption Act of 2000, post-adoption services are available to any family needing them, not just children adopted through DCF. Post-adoption services for children formerly in custody are funded primarily by Medicaid under the Rehabilitation Option.

Family Services have also benefited from an Adoption Opportunities grant. With funds awarded starting in 1998, DCF and Casey Family Services formed a post-adoption consortium. The consortium continues its work after the conclusion of the grant. The Vermont Post-Adoption Consortium comprised of agencies and groups from around the state that have joined together for a common purpose: *to support Vermont's adoptive families.*

The Consortium's goals are to:

1. Help families further their knowledge of topics related to adoption.
2. Build the capacity of professionals, including educators, social workers, case managers, and therapists to address adoption-related issues.
3. Provide adoptive families with access to quality adoption support services.

Post adoption services are listed in the Casey Family Newsletters and on the DCF website. Services available to adoptive families in Vermont can include:

 Information and referral

- ✦ Advocacy and assistance with school and community issues
- ✦ Support and discussion groups
- ✦ Reading and other educational materials
- ✦ Respite services
- ✦ Counseling
- ✦ Intensive supports

The unique value of the Consortium is that it brings together agencies and individuals from around the state who have experience and expertise working with adoptive families. This enables families to make informed decisions regarding services and supports.

The Consortium was able to secure state general funds this year to continue their work.

Adoption Incentive Payment

The Adoption Incentive payment was used to fund IV-B services: post adoption services, respite and foster parent support.

Intercountry Adoptions

The Residential Licensing Chief attended meetings about the accreditation requirements of the Hague Convention on Intercountry Adoption. We are waiting for the regulations to be finalized to determine if we want to continue with the process.

We surveyed the district offices to determine the number of children in custody who were adopted internationally. The total is six.

Agency	Reason for Custody	Plan for Child
Wide Horizons	Beyond the control of parents	Reunification
African Cradle	Beyond the control of parents	Adoption
Bluegrass Christian Adoption Services	Sexual Abuse	Adoption
Bluegrass Christian Adoption Services	Sexual Abuse	Adoption
Bluegrass Christian Adoption Services	Sexual Abuse	Long term Foster Care
Unknown	Beyond the control of parents	Reunification

YOUTH JUSTICE

AHS Reorganization and the Youth Justice Unit

In addition to child protection and child welfare services, the department also delivers youth justice services. Youth in custody as delinquents are placed in the Commissioner's custody. In addition, youth on juvenile probation are supervised by DCF social workers. Child protection, child welfare and youth justice services are

consolidated and integrated in the state. In general, the same staff, the same service providers and the same placement resources serve all of our populations. This is a strength of our system, but also creates special challenges.

In 2002, the Vermont Legislature established a Juvenile Justice Commission consisting of the Commissioner of Corrections, the Commissioner of DCF and the Director of Juvenile Justice. The goal of the Commission is to improve the quality and coordination of youth justice services in the state. The Commission submits an annual report to the legislature.

The work of the Commission and the agency reorganization led to the creation of a Youth Justice Unit within the newly formed DCF. This unit is part of the Family Services Division. The roles and responsibilities identified for the unit were based, in part, on the legislative charge to the Juvenile Justice Commission: to monitor and coordinate all state and participating regional and local programs that deal with juvenile justice issues, including prevention, education, enforcement, adjudication, and rehabilitation. In addition, the Youth Justice Unit provides policy, training, and casework practice focus within the Department.

Children who are transferred to the Youth Justice System

In Vermont, Family Services is both the child protection system and the State juvenile justice system, so no children or youth are transferred from one system to the other. If, due to the commission of a delinquent act, a case type changes from custody for abuse and/or neglect to a custody for delinquency, the child is likely, in most districts, to continue to have the same caseworker and will have the same case plan with delinquency related factors added. The Juvenile Justice system's philosophy of rehabilitation, family work, balanced and restorative justice, and, for those in custody, permanency is not separable from the philosophy of the Child Welfare system. In 2004, 43 children who were in custody for either child abuse/neglect or because they were beyond the control of their parents were adjudicated delinquent.

CHAFEE FOSTER CARE INDEPENDENT PROGRAM

Administration

Vermont will continue to administer the Youth Development Program through its Central office. Partnership on program utilization and oversight will be shared with local department management. Vermont is in the process of reorganizing its' Agency of Human Services. Child Protection and Juvenile Justice functions will be part of a new Department for Children and Families as well TANF funded programs. Under that structure, the State Youth Development Coordinator will continue to be responsible for all administrative activities of the program.

Population Description

During the report period, the division served an estimated 1,400 adolescents in custody and/or in out-of-home care. This is consistent with numbers from the previous year

Out of 1,200 youth in custody over 12, approximately 950 youth were screened by the program, 750 of whom received some form of direct services from the program during FFY 05. The differential between those screened and those receiving direct service is the result of some youth receiving independent living training in other settings (in-state, out of state residential programs, and in-state community based wrap around services) and some youth refusing services at the initial screening and contact. It is our experience in the program that many of these youth later return, seek out, and benefit from services. This is particularly true now that we provide services until age 21. New foster parents and new agency staff will continue to receive information about the program in early service training sessions as in the previous years.

The Role of the Youth Development Program in the System of Care

As a part of a new effort this year, the department will be analyzing the role of the youth development program as part of the larger system of care (see previous section VCORP/VFAFA System of Care Analysis) linked to our target outcomes, in particular, permanency for older adolescents. Results from the overall study will be utilized to inform the components and utilization of elements of the system of care including the Youth Development Program. Outcomes, indicators, strategies, and timelines for the program will be articulated for implementation. A summary of the plan and initial results (it will likely only be in place for 6 months or so by the end of FFY 06) will be provided as part of next year's report.

Program Quality and Utilization

The State Youth Development Coordinator will continue to monitor monthly data reporting of referrals, program admissions and youth served. This will occur as part of a larger effort to structure responsibility and oversight of contracted services (both statewide and locally) to increase management oversight, utilization review, quality assurance, and strong state/provider partnerships. We will be tracking process and client outcomes to evaluate the impact of this effort, but are hopeful that it will address issues of equitable access and inconsistent program usage. A summary of data from this year's utilization (FFY 05) and FFY 06 will provided following the end of FFY 06.

The Vermont Youth Development Program continues to provide services to older youth former foster youth ages 18-21. Foster parent and state agency staff training opportunities (e.g. foster parent pre-service training< 4 districts>, regular presentations at district office staffing< 6 districts>, interagency collaboration on local housing and service planning groups<3 districts>) have been used to inform adults in the system of the shift of emphasis to serving older, former foster youth.

The results of this effort are gratifying as many of these youth are achieving positive outcomes in employment, education, and housing. The challenge of this successful expansion is that in many regions of the state Youth Development Casework Services are strained to meet the need and the demand for housing support, while very inexpensive per youth, is outstripping our resources.

Positive results during the period have included the creation of a new drop in center/supported housing program developed with the collaboration of the local DCF Family Services office, Community Action (OEO), the Community Land Trust, and DCF Economic Services (TANF) in St. Johnsbury. Similar efforts in Rutland, Burlington, and Bennington have increased opportunities for youth to access supported and private sector housing.

Agency of Human Services Youth in Transition Study Group

There has also been increased attention placed by the larger Agency of Human Services in the last year on issues facing youth in care aging out and ending up in the adult corrections system. Agency of Human Services Secretary Michael Smith recently (8/05) established a cross agency study committee to examine the issues of youth entering adulthood, the services in place to address those issues and areas where services are unavailable, or ineffective. This effort is in its very early stages but holds promise for bringing important focus and resources to the challenges this group face. An important area of focus for this group has been the role of Medicaid in supporting youth in transition. This is a difficult time to be discussing any expansion of Medicaid coverage, but as was recognized by the passage of the Chafee Foster Care Independence Act, establishing a “floor” of at least minimal coverage is critical to help youth who have significant medical and emotional needs that can only be met by having some access to Medicaid funded services. This is the first time we have had any significant “traction” on this issue, but the current fiscal environment will make this a tough process.

Youth Worker Competency Training

In January and February, 2005, the Youth Development Program delivered two day youth worker competency training program developed with support from the University of Southern Maine, Edmund S. Muskie School of Public Service. The training was provided to a group of foster parents, youth development coordinators, and juvenile justice workers. It had been hoped that this training could be delivered on an annual basis through our department’s training unit, but significant cutbacks in training staff make that impossible at this time. We are planning to hold at least one shared meeting with the statewide network of juvenile justice staff this year to support innovative, youth development based practice. When time and resources permit, we will seek support for this effort from the National Resource Center for Youth Development. No Chafee funds were expended to provide these trainings.

Permanent Connections Training

This training was delivered to the Youth Development Coordinator Network in January, 2005. New staff joining the program since that time attended subsequent sessions.

It is an on-going expectation for staff working in the program. Five youth development coordinators are currently working with regional supervisory groups to implement these principles with individual target youth. The goal for the coming year is to expand that number to nine (Outcome P1-A).

Program Goals

The Youth Development Program has the following general goals:

- Youth build and maintain connections with their families and communities.
- Youth participate in planning their future.
- Youth participate in activities to learn new skills to gain independence.
- Communities are involved in supporting their youth.
- Youth enter adulthood with positive supportive relationships with caring adults.

These program goals and the manner in which they are stated are included in the contract language for all providers and are regularly reviewed, discussed and applied at Youth Development Network meetings (Outcome P1-A).

Services

Core services delivered by the program have remained generally the same for the reporting period. Here is a summary of those services. These services are designed to assist youth in the transition to self-sufficiency by providing them with concrete skills and opportunities to practice them in real world situations while still receiving the support of their Youth Development Coordinator.

DIRECT SERVICES

Screening

Youth Development Coordinators screen all youth in custody at age 16, to determine their transition needs. There is a notable change in this area during 2005. As part of the “initial screening process” for youth entering custody referred to in other parts of this report, Youth Development Coordinators are administering the Ansell-Casey Life Skills Assessment to all youth age **14** or older who enter DCF custody and remain 30 days or more.

While these youth may not immediately become enrolled in the program, having a picture of where they stand on this measure can inform case workers, schools, and others of what the youth needs to learn at a young enough age to provide opportunities for youth to learn these skills and information in a variety of settings. This process has only been in place for 3-4 months. As part of the initial screening process, we are working to collect and track data on the characteristics of youth receiving the initial screening.

