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ANNUAL PROGRESS REVIEW

June 2000

Bureau of Child & Family Services

STATE PLAN

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ADMINISTRATION OF THE PLAN

The Bureau of Child and Family Services, Department of Human Services, through its Commissioner, is charged with responsibility for the operation and administration of the State's Child and Family Services Plan.

The Department of Human Services directs a system of programs including family independence, public health, social and medical services and provides services established by State and federal laws to protect and preserve the health and welfare of Maine citizens. There are six bureaus within the Department which cover a range from prevention to highly specialized services.

The major programs the Bureau oversees are Child Protective Services, Children's Services, Adoption and Foster Care Licensing. The mission of the Child Welfare Program is to protect children who are abused, neglected and exploited, to rehabilitate and reunify families when children have been separated from them, to secure durable family relationships for children who cannot return to their own families and to provide for the acquisition of skills and abilities for productive adulthood. The mission of licensing is to promote quality out-of-home care for Maine children through equitable licensing practice, through effective resource and policy development and through advocacy for providers and children.

Daycare and residential programs for children in the custody of the Department of Human Services are licensed by the Community Services Center. All foster homes in the State are licensed by the Bureau of Child and Family Services.

ANNUAL PROGRESS AND SERVICES REPORT

The Bureau of Child and Family Services has made considerable progress toward meeting the goals set forth in the FY 2000-2004 State Plan.

One of the primary considerations when we developed the current 5 Year Plan was to conduct a purposeful assessment of where we, as public child welfare practitioners, were in terms of our ability to serve our most vulnerable population.

Maine participated in a pilot Federal Child and Family Services Review and the self-assessment portion of that review helped focus attention on the needs of staff to do their work as well as highlighting some of the strengths and weakness of our system. The on-site visit provided guidance for the planning that followed.

The Commissioner of the Department of Human Services has just recently received the written report detailing results of the pilot Child and Family Services review. Preliminary results of the review were known at the time the FY 2000-2004 CFSP was submitted. However, review of the final report has clearly indicated the need to reexamine our safety outcomes for children.

The State will develop a separate improvement plan to adhere to federal requirements but many areas in need of change will also be included in this annual update to the CFSP. We will work with the Administration for Children and Families to address areas of concern.

Throughout this past year the Bureau Management Team has met to discuss and track progress on the outcomes set forth in the 2000-2004 State Plan. We have continued to work with the Courts to assess needs relating to permanency planning for children. Bureau staff have met with representatives from the Department of Mental Health, Mental Retardation and Substance Abuse Services to explore ways to better serve children and families through collaborative efforts. The Bureau of Child and Family Services has actively worked with private providers and advocacy groups to assess the status of services to Maine's children and families.

Meetings with the Child Welfare Advisory Committee (CWAC) have continued and most recent meetings have focused on strengthening the committee to serve a greater role in assessing needs of children and families as related to Child Welfare planning and to assist the Department in working toward meeting those needs.

After examination of the by-laws of the Child Welfare Advisory Committee, the membership of the committee was reviewed and recommendations made for expansion and diversification to more accurately reflect the interests of all those who work with and for children and families. Invitations for membership have been sent to representatives from private agencies that work with children, other State Departments, foster and adoptive parents, group homes providing life skills training for youth in care, adolescents in the custody of the Department and members of the legislature.

When the Child Welfare Advisory Committee reconvenes in September, the agenda for each meeting will focus on a specific area of child welfare practice so that other interested parties may be asked to attend those meetings.

REVIEW OF OUTCOMES, INDICATORS & ACTIVITIES

Child Safety Outcomes

BCFS STAFF IMPLEMENT AND MANAGE AN INTAKE PROCESS THAT IS STANDARDIZED, EFFICIENT AND RESPONSIVE.

Indicators:

- A majority of referents and other stakeholders report that they are satisfied that the Department responded to their reports and inquiries, within the confines of confidentiality.
- BCFS district staff report satisfaction with the timeliness and consistency of information in reports received from the Intake Unit.

Activities:

- Establish accurate baseline data for future measurement and standards for improvement of the indicators.
- Implement standardized criteria for Intake referral and response.

In the FY 2000-2004 CFSP it was noted that “while having a central intake program has resulted in some increased consistency of information, and an ability to develop a broader view of child welfare through an expanded, centralized data base, challenges remain in terms of staffing, communication between intake and other programs and a need for clarity regarding roles and responsibilities related to information gather for intake and assessment”. It was hoped, at that time, that the evaluation done by the NRCCM would offer some recommendations to maximize productivity. Unfortunately, the report offered little in the way of new information.

Progress on Activities:

- The process of establishing baseline data is ongoing. Through MACWIS, the State’s automated child welfare information system, reports are generated which detail the daily work assignments. These reports, which are to help assess current workload will have greater impact when we are able to assign values to the various components of a caseload.
- The second activity has been clarified as follows:
 - a) implement standardized criteria for receipt of reports
 - b) implement standardized criteria for decision-making

Criteria for receipt of reports is completed and the related policy is nearing completion. A structured interview process for intake has been developed and the next step will be to work with staff to implement. Enhancements to MACWIS will be needed for this to be fully integrated.

Standardized criteria for decision-making have also been completed but are not uniformly utilized. A Practice Book will be developed and training on the utilization of the criteria provided to staff.

Activities for the coming year:

- a) Incorporate the Intake Unit/ACES into the Division of District Operations to provide opportunity for improved coordination and more clearly defined roles and responsibilities for District offices, Intake and the Community Intervention Program.
- b) Continue to work on establishing baseline data for future measurement and standards for improvement.
- c) Complete policy related to criteria for receipt of reports.
- d) Implement a structured interview process for Intake and provide training for staff.
- e) Complete a Practice Guide for decision-making and train staff on utilization of the criteria.

DISTRICT BCFS STAFF MAKE AN INITIAL ASSESSMENT ON ALL REPORTS TO DETERMINE WHETHER THE CASE IS: INAPPROPRIATE FOR ASSIGNMENT, REFERRED TO A COMMUNITY INTERVENTION PROGRAM OR ASSIGNED TO BUREAU STAFF.

Indicators:

- Accurate assignment of level of risk based on information available at the time of the report.
- Increase in number of cases assigned to CPS staff or referred to a Community Intervention Program.

Activity:

- Implement a standardized assignment process for district management to increase CPS or contract agency assessments.

The objectives and practice expectations are set forth in the **Operations Management Plan for District Offices**. Performance goals for numbers of assessments assigned are included.

District offices each have a process for initial assessment and decision-making to determine whether a case is assigned to Bureau staff or referred to a Community Intervention Program. These are currently being reviewed to assure that appropriate reports are sent to a Community Intervention Program and that those most appropriate for CPS assessment are assigned within time frames according to policy.

Progress on Activities:

- Implementation of Safety Assessment and training have occurred and should result in greater accuracy of assignment of level of risk. The practice expectations for assignment are set in the overall management plan and numbers of assessments assigned are tracked on a monthly basis. There has been a sharp decline in the number of appropriate reports not assigned due to the District office ability to refer

those low to moderate severity reports to the Community Intervention Program Agencies. There has not been an increase in the number of reports assigned to Bureau staff for assessment.

The Community Intervention Agencies and BCFS staff have continued to work together to clarify expectations and protocol. The reporting requirements for these agencies have been changed so that more performance based data will be available.

Activities for the coming year:

- a) Continue to work toward meeting the objectives and practice expectations set forth in the Management Plan.
- b) Review reports to assure appropriateness of assignment to Bureau staff on referral to the Community Intervention Program.
- c) Assure that data tracking related to the Community Intervention Program meets Bureau needs.

BCFS STAFF ASSESS AND MAKE APPROPRIATE INTERVENTION DECISIONS ON ALL REPORTS WITHIN ESTABLISHED TIME FRAMES.

Indicators:

- Cases assigned and assessments begun within time frames established in policy.
- Safety Assessments completed and documented within MACWIS in assigned cases within time frames established in policy.
- Risk Assessments undertaken, completed and documented in MACWIS, when appropriate, within specified time frames.

Activities:

- Clarify assessment policy and develop practice expectations related to safety and risk assessments.
- Determine training needs relating to assessment and make provisions to meet those needs.
- Review cases referred to Community Intervention Programs to assure appropriate outcomes.

The Operations Management Plan for District offices includes case management practice expectations and the time frames for completion of assessments and documentation in MACWIS.

Progress on activities:

- Safety Assessment policy and training in all Districts have been completed. Follow-up training will continue as needed. The necessary enhancements to MACWIS are in place.
- There continue to be some problems meeting time frames for completion of assessments and documentation. MACWIS provides reports which allow for tracking the dates of assignment, dates assessments begin and are completed. This data highlights the areas in need of improvement.

- *Quality Improvement staff reviewed cases referred to all of the Community Intervention Program agencies as part of an overall review of the Program and will continue to do so periodically. As the agencies have become more familiar with the type of reports that are appropriate for them to receive and have developed working relationships with District offices staff, there is less confusion about roles and responsibilities.*

Activities for the coming year:

- a) Continue to provide support and training in relation to Safety Assessment.*
- b) Work on modifications on Risk Assessment and provide training.*
- c) Make changes in MACWIS if necessitated by changes to Risk Assessment.*
- d) Continue to review cases referred to Community Intervention Programs to assure appropriate outcomes.*

PERMANENCY OUTCOMES

PLACEMENT RESOURCES MEET THE NEEDS OF CHILDREN

Indicators:

- *There is a recruitment process in place which addresses each type of placement resource needed and reflects the agency's ability to assess, approve and train all appropriate families.*
- *Increased number of placement resources based on identified need for each type of service.*
- *Increased quality of placement resources.*
- *Increased number of foster and adoptive families that represent ethnic and racial diversity of children for whom placements are needed.*
- *Increase in number of relative placements and placements of children in Kinship Care.*
- *Increase in number of qualified adoptive placements for children who will not be returning to their biological parents.*

Activities:

- *Continue development of public/private partnerships to adequately address the agency's recruitment needs.*
- *Develop and implement a plan to focus on assessment, approval and training of potential placement resources.*
- *Develop clear expectations and goals for the provision of treatment level foster care.*
- *Review current array of treatment level placement resources in relationship to the needs of the children in the Department's custody.*
- *Expand Maine Caring Families in regions where increased need has been identified.*
- *Increase efforts to recruit families for children of all ethnic and racial backgrounds.*
- *Develop policy and protocol for relative placement and kinship care.*
- *Complete and implement single study for foster/adoptive homes.*
- *Develop and implement a needs assessment for each child entering foster care to assure the most appropriate level of care.*

- Conduct annual reviews of child placing agencies to assure that standards of care for children in treatment level foster care are met.

There are approximately 3,000 children in custody of the Department of Human Services. Having placement resources to meet the needs of these children involves determining what those needs are and then determining what types of placements best meet those needs.

Progress on activities:

- During the past year that has been an emphasis on resource development designed to return children home from Residential Facilities outside of Maine. The Department has worked closely with several agencies to develop needed resources including supervised living services for teens, homes for children needing integrated mental health and substance abuse treatment, sex offender treatment, homes for children with developmental disabilities, bridge homes, staff secure treatment homes and instate residential treatment. Collaborative recruitment efforts during the past year have resulted in additional treatment level homes, and Maine Caring Family homes.

The Department does purchase of service agreements with several adoption agencies which develop adoptive placements for children in custody.

Maine continues its practice of working with the provider community to meet the needs of children and families. As the Bureau is unable to add staff to do it's work, reliance on assistance from other agencies increase.

- Through the Staff Education and Training Unit within the Department, and the Child Welfare Training Institute, a fairly comprehensive program of training is available to all foster and adoptive parents, including mandatory training for treatment level foster parents. Training is also provided for Group Care providers. Additionally, the Department cosponsors specialized training for private practitioners, private agency staff and staff of other departments.
- Maine has a higher percentage of children in treatment level care than many other New England states and lower percentages in family foster homes and residential care. Some treatment level programs which provide intensive services to high-need children/youth are able to maintain them in less restrictive residential settings.

There is, however, growing concern that there are children who might be able to have their needs met in regular family foster homes but who have been placed in treatment level care due to a lack of other resources.

During this past year, attempts to clarify expectations of treatment level care and to standardize, where possible, certain expectations around respite, recreation, visitation and rehabilitation. The Bureau of Child and Family Services staff met with members of the Foster Family Treatment Association (FFTA) to establish a work group for the purpose. The FFTA members, most of whom represent Child Placing

Agencies and Bureau staff decided to work through the Treatment Network Team (TNT) which is made up of agency representatives, foster parents and DHS staff.

From January through June, this group, utilizing subgroups, worked on redefining and standardizing the components of treatment level foster care. Recommendations from this group were presented to the Department in June for approval. This collaborative process through the TNT will continue to be the basis for additional work on establishing levels of care, a rate system based on those levels of care and an assessment process and protocol to help assure the most appropriate placement for all children entering foster care.

- *There has been an increase in the number of Maine Caring Families foster homes. However, without the addition of staff to serve as Regional Coordinators, expansion of the Program is difficult.*

Plans for the coming year include assessing the feasibility of expanding the program, through collaboration with a provider agency, to provide step-down services for children able to move from treatment level care to a less restrictive setting.

- *There is currently underway a Department-wide initiative to address the ethnic and racial diversity of those we serve through recruitment efforts to diversify our own staff.*

The Bureau of Child and Family Services' Director recently sent a letter inviting people to consider becoming foster parents. This letter, translated into seven (?) languages was sent to more than 40 agencies and community leaders for them to share with those folks they are in contact with.

Maine has recently moved to a single study process for prospective foster and adoptive parents whereas in the past, separate studies were required. Recognition is given to cultural differences and these will be considered and some allowances made as long as safety is not compromised.

The Department is supporting a grant proposed to increase opportunities for Kinship Care which builds on the Maine Caring Families model of foster care. This would not only enhance the Department's ability to assess family members who might be placement resources but would also provide services to help maintain placements.

Training curriculum for staff will help identify the issues unique to kinship care, prepare staff to work more effectively in identifying potential resources and increase awareness of the special benefits to children who can live with family members.

- *The single study for foster/adoptive homes, known as Family Standards has been completed and training has been provided to staff. Training will be provided to Child Placing Agencies and Adoption Agencies statewide.*
- *Needs assessments for children entering foster care have been collected from several agencies both instate and out-of-state. These are currently being reviewed.*

The decision around use of a particular instrument will be made with input from the Treatment Network Team and will be part of the work to be done around levels of care and rate setting. Our goal is to have a comprehensive level of care system, based on assessment of children's needs, that extends from regular family foster care to residential services.

- All Child Placing Agencies will have participated in an annual review by July, 2000. Future annual reviews may be expanded to include a case review component which would provide opportunity for discussion of specific case plans and activities by involved staff from both agencies (DHS and the Child Placing Agency).