There are many youth ages 15-18 already in DCF custody. Those youth are referred by their DCF caseworker to the Youth Development Program upon their 15th birthday. The Youth Development Coordinator administers the Ansell-Casey Life Skills Assessment to

referred youth, unless they recently entered care and received one through the initial screening process. For those admitted to the program the screening is used to prepare a written transition plan including services designed to prepare youth for adulthood for those admitted to the program. For younger teens, it becomes a part of the overall screening packet. For older youth just entering care, it becomes part of both.

Over 950 youth received Ansell-Casey Life Skills Assessments screening during the report year. Screenings for youth in custody are being coordinated with related assessments conducted by Vermont schools for youth on Individual Educational Plans (IEPs) under IDEA.

The Department is currently exploring changing the timing of the Ansell-Casey Life Skills Assessment to age 14, consistent with the provisions of IDEA. This will provide more time for coordinated planning and allow youth to access more services to which they may be entitled under IDEA. These services may also support high school graduation, increasingly recognized as a critical goal for all youth.

Service Components and Activities

Youth are referred to the Youth Development Program by their DCF caseworker. Youth referred to the program receive a formal assessment of their transition needs, current level of preparation for independent adulthood, and recommendations for needed services (see screening process).

Based on the assessment, youth receive training and support designed to increase their knowledge and skills for independence. Activities are designed to increase youth skills in following areas:

- "Tangible Skills" including budgeting, housing, employment, career planning; and,
- "Intangible Skills" which include relationships, problem solving, and learning to cope with leaving state custody.

Life Skills Curriculum

Youth Development Coordinators provide youth with opportunities to learn tangible skills, through a combination of direct instruction (either in groups or individually) and case management targeted to assist youth in accessing independent living services through agencies and schools at the local level.

Activities vary according to the needs and goals of individual youth but often include accessing health care, housing, and employment through schools, agencies, private individuals and businesses.

In an effort to maximize the number of youth accessing tangible skills training, several of the DCF district youth development coordinators hold classes either individually or in coordination with other contracting agency youth program). These combined efforts have resulted in increased numbers of youth in custody receiving this kind of preparation. We plan to expand these services in the coming year.

The skills class gatherings held by Youth Development Coordinators incorporate youth development and community participation activities for youth. Consistent with youth development, the groups are structured to encourage youth direction and there are currently youth governance groups in at least three district areas.

The groups have been designing activities for themselves and others that create opportunities for learning new skills, contributing to the communities, and establishing positive connections with other youth and adults.

Case Management

Youth Development Coordinators act as a bridge for youth transitioning to community living. Our program emphasizes the youth development coordinator's role in working with youth to advocate with schools and other agencies providing these types of services. To better prepare them to perform this role, youth development coordinators are encouraged to attend local Interagency Core Transition Teams composed of personnel from schools, the Department of Employment and Training, Department of Vocational Rehabilitation, and DCF. The purpose of these meetings is to identify individual and collective needs of youth preparing to transition to adulthood and to find collaborative ways to meet those needs. Participants offer both technical assistance and resources to each other. As a small state with small programs and resources, no agency can offer the full spectrum of what youth need. This kind of relationship-based, collaboration is the only way youth may access a full range of services.

Partners in Service (PINS)

The State PINS Coordinator met with the State Youth Development Coordinators Network in October, 2004 to explore strategies to involve the state's network of over 100 PINS congregations in supporting and establishing relationships with transitioning to adulthood. Since that meeting, through the efforts of the PINS coordinator, YD coordinators, and congregations, PINS partnerships have been established in 8 districts with YD coordinators providing youth in transition material support (lots or furniture, dishes, pots and pans) and opportunities to meet church members and participate in their communities through mission work (community suppers) and fellowship. We are progressing carefully to make sure this is as safe and satisfying opportunity as possible for all concerns. The State Youth Development Coordinator will be exploring possible funding sources to further support and expand this important effort (Outcome P1-C).

Statewide Youth Conference

The Statewide Youth Conference was held this year on April 5, 2005. Over 125 youth attended. The conference was held for the third time at Castleton State College, part of the Vermont State College system. The college was very welcoming offering both it's excellent facilities and a chance to see what a small college is like. Youth attended workshops centering on this year's theme "Positive Directions" included workshops on:

- employment;
- housing;

- vocational training;
- healthy sexuality and relationships;
- youth-led workshop on youth governance;
- youth-led workshop on the experience of aging out of the system;

Youth Development Coordinators Network

The Youth Development Coordinator (YDC) Network has continued to meet monthly during the reporting period. The Network consists of District Youth Development Coordinators from all of the regions of the state, and the State Youth Development Coordinator. The YDC Network has made significant gains during the current year and has evolved to the point where the group is promoting best practice youth development activities at the local and state level. The group provided orientation to four new members, trained staff and foster parents.

The group is aggressively pursuing efforts to evolve and refine the program including initiatives to:

- Establishing links to other state agencies to support youth (Department of Employment and Training, Vocational Rehabilitation, Vermont Community College, Vermont Student Assistance Corporation)
- Develop training curriculums for new DCF staff, foster parents and contracted agency staff.
- Incorporate the principles of resiliency by developing activities for youth to increase developmental assets, including the new volunteer mentor programs.
- Continuation of youth advocacy through support of local district youth governance meetings.
- YDC Network is working in collaboration with VFAPA (Vermont Foster and Adoptive Family Association) to spread “the good news” of successful foster youth through targeted media contacts.

Contract Administration

The Statewide Youth Development Coordinator is responsible for the development and monitoring of all contracts supporting the program. This year the department was required by the state agency of administration, to put all twelve district programs out for bid. There are plus’ and minus’ to this process. Three districts have elected to seek a new provider agency. This may offer a better, more innovative service, but also results in disruptions in relationships between providers, state staff, and more importantly youth some of which have existed for several years. Recognizing these realities, we try and manage these changes in ways that minimize disruption for youth. The contract cycle is the same as the federal fiscal year, so we are currently in the final push of this change process.

Contracts and budgets are in negotiation and will be finalized soon. Contract language contains all of the elements reflected in recent versions (see previous report) and adds

language to support permanency work described in the Permanency Training, and PINS section of this report (Outcome P1-E).

Vocational Exploration and Preparation

The State Youth Development Coordinator is continuing his work with the state director of the "Career Start Program". The regional projects described in last year's report have been awarded and launched. We are experiencing difficulty with sharing data between departments in the agency of human services and the department of education. AHS has over the last two years completely reorganized in many cases relocated its data and technical support personnel and units. Reconfiguring how to manage day to day operations and the new initiatives of the agency has stalled this process for a while. The Department of Education has also spent the last six months redesigning its whole "data warehouse". The results of this will likely be good, but for now, we are struggling.

Our goal is to be able to cross reference all of the educational and vocational data of all our clients and to see correlate those characteristics with services and interventions. We will update you on progress.

Community Living Housing Support Program

As part of the Chaffee Bill (FFY 99), DCF received some additional funds in its overall grant and was allowed under the new bill to support room and board costs for former foster youth, aged 18-21. As of 1999, Vermont had approximately \$96,000 per year available after funds for the contracts covering the 12 district Youth Development Programs. Since that time we have had two contract bidding cycles and are in the midst of a third, covering a period of 6 years. We are projecting that \$58,000 will be allocated to support the housing program in FFY 06. Reaching this level will require additional state funds for the program. Because Vermont already expends the entire \$500,000 small state grant on providing the basic services of the Youth Development Program, room and board funds come from the additional \$210,000 in state funds allocated to the program, of which \$58,000 is targeted at housing.

During the previous state fiscal year \$45,000 was expended to provide housing stipends. All funds were used for rent or damage deposits for housing.

Educational Training and Vouchers Program

This year marked a change in the way the State of Vermont allocated Education and Training Voucher funds to support post-secondary education for former foster youth. Chafee ETV funds are administered by VSAC in coordination with the state "Emily's Bill" funds. Vermont disbursed ETV funds to support 68 youth enrolled in college for the 04-05 school year. For the 05-06 school year, VSAC administered the funds to eligible youth as part of their financial aid packages, 110 youth received stipends in the amount of \$1,090.

We do not have a trust fund.

Program Budget

The Youth Development Program budget is comprised primarily of funds to support youth development positions in each of the twelve regions of Vermont. The bulk of the contract funds for each district are allocated to personnel costs (14.5 FTE / averaging \$45,000 per FTE including all admin costs, program materials, mileage, phone, etc). Housing support funds are held centrally (as noted before) other central costs of training, youth conference are small and also administered centrally.

STAFF DEVELOPMENT AND TRAINING PLAN

The Department's Human Resources Development Unit (HRD) is responsible for the development and delivery of comprehensive education and training programs for agency staff and foster/adoptive parents. This is accomplished in collaboration with the University of Vermont (UVM) Department of Social Work through our Child Welfare Training Partnership (CWTP). Additional training for agency staff is developed and provided through the Agency of Human Services Department for Children and Families new Human Resources Division and through the State of Vermont Department of Personnel Cyprian Learning Center.

Training for staff includes both a long-term and short-term components.

Long-term Training

Our Child Welfare Training Partnership with UVM supports up to five current child welfare workers/supervisors and up to six potential employees to obtain a Master or Bachelor of Social Work degree at UVM each year. Employees are selected based on experience in public child welfare, job performance and commitment to children and families. They contract to work for the Department for 2-4 years following graduation, depending on the level of support provided. Potential employees are selected from a pool of applicants accepted into the MSW/BSW programs based on their work experience and suitability for and commitment to public child welfare work. They contract to work for the Department for 3 years following graduation.

Bachelor of Social Work Program

Trainees must complete the first two years of their Bachelor's degree to be eligible for participation. This includes most of the General Education courses required by UVM.

Trainees receive in-state tuition and fees while they take the child and family series of courses in the second two years of the BSW program, as well as a small reimbursement for books and a living stipend. The BSW Social Work curriculum prepares students for generalist social work practice. Social work theory, knowledge, values and skills are taught through classroom and community field experiences. The field experience occurs under the supervision of an MSW level child welfare professional in the Department.

All BSW trainees are required to enroll in the course SWSS 200 Practice: Child Protection, Family and Youth Services during the fall semester of their junior or senior year. BSW trainees are required to complete a minimum of nine credits (3 of which must be SWSS 224: Child Abuse and Neglect), which will enhance the trainee's understanding of child welfare related issues. Some examples of approved courses include courses focused on youth and delinquency (SOC 214), child psychology (PSYC 265, EDEC 63), crime (SOC 115, SOC 118, SOC 217) and chemical dependency (PSYC 259).

Every trainee in the BSW program is required to satisfactorily complete 12 credits in field education, which are tailored toward professional practice in child welfare. Child welfare trainees without prior DCF experience complete their senior year field practicum in a DCF district office under the supervision of a practicing MSW child welfare professional. BSW students who are DCF employees will embark on the BSW student field readiness assessment which determines whether these employee trainees will do their senior field practicum in a DCF district office or in another community based child and family centered agency.

Master of Social Work Program

MSW Trainees follow the typical course enrollment for the MSW program. They are required to take specific electives and engage in field work relevant to working with children and families. MSW Child Welfare Trainees are required to enroll in the course SWSS 224: Child Abuse and Neglect as their first year elective. Advanced standing MSW trainees must take Child Abuse and Neglect in the fall semester prior to the spring in which they begin the MSW program full time.

All MSW students select a practice concentration at the end of the foundation year. Trainees are required to select the Social Work with Children and Families practice concentration with course and fieldwork geared toward working with children and families in a child welfare setting. Selection of this practice concentration does not preclude a student from enrolling in health and mental health-related course work.

MSW trainees must enroll in advanced elective courses that are approved by the faculty advisor and related to child welfare work. Students and faculty advisors collaborate to select appropriate advanced year electives during the spring semester of the foundation year. Often students choose to complete these electives in the summer session. Trainees are provided with tuition, fees and book reimbursement to take up to six credits of approved summer session courses.

MSW trainees must complete the analytical paper/portfolio requirement. For those students who choose to complete an analytical paper, an extra copy of the paper must be submitted to the Project Coordinator at the Department of Social Work. These copies are shared with the Human Resource Development Unit at DCF. In previous years, DCF management and staff have found the papers to be helpful to their work.

Students who select the portfolio option are not required to share a copy of their work with the project.

Every trainee in the MSW program is required to satisfactorily complete 12 credits in field education, which are tailored toward professional practice in child welfare. Child Welfare Trainees without prior DCF experience complete their concentration year field practicum in a DCF district office under the supervision of a practicing MSW child welfare professional.

MSW students who are DCF employees complete their foundation field education at other agencies, which provide services to children and families. Concentration year placements take into consideration a student's strengths and interests in working with children and families.

Students must be in field practicum 225-300 hours per semester in order to receive a grade. Exact hours required per week are negotiated with the Field Instructor. Students placed at DCF typically complete 20 hours per week in the field.

Short-term Training

We are currently in the process of a substantial revision of our in-service training program. The current training program consists of a series of topic specific workshops, many of which have been offered repeatedly. We are developing a more comprehensive training program which:

- Integrates divisional mission, policy, quality assurance and program improvement processes;
- Meets departmental needs for regional training available throughout the year;
- Provides opportunities for teams to be trained with their supervisors in evidence based best practices, so that supervisors can support workers to implement skills and knowledge in their practice;
- Utilizes various delivery methods, including videos, interactive internet-based, interactive television, formal mentoring relationships, and workshops;
- Focuses on building specific skills for engaging, assessing, planning, implementing plans, monitoring and closure with children, youth and families;
- Builds system capacity through mentoring and leadership development; and
- Progresses from basic orientation through core skills/knowledge to advanced practice in child welfare and youth justice.

We plan to provide most didactic information, such as familiarity with law and policy and basic information about child abuse, neglect and delinquency, through interactive Internet training, which is available on demand. Each phase of training would include various media: for example, new employee orientation might include interactive Internet training and videos with discussion guides combined with a specific program of job shadowing experiences. Workshops would be focused on skill acquisition, and would whenever possible first train supervisors to co-train their units with the assistance of our training staff.

The new training approach will be phased in over the next two years. In FY 2006, some crucial workshops will continue to be presented, as well as several new ones, and we will begin development on distance learning options. A 50-hour orientation to child welfare work known as NEST for new employees will be offered twice, as well as 46 hours of basic training designed to build the knowledge and skills necessary to perform casework functions during the 18 months that new child welfare workers are in their initial training status. Specialized training builds on these skills and develops more in depth knowledge from various disciplines relevant to child and family services policies, programs and practices.

New Employee Service Training (NEST)

All of the following components of NEST are delivered to current child welfare workers within their first six months of hire in a formal classroom setting. Trainees additionally receive intensive supervision and on-the-job training in one of 12 district offices. The following courses are conducted by CWTP trainers in collaboration with DCF staff, with the exception of the Juvenile Delinquency and Prevention courses that are conducted by the Department's Youth Justice Coordinator.

All courses listed in NEST are offered twice annually. All others are offered once annually with the following exceptions:

- Casework /Supervision Groups: offered once a month in 6-8 locations. Groups consist of 6-10 people.
- Signs of Safety: of the 40 total hours, 36 are the same 12 hour course offered in 3 locations of the state. Most employees will attend one. The remaining 4 hours are an advanced course offered to caseworkers and supervisors using the process.
- Supporting Parents with Disabilities: this 5 hour training will be offered 3 times each in a different part of the state.

Course	Syllabus	IV-E Functions addressed	Duration	Est. Cost	Cost allocation methodology
Orientation Intake & Assessment	Overview of law, policy & practice; taking thorough intakes; Structured Decision Making process from report through case determination; intake as social work; public relations & consumer satisfaction	Referral to service; preparation for judicial determinations; placement of the child; development of case plan for children at risk of foster care; case management and supervision	5 hours	\$210	100% CAPTA
Child Abuse & Neglect	Understand and be able to describe and discuss the dynamics and characteristics of maltreating families. Learn about the effects of abuse and neglect on infants, children and adolescents. Explore safety plans for children and youth to avoid the need for foster care. Overview of procedures to initiate emergency custody for a child who is unsafe	Preparation for judicial determinations; placement of the child; development of case plan for children at risk of foster care; case management and supervision	7.5 hours	\$1320	50% CAPTA 50% IV-E
Sexual Abuse of Children and Adolescents	Understand a range of emotional and behavioral outcomes of sexual abuse. Explore dynamics and characteristics of incestuous families. Identify characteristics and behavioral changes of children and youth who have been sexually abused. Learn healthy and helpful ways to work with children and youth who have a history of being sexual abuse victims.	Preparation for judicial determinations; Placement of the child; Development of case plan for children in foster care and at risk of foster care; Case management and supervision; Referral to service	7.5 hours	\$820	50% CAPTA 50% IV-E

Course	Syllabus	IV-E Functions addressed	Duration	Est. Cost	Cost allocation methodology
Collaboration & Team Work	Understand how family centered and child/youth focused practice supports permanency for children/ adolescents. Develop an understanding of the importance of permanent connections and relationships for children/adolescents. Learn to promote child/youth well being with education, medical, dental, mental health and special needs services. Understand the value of teamwork and treatment teams in engaging youth/families and supporting progress towards their goals. Reflect upon the impact of cultural and personal values on our decisions/choices.	Preparation for judicial determinations; Placement of the child for children in foster care; Development of case plan; Case management and supervision; Permanency Planning Referral to service	7.5 hours	\$320	100% IV-E
Facilitating Placements	Understand the importance of stability; secure attachments and the impact of separation/ loss on child/adolescent development. Identify strategies for concurrent permanency planning for/ with children/adolescents. Explore ways to make placement transitions for adolescents/children a positive experience. Identify stages of grief/ separation trauma for children/youth and parents adjusting to placements.	Placement of child; preparation for judicial determinations; permanency planning; case management and supervision	10 hours	\$395	100% IV-E
Working With Youth & Families	Identify factors that contribute to youth behaviors that put themselves and/or the community at risk. Overview of mental health/substance abuse issues. Explore serving youth who are beyond the control of their parents. Develop strategies for working with families/adolescents. Identify positive planning for/ with adolescents in placing in alternate care. Clarify importance of permanent, lasting relationships for youth transitioning to adulthood.	Preparation for judicial determinations; Placement of the child; Development of case plan for children in foster care/ at risk of foster care; Permanency planning Case management and supervision; Referral to service	5 hours	\$285	100% IV-E
Juvenile Delinquency & Probation	Review the legal and court process for youth services. Define key points of the Disposition phase. Develop strategies for supervising probationers. Explore interventions for non-compliance.	Preparation for judicial determinations; Referral to services; Development of the case plan for children in foster care or at risk of foster care; Case management and supervision	5 hours	\$210	70% IV-E 30% General Fund

Course	Syllabus	IV-E Functions addressed	Duration	Est. Cost	Cost allocation methodology
Case Planning With Families	Identify the ethical and legal basis for comprehensive case planning. Clarify case plan goal identification and how the goal relates to the overall plan of services. Prioritize issues to be addressed by the case plan. Learn components of effective team building. Identify and develop clear, measurable goals and strategies for various treatment issues.	Development of the case plan; referral to service; case management and supervision	5 hours	\$210	100% IV-E

Subsequent to NEST, but while in trainee status during their first 18 months of hire, new employees complete the following short term classroom training. All are coordinated by the CWTP. Subject experts are hired for some, and experts within the Department in collaboration provide others with CWTP trainers.

CORE TRAINING

Course	Syllabus	IV-E Functions addressed	Provider	Duration	Est. Cost	Cost allocation methodology
Addiction Screening and Referrals	Develop understanding of the continuum of use-misuse-abuse-dependency-recovery of chemicals and how substance use impacts the families we serve. Become familiar with the most often used/abused drugs. Explore how chemical dependency develops. Develop basic screening skills and increase one's comfort with asking specific questions about substance abuse in order to set appropriate goals and make appropriate referrals. Explore current treatment options available. Develop an understanding of how to make effective referrals.	Referral to service; placement of the child; preparation for judicial determination; development of the case plan; case management and supervision	Hired subject experts	10 hours	\$2400	100% IV-E
Court and Legal Skills	Become familiar with Vermont laws, including Chapter 49 and Chapter 55 of Title 33, how to work with the courts to provide safety, well being, and permanence for children/youth. Understand the court process (including the appeal process) and your role in documenting pertinent evidence, preparing a case for filing, meeting a standard of proof and moving for protective orders from the court.	Preparation for and participation in judicial determination	DCF subject experts in collaboration with CWTP trainer	16 hours	\$165	100% IV-E

Course	Syllabus	IV-E Functions addressed	Provider	Duration	Est. Cost	Cost allocation methodology
Responding to Domestic Violence in CPS Case Planning	Develop a greater understanding of domestic violence and its overlap with child abuse. Understand the impact domestic violence has on children, its relationship to child abuse, and the DCF response to child witnessing. Increase strategies for an effective response to domestic violence/child abuse cases. Understand why responding to domestic violence in child abuse/neglect cases is essential to child protection efforts. Increase knowledge and skills in case planning that enhances victim safety, provides for batterer accountability and increases youth and child safety.	Referral to service, development of case plan, case management and supervision	DCF Domestic Violence Unit with community service providers	5 hours	\$75	100% IV-E
Shaken Baby Syndrome	Identify what Shaken Baby Syndrome is, (SBS) its history and why it is considered a syndrome. Understand how injuries are diagnosed as SBS. Walk through the investigation process of an SBS case study. Discuss the challenges in court and with SBS cases.	Preparation for and participation in judicial determinations, development of case plan, case management and supervision	DCF subject experts	5 hours	\$210	50% CAPTA 50% IV-E
Witnessing Skills	Understand your role in the presentation of a case in court, the judges expectations, and the tactics lawyers employ including direct and cross examination. Learn how to prepare testimony and testify in court effectively through demonstration and actual practice in a courtroom setting.	Preparation for and participation in judicial determinations	DCF subject experts	10 hours	\$345	100% IV-E

Specialized Training

The Child Welfare Training Partnership offers 165 hours of specialized training in the 2004/2005 training calendar. Some of it is provided in collaboration with other groups, especially where it is in the form of a one or two day conference with multiple simultaneous workshops. This is all short-term training delivered in a formal classroom setting. All the workshops below are designed for child welfare social workers, supervisors and managers.