Activities for the coming year:

- a) Develop a statewide recruitment process to address each type of placement resource.
- b) Develop or review and revise standards for placement resources.
- c) Increase opportunities for relative placement and kinship care.
- d) Provide training on Family Standards to appropriate agencies.
- e) Develop a needs assessment for each child entering foster care.
- f) Review array of placement resources and focus recruitment on areas of greatest need.
- g) Explore ways to expand Maine Caring Families.
- h) Develop a level of care guide and review current rates.
- i) Continue efforts to recruit families for children of all ethnic and racial backgrounds.
- j) Continue annual reviews of child placing agency programs of treatment level care.

BCFS STAFF FACILITATE PERMANENCY FOR CHILDREN IN THE CARE AND CUSTODY OF THE DEPARTMENT IN TIME FRAMES CALCULATED TO MEET THEIR NEEDS.

Indicators:

- Policies support early permanency planning for children.
- District supervisors monitor case practice to assure cases are transferred to Children's Services Units within appropriate time frames.
- All available and pertinent case information is gathered in a timely manner and is documented in MACWIS.
- Cases have case plans which establish measurable goals, time frames and services required to meet the permanency needs of the child.
- Increased use of concurrent case planning to achieve earliest permanency for children.
- Cases reassigned from one worker/unit to another worker/unit will have a completed case summary that includes current status and case plan.
- Cases with the goal of adoption will be reviewed by district management and referred to International Adoption Services Center when appropriate to facilitate timely finalization.
- Decisions regarding open cases will conform to time frames set forth in ASFA.

- Caseworkers will have meaningful contact with children on their caseloads at least once every three months.
- Decrease in number of caseworkers per child.
- Decrease in the number of placements a child experiences.
- Decrease in the number of children and youth in long-term foster care.
- Increase in the number of children and youth adopted.
- Increased number of youth with written Independent Living plans, when appropriate, which contain specific goals and time frames.

Activities:

- Review and revise policy to reflect changes in federal and state laws concerning permanency planning for children in the care and custody of the Department.
- Assure that policy sets forth expectations for meaningful contact between caseworkers and the children on their caseloads at least once every three months.
- Identify and meet training needs relating to changes in policies.
- Review practice to assure completion of tasks necessary to move children into adoption placements in a timely manner and develop strategies to reduce barriers.
- Develop and implement a concurrent case planning system.
- Identify and meet training needs relating to concurrent case planning.
- Develop criteria for transfer of cases from one worker/unit to another worker/unit.

This goal focuses on practice issues which affect permanency outcomes for children. Again, the Operations Management Plan for District offices sets practice expectations and performance goals. Progress and performance measures continue to be developed.

Progress on Activities:

- Policies were reviewed at the time ASFA was implemented but will undergo review again this summer to assure that changes in both federal and state laws concerning permanency planning are reflected.
- All policy will be reviewed over the next two months to determine which policies can go through the APA process. At the same time necessary changes to policy will be identified and a plan developed to re-write those policies.
- Training needs have been identified as policy changes have been made. Safety assessment training and Family Standards training have recently been completed.
- A number of case review activities have occurred including a study of cases of children whose parents' rights had been terminated. Ongoing internal case review and tracking through MACWIS provide opportunities to monitor practice and identify barriers to permanency.
- A concurrent case planning system will be developed at a later date. There needs to be further discussion concerning what this would look like and the circumstances under which it would be most appropriate.
- Training needs relative to concurrent case planning will follow development of a concurrent case planning system.
- There have been some criteria developed for transfer of cases but this continues to need some attention.

Activities for the coming year:

- District supervisors will continue to monitor case practice to assure that interventions and activities occur in a timely manner.
- Clear practice expectations relating to contact between caseworkers and children on their caseloads will be communicated.
- Assure that training for staff on permanency planning, adoption and post adoption services is available to all staff.
- Continue to monitor movement of cases to adoption and address barriers.
- Review concurrent planning systems in other states to help guide development of a system for the Bureau.
- Provide training to provider agencies on permanency planning, adoption and post adoption services.
- Work with Group Home Providers to assure assessment of older youth in care and development of appropriate Independent Living Plans.

CHILD AND FAMILY WELL BEING OUTCOMES

BCFS STAFF ASSURE THAT CHILDREN IN THE CARE AND CUSTODY OF THE DEPARTMENT HAVE THEIR PHYSICAL, DEVELOPMENTAL, EMOTIONAL AND BEHAVIORAL HEALTH NEEDS AND THEIR EDUCATIONAL NEEDS MET.

Indicators:

- Children and youth in the custody of the Department will have their initial physical, developmental and mental health needs are assessed.
- Referral for medical, dental and mental health treatment is made in a timely manner and treatment is provided as identified by assessment.
- Children will receive appropriate educational services as identified in the assessment.
- Increase in the number of youth graduating from high school.
- Decrease in the number of cases where youth graduate from high school but lack the skills needed to achieve independent adulthood.
- Increase in the number of youth attending post-secondary schools.
- Children and families receive post-adoptive services to meet their needs.

Activities:

- Review need for training of staff on medical and mental health needs of children.
- Review practice and develop protocol if needed to assure that thorough physical, developmental, emotional and behavioral assessments are performed in a timely manner.
- Review adequacy of resources to meet the mental health needs of children and families.
- Review quality and timeliness of provider reports and identify needed changes.
- Identify unmet treatment needs of children and families and develop strategies to meet those needs.
- Review Life Skills training provided to youth in out-of-home care and develop standards for provision of same.
 - Review need for training on staff on life-skills assessment and training.

- *Continue to meet the goals of the Child Welfare Demonstration Project.*

The Bureau is fortunate to have an impressive array of services available to children and families. Many services including day care, counseling for parents and children, homemaker services, substance abuse treatment, family violence programs, temporary shelters for teens, parent education, support groups, supervised visitation, interpreter services, EPSDT, family planning and numerous others are available through contracted services.

This is not to say that all service needs are met. There is a continued need for substance abuse, domestic abuse and therapeutic services in some areas of the state. Availability of dental care is problematic in some areas.

Progress on Activities:

- *Staff have opportunity for input relating to training and the Bureau and CWTI are responsive to that input.*

In addition to training requested by specific District offices, numerous workshops and seminars are available to staff.

- *Physical, developmental, emotional and behavioral assessments are for the most part, performed in a timely manner when resources are available. Staff are aware of the need to complete this work in a timely manner.*
- *The availability of resources to meet mental health needs of children and families varies according to geography. There are more sources available in the more populated areas of the state.*
- *Through agreements such as the one between the Department of Human Services and the Department of Mental Health, Mental Retardation and Substance Abuse Services to address the development of a comprehensive mental health infrastructure for children with mental health needs, these shortages can be addressed (ref. CFSP FY 2000-2004 pg. 46).*
- *As we collect better data from provider agencies as well as from our own system we will be better prepared to identify unmet needs.*
- *Standards have been developed and an assessment tool will soon be implemented which will assess the individual needs of youth in care in preparation for self sufficient adulthood. Training will be made available as needed.*
- *The goals of the Child Welfare Demonstration Project will be discussed elsewhere in this report.*

Activities for the coming year:

- *Continue to monitor timely provisions of physical, developmental, emotional and behavioral assessments.*
- *Promote development of needed resources as identified through needs assessment.*
- *Review Life Skills training provided to youth in out-of-home care and implement standards and assessment tool.*
- *Provide training for staff on life skills assessment.*

- Continue to meet the goals of the Child Welfare Demonstration Project.
- Develop expectations and policy concerning provider reports.
- Review cases to assure that case plans contain appropriate goals and time frames and that case planning involves parents and providers.

ADMINISTRATION OUTCOMES

DEVELOP AN OPERATIONS MANAGEMENT PLAN TO IMPROVE COMMUNICATION, IDENTIFY BARRIERS TO EFFECTIVE SERVICE DELIVERY, MANAGE DAILY OPERATIONS AND ESTABLISH A COMMON SET OF MANAGEMENT STANDARDS

Indicators:

- Increased compliance with Service Planning Requirements/ASFA requirements.
- Increased implementation and utilization of MACWIS.
- Increased analysis and monitoring of caseloads.

Activities:

- Establish an accurate baseline of information on current workload.
- Establish caseload standards for CPS, CS and Adoption Services.
- Integrate MACWIS into District operations at all levels.
- Insure case assignment process supports sound case management.

An Operations Management Plan was developed for District Operations and that continues to be reviewed and revised to meet management needs. There are, however, other organizational plans that need to be developed.

There is currently work being done to identify the specific information needs of Bureau Management to effectively plan for resource development, to have the ability to respond to inquiries by the Legislature, to best allocate staff resources and to assist generally in providing direction to Bureau planning and activities.

Progress on Activities:

- As stated earlier, work continues on establishing baseline data on current workload.
- The task of establishing caseload standards is ongoing work.
- Integration of MACWIS at all levels is ongoing as changes occur.
- Review of the case assignment process is on going.
- Time frames for activities have been established and tracking tools are in place.

Activities for the coming year:

- Continue work on establishment of accurate baseline data on current workload.
- Establish caseload standards for Child Protective Services, Children's Services and Adoption.

- Continue to integrate MACWIS into District Operations at all levels.
- Continue to monitor case assignment process and assure that it supports sound case management.

DEVELOP ENHANCEMENTS TO THE MACWIS SYSTEM TO MEASURE AND DOCUMENT BASELINE DATA AND PERFORMANCE CHANGES BASED ON CRITICAL SYSTEMS OUTCOMES.

This is work in progress. Necessary enhancements have been identified and prioritized. These will be completed over the coming months. As policy and practice change, further enhancements will be identified. There is a commitment on the part of the Bureau to utilize MACWIS to measure and document baseline data and performance changes.

Available data will be reviewed to identify gaps in information relative to the Outcomes set forth in the federal Child and Family Services review and a plan will be made to meet any identified needs.

BCFS OFFERS SUPPORTS AND INCENTIVES TO RETAIN STAFF AND TO ENHANCE RECRUITMENT EFFORTS.

Indicators:

- Decrease in caseworker turnover.
- Increase in job satisfaction as reported by BCFS staff.

Activities:

- Identify critical tasks e.g. paralegal functions, and utilize case aides and/or other designated staff to routinely perform those tasks.
- Clarify and standardize expectations of other paraprofessionals to perform tasks which free up caseworker time from performance of routine tasks not requiring their particular skills.
- Work with District management to identify ways to provide incentives for staff.
- Develop opportunities for meaningful field placement and supervision for caseworkers pursuing higher education.

This is an area of ongoing concern. The Bureau is committed to retaining staff and enhancing recruitment efforts but in a tight job market and with limited ability to compete financially it is becoming increasingly difficult.

Progress on Activities:

- Most District offices are utilizing case aides or other designated staff to perform those tasks which impact case progress and which cannot be adequately covered by others.
- Due to staff shortages, offices are utilizing staff as creatively as they can to meet their needs.
- Staff retention is an ongoing issue and management is trying to offer opportunities to attend national conferences as well as for specialized instate training.

- *The Bureau is offering on-site MSW classes and block field placement opportunities to staff statewide. This has been very well received and many staff are participating.*
- *Recruitment efforts are being made through job fairs and the Internet.*

Activities for the coming year:

- *Provide for on going training and support needs of staff.*
- *Continue to explore ways to recruit staff including those who may be employed currently but are considering a career change.*

TRAINING OUTCOMES

CASEWORKERS WILL RECEIVE INITIAL TRAINING DESIGNED TO PROVIDE OPPORTUNITIES TO PRACTICE AND DEVELOP THE SKILLS NEEDED FOR BEST CASEWORK PRACTICE.

Indicators:

- *New worker training is viewed as ongoing.*
- *New caseworkers have opportunities to practice learned skills prior to assuming responsibility for managing a caseload.*

Activities:

- *Review current pre service curriculum and presentation methodology.*
- *Explore feasibility of providing practice opportunities during training through the use of mentors.*
- *Review information from the self-assessment forums to identify training needs of new staff.*

Progress on Activities:

- *The CWTI pre-service curriculum is being reviewed and BCFS staff are involved in this process. Goals include increased emphasis on practice standards, support and develop the supervisory role in training, develop a feedback loop with BCFS to keep pre-service current, improve transfer of learning from classroom to casework and identify the role of mentors during the first two years of casework.*
- *Information from self-assessment forms has been reviewed.*

Activities for the coming year:

- *Committees representing each component of the pre-service training will continue to evaluate and recommend revisions, as needed, to the curriculum.*
- *Continue exploration of use of mentors for practice opportunities.*

STAFF RECEIVE ONGOING TRAINING TO PROVIDE THEM WITH THE SKILLS NEEDED TO PERFORM THEIR JOBS AND ASSURE QUALITY SERVICES TO CHILDREN AND FAMILIES.

Indicators:

- *Increased proficiency in use of new technology.*
- *Ongoing training to meet the specific needs of staff at all levels is provided according to a plan designed for that purpose.*
- *Opportunities for staff to participate in identifying the types of training they want and need are routinely offered.*

Activities:

- *Assess ongoing needs for computer training and assure that needs are met.*
- *Assure that training is provided to BCFS staff and other stakeholders regarding ASFA.*
- *As possible and appropriate, respond to identified staff needs as a result of the self-assessment and other input from staff regarding training.*

Progress on Activities:

- *Technology training is offered on a regular basis.*
- *ASFA training is provided to new staff during Pre-Service Training.*
- *Staff do have input regarding training needs and also serve on committees to review and revise the pre-service curriculum.*

Activities for the coming year:

- *Because MACWIS is critical to our work, ongoing need for training will be assessed and provided.*
- *Provide training on ASFA implementation to staff and appropriate stakeholders.*
- *Consider additional training needs based on findings/recommendations in the Report of the Child and Family Services Pilot Review.*

CHILD WELFARE SERVICES

Services available to children and families who come to the attention of the Department include preventive and support services, protective services, family preservation, time-limited family reunification services, adoption promotion and support services and foster care maintenance.

CHILD PROTECTIVE SERVICES

One of the biggest accomplishments this year was the development and implementation of Safety Assessment. Training has been provided to most Bureau staff and will, over the coming year, be provided to remaining staff. Discussion related to implementation and review continues.

The safety assessment will be done for all reports assigned for assessment. Those cases of low to moderate severity will continue to be referred to the Community Intervention Program Agencies for family assessment and provision of services as appropriate.

The Multidisciplinary Child Protective Initiative is underway and will provide valuable assistance to DHS caseworkers and hospital social workers in cases involving domestic violence. Child Protective Services advocates have a strong background in domestic violence work and are located in seven sites, including the Portland, Lewiston, Augusta and Bangor District offices as well as medical centers in Portland, Lewiston and Bangor.

The Bureau, in collaboration with private agencies and providers has a Rapid Evaluation Program which provides assessment evaluations for children entering custody. This evaluation allows identification of appropriate services for children. Plans are being made to replicate this program in the northern section of the State.

As needed services are identified through evaluations their availability will be assessed and a plan developed to address unmet needs. Additionally, funding will be sought to fund non-Medicaid eligible clients.

This program includes an evaluation component which will identify and develop data needs to more effectively measure the success of various interventions. Necessary enhancements to MACWIS will be accomplished according to priority.

District offices have funds available for the purchase of social services to address the needs in their particular area and the Bureau contracts with private provider agencies for a wide array of services.