Course	Syllabus	IV-E Functions addressed	Provider	Duration	Est. Cost	Cost allocation methodology
Casework/ Supervision Training Groups	Monthly groups, designed to facilitate professional growth through collaborative discussions regarding the work of Child, Youth & Family workers.	Referral to service, placement of child, development of case plan, case management and supervision	Faculty from UVM Dept. of Social Work, hired subject experts	2 hours each month	\$12,000	100% IV-E
Annual Child Sexual Abuse Conference	This conference provides not only current best practice information but also an opportunity to network with colleagues and explore ways to successfully address child sexual abuse. We bring together the team players of community multidisciplinary teams: law enforcement, advocates, child protection, clinicians, educators, community members, and families. The 2005 Conference will provide opportunities for basic and advanced training, presentation on prevention programs and strategies, and lectures on the latest research regarding the community response to child sexual abuse.	Referral to service, preparation for and participation in judicial determinations, placement of child, development of case plan, case management and supervision	Professionals from across the country will present 30 workshops from five disciplinary perspectives.	10 hours	\$9170	30% CAPTA 30% CJA 30% IV-E

Course	Syllabus	IV-E Functions addressed	Provider	Duration	Est. Cost	Cost allocation methodology
Annual Collaboration Conference on Children, Youth and Families	Features workshops in areas such as youth development and engaging youth culture; family voices in the system of care; strengths-based solution-focused practice; communication skills for successful collaboration; and substance abuse prevention and screening.	Referral to service, preparation for and participation in judicial determinations, placement of child, development of case plan, case management and supervision	Hired subject experts	5 hours	\$5,000	100% IV-E
Compassion Fatigue	Recognize the signs & symptoms of post-traumatic stress disorder (PTSD) in children & adults. Recognize the signs of vicarious traumatization in families and professional caregivers. Identify resources for referral.	Referral to service, development of case plan, case management and supervision	Hired subject expert	5 hours	\$850	100% IV-E
Effective Supervision Styles	Identify personal strengths and areas for growth as a supervisor. Learn knowledge and skills necessary to effective supervisory relationships.	Referral to service, placement of child, development of case plan, case management and supervision	Hired subject expert and CWTP trainers	5 hours	\$850	Child welfare supervisors: 100% IV-E Others have own funding sources.
Coaching and Mentoring in DCF	Explore supervisory role as a coach/mentor, and how to engage and motivate staff. Learn to use peer mentors, to build positive teams, and to use staff strengths to build their skills.	Referral to service, placement of child, development of case plan, case management and supervision	Hired subject expert and CWTP trainers	5 hours	\$850	Child welfare supervisors: 100% IV-E Others have own funding sources.
Managing to Outcomes	Learn to use safety, permanence and wellbeing outcome data, CFSR data, and other available reports to help plan for your team. Explore ways to share with employees the importance of the link between their practice and the wellbeing of children and families.	Referral to service, placement of child, development of case plan, case management and supervision	DCF staff, CWTP trainers	5 hours	\$210	Child welfare supervisors: 100% IV-E Others have own funding sources.

Course	Syllabus	IV-E Functions addressed	Provider	Duration	Est. Cost	Cost allocation methodology
"Signs of Safety" Balanced Family Consultation	Skills training in an inclusive consultation process to assist with decision making and case planning with families and their teams using a balanced focus on both risk and safety factors. Effective group supervision and team building. Explore evidence for the efficacy of family focused consultation process.	Referral to service, placement of child, development of case plan, case management and supervision	Sue Lohrbach, MS, LICSW and Rob Sawyer, Dir Olmstead County, MN Child and Family Services	40 hours	\$26,000	100% IV-E
Juvenile Services Day	Understand the CRC process; probation management and VOPs; probation detention; Woodside 8 day hearings; juvenile restorative probation programs and the ICJ/ICPC		DCF staff and CWTP	5 hours	\$210	100% General Fund
Evidence Based Practice: A Curriculum for the 21 st Century	This one-week intensive course for social workers, supervisors and managers links research and professional practice to increase the likelihood of positive outcomes for children and families.	Referral to service, placement of child, development of case plan, case management and supervision	Ann Ahlquist	40 hours plus substantial reading assignment	\$18,500	100% IV-E
Impact of unresolved trauma on behavior	Being developed	Referral to service, development of case plan, case management and supervision		5 hours		100% IV-E

Course	Syllabus	IV-E Functions addressed	Provider	Duration	Est. Cost	Cost allocation methodology
Supervising Youth with sexually offending behaviors in the community	Understand the behaviors, emotional indicators and dynamics of youth with sexually offending behaviors. Know how to work with adolescents, family members, victims and the community in case planning to prevent relapse. Know how to use information from psychosexual evaluations to measure risk of re-offense and support case planning. Understand the relapse prevention model.	Referral to service, placement of child, development of case plan, case management and supervision	Hired subject expert and DCF staff	5 hours	\$850	50% IV-E 50% General Fund
Lifelong Connections for Youth	Develop understanding and skills to ensure all youth in foster care have lifelong family relationships. Practice tools to actively engage youth in the development of their permanency plan. Consider every safe relationship with an adult as having potential to be a lifelong connection.	Placement of child, development of case plan, case management and supervision	Sarah Rosenthal, LICSW and CWTP trainer	5 hours	\$210	100% IV-E
Gender Responsive Case Management	Being developed	Development of case plan, case management and supervision	DCF staff and CWTP trainer	5 hours	\$210	100% IV-E
Working Corrections on Blended Sentences and Dual Status	Being developed	Preparation for and participation in judicial determinations, development of case plan, case management and supervision	DCF and DOC staff and CWTP trainer	5 hours	\$210	50% IV-E 50% General Fund

Course	Syllabus	IV-E Functions addressed	Provider	Duration	Est. Cost	Cost allocation methodology
Supporting Parents with Disabilities	Understand laws pertaining to parents with disabilities. Identify own values and their impact on service provided. Recognize when parents need accommodations, identify accommodations. Identify resources for assessment, communication support, developmental services, training, peer support and mentoring. Develop a case plan for integrated services.	Development of case plan, referral to service, case management and supervision	Community experts and advocates	5 hours	\$850	100% grant from the UVM Center for Disabilities and Inclusion
Case Planning with Dual Diagnosis of substance abuse and mental health disorders	Being developed	Development of case plan, referral to service, case management and supervision	Hired subject expert	5 hours	\$1250	100% IV-E
Motivational Interviewing: Applications in child protective services	Learn/ practice solution focused motivational interviewing techniques to assist with assessment, case planning with children/youth/families, and ongoing case work.	Development of case plan, case management and supervision	Hired subject expert	5 hours	\$1250	100% IV-E
Using Data to Inform Us	Improve the organization's ability to become results oriented, use outcome data to inform practice, and decision making. Review safety, permanence, well being outcomes/data from the CFSR. Assure that supervisors and managers will be able to analyze data and design creative plans to impact practice positively.	Case management and supervision	CWTP trainers and DCF staff	5 hours	\$325	100% IV-E

Technical Assistance

We are currently using technical assistance from the National Resource Center for Organizational Improvement to evaluate our District Review Process and we may request assistance from the National Resource Center for Youth Development to conduct Youth Worker Competency training. In addition, we may request some assistance for trainings prior to the next onsite Child and Family Services Review for our State Team.

Training for IV-E System of Care Service Providers

Most of the above trainings are also available to foster parents, adoptive parents, workers in residential programs, case managers, state employees in other departments, and other community practitioners providing services to children in custody. Our training calendar is mailed annually to programs and practitioners who provide services to abused and neglected children around the state, and is available on the web.

Cost Allocation Methodology

The Title IV-E eligibility statistics are compiled quarterly from Family Services MIS, using data on all children in custody, including their custody category, and then indicating their Title IV-E eligibility status, also by custody and category. The number of Title IV-E eligible children is divided by the total number of children in custody to determine the Title IV-E eligibility rate (penetration rate).

The same information is provided for the children on adoption subsidy, which are categorized as Title IV-E eligible children. The number of Title IV-E eligible children is divided by the total number of children on adoption subsidies, to determine the Title IV-E eligibility rate.

UVM Contract and Foster Parent Training

For the purposes of determining the penetration rate to be applied to the UVM contract and foster parent training, the raw data for children in custody and on adoption subsidies, the combined number of Title IV-E eligible children in custody, and the number of Title IV-E eligible children on adoption subsidies is divided by the total population of custody children and total children on adoption subsidies, to determine the combined custody and adoptions Title IV-E eligibility rate (penetration rate). The penetration rate is then multiplied by the applicable rate: training (75%) and administration (50%).

The UVM contract provides social worker training, and workers may be employed as social workers or adoption workers. They all perform work aimed at permanency, including adoption as one permanency option.

CAPTA PROGRAM EMPHASIS

We have selected the following areas of emphasis for our CAPTA program. They are consistent with the activities outlined in the next section.

- ✦ Improvement of intake, assessment, screening and investigation of reports of abuse and neglect;
- ✦ Developing, strengthening and facilitating training to promote collaboration with families;
- ✦ Improving the skills, qualifications and availability of individuals providing services to children and families, and the supervisors of such individuals, through the child protection system, including improvements in the recruitment and retention of caseworkers;
- ✦ Developing and facilitating training protocols for individuals mandated to report child abuse or neglect;
- ✦ Developing and delivering information to improve public education relating to the role and responsibilities of the child protection system and the nature and basis for reporting suspected incidents of child abuse and neglect.

GOALS, STRATEGIES AND BENCHMARKS

Outcome: Safety

Goal: Promote excellence of practice by centralizing management of child maltreatment assessments.			S1
Action Step	Person/Unit Responsible	Benchmark	Completion Date
Designate Child Safety Manager to oversee planning and implementation.	Commissioner	April 2004	April 2004
Develop work plan.	Child Protection Manager	December 2004 New Date September 2005	
Implement plan.	Child Protection Manager	July 2005 New Date December 2005	

Once our Child Safety Assessment Manager starts (early July) we will develop a plan for supervision of intake and investigation functions, consultation and training. We have established new benchmark dates for this goal.

Goal: Promote excellence of practice by centralizing the child abuse and neglect intake function.			S2
Action Step	Person/Unit Responsible	Benchmark	Completion Date
Designate Child Safety Manager to oversee planning and implementation.	Commissioner	April 2004	April 2004
Form Advisory Committee to ensure participation of a variety of stakeholders in the planning process.	Child Protection Manager	June 2004	June 2004
Develop work plan.	Child Protection Manager	December 2004	December 2004
Implement plan.	Child Protection Manager	October 2005	

In April 2004 the Child Protection Director was designated to develop a plan to centralize the management of child maltreatment assessments. At this time we believed we were moving forward with a plan to centralize all intake and investigation functions; this plan has changed. We were not granted additional positions to centralize intake and investigation functions so in order to accomplish the plan we would have to take positions from the field, something we do not intend to do.

We are exploring other approaches that don't require additional positions. For instance two of our districts are rotating intake coverage weekly so every other week each district has not intake responsibilities.

Goal: Advocate for an updated state child protection statute.			S3
Action Step	Person/Unit Responsible	Benchmark	Completion Date
Meet with stakeholder groups to obtain feedback on draft, address concerns, and build consensus	General Counsel	October 2004	October 2004
Obtain sponsors	General Counsel	November 2004	November 2004
Submit draft bill to Legislative Counsel for formatting as legislative bill	General Counsel	December 2004	December 2004
Advocate for passage of bill	General Counsel	Legislative Session 2004-5	None

We did not advocate for this bill in last Legislative session. We are in the initial stages if discussing major changes in the way we carry out our work. Topics of discussion include differential response, family group decision making, strengths based and solution focused practice, etc. We are evaluating whether or not we need statutory changes to accomplish our goals.

Goal: Ensure effective protocols for reporting of suspected child abuse by school personnel who are mandated reporters.			S4
Action Step	Person/Unit Responsible	Benchmark	Completion Date
Assign Title IV-E MSW student a summer project focused on review of reporting protocols for all school supervisory unions.		May 2004	May 2004
In collaboration with Department of Education, collect and review reporting protocols from the 60 supervisory unions around the state		July 2004	July 2004
Work with supervisory unions to revise protocols as necessary, using model protocol developed by KidSafe Collaborative as a guide.		September 2005 New Date September 2006	

We completed a review of reporting protocols for all supervisory unions and began working collaboratively to develop one statewide reporting protocol. Due to a change of staff this work is on hold and we have established a new benchmark date for this goal.

Goal: Carry out plan, as presented to General Assembly in January 2004, to provide update and ongoing training for mandated reporters using curriculum developed in 2003 by SRS and the KidSafe Collaborative.			S5
Action Step	Person/Unit Responsible	Benchmark	Completion Date
Continue to identify and train DCF staff to provide training locally.	SIU Chief	Ongoing	Ongoing
Widely distribute training materials to schools and other mandated reporter groups	SIU Chief	Ongoing	Ongoing
Develop system to log training activities locally and centrally to ensure that mandated reporter groups receive training at recommended intervals.	SIU Chief	October 2004	October 2004

This goal has been successfully completed

Eighteen staff members across all twelve districts have been trained as department trainers for the Mandatory Child and Abuse Training. Over 1000 packets were distributed to private/public schools and 400 to child care providers. Our automated tracking system shows that we have trained 2625 people on the mandated reporting law. We are on the annual training calendar for the VT Guidance Counselors and School Based Substance Abuse Counselors and the VT Police Academy twice a year.

Goal: Conduct review of Risk of Harm substantiations to identify contributing factors.			S6
Action Step	Person/Unit Responsible	Benchmark	Completion Date
Assign Quality Assurance Unit to conduct review of a sample of cases to identify the specific risks that contributed to substantiations for the most recent 12-month period.	Policy and Planning Chief	June 2004	March 2005
Develop protocol for review of cases.	Quality Assurance Coordinator	July 2004	March 2005
Conduct review.	Quality Assurance Coordinator	October 2004	April 2005
Compile report.	Quality Assurance Coordinator	November 2004 New Date July 2005	
Convene practice forum(s) to discuss findings and the implications for investigative practice.	Quality Assurance Coordinator/Child Safety Manager	May 2005 New Date August 2005	

2003 data showed us that the majority of our repeat maltreatment cases were risk of harm for both substantiations. We have completed a review of all the 2004 substantiated risk of harm cases that fell into this category. The report is not compiled yet. We have established new benchmark dates for this goal. We have established new benchmarks for this goal.

Goal: Design approach to Quality Assurance reviews for intake and investigations.			S7
Action Step	Person/Unit Responsible	Benchmark	Completion Date
Assign Quality Assurance Unit to work with Child Safety Manager on a plan to promote continuous quality improvement for intake and investigation staff.	Policy and Planning Chief	July 2005	June 2005
Develop recommendations	Quality Assurance Coordinator and Child Safety Manager	November 2005	
Implement Plan	Quality Assurance Coordinator and Child Safety Manager	January 2006 and ongoing	

We are working on the design of CQI approach to the intake and investigation functions.

Outcome: Permanency

Goal: Promote practice that will result in all youth leaving SRS custody in late adolescence having meaningful, ongoing relationships with one or more adults who will provide personal support into adulthood.			P1-A
Action Step	Person/Unit Responsible	Benchmark	Completion Date
Craft new contract for Chafee Foster Care Independence Program to: (1) Change the name of TSCs to Youth Development Coordinators to emphasize building of developmental assets for youth in program.	State Youth Development Coordinator	July 2004	July 2004
Provide training for Youth Development Coordinators on permanent connections methodology.	State Youth Development Coordinator	December 2004	December 2004
Implement permanent connections project in several districts	Adoption Supervisor	June 2005	January 2005
Conduct youth development training developed by the Edmund S. Muskie School for youth development coordinators.	State Youth Development Coordinator	January 2005	January 2005
Maximize youth participation in Youth Transition Programs by tracking utilization and targeting low number districts.	State Youth Development Coordinator	June 2006	June 2006 in progress
Amend referral lists to include children age 15 and older, to promote earlier involvement of youth in custody with Youth Development Workers.	DP&E	August 2004	August 2004
Amend case plan to begin transitioning planning at age 15.	State Youth Development Coordinator/Quality Assurance Coordinator	March 2005	September 2004

We are right on target with this goal. We have held several trainings for our youth development coordinators; we amended our case plan to begin transition planning at 15 and we have developed a method to track utilization of transition programs. Our State Youth Development Coordinator has analyzed the utilization rates and is making the necessary adjustments in contracts.

Goal: Promote practice that will result in all youth leaving SRS custody in late adolescence having meaningful, ongoing relationships with one or more adults who will provide personal support into adulthood.			P1-B
Action Step	Person/Unit Responsible	Benchmark	Completion Date
Identify social workers in at least 50% of the districts to work on an innovative practice project to develop permanent connections for youth in care.	Adoption Supervisor	December 2004	
Provide training	Adoption Supervisor	June 2004	June 2004
Implement project in several districts	Adoption Supervisor	June 2004- June 2005	June 2004
Evaluate pilot and plan for expansion of successful strategies	Adoption Supervisor	June 2005- June 2006	

The Connections and Permanency Work Group has been meeting in the Southern part of the state since December 2003. Now, workers in the Northern part of the state have expressed interest in a Northern Connections Work Group.

The Connections and Permanency Work Group offers an innovative method of providing permanency planning for youth who are unable to return home and do not have an adoptive placement. They have piloted a model of finding permanent connections in 6 districts. This model was developed by Robert Lewis and implemented in other states to effectively find permanent connections and families for youth who would otherwise not have resources.

The work group will spend the next year evaluating success and expanding the model.

Goal: Promote practice that will result in all youth leaving SRS custody in late adolescence having meaningful, ongoing relationships with one or more adults who will provide personal support into adulthood.			P1-C
Action Step	Person/Unit Responsible	Benchmark	Completion Date
Collaborate with Partners in Service Coordinator on a strategy to engage church and synagogue members in mentoring adolescents in care.	State Youth Development Coordinator/PINS Coordinator	October 2004	October 2004

The PINS Coordinator met with the youth development coordinators in October 2004 to discuss strategies to partner with the faith community in mentoring. Several challenging issues were raised such as confidentiality, safety, transportation, insurance etc. In spite of these issues two districts are just getting a mentoring partnership off the ground. Once these endeavors are successful it will be easier for other districts.

Goal: Increased awareness of the permanency needs of older adolescents who are at risk for “aging out” of the foster care system			P1-D
Action Step	Person/Unit Responsible	By When	Completion Date
Convene a large (350-400) group of stakeholders representing the System of Care for children and youth for a daylong event devoted to this issue.	Family Services Central office	April 06	
Follow-up to the Permanency Convening with stakeholder specific training strategies designed to achieve permanency for older adolescents.	Family Services Central office	May 06	

The Family Services Division in Partnership with Casey Family Services will host an all day Permanency Convening modeled after the recent convening held in San Francisco CA. Invited stakeholders will represent all elements of the child/youth System of Care including but not limited to Children’s Mental Health, Developmental Services, Alcohol and Drug Abuse Services, Runaway and Homeless Youth Coalition. Additionally, members of the Court Improvement Project and other interested members of the judiciary will be invited.

The convening will feature youth panels that will share their experience (both successful and unsuccessful) with permanency. There will also be guest speakers representing the judiciary, child welfare and other elements of the system of care.

Following the convening, there will be opportunities to explore best practice strategies for achieving permanency for this group of youth.

Goal: Partner with contractors in efforts to achieve permanency for older adolescents in danger of “aging out” of the foster care system.			P1-E
Action Step	Person/Unit Responsible	By When	Completion Date
Include service activities in all contracts with residential providers that will identify contractors role in facilitating permanency for youth in their program	System of Care/ Dana Lawrence	October 05	
Review all contracts and grants with community based providers for applicability of permanency activities.	System of Care/ Dana Lawrence	January 06	
Amend those contracts that don’t currently do so, to include permanency related activities.	System of Care/ Dana Lawrence	June 06	

Recognizing that residential and other out-of-home care providers are uniquely situated to support permanency initiatives, Family Services will review best-practice models from other states for their applicability to Vermont’s residential care contractors. Additionally, providers of community based support services will be contractually required to address permanency issues within their scope of services.