Previously, IV-B subpart 2 funds were used to help fund the Community Intervention Program. The Bureau and the agencies are currently working on developing a rate for Target Case Management and State dollars will fund the contracts, thus freeing IV-B funds for other needed services.

The Department will continue to provide a wide range of services through contracts with private providers including Supported Family Services which are intensive home-based services designed to preserve the integrity of the family when possible and appropriate.

When not possible or appropriate, these services can help expedite cease-reunification and/or termination of parental rights, resulting in earlier permanency for the child.

CHILDREN'S SERVICES

The FY 2000-2004 CFSP describes the Children's Services Program and discussed the placement resources available and the public/private partnership that continues to develop needed resources. It also described the in-home services available to families and an agreement with the Department of Mental Health, Mental Retardation and Substance Abuse Services to provide assessment and mental health treatment for children in the custody of the Department of Human Services.

The identified needs were for more placement resources noting that some children are placed outside of their communities because of a lack of resources in certain areas.

The CFSP identified that funding would be used for voluntary, ongoing support services to families in their homes by community-based private agencies. Specific Time Limited Reunification Services would also be provided by community-based agencies.

For the coming year there will be a continuation of time-limited in-home support services for cases with the goal of family reunification. These services will be expanded to cover a larger geographic area.

Plans to develop step-down placements for several children/youth currently in treatment level care are under consideration.

The Department will, through the Maine Caring Families foster care program, add a step down program for youth in residential settings who are able to move to a less restrictive setting with a continuation of the clinical and other supports. This would allow these youth to gain the confidence and skills at a pace tailored to his/her needs and abilities in a more normalized environment.

Increasing permanency options through relative placements and kinship care will be one of the initiatives for the coming year. This will include provision of services to support placements and help assure their success.

*There has been an expansion of family visitation options through several provider agencies. The Treatment Network Team established some guidelines for family visitation which will be incorporated into the **Standards for Treatment Foster Care**.*

Training on the Family Standards will be provided to provide agencies and progress on implementation of the Standards will be tracked by licensing and adoption supervisors.

The FY 2000-2004 CFSP made mention of a pilot project to refer children in the custody of DHS to the Department of Mental Health, Mental Retardation and Substance Abuse Services for assessment and treatment.

This project, Accessing Mental Health Crisis Services, with the Department of Human Services and the Department of Mental Health, Mental Retardation and Substance Abuse Services has been implemented in Districts 1 and 2 (Cumberland and York Counties).

The project represents an approach to authorization for and utilization review of emergency, out-of-home placements regardless of whether the child in crisis is in the custody of the child's parents, a guardian or DHS.

Provision of a wide range of services to children and families will continue through contracts with provider agencies.

LICENSING

The Bureau of Child and Family Services is responsible for licensing the State's foster homes. The Licensing Unit was under the oversight of the Bureau's Central Office. Two years ago, supervisory responsibility was shifted to the District offices. Within the past year, a person with programmatic supervisory responsibility was added within the Central Office of the Bureau.

Currently, there are many changes underway or planned for. The first and most critical is that all foster homes have been evaluated relative to licensing status and are being brought into compliance with ASFA regulations.

Work has begun on rewriting the foster and specialized foster home rules to:

- Bring licensing rules into conformity with the new Family Standards (single study for foster and adoptive homes)*
- Bring licensing rules and qualifications of providers into conformity with the ASFA rules*
- Clarify issues found to be problematic such as limits on number of respite placements*

A series of trainings is being developed for licensing staff to increase competencies relating to interviewing, confrontation, analyzing and synthesizing information, cultural diversity, needs of children and family assessment skills. The purpose of the trainings will be to:

- Better educate families in the placement needs of children*
- Develop the most appropriate resources for our children*
- Conduct better assessments relative to the ability of families to meet the needs of children in State custody*

Licensing staff often are not included in caseworker trainings because they do not perform the same tasks. It is, however, important for all staff working with children and families to be kept informed of current practice and therefore, necessary for these trainings to be made available to the broader audiences.

A curriculum will be developed, in conjunction with the Child Welfare Training Institute on permanency assessment to enhance staff understanding of permanency planning and appropriate placements for children in the Department's care.

There will be ongoing discussions between licensing and adoption supervisors on implementation of the Family Standards.

The Department will continue in its joint efforts with the Fire Marshal's Office to provide timely fire inspections of foster homes.

ADOPTION

The Department's adoption program covers all eight districts in the State of Maine. Staff provide a range of adoption services to a population of 788 children and their birth, foster and adoptive families. The number of children who have had their birth parents parental rights terminated has increased from 445 in 1997 to 625 in 1999. In 1997 we placed 214 children in adoptive families and in 1999 we placed 355 children.

These children reside in a range of placements including; family foster care [related and non-related], therapeutic foster care, residential care facilities and group homes, as well as relative adoptive care, foster parent adoptive care, legal risk and traditional adoptive placements.

The primary services provided include assessment and preparation of the child for adoptive placement; assessment and education of foster parents transitioning to adoption; recruitment and education of new adoptive families; matching and placement of a specific child in specific family; support and stabilization of the adoptive family system and post-legalization support services.

In meeting the challenge of the Adoption 2002 Initiative we have increased our number of adoption legalization's from a baseline of 112 children in FFY 1998 to 197 children in 1999 a 75.9% increase.

The projections of adoption legalization's for FFY 2000 have continued to show considerable increases. Another significant gain of approximately 300 children being legalized in adoptive families in this time period is anticipated.

The adoption assistance program has a expanded eligibility criteria that includes the federal definitions as well as children who are at risk of developing future problems based on their birth families medical and genetic history, as well as future risk factors due to the child's own history of maltreatment.

Presently the adoption assistance program provides financial subsidies, Medicaid and non-reoccurring adoption expenses for 1148 children and their adoptive families. This program has seen an increase of over 50 % in the past 2 years.

Department staff, and our contracted private adoption agencies, have received training in the philosophy, requirements and the mechanics of the federal and state components of this program. The initial application and agreement with the family is processed by the District staff. The final approval and technical assistance is provided by the Central Office Staff. Adoption assistance cases are expected to be transferred to central office staff for ongoing maintenance within 30 days of the child[ren] being legally adopted. Central Office staff then operates the annual redetermination process and responds to ongoing questions from the families.

An adoption assistance handbook was produced and distributed in January of 2000 for the use of DHS and private agency staff and families. A joint training session was held with Jeanette Wedermier Bauer, a national trainer from the North American Council on

adoptable children, during May 2000. This is part of an ongoing effort to educate families about the adoption assistance program.

The Department of Human Services has a strong ongoing public/private partnership with most of the private adoption agencies in Maine and also contracts with International Adoption Services Center Inc., for oversight of the subcontracted agencies. This keeps the standard of services consistent. The private sector resources allow for greater ability to provide timely services to children and their families. DHS began contracting for home study services in 1996 and has been generally pleased with the results of the contracting. This frees the adoption caseworkers to concentrate their efforts on preparing children for and securing permanent adoptive placements.

Maine will fund, for the upcoming fiscal year, the continuation and expansion of the following services:

- Assess, study and educate Foster Parent Adoptions Statewide
- Assess, study and educate Traditional Adoptive Family's statewide
- Court Ordered Studies
- Complete the pilot project with International Adoption Services Center Inc. to case manage 100 children in York and Cumberland Counties who are being adopted by their foster parents.
- Transition funding for staffing an "Adoption Resource 1-800 Telephone Line". This has provided a single point of information and referral for all services connected to an Adoptive Family, Pre through Post Placement. This service will be moved to become part of the agency that receives the contract for the adoptive and foster family liaison services
- Post Legalization Adoption Services for use statewide. This continuum of services delivery includes a range of services from advocacy, family education, information and referral, respite, community supports, medical/genetic research and other search issues, mediation and problem solving, crisis management and comprehensive child focused and family centered assessments, recommendations and referrals.

Maine Department of Human Services has revised it's policy to comply with the legislation of the Multiethnic Placement Act and the Inter ethnic Adoption Provision. Changes were made to amend the state adoption law during March of 1999. This change became effective July 1st of 1999.

The Department provided MEPA/IAP and ASFA training for all adoption staff, in collaboration with ACF Boston Staff, in September of 1998. This was followed by a training of the Adoptive and Foster Family Trainers, who trained all prospective families, in December of 1998. We have incorporated MEPA/IAP into the regular pre-service for all incoming staff. Updated training this past year has included Children Services and Adoption Supervisors, as well as all of the private adoption agencies that contract with the Department.

Diligent effort to recruit and develop foster/adoptive and kinship families that reflect the racial, ethnic, national origin and cultural composition of the children in care is underway.

The focus will be on statewide recruitment utilizing provider agencies in a coordinated plan for foster/adoptive homes.

As a first stage toward this recruitment plan we have combined the foster and adoptive care standards into one complete process from the initial inquiry through the approval and licensing process. There will be ongoing meetings with all District staff over the next year to provide technical assistance and support.

Continued implementation of the Adoption and Safe Families Act includes a focused effort to meet both the technical aspects and the spirit of the law to move children to more timely permanence. Staff have provided a number of educational sessions to groups of adoptive and foster parents, therapeutic agencies and social work groups. The Bureau has also accomplished the following:

- Implemented a system in place to notify pre-adoptive parents of judicial reviews and opportunity to testify during the judicial review process in district court.*
- Built into the child welfare informational system the capacity to document the efforts to locate, place and legalize a permanent family for children in DHS custody.*
- Developed an adoption tracking tool which will aid in managing the progress of a child through the adoption process.*
- Funded the provision of services that include child specific recruitment services, as well as general recruitment. An electronic photo listing/web page, that is done in partnership with the National Adoption Exchange, has been in place since October of 1999.*
- Reduced inter-jurisdictional and geographic barriers through enhanced ability to contract services in the private sector. This also allows staff to be more responsive to the needs of children and families crossing county and state lines.*

A significant change in focus and philosophy is the timeliness of services to children and families in the area of adoption. The department has always had a strong adoption program, and throughout the past year we have worked on a Bureau Management Plan was developed to create some exceptions relating to time frames for moving children and families to adoption. For foster parent adoption the expectation is for the process to be completed in 9 months from the time the child is legally cleared for adoption and enters the adoption unit. Studies of the adoptive families, rather they be by our staff or the private sector, are to be completed in 4 months of all the required documents being in the case record. The increased emphasis on more timely practice is a shift for some staff but initial results are promising. The adoption tracking tool will help the management team monitor progress and identify areas when improvement may be needed.

In describing long term goals, the expectation is to work toward achieving the following outcomes in the state fiscal years 2000 to 2004:

- Increase our emphasis on permanency planning for older and disabled children and teens*
- Expand support services for adoptive families post-legalization*
- Strengthen and build our capacity with our partnerships with the private adoption agencies.*

ADOPTIONS

Adoption Finalizations by Years

AS OF 5/1/00

Office	19 90	19 91	19 92	19 93	19 94	199 5	199 6	199 7	199 8	199 9	20 00	Pending
Portland	33	27	17	13	21	34	27	19	32	46	7	34
Biddeford											6	3
Lewiston	23	15	26	15	5	18	9	17	30	49	16	15
Augusta	23	18	15	22	10	29	26	32	17	50	19	15
Bangor	25	24	12	16	14	18	35	21	26	30	26	5
Ellsworth/ Machias								10	29	31	11	9
Houlton	13	1	8	9	16	15	25	15	15	17	5	12
TOTAL	11 7	85	78	75	66	114	122	114	149	223	90	93

Adoption Finalizations by Month

As of 5/1/00

Month	19 90	199 1	19 92	19 93	19 94	199 5	19 96	199 7	199 8	199 9	2000 as of 4/1/00
January	3	3	9	1	0	9	5	4	6	9	31
February	10	8	5	9	4	7	15	5	8	17	16
March	11	2	9	7	4	2	18	10	8	17	27
First Quarter	24	13	23	17	8	18	38	19	22	43	74
April	7	4	10	3	15	7	5	9	8	12	16
May	12	8	6	2	12	8	12	6	16	14	
June	5	11	6	1	8	20	11	10	5	27	
Second Quarter	24	23	22	6	35	35	28	25	29	53	16
July	9	5	6	10	1	8	13	8	16	28	
August	9	5	5	6	5	5	13	16	15	13	
September	7	12	7	10	4	6	10	8	11	11	
Third Quarter	25	22	18	26	10	19	36	32	42	52	
October	3	8	5	11	1	17	7	20	15	15	
November	19	6	5	8	1	12	4	2	18	9	
December	22	13	5	7	11	13	9	16	23	51	
Fourth Quarter	44	27	15	26	13	42	20	38	56	75	
TOTAL	11 7	85	78	75	66	114	12 2	114	149	223	

Pending means that the Commissioner has signed consent, but finalization has not taken place or at least has not yet been reported.

sh/adopts

cc: Kevin Concannon, Commissioner
Margaret Semple, Director, BCFS
Program Administrators
John Levesque, Program Specialist, BCFS
Dana Hall, Division of Information Systems

RECRUITMENT OF FOSTER AND ADOPTIVE FAMILIES

To comply with the requirements of the Multiethnic Placement Act as amended by the Inter Ethnic Adoption Provision of 1996, Maine DHS is to provide for the diligent recruitment of potential foster and adoptive parents that reflect the ethnic and racial diversity of the children in Maine for whom foster and adoptive homes are needed.

In order to meet the need for resources recruitment efforts through a contract with International Adoption Services Center will be expanded. The design of the "Foster Me/Adopt Me" recruitment plan includes providing information to potential foster families throughout Maine. Information will cover the characteristics and needs of the children in DHS care and custody, the nature of the foster care and adoption process and the supports available to foster parents.

The recruitment effort involves a continuation of an established and effective private/public partnership which currently provides foster and adoptive family assessments, child specific recruitment, an adoption information and referral line; and post-adoption services.

There will be contracts developed with other agencies to provide links to individual communities and to build on existing expertise.