Goal: Increase the number of resource families available to care for children in custody (foster and adoptive families) through improved recruitment and retention.			P2A
Action Step	Person/Unit Responsible	Benchmark	Completion Date
Design process that allows post adoption agencies to become involved in cases at the time parents' rights are terminated.	Adoption Chief	September 2004	September 2004
Implement process.	Adoption Chief	October 2004	October 2004
Design and implement a process that ensures permanency needs are assessed and addressed for all children in the first 90 days of custody.	Adoption Chief/ Family Services Deputy Commissioner	July 2005	July 2005

The Adoption Consortium, a network of agencies and groups, works with adoptive families from pre-adoption to post-adoption. They provide adoption-specific resources to support learning and family development. Adoptive parents can access services pre and/or post-adoption. To learn more about the Adoption Consortium see page 16 of this report.

The Initial Screen Process, implemented in January 2005, ensures that a comprehensive screening is conducted for every child likely to remain in custody for 30 days or more. Once the screening packet is completed a team meets to discuss permanency needs, service needs, further assessment/evaluation and placement options. This has been implemented in each district and we are addressing any challenges that exist.

Goal: Increase the number of resource families available to care for children in custody (foster and adoptive families) through improved recruitment and retention.			P2B
Action Step	Person/Unit Responsible	Benchmark	Completion Date
Hold Learning Session 3 for Breakthrough Series focused on resource family recruitment and retention.	Foster Care Liaison	October 2004	October 2004
Identify successful strategies tested in districts and spread statewide.	Foster Care Liaison	Ongoing	Ongoing
Hold Learning Session 4 for Breakthrough Series focused on resource family recruitment and retention.	Foster Care Liaison	February 2005	February 2005
Develop a unified plan to coordinate foster care and adoption recruitment.	Foster Care Liaison/Adoption Recruitment Specialist	September 2005	

Learning Session III was held in early November. Staff from Project Family and JDK was invited to join Breakthrough Teams for a day of training on Strategic Communication and Messaging conducted by Tamar Adams, Communication Consultant and Jacqui Romer-Sensky, Director of the Network for Child Safety.

The fourth and final Learning Session was held in March. Some of the learnings from Breakthrough related to recruitment and retention included:

- Broad messaging helps to raise awareness and increases calls; targeted person to person recruitment results in licensed foster parents
- People with a connection to foster care are the best source of referrals
- Youth & primary families are under utilized and play a valuable role in recruitment
- Reducing time to follow up after the first call and engaging the family increases the percentage of families who become licensed
- Given limited resource (time, money, and staff) it is most effective to target recruitment activities to the areas where there is the greatest need—i.e. recruiting by school districts
- Recruitment is a shared responsibility
- Effectiveness of using teams to plan and implement recruitment activities
- Retention activities are hard to plan and sustain
- Use of small gestures of thanks and appreciation vs. large events
- Use of the internet to provide information and support
- Staff booths result in more referrals than unstaffed booths

- Engaging family & youth in a process to identify kin & fictive kin—eco maps, connection questions

- Providing forms electronically increase return rates and decrease time for return

- Primary Parents were more likely to attend case plan reviews and bring a support person with them when letters explaining the process were included with the case plan notice

- Importance of using data to plan and evaluate efforts

- Meeting with foster parents following a child leaving helped them stay involved

- Potential foster parents find it helpful to talk with another foster parent early in the application process, however, it is better for a staff person to do the mutual assessment

Some of the ideas and learnings have been incorporated into efforts through the Rural Recruitment Grant. New materials and ideas for use will be shared at a joint meeting between Resource Coordinators and Project Family staff at a kick-off meeting in July.

There were some subtle but powerful cultural shifts that occurred as a result Breakthrough such as in one district the use of kin, another strategic and targeted recruitment, involving youth as sources for referrals, including the voice of youth and primary families, shift from large retention activities to on-going acts of teamwork and appreciation, and for some the power of shared responsibility and use of core and extended teams.

Goal: Ensure that families who have adopted children from SRS receive a timely, respectful response when they need post-adoption assistance			P3
Action Step	Person/Unit Responsible	Benchmark	Completion Date
Work with Act 264 Advisory Board to develop protocols to hold Act 264 Team meetings for all children in DCF custody before they are adopted, to ensure a safety net for the child and family.	Adoption Chief	June 2005	
Develop policy and protocols with DCF district offices and the adoption unit that will ensure that this agency gives adoptive parents a consistent, positive and helpful message when they come back to us for assistance.	Adoption Chief/Family Services Deputy Commissioner	July 2005	
Develop informational materials for adoptive parents with regular distribution <i>before</i> families hit trouble spots.	Adoption Chief	September 2005	

A steering committee comprised of DDMHS, DCF/FS, and Adoption Consortium members was formed to strategize ways to meet the needs of adoptive families who were experiencing difficulties accessing services. It was determined that all children and youth in the adoption tract would be referred to Local Interagency Teams (LIT's) for the purpose of developing a "Coordinated Services Plan" as per ACT 264. Additionally, Consortium members were identified as LIT participants (previously they were not) and are now included in LIT meetings where an adoptive/pre-adoptive child's case is being staffed.

The Adoption Consortium in collaboration with the DCF/FS Adoption Unit has completed an "Adoption Handbook" which is available in both print and electronic editions.

Goal: Promote practice that will ensure the early identification and location of fathers and father's families as possible resources for children in custody.			P4
Action Step	Person/Unit Responsible	Benchmark	Completion Date
Expand the role of the Child Benefits Unit to include review of all cases in which two parents are not identified in SSMIS.	CBU Supervisor	July 2004	July 2004
Ensure that the Child Benefits Unit receives and acts on regular reports about status of parent identification and location	CBU Supervisor	September 2004	September 2004
Heighten awareness of policy requiring focus on parent identification and location, and the benefits of involving fathers in the lives of their children.	Child Protection Manager	January 2005	January 2005
Develop a mechanism to inform CBU Supervisor of all new hires	Policy and Planning Chief	August 2005	
CBU staff will provide all new hires with a CBU orientation	CBU Staff	August 2005 and ongoing	

The Child Benefits Unit assists social work staff by applying for SSA; SSI; VVA; obtaining child support benefits for children in custody; and making Title IV-E eligibility determinations.

A paternity report, which shows parents addresses, is generated weekly. If an address is missing they begin working on parent location immediately. They also receive parent locator requests directly from social workers.

The Child Benefits Supervisor has visited several district offices to provide some training to new workers. They have also provided information to our Assistant Attorneys General in each area of the state.

We have added a few additional action steps to this goal. The Child Benefits Supervisor is willing to meet with all new hires to inform them of the Unit's services but she does not have a way to identify new hires around the state. Our plan is to develop a mechanism for her to get information on new hires so she can schedule orientation meetings.

Goal: Promote practice and training that will increase placement stability			P5
Action Step	Person/Unit Responsible	Benchmark	Completion Date
Identify cases where children/youth moved due to provider issues and provider reasons.	Quality Assurance Coordinator	January 2005	January 2005
Conduct cases review and/or necessary interviews to gain an understanding of the issues leading to these moves.	Quality Assurance Coordinator	March 2005 New Date August 2005	
Design training and/or support approaches to address identified move issues.	Quality Assurance Coordinator/Foster Care Specialist	June 2005 New Date December 2005	
Implement training and/or support approaches.	Systems of Care Manager	September 2005. New Date February 2006	
Continue to track these moves to see if strategies are successful.	Quality Assurance Coordinator	Ongoing	Ongoing
Make necessary adjustments if needed.	Quality Assurance Coordinator	March 2006 New Date July 2006	

We have identified all of the 2004 cases where children moved due to provider issues and provider reasons. We have not conducted the case review. We have established new benchmark dates for this goal.

Goal: Develop an Integrated Approach to Resource and Adoptive Family Recruitment			P6
Action Step	Person/Unit Responsible	Benchmark	Completion Date
Complete a comprehensive market research study.	Communication Specialist	June 2005	June 2005
Launch a new Recruitment Campaign	Communication Specialist	Aug 2005	
Hire Community Recruitment Specialists to lead recruitment efforts in each region.	Communication Specialist	October 2005	
Create regional recruitment teams	Community Recruitment Specialists	Dec 2005	
Work with community partners to coordinate local recruitment efforts	Community Recruitment Specialists	Feb 2006 and ongoing	
Develop tracking system to evaluate the effectiveness of various recruitment approaches	Communications Specialists/DP&E	Dec 2005	

This is a new goal.

Outcome: Well-being

Goal: Improve assessment capacity for children in custody and their families by implementing Stage II of Structured Decision-making Tools – Family Strengths and Needs Assessment, Risk Re-Assessment, Child Functional Survey and Reunification Assessment.			WB1
Action Step	Person/Unit Responsible	Benchmark	Completion Date
Complete automation of family strengths and need survey.	Information Technology Manager/Policy and Planning Chief	September 2004	September 2004
Complete automation of child functional survey.	Information Technology Manager/Policy and Planning Chief	September 2004	September 2004
Complete automation of risk re-assessment.	Information Technology Manager/Policy and Planning Chief	October 2004	October 2004
Complete automation of reunification assessment.	Information Technology Manager/Policy and Planning Chief	October 2004	October 2004
Complete staff training.	Policy and Planning Chief	December 2004	November/December 2004
Implement Tools	Information Technology Manager/Policy and Planning Chief	January 2005	January 2005
This goal has been successfully is completed			

All of the SDM tools are automated and in use.

Goal: Improve the timeliness of the completion of initial case plans.			WB2
Action Step	Person/Unit Responsible	Benchmark	Completion Date
Designate Quality Assurance Unit to work with district staff to review and revise format of initial case plans for custody and non-custody cases.	Policy and Planning Chief	July 2004	July 2004
Identify federal requirements that must be taken into consideration.	Quality Assurance Coordinator	July 2004	July 2004
Convene work group.	Quality Assurance Coordinator	July 2004	July 2004
Complete draft plans for review by others.	Quality Assurance Coordinator	October 2004	August 2004
Solicit comments by staff and stakeholders	Quality Assurance Coordinator	January 2005	November 2004
Implement new format(s).	Policy and Planning Chief	March 2005	January 2005
This goal has been successfully completed			

The new case plan format was designed by a workgroup and implemented in January 2005.

Goal: Ensure the meaningful involvement of children, mothers, fathers and resource families in development of initial and ongoing case plans and in case plan reviews.			WB3
Action Step	Person/Unit Responsible	Benchmark	Completion Date
Meet with Case Reviewers to determine appropriate level of training and support.	Quality Assurance Coordinator	July 2004	July 2004
Develop training opportunities	Quality Assurance Coordinator	September 2004 New Date December 2005	
Develop support network.	Quality Assurance Coordinator	September 2004	August 2004
Attend New England QA Meeting to discuss the Case Review Process	Quality Assurance Coordinator	October 2005	
Evaluate the Case Review Process	Quality Assurance Coordinator	November 2004 New Date December 2006	
Convene workgroup to develop recommendations to make the Case Review Process a valuable tool to support safety, permanency and well-being.	Quality Assurance Coordinator/Workgroup	January 2005 New Date January 2006	
Develop recommendations	Quality Assurance Coordinator/Workgroup	March 2005 New Date July 2006	
Collect feedback on recommendations from staff and partners	Quality Assurance Coordinator	May 2005 New Date August 2006	
Make necessary adjustments	Quality Assurance Coordinator/Workgroup	July 2005 New Date October 2006	
Implement recommendations	Case Reviewers	September 2005 New Date January 2006	
Evaluate	Quality Assurance Coordinator/Workgroup	January 2006 New Date July 2007	

The Quality Assurance Coordinator held 2 regional meetings for case reviewers in September 2004. Eleven reviewers attended the meetings. They offered suggestions for training new reviewers and we developed a phone and email tree so they can contact one another for networking and support. The next New England Quality Assurance meeting, in October 2005, will be about the case review process.

We are hoping to benefit from other states experiences before we begin to evaluate and redesign our system. We have identified new benchmark dates for this goal.

Goal: Increase utilization of relatives as resources.			WB4 A
Action Step	Person/Unit Responsible	Benchmark	Completion Date
Hold four Kinship Caregiver focus groups	Policy and Planning Chief/RLU Chief	May 2005	
Participate on Grand Parents as Parents (GAP) Task Force	Policy and Planning Chief	December 2005	
Revise Kinship Manual	Communication Specialist/ Policy and Planning Chief	September 2005	
RLU licensures distribute kinship manuals and relative as caregivers support group information	RLU	November 2005	
Distribute kinship manuals and relative as caregivers support group information to districts	Policy and Planning Chief/Deputy Commissioner	November 2005	
Explore possibility of working with GAP to create a video for relatives	Policy and Planning Chief	January 2006	

In an attempt to identify solutions to promote kinship involvement when a child is in DCF custody we held two focus groups for relatives who are caring for, or who have cared for, children in custody and two focus groups with Family Services staff. This goal was developed using the findings from those four groups.

Goal: Ensure a timely response to the physical health and dental needs of children and youth entering custody for the first time.			WB4
Action Step	Person/Unit Responsible	Benchmark	Completion Date
With the Health Department, complete design of a health intake questionnaire (HIQ) for use in four districts.	Family Services Deputy Commissioner	July 2004	July 2004
Design a training session for the first four districts, local protocols with key stakeholders and an evaluation tool.	Family Services Deputy Commissioner	August 2004	August 2004
Implement the HIQ in four districts.	Family Services Deputy Commissioner	September 2004	September 2004
Evaluate utility of HIQ and make adjustments as needed.	Family Services Deputy Commissioner	July 2005 New Date September 2005	
With the Health Department and under the auspices of a Robert Wood Johnson grant, design and implement a plan to increase the access, availability and quality of oral health care to children and youth in the custody.	Family Services Deputy Commissioner	September 2005	

The primary goal of the Health Intake Questionnaire (HIQ) is to ensure that all children who enter state custody receive health care in a medical home/dental home and mental health and substance abuse services if needed. The implementation process began in four districts; we are now up to six. Each district has a co-located public health nurse in the Family Services office and has been supported by a primary care practitioner in their community. The goal is to implement this partnership statewide by June 2006

The HIQ workgroup met early in June to discuss the utility of the HIQ and they discussed possible adjustments to the form and the process. All twelve Department of Health directors are on board with this project and have identified children in states custody as their highest priority.

Staff from the Health Dept.'s Oral Health Project has been successful in developing a system of "incentives" for dentist's willing to take on additional Medicaid eligible patients. Previously, a lack of dentist's willing to take on these patients had been identified, as a barrier to meeting the oral health needs of children and youth in state's custody. Working with staff from the state's Medicaid office, staff has been able to create incentives that have broadened the pool of dentists willing to participate in the program.

Goal: Promote the importance of regular contact between social workers and the children and families they serve.			WB5
Action Step	Person/Unit Responsible	Benchmark	Completion Date
Distribute results from the federal CFSTRs that emphasize the importance of social worker contact in achieving positive outcomes for children.	Policy and Planning Chief	July 2004	July 2004
Solicit comments on draft guidelines for Social Worker Contact	Policy and Planning Chief	July 2004	July 2004
Issue final policy on guidelines for Social Worker Contact	Policy and Planning chief	August 2004 New Date September 2005	
Implement newly designed report on social worker contact	IT Manager	July 2004	July 2004
Revise and refine report on social worker contact.	IT Manager	September 2004	September 2004
Add requirement to assess social worker contact to district assessment protocol.	Quality Assurance Coordinator	September 2004	November 2004
Add item on social worker contact with children, mothers, fathers and resource families to district review instrument.	Quality Assurance Coordinator	September 2004	December 2004

In November and December 2004 we conducted 9 Structured Decision Making trainings where we introduced our new social worker contact guidelines. All Family Services staff was required to attend training. Information about the importance of social worker contact and the correlation between such contact and positive outcomes was presented.

In addition, the policy emphasizes home visits as the preferable form of face-to-face contact, for both children and families. Visiting families in their own homes enables social workers to better assess safety and other factors that influence the decision to reunify. Visiting children in their own homes not only results in greater comfort for children, but also allows the worker to see the interaction between children and other family members.

The guidelines for social worker contact went out to DCF staff for comment in July 2004. The feedback was considered, some adjustments were made and the final product was reviewed and approved by our Deputy Commissioner. However, the Commissioners office requested a revision, which has not been completed yet. We added the requirement to assess social worker contact to the District Self Assessment as well as to the district review process. We have established a new benchmark date for this goal.

Goal: Improve screening, assessment, and treatment capacity for children and families with substance abuse and/or mental health issues through collaboration with the Department of Health and through implementation of the Youth and Family Integrated Treatment Practice Guidelines			WB6
Action Step	Person/Unit Responsible	By When	Completion Date
Explore possibility of applying the Youth and Family Integrated Treatment Practice Guidelines in contracting process with residential providers	Youth Justice Unit	October 2005	
Monitor progress of two pilot programs on early screening for youth with mental health and/or substance abuse issues currently underway in Washington and Addison counties	Youth Justice Unit	June 2005 – June 2006	
Review evaluation results from two pilot studies on early screening for youth with mental health and/or substance abuse issues currently underway in Washington and Addison counties	Youth Justice Unit	August 2006	
Explore expanding the two county screening pilot statewide utilizing evaluation results to guide the process	Youth Justice Unit	October 2006	
Collaborate with Department of Health continuous quality improvement team on Co-occurring mental health and substance abuse issues	Youth Justice Unit	Ongoing	

During the summer of 2004, statewide stakeholders met and together developed standardized principles for the practice of Integrated Treatment of substance abuse and mental health issues for youth and families.

Further work needs to be done apply the principles to existing programs; monitor pilots on universal screening and expand projects with information gained from evaluation; further explore collaborations with the Department of Health to improve services for youth and families with mental health and/or substance abuse issues.

Outcome: Law Abidance

Goal: Develop approach to assessment of risk and service needs for Youth Justice clients that is integrated with other structured decision-making tools for children and families served by the department			LA1
Action Step	Person Responsible	By When	Completion Date
Review previous work by staff and on Youth Justice assessment	Youth Justice Unit	March 2005 New Date January 2006	March 2005
Decide on approach to assessment that is consistent with previous department work and the work of the Juvenile Justice Commission. Include consideration of contracting with national experts	Youth Justice Unit	March 2005 New Date June 2006	
If needed, contract with appropriate resource for assistance with development or modification of risk assessment instruments that will integrate with other structured-decision making tools	Youth Justice Unit	September 2005 New Date January 2007	
Work with staff and stakeholders (and possibly contractors) to fully develop recommended approach	Youth Justice Unit	March 2006 New Date July 2007	
Complete automation with existing structured-decision making system	Youth Justice Unit and IT	October 2006 New Date October 2007	
Train staff and implement approach	Youth Justice Unit	March 2007 New Date December 2007	

The newly formed Youth Justice Unit has focused on reviewing the work of the Commission to determine an appropriate direction. Currently they are working on Youth Justice policies, BARJ and data collection. We have established new benchmark dates for this goal.

Goal: Promote excellence in practice of Balanced and Restorative Justice (BARJ) principles and programs by continuous quality improvement in implementation and collaboration			LA2
Action Step	Person/Unit Responsible	By When	Completion Date
Review of programs currently implementing Balanced and Restorative justice programming	Youth Justice Unit	June 2005	June 2005
Review of current contracts with provider agencies implementing BARJ	Youth Justice Unit	August 2005	
Develop improved written reporting process between department staff and provider agencies implementing BARJ	Youth Justice Unit	November 2005	
Design better methodology to track outcomes of BARJ programming	Youth Justice Unit	January 2006	
Develop BARJ curriculum	Youth Justice Unit	April 2006	
Apply BARJ philosophy and curriculum to residential programs and existing BARJ program providers	Youth Justice Unit	June 2006	

During the summer of 2004, statewide stakeholders met to develop standardized Balanced and Restorative Justice principles and practices. In the spring of 2005, these standards were agreed upon by the statewide BARJ steering committee.

Further work needs to be done to review current BARJ practices; develop a curriculum; improve data gathering, communication and collaboration; and monitor outcomes.

Systemic Issues

Goal: Highlight importance of continuous quality improvement by completing implementation of district reviews.			SF1
Action Step	Person/Unit Responsible	Benchmark	Completion Date
Complete revision of indicator list and district review instruments, as recommended by stakeholders in Winter 2004	Quality Assurance Coordinator	September 2004	September 2004
Complete design of approach to district review of Burlington district (largest urban area), that incorporates targeted, quarterly targeted case reviews.	Quality Assurance Coordinator	July 2004	July 2004
Design better methodology to track results of case reviews and other district review results	Quality Assurance Coordinator/Policy and Planning Chief	October 2004 New Date January 2005	
Implement approach to Burlington district	Quality Assurance Coordinator	November 2004	July 2004
Collaborate with new Field Services Division to determine what adjustments to make to district review in the short term.	Quality Assurance Coordinator	November 2004	January 2005
As indicated, apply lesson learned in Burlington to reviews in other districts	Quality Assurance Coordinator	July 2004	July 2004
Complete district reviews in the remaining four districts.	Quality Assurance Coordinator	December 2005	

In the summer of 2004 a workgroup convened to discuss adjustments to our district review indicators. We determined that some indicators on the list really weren't yielding the information we had hoped to get, so we eliminated them. IN addition, we identified areas that we weren't measuring and developed appropriate indicators. District review instruments were revised to reflect the changes.