The objectives will be to:

- establish and operate a statewide foster and adoptive care committee of key stakeholders to oversee and serve as a resource*
- utilize research of effective marketing strategies in conjunction with the qualities of successful foster/adoptive family resources*
- provide culturally competent services at all key points including public service announcements, inquiry, intake, informational meetings and family preparation*
- implement a statewide plan for foster and adoptive care promotion, advertising and public relations*
- develop quality assurance mechanisms to measure outcomes and ensure stakeholder involvement.*
- ensure continued support and participation of families providing foster and adoptive care.*

Racial Composition of DHS Clients by Bureau and Office
BCFS -- Children in Care or Custody as of 6/22/00

	Black	Asian	Native	Unknown	White	Total
Biddeford	10	2	1	59	254	326
Sanford	0	1	0	15	79	95
Portland	21	7	2	114	499	643
Lewiston	14	2	1	72	306	395
Augusta	8	1	3	60	369	441
Skowhegan	2	0	0	16	99	117
Rockland	0	0	0	1	24	25
Ellsworth	0	2	5	16	98	121
Machias	2	0	10	21	100	133
Bangor	6	0	5	64	365	440
Dover/Foxcroft	0	0	0	0	36	36
Houlton	2	0	11	15	75	103
Caribou	0	1	3	8	89	101
Ft. Kent	0	2	0	5	49	56

Racial Composition of DHS Clients by Bureau and Office
BCFS -- Children in Care or Custody as of 6/22/00

	Black	Asian	Native	Unknown	White	Total
Biddeford	3.07%	0.61%	0.31%	18.10%	77.91%	100.00%
Sanford	0.00%	1.05%	0.00%	15.79%	83.16%	100.00%
Portland	3.27%	1.09%	0.31%	17.73%	77.60%	100.00%
Lewiston	3.54%	0.51%	0.25%	18.23%	77.47%	100.00%
Augusta	1.81%	0.23%	0.68%	13.61%	83.67%	100.00%
Skowhegan	1.71%	0.00%	0.00%	13.68%	84.62%	100.00%
Rockland	0.00%	0.00%	0.00%	4.00%	96.00%	100.00%
Ellsworth	0.00%	1.65%	4.13%	13.22%	80.99%	100.00%
Machias	1.50%	0.00%	7.52%	15.79%	75.19%	100.00%
Bangor	1.36%	0.00%	1.14%	14.55%	82.95%	100.00%
Dover/Foxcroft	0.00%	0.00%	0.00%	0.00%	100.00%	100.00%
Houlton	1.94%	0.00%	10.68%	14.56%	72.82%	100.00%
Caribou	0.00%	0.99%	2.97%	7.92%	88.12%	100.00%
Ft. Kent	0.00%	3.57%	0.00%	8.93%	87.50%	100.00%

Proposed Use of IV-B, subpart 2 Promoting Safe and Stable Families

In-home intensive services (family preservation service) and time limited reunification services are provided through contracts with several agencies. Medicaid and State child welfare dollars have been available for Supported Family Services, for some Medicaid eligible families. Additional funding is needed to expand provision of services to non-Medicaid eligible families.

10% of the IV-B funds will be used to provide home based support services and educational services designed to strengthen families and maintain the integrity of the family unit. 10% will be used to provide Supported Family Services to non-Medicaid eligible families to enhance early decision making which can positively impact permanency planning.

25% of IV-B funds will be used for support services to youth in care and to increase and support relative placements.

Services for youth, including mentoring, youth employment and leadership opportunities will be expanded to provide opportunities for more youth in care statewide.

To further enhance the Bureau's ability to help children achieve permanency through Kinship Care, IV-B funds will be used to help fund a project developed by two agencies - Families and Children Together (FACT) and Adoptive and Foster Families of Maine. The program, Family Connections, will provide information relating to legal, educational and financial decisions; group meetings/support groups, training about the needs of children who have experienced family disruption; referral to other resources; family activities and availability of books and videos.

The program, Family Connections, currently exists in only one area of the State. IV-B funds will allow for planning and implementation for a significant expansion of the program to at least three or four locations, including one in the southern most populated area of the State. It will become part of the network of community based family support services.

For several years, the Bureau has struggled with fractionalized recruitment efforts to meet its need for foster and adoptive placements.

This year, IV-B funding will be used to develop and implement the "Foster Me/Adopt ME" recruitment effort.

The design of Foster Me/Adopt Me involves a private/public partnership to recruit foster and adoptive homes that reflect the ethnic and racial diversity of children in Maine as well as providing potential foster and adoptive families throughout the State with information about foster care, adoption and supports available to children and families.

A foster/adoption resource line would be a single point of contact for families seeking to access information and services connected with foster care and adoption. This resource would respond to general community requests, provide a central point for tracking support/advocacy groups and new initiatives and provide a central point of contact for the

partnership of public and private agencies and their services for both foster and adoptive families.

The Department and the International Adoption Services Center will partner with community based agencies to develop a comprehensive media campaign to using newspapers, television, radio and other advertising tools.

Child specific recruitment will develop individualized plans for a particular child based on that child's background and needs.

30% of the IV-B funds will be used for a statewide unified recruitment effort for all kinds of placement resources.

The remaining 25% of available funds will be used for planning and service coordination. The Bureau, with assistance from the Muskie School, will develop systems for tracking data relative to practice, utilize Quality Assurance to monitor practice in the field and coordinate information to assist management in decision making. A staff person will work with available resources and coordinate activities throughout the Bureau so Bureau staff can more easily and accurately respond to inquiries from the legislature and others in the community. This will also facilitate planning activities in coming years.

Other planning activities include exploring ways to assess the placement needs of children entering care, and developing a system of care that can quickly respond to a child's changing needs without disruption of the placement and risking further delays in permanency planning.

CFS-101, PART I: ANNUAL BUDGET REQUEST FOR TITLE IV-B, SUBPART 1 & 2 FUNDS, CAPTA, AND ILP
FISCAL YEAR 2001 OCTOBER 1, 2000 through SEPTEMBER 30, 2001

1. State or ITO <u>Maine</u>		2. EIN: <u>101600000 - AC</u>	
3. Address: Department of Human Services 221 State Street, State House Station #11 Augusta, Maine 04333		4. Submission: <input checked="" type="checkbox"/> New <input type="checkbox"/> Revision	

5. Estimated title IV-B, Subpart 1 Funds	
a) Total Estimate	1,711,488
b) Federal Share [75% of 5(a)]	1,369,190
c) State/ITO Match [25% of 5(a)]	342,298

6. Estimated title IV-B, Subpart 2 Funds	
a) Total Family Preservation Services 10%	138,110
b) Total Family Support Services 25%	345,274
c) Total Time-Limited Family Reunification Services 10%	138,110
d) Total Adoption Promotion and Support Services 30%	414,328
e) Total for Other Service Related Activities (e.g. planning) 25%	345,274
f) Total Administration	
g) Total Estimate [6(a) + 6(b) + 6(c) + 6(d) + 6(e) + 6(f)]	1,381,096
h) Federal Share [75% of 6(g)]	1,104,877
i) State/ITO Match [25% of 6(g)]	276,219

7. Indian Tribal Organizations Only (Title IV-B, Subpart 2 Only)
If additional funds become available to ITOs, the ITO may apply in advance for and match these funds. Specify the amount of additional funds the ITO will apply for and match.
Total Amount \$ _____ Federal Share(75%) \$ _____ ITO Match(25%) \$ _____

8. Child Abuse Prevention and Treatment Act (CAPTA), Child Abuse and Neglect Basic State Grant Only.
Please include any additional funds due as a result of reallocations that may occur.
Estimated BSG Amount \$ 125,332, plus additional allocation, as available.

9. Estimated title IV-E, Independent Living Funds (ILP)	FEDERAL	STATE
a) Total Estimate State's share of \$45 million		
b) Additional funds at 50% match		
c) Maximum amount of reallocated funds requested		

10. Certification by State Agency
The State agency or Indian Tribe submits the above estimate and request of funds under title IV-B, subpart 1 and/or 2, of the Social Security Act, for States only CAPTA BSG and the ILP, and agrees that the estimated expenditures will be made in accordance with the Child and Family Services Plan, which has been jointly developed with the ACF Regional Office and has been determined to meet all the requirements of the Act, for the Fiscal Year ending September 30.

Signature and Title of State/Tribal Agency Official	Signature and Title of Regional Office Official
Date	Date

CFS-101, PART II: ANNUAL SUMMARY OF CHILD AND FAMILY SERVICES

OMB APPROVAL # 0980-0047

Approved Through

5/31/2002

State or IT Maine

For FY OCTOBER 1, 1999 TO SEPTEMBER 30, 2000

DUE JUNE 30, 2000

SERVICES/ACTIVITIES	TITLE IV-B		(c) CAPTA*	(d) ILP*	(e) TITLE IV-E	(f) TITLE XX (SSBG)	(g) TITLE IV-A	(h) Title XIX (Medicaid)	(i) Other Fed Prog	(j) State Local Donated Funds	(k) NUMBER TO BE SERVED [] Families [] Individuals	(l) POP. TO BE SERVED	(m) GEOG. AREA TO BE SERVED
	(a) I-CWS	(b) II-PSSF											
1 PREVENTION & SUPPORT SERVICES (FAMILY SUPPORT)	372	218	140	590		770,329				540,261	8.64	Reports of abuse/neglect	Statewide/ Reservation
2) PROTECTIVE SERVICES	154												
3) CRISIS INTERVENTION (FAMILY PRESERVATION)		201											
(A) PREPLACEMENT PREVENTION												All Children in foster care	Statewide/ Reservation
(B) REUNIFICATION SERVICES													
4. TIME-LIMITED FAMILY REUNIFICATION	78	139											
5. ADOPTION PROMOTION AND SUPPORT	202	139								300,000		All eligible children	Statewide/ Reservation
6) FOSTER CARE MAINTENANCE: (A) FOSTER FAMILY & RELATIVE FOSTER CARE	30				18,002								
(B) GROUP/INST CARE					7,715								Statewide/ Reservation
7) ADOPTION SUBSIDY PMTS.					4,457								
8) ADMIN & MGMT	711	77			7,750								
9) STAFF TRAINING			18	3	505								
10) FOSTER PARENT RECRUITMENT & TRAINING					1,262								
11) ADOPTIVE PARENT RECRUITMENT & TRAINING					757					58,529			
12) CHILD CARE RELATED TO EMPLOYMENT/TRAINING													
13) TOTAL	1,547	774	158	593	40,442								

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

5/31/2002

State or IT Maine

For FY OCTOBER 1, 2000 TO SEPTEMBER 30, 2001 DUE JUNE 30, 2000

										(k) NUMBER TO BE SERVED [] Families [] Individuals	(l) POP. TO BE SERVED	(m) GEOG. AREA TO BE SERVED
SERVICES/ACTIVITIES	TITLE IV-B		(c) CAPTA*	(d) ILP*	(e) TILE IV-E	(f) TITLE XX (SSBG)	(g) TITLE IV-A	(h) Title XIX (Medicaid)	(i) Other Fed Prog	(j) State Local Donated Funds		
	(a) I-CWS	(b) II-PSSF										
1 PREVENTION & SUPPORT SERVICES (FAMILY SUPPORT)	325	345	115	580							Reports of abuse/neglect	Statewide/ Reservation
2) PROTECTIVE SERVICES	150											
3) CRISIS INTERVENTION (FAMILY PRESERVATION)		138										
(A) PREPLACEMENT PREVENTION											All Children in foster care	Statewide/ Reservation
(B) REUNIFICATION SERVICES												
4. TIME-LIMITED FAMILY REUNIFICATION	60	138										
5. ADOPTION PROMOTION AND SUPPORT	300	414									All egligible children	Statewide/ Reservation
6) FOSTER CARE MAINTENANCE: (A) FOSTER FAMILY & RELATIVE FOSTER CARE	11				15,900							
(B) GROUP/INST CARE					8,400							Statewide/ Reservation
7) ADOPTION SUBSIDY PMTS.					4,600							
8) ADMIN & MGMT	865	345			8,200							
9) STAFF TRAINING			10	5	2,300							
10) FOSTER PARENT RECRUITMENT & TRAINING					925							
11) ADOPTIVE PARENT RECRUITMENT & TRAINING					250							
12) CHILD CARE RELATED TO EMPLOYMENT/TRAINING												
13) TOTAL	1,711	1,380	125	585	40,575							

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

MAINTENANCE OF EFFORT

It is the Bureau's effort and support all that this Plan represents.

The Bureau, through the Community Services Center, has contracts for services provided by private provider agencies. These contracts are monitored fiscally and programmatically through quarterly reports.

There is, in place, a system of financial reports and audits to assure documentation of spending levels. Further, Bureau Management is committed to greater planning and accountability efforts regarding all aspects of practice and service provision.

The Department of Human Services along with all other Departments serving children and families will continue to work collaboratively to coordinate and improve services through cooperative agreements to maximize resources.

“CHILD WELFARE DEMONSTRATION PROJECT”

Maine operates a Child Welfare Demonstration Project which was granted in 1998. This project allows expenditure of funds in the area of Post-Legalization Adoption Services, that are normally not covered by Title IV-E funding.

The goals that are identified for this project are:

- To increase the number of special needs adoptions*
- To decrease the average length in foster care*
- To decrease the rate of adoption disruptions*
- Increase family functioning.*

Maine's project which is named Maine Adoption Guides Project is now in it's second year and has been implemented statewide. The first year [April 1, 1999 to March 31, 2000] ended with outcomes being fully met in the training of 260 services providers in the area of adoption competencies. This should provide for a major impact on the provision of services to all adopting families in Maine. The research on this phase of the demonstration project will conclude in July / 2000 with the measurement of impact on the delivery of adoption related services.

The second phase of the project is the delivery of post legalization adoption services which started with a pilot run in York and Cumberland Counties on October 1, 1999 and concluded March 31, 2000. This allowed the partnerships of the Maine DHS, Casey Family Services and the University of Southern Maine to fine tune the referral process of families coming into the Maine Adoption Guides Project.

Since April 1, 2000 the project has opened to the entire state and has reached about 70% of intake of families [the year end statistics for the second year of the project is to have a total of 140 children with 70 in the control group and the 70 in the experimental group]. So far there are 79 children in 43 families enrolled. There have been 26 families that have been approached and refused to participate in the voluntary project. This represents about 39 % of the total number. The major reason that families give for not wanting to enroll is "wanting to be left alone" which is a normal dynamic in families just getting ready to legalize their adoptions.

A video has been completed and is being used in educating and presenting the project to families for potential enrollment.

Indian Child Welfare Act

The Department's efforts began about two years ago to:

- *increase awareness of the Indian Child Welfare Act,*
- *increase compliance with both the spirit and the letter of the Act,*
- *increase the frequency and quality of Tribal/State communications.*

The major effort this past year was the delivery of 5 one-day workshops for:

- *departmental staff,*
- *tribal child welfare staff,*
- *foster parents,*
- *administrators of private non-profit foster care agencies in order to:*
- *increase the understanding of why the Act was necessary,*
- *how recent history impacts on the present,*
- *increase the knowledge of the specific requirements of the Act.*

These programs were the result of a nine month collaboration between the Department and the four federally recognized tribes in Maine – the Passamaquoddy Tribes, The Penobscot Nation, the Houlton Band of Maliseets and the Aroostook Band of MicMacs.

The five sessions which reach over 500 participants was well received. Each District Office will hold a follow-up meeting in September or October to answer any questions resulting from the five sessions and to begin to address issues related to the development of improved working relationships. A powerful video with representatives of the four tribes telling their histories of being put in the Department's custody, placed with white families, off reservation and cut off from their culture and communities.

The group that planned these sessions now moves onto the next year's work. This includes:

- *2 sessions more in depth, interactive training for about 40 people designed to develop ICWA "experts" in each office,*
- *development of methods to keep Indian children and youth in the Department's custody connected to their culture and community.*

In addition to these activities the Department and the tribes continue to work developing working agreements related to IV-E. A draft has been proposed and is under review.

The Pediatric Rapid Evaluation Program (PREP) has been seeing children for over 15 months. The population served is all children taken into care or custody in Kennebec and Sagadahoc counties. This program is a partnership between the Department and Maine General Hospital. The goals of the program are to provide a physical and psychological screening for all children who enter care to assure that all health problems are identified and addressed and that all emotional problems requiring intervention are further assessed and/or addressed. The emphasis is on the identification of the physical and psychological impact on these children entering care that have experienced trauma.