We designed an approach to review the Burlington district, our largest urban area. This case review focused on four of the federal outcomes: repeat maltreatment, re-entry, placement stability and timely permanence. We were able to review more cases using this approach.

The new Field Directors have participated in the two reviews we have conducted since their hiring. They participate as a member of the lead team with the Quality Assurance Coordinator. This allows them to learn about issues that effect practice, children and families and community partners.

Peter Watson, from the National Resource Center for Organizational Improvement, is working with us to develop an approach to evaluate our district review process. We have conducted

reviews in 9 out of 12 districts and feel it is a good time to look at the process from all angles to determine what's worked and what hasn't worked as well as possible opportunities for improvement as we go in to the second round of reviews. We have a statewide meeting scheduled for August 4th.

Goal: Engage consumers in a feedback mechanism designed to solicit regular information to help us to improve our services.			SF2
Action Step	Person/Unit Responsible	Benchmark	Completion Date
Fully support efforts of AHS re-organization to engage consumers in the process to re-design agency services	District Directors	Ongoing	Ongoing
Design simple feedback instrument for participants in case plan reviews.	Quality Assurance Coordinators	September 2004 New Date December 2005	
Use breakthrough process to design ways to solicit input from foster parents on their experiences.	Foster Parent Liaison	February 2006	
Experiment with telephone surveys of consumers as an alternative to written surveys.		February 2006	

The Agency has formed a task group to develop recommendations to the Secretary regarding consumer satisfaction. The recommendations were made to the previous AHS Secretary in October 2004. The recommendations were to:

- Develop and publish standards of customer satisfaction;
- Develop measures of customer satisfaction
- Develop common formats for data collection related to standards and measures.

Family Services is waiting to see what the Agency is going to adopt, as we do not want to create a structure that will be duplicative.

Goal: Re-design component of district reviews that focuses on office environment and staff morale.			SF3
Action Step	Person/Unit Responsible	Benchmark	Completion Date
Design Office Environment Survey and process.		July 2004	July 2004
Conduct Office Environment Study in the Barre, Brattleboro and Burlington Districts		August 2004	August 2004
Continue to conduct OES for remaining districts as part of the District Review Process.		2005	2005
This goal has been successfully completed			

The Office Environment Survey was redesigned by a workgroup in July 2004. We have continued to use the new format for each district review.

Goal: Create and Implement a Supervisory and Management Training for the Department for Children & Families by June 30, 2006.			SF4
Action Step	Person/Unit Responsible	Benchmark	Completion Date
Select workgroup members to develop curriculum for supervisor/management training (SMT).	Child Welfare Training Partnership (CWTP)	July 2004	July 2004
Schedule monthly meetings for workgroup	CWTP	August 2004	August 2004
Review feedback from L.E.A.D., Performance Evaluations, and other training that supervisors and managers have been offered over the past 5 years to identify content for future training.	SMT Workgroup/ CWTP	October 2004	October 2004
Review curriculum content from various curriculums that will be added to the training for supervisors and managers.	SMT Workgroup/ CWTP	January 2005	January 2005
Generate a content list and prioritize these for the curriculum.	SMT Workgroup/ CWTP	March 2005	March 2005
Integrate the content priorities into a draft of curriculum and generate a list of potential trainers for the content & contact them regarding their interest and availability.	SMT Workgroup/ CWTP	May 2005	May 2005
Pilot three supervisor trainings: Effective Supervision Styles; Coaching & Mentoring Skills: Managing to Outcomes. Trainer: Jon Udis	SMT Workgroup/ CWTP	November 2, 2005/ January 2, 2006/February 1, 2006	
Review conference evaluations and small group feedback and integrate this feedback into the curriculum.	SMT Workgroup/ CWTP	August 2005	
Finalize curriculum content and structure; confirm trainers and implement pilot of the curriculum to Supervisors and Managers in the Department for Children & Families.	SMT Workgroup/ CWTP	April 2006	
Review feedback from the pilot, make adjustments to the training content, structure and trainers, and schedule next round.	SMT Workgroup/ CWTP	July 2006	
Reconvene committee to look at the three next priorities for training and begin the process of developing curriculum to add to the Supervisor Development Series.	SMT Workgroup/ CWTP	July 2006	

The Supervisory Management Team workgroup has met regularly for the past year. They reviewed feedback from L.E.A.D., reviewed several existing curricula and designed the current pilot sessions.

Goal: Introduce, implement and support family centered, evidence-based casework practices in the Vermont child welfare system			SF5
Action Step	Person/Unit Responsible	By When	Completion Date
Provide quarterly training in the “Signs of Safety” balanced consultation process to staff and community partners	Child Welfare Training Partnership (CWTP)	Ongoing	
Implement Signs of Safety processes in first six districts, and provide monthly consultation/supervision/training groups for supervisors involved	District offices/ Quality Assurance/ Policy and Planning Unit/ CWTP	December 2005	
Provide intensive evidence based practice course linking child welfare research and practice	CWTP	December 2005	
Explore ways to align policy and system to support family centered practice	Policy and Planning Unit	Ongoing	

Several districts have embarked on a journey to change the way in which they engage clients in their work. They have adopted a consultation process and culture change from the “Signs of Safety” philosophy. These districts are involving community partners and families in decision making around safety planning and service delivery. Several staff has been to Olmsted Minnesota to learn how to shift the attitude of child protection workers and how to facilitate the balanced consultation process.

On July 7th three districts will present their work in this arena. We will follow up with a visionary discussion about next steps for the Division.

CHANGES IN STATE STATUTE RELATED TO CAPTA

No changes affecting eligibility for CAPTA were made in state statute.

AVAILABILITY OF PLAN TO PUBLIC

This plan will be made available to any member of the public on request. It will also be posted on our public web page.

MAINTENANCE OF EFFORT

In FY 1992 the family preservation and support line items were known as “placement prevention”. Vermont spent \$29,671 on placement prevention in FY 1992. In FY 2003, Vermont expended \$136,796 on IV-B, subpart 2 programs.

NON SUPPLEMENTATION REQUIREMENT

No IV-B subpart 1 funds were used for Foster Care, Adoption Assistance or Child Care related to Employment and Training in 2003.

ATTACHMENTS

1. CFS 101 Parts I & II
2. Budget for Chafee Foster Care Independence

CFS-101, Part I: Annual Budget Request For Title IV-B, Subpart 1 & 2 Funds, CAPTA, Chafee Foster Care Independence Program (CFCIP) and Education and Training Vouchers (ETV): Fiscal Year 2006 October 1, 2005 through September 30, 2006

1. State or ITO: Vermont		2. EIN:	
3. Address: 103 South Main Street Waterbury VT, 05671		4. Submission: [X] New [] Revision	
5. Estimated Federal title IV-B, Subpart 1 Funds.		\$953,333	
6. Total Estimated Federal title IV-B, Subpart 2 Funds. (This amount should equal the sum of lines a – f.)		\$966,685	
a) Total Family Preservation Services.		\$338,340	
b) Total Family Support Services.		\$193,337	
c) Total Time-Limited Family Reunification Services.		\$193,337	
d) Total Adoption Promotion and Support Services.		\$193,337	
e) Total for Other Service Related Activities (e.g. planning).		\$ 48,334	
f) Total Administration (not to exceed 10% of estimated allotment).		\$	
7. Re-allotment of Title IV-B, Subpart 2 funds for State and Indian Tribal Organizations			
a) Indicate the amount of the State's/Tribe's allotment that will not be required to carry out the Promoting and Stable Families program. \$ <u>0.00</u>			
b) If additional funds become available to States and ITOs, specify the amount of additional funds the State/Tribes is requesting. \$ <u>2,000,000</u>			
8. Child Abuse Prevention and Treatment Act (CAPTA) State Grant (no State match required)			
Estimated Amount \$ <u>98,410</u> , plus additional allocation, as available.			
9. Estimated Chafee Foster Care Independence Program (CFCIP) funds.		\$710,367	
10. Estimated Education and Training Voucher (ETV) funds.		\$123,826	
11. Re-allotment of CFCIP and ETV Program Funds:			
a) Indicate the amount of the State's allotment that will not be required to carry out CFCIP \$ <u>0.00</u>			
b) Indicate the amount of the State's allotment that will not be required to carry out ETV \$ <u>0.00</u> .			
c) If additional funds become available to States, specify the amount of additional funds the State is requesting for CFCIP \$ <u>1,000,000</u> for ETV program \$ <u>1,000,000</u> .			
12. Certification by State Agency and/or Indian Tribal Organization.			
The State agency or Indian Tribe submits the above estimates and request for funds under title IV-B, part 1 and/or 2, of the Social Security Act, CAPTA State Grant, CFCIP and ETV programs, and agrees that expenditures will be made in accordance with the Child and Family Services Plan, which has been jointly developed with, and approved by, the ACF Regional Office, for the Fiscal Year ending September 30.			
Signature and Title of State/Tribal Agency Official		Signature and Title of Regional Office Official	
Date		Date	

12) ADOPTIVE PARENT RECRUITMENT & TRAINING												
13) CHILD CARE RELATED TO EMPLOYMENT/TRAINING					894,568		2,648,085		16,789,078	5,126,041		
14) TOTAL	953,333	966,685	176,000	610,866	20,349,028		3,566,112	13,358,124	18,367,829	21,474,675		

* States Only, Indian Tribes are not required to include information on these programs

Budget For Chafee Foster Care Independence FFY 2006

VT IV-E Transitional Independent Living Program October 1, 2005 – September 30, 2006	
12 District Contracts for Youth Development	\$630,367
Youth Activities (teen advisory board, youth conference, local youth projects)	\$12,000
Central Administrative Support (training, program evaluation, youth assessment)	\$10,000
Community Living Housing Support	\$58,000
Total	\$710,367
IV-E Federal Grant/Match Funds	
IV-E Small State Minimum Allocation	\$500,000
*State General Fund Direct Program Expenditures	\$210,367
Total	\$710,367

* State general fund is department money applied directly to the operating costs of the program.