Information is given quickly to caseworkers and foster parents in order to support and maintain the child's placement and meet in a timely fashion any treatment needs the child has.

The program shows a reduction in the number of placement disruptions,

- identify serious, previously undiagnosed physical health problems,*
- give the Department data on the types of issues facing children coming into care,*
- provide data for MACWIS,*
- target mental health assessment and treatment to issues of trauma where appropriate, and*
- increase the awareness of providers of physical and mental health care to the issues of trauma.*

These outcomes were determined by the 6-month follow-up done by the program.

The last 8 months have been spent by project and Departmental staff in designing a complimentary therapy component for the project. It consists primarily of expressive therapies that are designed to address the limitations of "talk" therapy with child victims of trauma. A system of referral, payment and evaluation was developed so that we can determine what interventions seem to work best with what presenting symptoms of trauma. These complimentary therapies include:

- movement therapy*
- art therapy*
- play therapy*
- therapeutic horseback riding*
- horticultural therapy*

The plan for the next year is to expand the program to cover Know, Waldo, Lincoln and Sagadahoc Counties for the evaluation program. The long range goal is to duplicate the program in Aroostook County by 2002.

CAPTA

The purpose of the CAPTA State Grant program is to improve the states Child Protective Services Program.

Maine addressed the new compliance issues of citizen review, expungement of records, review of substantiation decisions, disclosure of information in child fatality cases and aggravating circumstances in the FY 2000-2004 State Plan. Maine has revised its statutes to comply with ASFA. The Bureau of Child and Family Services proposes to use funds from the Child Abuse and Neglect State Grant to develop a trauma focused intervention program for children coming into the custody of the Department of Human Services as a result of serious abuse and neglect. This two year project will be accomplished by building a new, unique component to an existing program. In addition grant funds will be used to replicate the entire program in Aroostook County where resources for children and families are scarce and not readily accessible.

PROGRAM DESCRIPTION

The program being enhanced is the Pediatric Rapid Evaluation Program or PREP. This program is a collaboration between the Department and the Maine General Hospital. The program provides a medical and psychological screening that is trauma focused for all children entering care in a six county area.

The program design will fit the decision making timelines of the Adoption and Safe Families Act.

OBJECTIVES

- 1. Develop and implement specialized assessment and treatment component for children and their caregivers identified by the initial PREP screening and the PREP six month follow-up that have been determined by the child psychologist to exhibit specific indicators of trauma such as PTSD.*
- 2. Develop and implement an outcome based evaluation process.*
- 3. Develop a six county pool of children's treatment providers able to effectively intervene with children who have been abused and neglected and their caregivers, especially those children traumatized by abuse and neglect.*
- 4. Replicate the PREP program including the treatment program in Aroostook County.*

ACTIVITIES TO BE PERFORMED

Objective 1:

- *Convene a planning group of Departmental hospital mental health representatives to develop a conceptual model of assessment and intervention.*
- *From the conceptual model develop a specific assessment and treatment protocol to include assessment tools, acceptable treatment modalities, reporting procedures and termination criteria.*
- *Review materials from the program of Tulane University run by Charlie Zenah, M.D.*
- *Hire staff and develop contract for services and coordination*
- *Provide assessment and treatment services.*

Objective 2:

- *Develop outcome criteria.*
- *Develop data input and analysis process.*
- *Arrange for statistical analysis support from the Muskie Institute at the University of Maine.*
- *Gather and analyze data.*
- *Prepare periodic and final reports.*

Objective 3:

- *Design and deliver training program to increase the pool of mental health providers with expertise in childhood trauma.*

Objective 4:

- *Convene a multidisciplinary group in Aroostook County to determine level of commitment and interest in the PREP process.*
- *Convene a work group and develop a work plan with tasks and timelines.*
- *Provide consultation from the Augusta based staff to the work group in Aroostook County.*
- *Finalize the program design and process including:*
 - *referral procedure*
 - *record keeping and data base requirements*
 - *protocols for screenings*
 - *report formats*
- *Provide services.*

BUDGET

1ST YEAR

Psychologist (9 months ½ time)	\$ 21,000
Planner (9 months)	20,000
Administrative Assistant (1 year)	31,000
Coordinator (3 months ½ time)	6,000
Training (2 sessions – 50 participants – room fee – speaker fee – and travel expenses, supplies)	7,000
Travel	2,500
Pediatrician (1/4 time)	19,000
Supplies	2,000
Office Expense	2,000
Indirect	<u>9,945</u>
Subtotal	\$120,445

2nd YEAR

Psychologist (12 month ½ time)	33,500
Coordinator (12 months ½ time)	26,000
Administrative Assistant	32,000
Training (2 sessions - 50 participants – room fees – speaker fees – travel expenses, supplies)	7,000
Pediatrician (1/4 time)	20,000
Supplies	2,000
Office Expense	2,000
Indirect	<u>11,055</u>
Subtotal	\$133,555

TOTAL

\$254,000

The report on the Children's Justice Act is attached as the Maine Child Abuse Action Network Program Performance Report.

The report on the Children's Justice Act is attached as the Maine Child Abuse Action Network Program Performance Report.

**MAINE CHILD ABUSE ACTION NETWORK
PROGRAM PERFORMANCE REPORT
May 1999 – April 2000**

(Please note that in the following pages, the three-year CAAN objectives are written in bold italics. The proposed activities for 1999-2000 are written in regular italics, followed by outcomes, or actual activities for 1999-2000, which are written in plain type.)

A. Investigative, Administrative and Judicial

OBJECTIVES

1. *The Department of Human Services (DHS), with collaboration of other State Departments and the support of CAAN, should establish a systematic review of the effectiveness of new departmental procedures and changes in state and federal laws (i.e., Title 22) as they pertain to issues of child maltreatment.*
2. *CAAN will continue to support the efforts for forensic interviewing within both the Department of Human Services and law enforcement offices.*
3. *There is a need for state agencies to develop further improved methods of investigating and managing cases involving child fatalities. Moreover, improvements in the collaboration and coordination between all departments is recommended.*
4. *There have been many improvements made within Maine's judicial system during the past three years. CAAN will continue to support further improvements in this area (i.e., Court Improvement Project).*

ACTIVITIES TO MEET EACH OBJECTIVE

Number 1

Objective

The Department of Human Services, with collaboration of other State Departments and the support of CAAN, should establish a systematic review of the effectiveness of new departmental procedures and changes in state and federal laws (i.e., Title 22) as they pertain to issues of child maltreatment.

Proposed Activities for 1999-2000

CAAN will assist in the development of a subcommittee, which will be responsible for exploring the establishment of systemic reviews of departmental changes in protocol, and in the changes made to state and federal laws. These reviews will be further aided by the new DHS information system, Maine Automated Child Welfare Information System (MACWIS,) which will provide the subcommittee with a high level of data.

Outcomes/Actual Activities for 1999-2000

This activity was not fully achieved, as the Department of Human Services spent much of the year implementing their new information system. However, there has been significant discussion of how to use the information produced by the system to establish a standardized method to review in-house protocol and changes in state and federal laws, such as the Adoption and Safe Families Act of 1997.

Number 2

Objective

CAAN will continue to support the efforts for forensic interviewing within both the Department of Human Services and law enforcement offices.

Proposed Activities for 1999-2000

We strongly recommend that DHS, in collaboration with the Child Welfare Training Institute, continue in their curriculum development in Forensic Interviewing. The participation of the training will include child protective caseworkers and law enforcement officials. Periodic "refresher" trainings will be required of DHS staff to ensure that interviewing skills remain current. The program will especially focus on the interviewing of young child victims of physical and sexual abuse. The interviewing approach combines lecture, discussion and extensive use of videotaping and role-playing.

Outcomes/Actual Activities for 1999-2000

Training for child protective caseworkers and law enforcement was completed in three of the eight DHS districts throughout the state.

Number 3

Objective

There is a need for state agencies to develop further improved methods of investigating and managing cases involving child fatalities. Moreover, improvements in the collaboration and coordination between all departments is recommended.

Proposed Activities for 1999-2000

CAAN will help to facilitate the develop of protocols for the medical community to follow in cases of child fatalities and will sponsor a workshop for up to 100 public-health professionals to educate them in the warning of child fatalities. Additionally, CAAN will advocate for more thorough investigation of all adults in the homes where child fatalities occur.

Outcomes/Actual Activities for 1999-2000

Although this activity was not fully implemented, there has been some level of planning for these workshops. Additionally, the funds which will be required to sponsor this activity have been isolated for this specific purpose.

Number 4

Objective

There have been many improvements made within Maine's judicial system during the past three years. CAAN will continue to support further improvements in this area (i.e., Court Improvement Project).

Proposed Activities for 1999-2000

Other than advocating for and providing support for changes within the Maine judicial system, there are no other proposed activities for this objective.

B. Experimental, Model and Demonstration Programs

OBJECTIVES

- 1. DHS should begin to explore the relationship between substance abuse and child maltreatment.**
- 2. Efforts to update and revise The Multidisciplinary Decision-Making Model for Child Abuse in Maine: A Manual for Professionals will be supported by CAAN. Additionally, the manual should continue to be widely disbursed throughout the State of Maine.**
- 3. There should be continued collaboration between DHS and the State Forensic Service to support the completion of the Child Maltreatment Risk, Impact and Intervention Evaluation Manual; update the Child Maltreatment Risk, Impact and Intervention Annotated Bibliography; and assess the effectiveness of the State Forensic Services Child Abuse and Neglect Evaluation Project.**
- 4. There is a need for training opportunities and support systems to be in place which assist with problems of "burn-out" among individuals who work with issues pertaining to and persons involved with child maltreatment.**
- 5. CAAN continues to support efforts to effectively intervene with and learn about juvenile sex offenders in the State of Maine.**
- 6. There should be continued efforts to facilitate effective interventions in cases where domestic violence and child maltreatment are present in the same home.**

ACTIVITIES TO MEET EACH OBJECTIVE

Number 1

Objective

DHS should begin to explore the relationship between substance abuse and child maltreatment.

Proposed Activities for 1999-2000

CAAN will sponsor a day-long training session on the link between substance abuse and child maltreatment for up to 200 child welfare professionals. The Network will also establish a subcommittee which will complete a comprehensive up-to-date literature review of the current research in the area of substance abuse and child maltreatment. The committee will also explore the possibility of using standardized substance abuse evaluation reports and of training a current DHS worker to become a licensed substance abuse counselor.

Outcomes/Actual Activities for 1999-2000

On March 27, 2000 the Network sponsored a day-long conference for approximately 300 child welfare professionals. The conference was based on, and subsequently entitled, "No Safe Haven: Children of Substance-Abusing Parents," a report which was written and published by the National Center on Addiction and Substance Abuse (CASA). Susan Foster from CASA was the main presenter, however Brian Rafferty from New Jersey Child and Family Services, as well as Joseph Sheehan from Connecticut's state-run Project SAFE spoke at the event. Other features of the day

included a Maine multidisciplinary panel with representation from the domestic violence community, the judiciary, DHS, private treatment providers, private substance abuse agencies and the Maine Office of Substance Abuse, and finally a regional discussion group where conference participants had the opportunity to discuss matters pertaining to child maltreatment and substance abuse as they are playing out in their regions. This day was planned with help from individuals from the Office of Substance Abuse, Department of Education, Department of Mental Health, Mental Retardation and Substance Abuse Services and the Maine Coalition to End Domestic Violence.

Number 2

Objective

Efforts to update and revise The Multidisciplinary Decision-Making Model for Child Abuse in Maine: A Manual for Professionals will be supported by CAAN. Additionally, the manual should continue to be widely disbursed throughout the State of Maine.

Proposed Activities for 1999-2000

Once revised, the Network will sponsor five half-day training sessions for up to 150 professionals who work with children.

Outcomes/Actual Activities for 1999-2000

In October, 1999 CAAN published the second edition of *The Multidisciplinary Decision-Making Model for Child Abuse in Maine: A Manual for Professionals*. The most significant change in the publication involved adding a sixth disciplinary section – Psychosocial – to the manual. The manual was presented to professionals who work with children at three events: 1) a treatment provider training session (60 people), 2) the Maine Bar Association Conference (100 people) and 3) No Safe Haven: Children of Substance-Abusing Parents (300 people). Moreover, CAAN recently launched a **web site** (www.maineaan.usm.maine.edu), which has part of the manual available for anyone who visits the site.

Number 3

Objective

There should be continued collaboration between DHS and the State Forensic Service to support the completion of the Child Maltreatment Risk, Impact and Intervention Evaluation Manual; update the Child Maltreatment Risk, Impact and Intervention Annotated Bibliography; and assess the effectiveness of the State Forensic Services Child Abuse and Neglect Evaluation Project.

Proposed Activities for 1999-2000

CAAN will support the collaboration between DHS and the State Forensic Service to support the completion of the Child Maltreatment Risk, Impact and Intervention Evaluation Manual, update the Child Maltreatment Risk, Impact and Intervention Annotated Bibliography and assess the effectiveness of the State Forensic Service Child Abuse and Neglect Evaluation Project. CAAN will facilitate training programs designed to further develop a cadre of well-trained evaluators throughout the state.

Outcomes/Actual Activities for 1999-2000

The ongoing collaboration between DHS and the State Forensic Service was only in part realized. The Child Maltreatment Risk, Impact and Intervention Manual, as well as

an updated version of the Child Maltreatment Risk, Impact and Intervention Annotated Bibliography was completed. However the additional monies provided by the Department to compliment the funding provided by the Criminal Justice Act have been withdrawn, thus some of the proposed activities for this objective will remain unfulfilled.

Number 4

Objective

There is a need for training opportunities and support systems to be in place which assist with problems of "burn-out" among individuals who work with issues pertaining to and persons involved with child maltreatment.

Proposed Activities for 1999-2000

Beginning in the fall of 1999 CAAN will sponsor quarterly day-long training sessions, called the "Treatment Provider Training Series." Topics include: Worker Burnout Prevention, Facilitating Parent-Child Relationships, Evaluating Programs: Do Our Treatments Work?, Motivational Interviewing: Solution Focused Intervention.

Outcomes/Actual Activities for 1999-2000

CAAN sponsored three training sessions for treatment providers, one in each of the months of October, January and April. Attendance at each of these events ranged from 30 to 80 professionals. Topics at the training sessions included:

- An overview of the new Adoption and Safe Families Act of 1997
- Measuring progress in therapy using the transtheoretical model of change
- Special considerations when working with adult offenders during reunification: emphasizing cognitive processes
- Overview of the Maine Youth Center evaluation and report
- Special issues in the therapy of children residing in treatment foster care
- Assessment findings and treatment concerns at the Maine Youth Center
- Understanding complex children's needs in foster care
- Overview of the child maltreatment system in the state of Maine
- Discussion of differing value systems for those working in issues related to child maltreatment

Although "worker burnout prevention" was not covered at the Treatment Provider Trainings Series, this issue was addressed in a workshop in the fall of 1999 at the annual Spurwink Conference. DHS personnel contribute to the planning of this event by sitting on the planning committee. The issue was so well received at the conference that DHS invited the speaker, Mark Hardin, to give similar workshops for their employees. As a result, all DHS caseworkers attended one of his four workshops dealing with the issue of burnout.

Number 5

Objective

CAAN continues to support efforts to effectively intervene with and learn about juvenile sex offenders in the State of Maine.

Proposed Activities for 1999-2000

CAAN will support the collaborative efforts of the Department of Corrections and DHS conducting a needs and risk assessment of Maine's juvenile sex offenders, evaluating existing programs and developing a continuum of care to meet the needs of these

youths. Furthermore, CAAN supports the development of a Juvenile Sex Offender Risk and Needs Assessment Schedule.

In addition, CAAN, in collaboration with the Maine Department of Corrections, will have Dr. William Marshall, President Elect of the Association for the Treatment of Sexual Abusers, present on "Adult Sex Offender Assessment Intervention." This two-day training will provide an overview of who "sex offenders" are, as well as assessment, intervention and treatment issues.

Outcomes/Actual Activities for 1999-2000

In August, 1999 a review of the research on juvenile sex offenders and treatment options, including programs was published. Roughly 200 copies of this literature synthesis, entitled *Youths Who Have Sexually Offended: A Review of the Professional Literature*, were printed. Furthermore, the risk and needs assessment schedule was developed, however, it has not been fully administered to the target sample.

In August, 1999 Dr. William Marshall presented a two-day training of basic information about sex offenders, currently used assessments and treatment possibilities.

Number 6

Objective

There should be continued efforts to facilitate effective interventions in cases where domestic violence and child maltreatment are present in the same home.

Proposed Activities for 1999-2000

The Network will support and advocate for continued collaboration, training and the use of joint protocols between the domestic violence community and Child Protective Services.

Outcomes/Actual Activities for 1999-2000

The Department of Human Services received funding which enabled them to hire a domestic violence professional in four of its eight district offices. Moreover, they have also been able to place an additional four domestic violence professionals in individual hospitals throughout the state. Finally, there has been continued training and workshops comprised of professionals from the domestic violence community and child protective workers.

C. Legal and Procedural Reform

OBJECTIVES

When parents, either by their actions or inactions, contribute to the death of a child, their legal responsibility should be thoroughly assessed. When indicated, parents should be held legally accountable for the death. Furthermore, criminal sentences for the death of a child should be commensurate with those applied to criminals who kill adults.

ACTIVITIES TO MEET THE OBJECTIVES

Proposed Activities for 1999-2000

CAAN will continue to support the work of a subcommittee which will review previous court cases, Maine's existing laws and other state's laws pertaining to the failure of adults to intervene in the death of a child. The outcome of which will be a summary report and recommendation for possible statutory or procedural changes.

In an effort to more thoroughly understand the prosecution of child homicide offenders in the state of Maine, CAAN will encourage the Maine Child Death Panel to include criminal justice outcomes, rates of prosecution, etc. in the publication of the Maine Child Death Report.

In all cases of fatal child abuse, criminal sentences for the death of a child should be commensurate with those applied to criminals who kill adults. Maine has a child homicide bill before the legislature, which if passed would make fatal child abuse a felony murder. Efforts to understand the implications of this bill should be initiated.

Outcomes/Actual Activities for 1999-2000

In September, 1999 the Maine Child Death Panel published a report which reviewed child abuse and neglect related deaths and serious injuries in the state of Maine between 1995 and 1998. This report was released at the annual Spurwink Conference, where a panel of professionals including the Commissioner of Human Services, the Director of the Bureau of Child and Family Services and Child Death Panelists spoke about the significance and outcomes of the report.

As proposed, the Child Death Panel included information about criminal justice outcomes in the report. Nine such pages were devoted to this issue, which discussed criminal justice outcomes in Maine for the years 1994-1998 and compared Maine's child death statistics with those of the nation.

Finally, in the early part of 2000, Maine passed a law which allows for the consideration of a victim's age when a child dies as a result of abuse or neglect. Consideration of the victim's age may allow for the conviction of a more serious crime, such as murder rather than manslaughter, and ultimately, a more severe sentence.

MAINE CHILD ABUSE ACTION NETWORK
BUDGET FOR PROPOSED ACTIVITIES
May 2000 – April 2001

No.	Proposed Activity	Budget Amount
A. Investigative, Administrative and Judicial		
		\$3,150
A1	<i>The development of a subcommittee was not fully achieved in the year 1999-2000, as the implementation of the new Maine Automated Child Welfare Information System (MACWIS) was still under way. For the coming year, CAAN will assist in the development of a subcommittee, which will be responsible for the establishment of a utilization review. This committee will use the program statistics provided by the MACWIS to review performance of state-wide changes in procedures as mandated by the Adoption and Safe Families Act of 1997.</i>	
A2	<i>We recommend that DHS, in collaboration with the Child Welfare Training Institute, continue in their training of Forensic Interviewing in the remaining five of the eight districts which were not completed in the previous year. This training, which included lectures, discussion, use of videotaping and role-playing, will continue to include Child Protective Caseworkers and law enforcement officials. The Network also stresses the importance of periodic "refresher" trainings for DHS staff to ensure that interviewing skills remain current.</i>	\$0
A3	<i>Now that monies have been isolated especially for this event, CAAN will continue in the efforts to help facilitate the development of protocols for the medical community to follow in cases of child fatalities and will sponsor a workshop for 100 public-health professionals to educate them in the warning of child fatalities. Additionally, CAAN will advocate for more thorough investigation of all adults in the homes where child fatalities occur.</i>	\$11,250
A4	<i>The Network will support and help to shape the annual Judicial Symposium, which will be held in June of 2000. The focus of this event will be to train judges on matters pertaining to the neglect of children.</i>	\$0

No.	Proposed Activity	Budget Amount
B. Experimental, Model and Demonstration Programs		
		\$6,000
B1	<i>The Network will establish a subcommittee that will be comprised of members from public and private agencies, as well as private treatment providers. This committee will work to identify program initiatives that would meet the needs of families requiring services from both child welfare professionals and substance abuse providers. Moreover, CAAN will assist the Department of Human Services in advocating for state monies to initiate several pilot programs to help families dealing with these dual problems.</i>	
B2	<i>The full manual will be made available on the Network's newly launched website (www.maineaan.usm.maine.edu). Moreover, CAAN will sponsor two or three training session for up to 150 professionals who work with children.</i>	\$5,000
B3	<i>There are no proposed activities for this objective. The Departmental support for this project was removed late in 1999.</i>	\$0
B4	<i>The Network will sponsor a day-long symposium on child abuse fatalities. Among other things, the issue of burn-out will be addressed for those professionals who work with cases of child maltreatment which result in death. Moreover, CAAN will continue with its second year of "Treatment Provider Training Series," which, in part, addresses many of the treatment options and issues which providers encounter in the services they provider for children. The series this year will be comprised of three training sessions for up to 75 professionals at each event.</i>	\$15,000
B5	<i>CAAN continues to support the on-going collaborate efforts of the Department of Corrections and DHS in examining Maine juvenile sex offenders and their level of needed services. In the coming year the Network supports the Departments in the efforts to use the newly created Juvenile Sex Offender Risk and Needs Assessment Schedule to collect data on juveniles and to evaluate existing programs in an effort to develop a continuum of care to meet the needs of these youth.</i>	\$5,000

No.	Proposed Activity	Budget Amount
B6	<i>The Network supports the efforts of DHS to work collaboratively with professionals in the domestic violence community to look at the products of their combined efforts in a critical way. We especially recommend that they review the protocols for intervening in homes where there are problems of both domestic violence and child maltreatment. Finally, we suggest that child protective caseworkers and domestic violence experts meet regularly in work group sessions to discuss these pressing issues.</i>	\$0

C. Legal and Procedural Reform

C1	<i>The Network will sponsor a day-long symposium for up to 75 professionals, which will address issues around child deaths caused by maltreatment. The focus of the day will be to explore the issue of sentencing in child abuse deaths, although other topics will be covered as well. Speakers from across the nation, including the National Center for the Prosecution of Child Abuse will be invited to present at this event.</i> <i>Additionally, CAAN will continue to explore other issues related to sentencing in child deaths, such as when so-called "non-offending" adults fail to provide protection for children.</i>	\$9,600
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INDEPENDENT LIVING

The revised application and State Plan for the Independent Living Program is attached. The FY 2001 Plan will be submitted separately.

The Independent Living Program continues to provide services primarily through six specialized Life Skills Caseworkers. In spite of the need for more specialists, the Bureau has been unable to gain approval for these positions.

The activities and services provided are described in the Independent Living Plan.

Relative to this program, the Muskie School of Public Service, USM in collaboration with the National Resource Center for Youth, and others has submitted a proposal to develop, deliver and disseminate a competency-based curriculum throughout New England. This project will build on the existing youth development and caseworker competency models utilized in the field of child welfare. Maine and Connecticut will be the first New England states to be involved in this project.

Grant application has been made through a collaboration between Muskie School, Department of Corrections, and the Department of Mental Health, Mental Retardation and Substance Abuse Services for 20 AmeriCorps volunteers to provide mentoring/life skills programs for juvenile offenders and teenage youth in DHS custody. The Department of Human Services hopes to place five of these volunteers in DHS District offices or in nearby Provider Agency offices to work with Life Skills caseworkers. This could greatly enhance the Bureau's ability to serve this particular population and provide much needed services.

Additionally, the Bureau hopes to increase supportive services to Maine's Youth Leadership Advisory Team and to expand and integrate training for group care staff, foster parents and Child Placing Agency staff.

Addendum A

Independent Living State Plan

REVISED APPLICATION AND STATE PLAN
TITLE IV-E INDEPENDENT LIVING PROGRAM
FEDERAL FISCAL YEAR 2000

The Maine Department of Human Services submits this revised application and state plan for Federal Fiscal Year 2000 under Section 477 of Title IV-E of the Social Security Act in order to carry out programs designed to assist adolescents in care and custody to make a successful transition from foster care to independent living, specifically adolescents 16 and older.

This plan was originally submitted as part of the state's Child Welfare Plan at the end of June 1999. This is an amended plan for the Title IV-E Independent Living Program. The plan will include updated information relative to the provisions of the recently enacted Chafee Foster Care Independent Living Program and plans to comply with the new law. Updated statistical information will be included in the "Application and State Plan" for FFY-2001.

DESCRIPTION OF POPULATION TO BE SERVED

In June 1999, adolescents ages 16 to 18 comprised 19.5% of the total population of children in the custody of the Department. 2,702 in care up to age 18 with 566 between the ages of 16 and 18. Youth 18 to 21 comprised 6.89% (200 youth) of the total population; an increase (2.25%) from the previous year. The trend for youth 18 and older remaining in care has increased over the past 2 years. More youth, ages 18 to 21, remained in Departmental care this past year (200) than in the previous year (149). For those ages 16 to 18; males outnumbered females, 58% to 42%. For those youth 18 and older: 52% were males and 48% were females. NOTE: 99 youth left care between October 1, 1998 and June 1, 1999.

Of the youth in care who were age 16 to 21, 94.21% were Caucasian, 1.84% were African-American, 1.61% were Native-American, 1.84% were Hispanic, and .46% were Asian. These percentages were close to what they were in FFY-1999.

Of the total number of youth ages 16 to 21 in the Department's care/custody, the following data represents the percentages with regard to the lengths of time these youth have been in Departmental care (through June 1, 1999):

less than 6 months	3.58%	between 5 & 7 years	15.14%
less than 1 year	5.54%	between 7 & 10 years	11.79%
between 1 & 2 years	15.95%	between 10 & 12 years	5.08%
between 2 & 3 years	15.37%	between 12 & 15 years	3.35%
between 3 & 4 years	12.71%	more than 15 years	1.44%
between 4 & 5 years	10.05%		

The majority of youth in the Department's care/custody, ages 16 to 21, during FFY-1999 lived in a family foster home. Most of these homes were designated as "treatment," or "therapeutic." The following data reflects the percentages with regard to these youth's living situation, or status during FFY-1999:

Foster home (non-therapeutic/therapeutic, foster parent adoptive/other	298 youth (34%)
Group home (includes residential/therapeutic & transitional ind. living	280 youth (32%)
Living independently (includes apartments, or post-secondary school	117 youth (14%)
Institutionalized (includes correctional, medical, mental health facilities	84 youth (10%)
Other living arrangements (includes shelters, runaway, self-placement	86 youth (10%)

None of the youth, ages 16 to 21, were married during FFY-1999. 30 youth between the ages of 16 and 21 had children. This includes female as well as male parents. Some young mothers lived with the father of their child, a man who was not the child's father, or on their own with their child. Three children lived with their father. Two mothers lived with their child in their foster home. Two children were placed in Departmental custody and two children were legally freed for adoption. During the past year, the Department's six Life Skills Caseworkers provided independent living program services to 219 youth ages 16 to 18. Another 60 to 70 youth were provided services in transitional independent living programs, or other programs that provided independent living and life skills training services to youth in their program. 260 youth, ages 18 to 21 were on a "V9 Agreement" for purposes of either completing high school, a GED, or going on to a post-secondary educational program. 93 of those youth on the V9 Agreement received services from a Life Skills Caseworker. 312 total youth between the ages of 16 and 21 received services from a Life Skills Caseworker during the past year. The following data represents the number of youth, by age groups, known to have received some form of independent living program services over the past year:

between age 20 and 21	9 youth
between age 19 and 20	30 youth
between age 18 and 19	43 youth
between age 17 and 18	81 youth (175 total youth were in this age category)
between age 16 and 17	86 youth (256 total youth were in this age category)
between age 15 and 16	63 youth (246 total youth were in this age category)

Ages 15+ to age 18 youth, known to have received some form of independent living program services, represent 34% of the total population of youth in that age group over the past year. This was 6% less than the previous year. There was a significant increase in the number of youth in care who became eligible for independent living program services during the past year. We are projecting that at least 33% of youth in this age group will receive independent living program services during the coming year.

An ongoing strategy has been to encourage foster care, group care, and residential care providers to teach independent living skills to youth in their care. This is being done by more foster care providers over the past year. The Ansell "Competency Based Assessment and Tracking System" is being formally used by a number of large foster and group care service providers in Maine. This has come about as a result of bringing training on the CBA model into Maine in March of 1998. Agencies report that the CBA system is an effective way to work with older youth in care. However, up to this point, use of the CBA system has been the agency's choice. Use of the CBA system model is about to become a requirement for all contracted treatment foster care and group care service providers in Maine beginning in the Fall of 2000. Free federal technical assistance has recently been approved for a "train the trainer" CBA training for all treatment foster care and group care programs in Maine. This will take place from June 14 to 16, 2000. This will bring more uniformity in independent living

service provision throughout the state care provider network. Because our youth often move from one placement to another, this should enable them to continue working on identified life skills goals using the same systemic model.

During the past year a Bangor, Maine area broad based coalition of area agencies and service providers was formed to focus specifically on the independent living and life skills needs of adolescents in their programs. The State's Independent Living Program Manager and area Life Skills Caseworker have attended this group's meetings on a regular basis to offer input into the type of programming and services needed for youth in Departmental care. The Independent Living Program Coordinator has also recently met with another large greater Bangor area agency service provider to discuss incorporating life skills training into their work with older youth and to expand their program services to include an community based "congregate apartment" living program component. This agency is collaborating with another large agency in central Maine that operates a "scattered site" apartment program. This program would like to expand their "scattered site" apartment program into the greater Bangor area and would like to work with the "congregate site" apartment program to transition youth from the "congregate site" program into the less structured "scattered site" apartments. These plans should be completed by the Fall of 2000.

Life Skills Caseworkers also continue to provide consultation and assistance to foster care and group care providers which enables them to teach basic life skills in the youth's place of residence. The Department's Life Skills Caseworkers are first focusing their work on youth who are in living situations where they are receiving little or no independent living and life skills education support. The Independent Living Program Manager has been, and will continue to be, available to Children's Services Caseworkers and Supervisors, foster parent groups, and other care providers to encourage them to work with their adolescents to acquire basic life skills. Some of this "message" is now being delivered by our 3 year old Youth Leadership Advisory Team. During the past year, various YLAT members have spoken to members of the provider community and the public about the needs of older youth in Departmental care. To comply with the new Chafee Foster Care Independence Program requirements, there will be youth in care representatives appointed to the existing Child Welfare Advisory Committee. Independent Living service provider representatives will also be represented on the CWAC.

The Independent Living Program continues to provide services primarily through its six specialized Life Skills Caseworkers. The position of the Governor's Office and State Legislature continues to be not to increase the size of state government by creating more state government positions. With the number of Independent Living Program eligible youth steadily growing, we need at least three additional Life Skills Caseworkers to adequately cover the state's Independent Living Program eligible population. Should Maine's Independent Living Program allocation under the Chafee Program increase for FFY-2000, and for FFY's 2001-2004, the Department intends to request approval for these additional Life Skills staff as part of the Department's legislative budget. Some of the strategies mentioned previously have enabled the Life Skills Caseworkers to focus on youth who are getting little or no life skills services and act as Independent Living "consultants" for those agencies and foster parents who are providing services directly to the eligible youth.

STATUS OF CURRENT INDEPENDENT LIVING EFFORTS

Training on topics such as life skills assessments, independent living case planning, adolescent grief and loss issues, teaching positive decision making, and other independent living case management skills continues to be offered to all Departmental caseworkers and other staff of the Department's Bureau of Child and Family Services. This training will be incorporated into the training curriculum being offered by the state's Child Welfare Training Institute as required by the Chafee Foster Care Independence Program. Maine's Title IV-B Training Plan will be amended to incorporate this training into the training curriculum and will also be available to the foster care and group care provider community as well.

A statewide Independent Living Conference was conducted on April 27, 2000 to inform all "stakeholders" with regard to the new Chafee Independent Living Program requirements and to update Departmental staff and statewide service providers with regard to Independent Living Program efforts in Maine. Questions and comments were received from the attendees with regard to the new Chafee law and the program priorities of the Independent Living Program in Maine. Included in the group attending, were representatives from the Native American tribes in Maine who were informed of the new Chafee law's requirements regarding services for youth in care who are Native American. The Child Welfare Advisory Committee has Native American representation as well. The CWAC will be utilized as another means by which to keep the Native American community in Maine informed about independent living program services available for youth in care who are Native American.

More specific training on effective methods and activities to use in working with adolescents, which enables them to acquire meaningful independent living life skills, continues to be available to Departmental staff and other program staff who are working with these adolescents. Independent Living Program eligible youth also are continuing to present their needs in training sessions involving newly hired Departmental casework staff. This is being done on an ongoing basis and has been very effective in bringing the needs of older adolescents to the forefront.

Independent living and life skills services for adolescents in Departmental care/custody continues to move along the continuum of the informal, formal, and experiential methods needed for them to learn the necessary basic life skills they will need for living successfully in the community. These services are more accessible and available than they have been previously. During the past year, more agencies serving adolescents have both formally and informally incorporated independent living and life skills instruction into their daily programming.

One agency now has a "scattered site" site apartment living program operating in a number of large cities and towns in Maine. This was put into operation with the consultation and assistance of the Independent Living Program staff and other staff in the Department's Bureau of Child and Family Services. This agency has recently expanded their program services into the greater Portland, Maine area and will soon establish the program in the Bangor, Maine area. Youth in care who are living in these apartments are doing well and are very pleased that this type of living arrangement is now available. We are excited to have this badly needed resource available for youth in care between the ages of 18 to 21! As was mentioned earlier, life skills

services are being delivered both formally and informally within foster homes, group, and residential care homes where adolescents are residing. The Independent Living Program Manager continues to meet, and have contact with, service providers and local service provider coalitions (such as the one previously mentioned in Bangor, Maine) to explore ways to work together more efficiently to provide independent living and life skills support to the adolescents they serve.

The Department intends to use up to \$28,350 (5%) of the FFY-2000 Chafee program's funds for use for apartment security deposits, monthly rent, and other apartment living expenses for those youth who have exited care at age 18 and are in need of these funds. The Department is already providing funding support for older youth in care from ages 18 to 21 who are living in apartments if they are continuing in care on the Department's Voluntary Extended Care Agreement (V9). In most cases, state child welfare funds are being used to support these type of living arrangements because these youth are no longer eligible for Title IV-E reimbursement. Some of these apartment payments are being made directly to landlords and others are being made on a per diem basis through an agency's apartment living program. Some older youth on the V9 Agreement are able to pay a portion of their own rent and apartment living expenses. We are committed to continuing to provide financial support for youth 18 to 21 to avert youth from being in a "homeless" situation. The new Chafee law provision which allows for Independent Living program dollars to be utilized for room and board will enable us to assist youth with their living costs; if needed.

We have continued to utilize one specialized Department Administrative Case Review position to focus on the independent living and life skills needs of older adolescents in care/custody. This reviewer insures that an appropriate written Transitional Independent Living Plan is in place for youth 16 and older with specific emphasis being on the youth's educational, or vocational education plan. The Department's Independent Living Program Manager and Department's Quality Assurance and Case Review Manager consult on a regular basis with regard to effective use of the specialized Administrative Case Review position. As part of the Quality Assurance effort in the coming months, the specialized case reviewer will be evaluating the quality and content of programs that serve the needs of older adolescents to ensure that they are providing the appropriate independent living and life skills education to the youth in their programs. As was mentioned earlier, life skills assessment and service provision will soon become contractual expectations.

The Department's 6 specialized Life Skills Caseworkers continue to work in a focused and efficient manner. They are a highly competent group of individuals with much experience in delivering independent living program services to the adolescents that they are working with. They are particularly effective in terms of developing trusting relationships with the youth that they are working with which gives these youth hope for a productive future once they leave Departmental care. These youth hold their Life Skills Caseworkers in high regard. The Department's Life Skills Caseworkers are using group work to assist adolescents with learning basic life skills whenever possible. Some groups have been co-facilitated by Life Skills Caseworkers and some have been led by a single Life Skills Caseworker. More youth are now receiving group life skills instruction conducted by agency programs.

Each Life Skills worker is now responsible for, and is working with, a regional Youth Leadership Advisory Group. A state foster care quilt was recently completed which each

YLAT group contributed a quilt square to. A duplicate quilt square from each group (6) has been sent to Washington for a national quilt. A Portland CBS TV station will be doing a news story on Maine's quilt. Other planned regional YLAT projects include community service projects, development of the YLAT website (www.ylat.usm.maine.edu), and participating in developing Bureau of Child and Family Services policies regarding youth in care. (See attached YLAT Strategic Plan 2000 developed at the 3rd annual Youth Summit February 23 and 24, 2000)

Outdoor, adventure based programming continues to be available for youth selected by the Life Skills Caseworkers. Adventure trips can include a work project and evaluation component, or other planned life skills activities such as completing career exploratory inventories. For example, this past summer at least two trips included a work skills project and evaluation component with an AmeriCorps conservation work site crew. Our youth have done very well on these trips. The trips are conducive to open sharing of what their concerns are as they are looking at transitioning out of care. Eight trips were conducted during the past year. At least another eight trips are in the planning stages for the coming year. One trip will be in the state of New Hampshire in July or August 2000 with members of Maine's and New Hampshire's Youth Leadership groups. Trips vary in length from one day to up to five days. Life Skills Caseworkers are now "teaming up" regionally to co-lead and plan these trips using a number of different adventure based service providers. We are now planning these trips in a more cost effective manner which includes a larger number of youth being involved. The day trips include things like a skiing and snowboarding day including lessons and a deep sea fishing trip. The longer trips include dog sledding, kayaking, whitewater rafting, hiking/work projects, and canoe trips. Adventure trips are an effective way to develop relationships with the youth; to discuss their educational and employment plans as well as other issues that they are struggling with. The Department's Life Skills staff have a great deal of experience with planning and conducting these trips. They are also very creative with devising the "themes" of these trips and using a variety of the state's resources in a cost effective manner. Most of the youth who have participated in one of the adventure based trips continue working with a Life Skills Caseworker after the trip. A number of youth were working with a Life Skills Caseworker prior to going on a trip.

On February 22 and 23, 2000, Maine's third annual Youth Leadership Advisory Team Summit was conducted at the Samoset Resort in Rockland, Maine. 33 youth leaders and 14 staffpersons attended the Summit. The youth assisted with the planning for the 10th Annual Teen Conference, developed a "Strategic Plan" for 2000, producing a video for other youth in care as well as the public, forming a "Youth Speaker's Bureau," youth to youth mentoring, developing a newsletter and brochure, sending team representatives to a national youth in care conference, participating in the state's Judicial Symposium and in the development of the state's Child Welfare Plan. Funding was made available this past year to provide a part time staff person to coordinate the activities of the Youth Leadership Advisory Team and to expand the mentoring program currently in place in southern Maine. A newsletter and brochure will be produced in the next few months. The YLAT now has 6 computers available with website and newsletter software installed for each of the regional YLAT groups to use. These computers became available when the Portland Department office was moved to a new location.

Planning for the 2000 Teen Conference is well under way. There will be more information on this in the FFY 2001-2004 Application and State Plan. This past year's Conference was

conducted at the University of Maine in Orono, Maine on June 28, 1999. This enabled more youth and staff from the northern part of the state to attend the conference without having to travel an incredible distance in one day! Foster parents, group care providers, Departmental caseworkers, supervisors, administrators, legislators, and the Department's Commissioner attended the conference. A great slate of relevant workshops was available. Members of our Youth Leadership Advisory Team have spoken to various community groups about their needs as older youth in care. Their "message" is being very well received and has made a very strong impression on the listeners!

An exciting recent event was having 8 members of our Youth Leadership Advisory Team present testimony at a legislative hearing on February 25, 1999 regarding a bill which would offer free tuition to any youth in care who was attending a state supported college, or vocational technical school program. The bill was sponsored by a Portland, Maine legislator, Michael Brennan who is the co-chair of the State Legislature's Education Committee. Representative Brennan was provided information about the educational status of youth in care by Marty Zanghi, Project Manager at the University of Southern Maine's Muskie Institute and by the state's Independent Living Program Manager. The hearing room was literally packed with people who were there for hearings on other bills. The Department's Commissioner, Kevin Concannon, offered testimony in support of the bill. Then our eight youth provided oral testimony; giving written copies of their testimony to each member of the Education Committee. When they were finished with their testimony, they received a loud, heartfelt ovation from everyone in the hearing room! It was a very powerful experience for all present! No one spoke in opposition to the bill! A week later, the Deputy Commissioner and Independent Living Program Manager attended the Education Committee's work session on the bill and answered a number of questions various Committee members had about youth in care both in high school and post-secondary school. The Education Committee's work session vote was unanimous "ought to pass!" The tuition waiver law was enacted and signed by the Governor in May 1999. However, there was some problematic language in the original version of the law which required amending during the second session of the 119th Legislature. This language was deleted from the law by amendment in April 2000. The law will be in effect in time for the Fall 2000 school semester. The Independent Living Program Manager will be meeting with the Finance Authority of Maine and Financial Aid staff of the school affected by the tuition waiver some time during the summer of 2000 to determine the eligibility process for youth in care.

One District Court Judge in Skowhegan, Maine has begun using two youth as "mentors" for children who come into custody in his court. These youth have "teamed up" with the court appointed guardian ad-litem to provide emotional support and information to these children about what to expect when coming into foster care. One young woman acting as a mentor is in Departmental care and completing her final year of a college Legal Secretarial degree program. The other young woman who is acting as a mentor was adopted through the Department's Adoption Assistance program and is attending her first year of college. The judge had assigned a law intern to begin working on this project. However, this intern has completed his internship and moved on. Because of this, the project had to be put temporarily on hold. The judge has requested funding support to staff this initiative from the court Executive Committee. There are funds that might be available through the Child Protection Project. We are hopeful that this innovation project can be supported in a way that ensures success.

The AmeriCorps Community Mentoring Program in southern Maine is well under way. A pool of mentors and prospective "mentees" are now available. More than 30 mentoring matches have been made and more are planned to be made in the near future. In mid-coast Maine, a few older youth in care have been matched with younger youth in care. Some members of our Youth Leadership Advisory Team have mentioned the idea of "youth to youth" mentoring becoming a possibility. We are exploring the feasibility of that idea on a broader scale. We recently began collaborating with the University of Southern Maine Muskie School to provide an AmeriCorps mentoring project on a statewide level. The Muskie School has submitted a proposal and we expect to hear shortly with regard to whether or not the AmeriCorps grant proposal has been approved. We are anticipating that it will be approved. This project will serve older youth in the care of the Department of Human Services and the Department of Corrections and be available for a 3 year period. The Department of Human Services would have 10 AmeriCorps members available, in teams of two each, to provide direct mentoring services to youth at five sites located where these type of services are needed the most. The Department of Corrections will also receive 10 AmeriCorps mentors who will be working out of the Maine Juvenile Drug Court program. Referrals to these AmeriCorps mentors would come directly from Departmental casework staff. Our goal is to make mentoring a sustainable part of the Independent Living Program in Maine on a statewide basis.

The educational aspirations of youth in care continues to be an important focus of Maine's Independent Living Program. During the 1998-1999 academic year 53 youth were in college, vocational technical school, or in another post-secondary educational program supported, in part, with Title IV-E Independent Living, or Title IV-B funds. (a few youth are in the state's Adoption Assistance Program) The Department's Life Skills Caseworkers strongly encourage and support the youth they work with to complete high school and make plans to attend a post-secondary educational program. Over the past 6 or 7 years the numbers of youth in Department care going on to a post-secondary educational program has remained fairly steady; between 50 and 60 per academic year. This year, 37 of the 53 youth in a post-secondary educational program are youth in care. We recently were able to acquire used Department computers to be available on loan for our post-secondary education youth who need them.

The Department's Commissioner continues to assign a Special Assistant to the Independent Living Program to access business, political, and media resources for the benefit of older youth being served by the Independent Living Program. The Special Assistant has been successful in getting some funding for things like an annual college scholarship award and funds to purchase items for other youth in care during the Christmas season. The Special Assistant has also solicited support by speaking to various community groups such as local Lions Clubs and other community groups. In addition, the Special Assistant has a contact at Fleet Bank who may be in a position to authorize donations of funds for scholarships, or for other Independent Living Program activities which benefit youth in care. This possibility as well as others will be explored by the the Commissioner's Special Assistant. We will continue to utilize the services of the Commissioner's Special Assistant to access both cash and in-kind support for the Independent Living Program in Maine.

Governor King was recently reelected to a second term in office. His major area of emphasis is the importance of raising the educational aspirations of youth in Maine and to find ways to make a post-secondary education more accessible to all Maine youth. He sees the pursuit of higher education and specialized technical training as the best way to "invest" in the future of

Maine; to promote a strong economy for the state. There has been considerable discussion about the establishment of a "community college system" in Maine. This would ease Maine's high school graduates into the world of post-secondary education in a less intimidating manner. Establishing a community college system in Maine would be of great benefit to youth in care. Many youth in care aren't ready for a full blown post-secondary educational program, but would be good candidates for a community college program. This system should be in place, through Maine's Technical College system, within the next two years. A number of Legislative leaders are also supporting the idea of increasing educational opportunities for all youth in Maine. We are most pleased by this emphasis because it will also benefit older youth in Departmental care.

SUMMARY OF PROBLEMS AND BARRIERS TO SUCCESSFUL INDEPENDENT LIVING TRANSITIONS FOR FOSTER CARE YOUTH

Adolescents in Departmental care in Maine need consistently available assistance in order to acquire the many life skills that they will need to function "interdependently" in the community as they are leaving care. They also need to have well established community supports in place once they are out of Departmental care; a "safety net." Unfortunately, a number of older youth are leaving care with little or no community supports in place despite the best efforts of the Department's caseworkers and care providers. The diversity of the target population, their transience, and geographic location is still very much a challenge in terms of all older youth being able to receive the full continuum of independent living and life skills education services. Most older youth in care receive at least some form of independent living and life skills training services. Maine is a predominantly rural state which makes it challenging for the Department's Life Skills Caseworkers to bring youth together to receive life skills education in a group setting. However, most Life Skills Caseworkers are able to at least provide some independent living and life skills education either during an adventure trip or in a several week group session format outside of trips. There are some group care agencies in Maine who also are providing independent living and life skills education in the group teaching format. Many of these agencies have been using a formal life skills training curriculum of one kind or another. Contracted agencies will be required, starting in the Fall of 2000, to use a specific life skills assessment and instructional tool in their work with older youth in care. This is expected to bring uniformity to life skills, independent living practice statewide. A great deal of the Life Skills Caseworker's contact with youth is individual which is important in terms of achieving desired outcomes with the youth. A few youth continue to refuse independent living and life skills services; most gladly accept this kind of assistance.

Overall, more older youth in care are receiving independent living and life skills services either directly from a Life Skills Caseworker, or from foster parents and group care providers. Now that the state's Maine Automated Child Welfare Information System (MACWIS) is up and running, the Independent Living Program staff has been able to access information about every youth who is eligible for services. From this information it is possible to determine whether or not an individual youth is receiving at least some form of independent living and life skills services. All Life Skills Caseworkers know how to utilize the system to access independent living and life skills information for each youth referred to them and to transfer that information to a specialized database used by each Life Skills Caseworker and the Independent

Living Program Manager. The Independent Living Program Manager uses the database to track those youth who are not referred to a Life Skills Caseworker. In this way we are able to get a more accurate "picture" of what is happening with all Independent Living Program eligible youth in terms of their involvement in independent living and life skills education.

The specific needs of our older youth in care and their readiness to learn independent living and life skills varies considerably. Their life experiences, both before and during foster care, very much affects their willingness and ability to recognize the need for, and to participate in, independent living program services. Many youth entered Departmental custody prior to adolescence, and a number of youth entered care well into their adolescence. These youth have come into their current living situations from a number of different living arrangements; their own dysfunctionally abusing families, a restrictive institutional program, a less restrictive foster family home, a group care facility, or numerous short-term emergency shelter, or homeless shelter programs. The frequency with which some of these youth move from placement to placement affects whether or not they receive independent living and life skills education services with any consistency. A number of our older youth in care have had at least 10 different living arrangements since being in Departmental care. The average number of "placements" that an older youth has had remains an average of between 4 and 7. This is probably the most significant factor affecting their ability to learn basic independent living life skills. As was mentioned earlier, the expectation that contracted service provider agencies use the same life skills assessment and instructional materials should help in this regard.

Frequent moving also affects the older youth's ability to keep up in school. Moving to another placement often occurs in the middle of a school term. The new school system sometimes has incomplete information about the educational needs of the youth transferring into their school. It is not uncommon for a youth in care to be 19 years old when they graduate from high school. Some 17 year old youth in care are still in the 9th or 10th grade. There are some youth who've been out of school for significant periods of time due to behavioral instability. Nearly 50% of older youth in care are in special education programs for identified organic or behavioral reasons. Grade level is often not a true "indicator" of the youth's functional literacy. The Department's Children's Services caseworkers and Life Skills caseworkers continue to work with schools to insure that the youth's educational needs are being met. The Independent Living Program Manager has been working with the Administrative Case Review/Quality Assurance Program Manager in terms of meaningfully addressing the youth's educational, or vocational plan as part of the state's quality assurance effort.

A number of youth in care choose not to continue, or are not eligible to continue, in the Department's extended voluntary care program once they reach age 18 despite encouragement to do so. They may have had a difficult experience while in foster care and distrust the caseworkers, or care providers that have worked with them. A number of older youth view Departmental extended care as just another way to exert what they have always viewed as negative "control" over their lives. The relationship that they have had with their Caseworker, Life Skills Caseworker, or care provider is particularly critical in terms of how they will see the possibility of extended care with the Department. The Independent Living Program Manager has recently met with 3 groups of our Youth Leadership Advisory Team to revise the Department's Voluntary Extended Care policy for youth in care ages 18 to 21. Our goal is to make the offer of continued Department services after age 18 hard to refuse! Our Youth Leadership team members have been very helpful with their thoughts about what to include in

the revised Extended Care policy. This may be the first time that older youth in care have had an opportunity to participate in the development of policy affecting their lives.

The Independent Living Program staff continues to maintain, as a primary emphasis, the making of a meaningful relationship with a caring adult which often leads to improved educational and community living outcomes. A number of youth leaving care do not have supportive adults and peers in the community available to assist them following their discharge from care. Some return to immediate family members, other adult relatives, or older siblings only to find out that the support that they hope for isn't there. As was mentioned earlier in this narrative, we are exploring ways to expand mentoring programming statewide through an AmeriCorps initiative.

We are encouraged that more care providers, both foster home and group home, are seeing the importance of starting independent living and life skills education with youth before they turn 16 and become eligible for the services of Maine's Independent Living Program. This will enable the Department's Life Skills Caseworker to begin their work with some of these youth at a more advanced stage in the continuum.

Maine's Independent Living Program staff continue ask that caseworkers, foster care providers, and group care providers at least explore the possibility of members of the youth's own family being able to provide some form of independent living support for them as they near the time of transitioning out of care; especially if the youth is planning to return to live with a family member. Many youth in care are planning to return to live with a family member at age 18, with or without Departmental approval; in an attempt to reestablish meaningful contact with members of their birth family. Because of this, we feel that we should assist these youth with making that contact and include family members in the transitional independent living planning. The Department's Life Skills continue to use this approach on a regular basis taking into account any safety concerns that might be of concern.

More adolescent in care are needing specialized therapeutic foster care, residential care, or in/out patient mental health and substance abuse services. It takes considerable time and effort to effect these specialized placements for adolescents. Some youth wait a significant length of time for a placement. They become understandably impatient and sometimes run away from a placement while they are waiting; frustrating for both caseworker and the youth. It takes time to "pick up the pieces" when this happens. Many youth refuse to live in what they view as a more "restrictive" setting with rules they don't agree with. Approximately half of those youth entering care between the ages of 14 to 17 have been adjudicated of juvenile criminal offenses and are on probation. Most of these youth also require specialized placements and educational services. The Department of Human Services Commissioner has recently assigned one of his staff to work on developing specialized placements for older youth in care who are in out of state residential placements. The Independent Living Program Manager has been working with this individual in terms of what type of resources are needed for these older youth who are returning to Maine.

The number of children and adolescents entering care is increasing without an increase in Departmental casework staff which has an adverse affect on services for older youth in care. Turnover of Departmental caseworker staff continues to be a significant problem as well. Since the end of July 1998, over 600 more children have come into the Department's custody. The

recent passage of the national Adoption and Safe Families Act has placed an important emphasis on requiring the Department to move much more quickly toward a "permanency plan" for children entering custody. The Department's regional managers are finding it increasingly problematic to balance the permanency planning needs of younger children with the transitional independent living needs of older youth in care.

All of the things mentioned above can present themselves as barriers with regard to effective delivery of services for older adolescents. However, there is an increasing level of awareness of the needs of older adolescents in foster care. Through the Administrative Case Review/Quality Assurance process, improved transitional independent living planning is being done. Using our older youth to "speak out" on behalf of the needs of other youth in care has proven to be an effective way to get the "message" out about not neglecting the needs of older youth who are transitioning out of care. While we realize that we have limited control over some of the problems youth experience while in the Department's care, we feel that much progress has been made in getting the voices of our older foster youth heard by others in the foster care system.

Foster parents, group and residential care staff need to enhance their skills with regard to assessing, planning for, and teaching independent living life skills. The life skills assessment and tracking training provided in March 1998 has enabled a number of care providers to incorporate independent living programming into their day to day work with adolescents prior to age 16. At that point, use of the assessment and instructional tool was voluntary. As mentioned earlier in this narrative, that is about to change. It will now become required practice for all contracted treatment foster care, group care, and residential service providers. A few care providers are slow to recognize the need to offer focused life skills services to adolescents, but most are currently providing at least some of these services to the adolescents that they work with. Life Skills Caseworkers are continuing their consultation with foster parents who are providing life skills services to the youth in their home. The moves from placement to placement that take place for many youth interrupt their independent living and life skills learning to some degree. Some care providers see their role as solely being "caretakers" of the youth. Others are somewhat anxious about the "liability" of allowing a youth in their home to participate in "experiential" life skills activities. Some group care providers are overly protective in this sense for fear of violating their licensing regulations. The Independent Living Program Manager has been participating for the past year in a licensing task force which has been revising all licensing rules and regulations. Part of the revisions include less restrictiveness with regard to programs that provide independent living life skills services. Transitional Independent Living Case Planning is part of the new automated child welfare system. (MACWIS) There have been some improvements in the quality of independent living and life skills services amongst the state's provider community.

There are sometimes problems that arise from a lack of knowledge and collaboration within and between the various state departments. This is improving somewhat. For example, the Independent Living Program Manager is a member of the state's Juvenile Justice Advisory Group and a member of the Prevention Committee. As a Prevention and Grants Committee member, the Program Manager has been part of selecting which programs receive funding as a result of RFP'S (requests for community proposals) which are targeted toward supporting programs which include independent living and life skills as an important component. Some proposals have included community mentoring components as well. A number of quality

community based programs offering these types of services have been funded as a result of the RFP process. The Independent Living Program Manager is also a member of the statewide Committees on Transition Network; a non-profit program designed to assist all youth with special needs with their transition out of high school into a job or post-secondary education program. The Independent Living Program Manager is a member of the Executive Committee of the COT as well. Some of our Life Skills workers are members of the COT regional boards. More state government agency staff and private agency staff are becoming aware of the needs of older youth in foster care as a result of the above connections.

Many youth in custody/care are also involved with the mental health, corrections, or education departments of the state. Representatives from these departments have been invited to participate, or attend Independent Living Program activities such as the annual Teen Conference. There has been increasing openness to the idea of working together for the benefit of older youth in care. A Department of Human Service's caseworker continues to work directly out of the Maine Youth Center to assist in making appropriate plans for youth transitioning into the community from the Youth Center. Information about programs that serve the needs of older youth in care regarding educational planning, job skills attainment and maintenance, and other independent living life skills programs continue is disseminated to Departmental caseworkers so that they can refer youth to these programs. Linkages that are made with public and private service providers will increase the likelihood that more of our older youth in care have access to services which lead to positive interdependent living outcomes. This should help reduce the negative impact of some of the barriers and problems mentioned earlier in this section.

DESCRIPTION OF SERVICES AND ACTIVITIES PLANNED

The programs, services, and activities described in this section are to be carried out in whole, or in part, with Title IV-E, Section 477 funds allotted for Federal Fiscal Year 2000. Because this is a revision of the FFY-2000 Independent Living Application and State Plan submitted in June 1999, updated goals and objectives will be submitted as part of the Application and State Plan required under the Chafee Foster Care Independence Program for FFY 2001-2004. The current FFY 2000 goals and objectives include, but are not limited to, the original goals and initial activities submitted as part of the Department's State Child Welfare Plan for FFY's 2000-2005. They are based on the Department's experience with previous strategies and on recommendations made by a sub-committee of the Child Welfare Advisory Committee and primarily enhance, or expand on these initiatives and recommendations. They focus on four major program goals:

Goal 1: Expanded services for older foster care youth which includes greater availability and access to a continuum of services and activities which enable youth with diverse needs to adequately prepare for leaving foster care and live successfully in the community.

Objective 1: To complete work on transitional independent living licensing requirements as part of the existing residential licensing rules and regulations. Requirements will be conducive to the learning of independent living life skills. This work

is currently in process and will be completed by September 1999.

Objective 2: To utilize community based sub-contractors for aftercare for youth in apartment living to assist them once they leave specialized independent living programs.

Objective 3: To quantify and evaluate the sub-contractor currently be used to manage a community and work-site mentoring program for youth in care who are being provided with independent living program services.

Objective 4: To continue to utilize the regional independent living program staff, as much as possible, to act as regional consultants for agencies and programs providing independent living life skills services.

Goal 2: Integration of preparation for adulthood concepts and activities into the practice of all staff working with older youth in care/custody.

Objective 1: To complete the work on standardized policy and procedures which will be clearly stated for all youth in care and staff to follow and understand. Work on independent living policy has made steady progress. Draft policy will be completed by July 1999 and in place by September 1999. Independent living program staff, supervisors, and managers have had input in drafting this policy.

Objective 2: To conduct the annual Teen Conference for independent living program youth, caseworkers, care providers, and others who work with youth who are transitioning out of care and into the community. The 9th Annual Teen Conference is scheduled for June 28, 1999 at the University of Maine in Orono, Maine.

Objective 3: To make specialized training available, or make information about specialized training available for Department independent living program staff and community based service providers on independent living and life skills teaching.

Objective 4: To clarify V-9, the Voluntary Extended Care Agreement after age 18, for all older youth in care and for all Departmental staff providing services to these youth. This is being done as part of the independent living policy referred to in Objective 1. V9 policy will be put into place within the same time frames mentioned in Objective 1.

Goal 3: Enhance and maintain quality services which adequately prepare youth in care for transition from care to self-sufficient adulthood.

Objective 1: To include youth in the child welfare planning process. 4 to 5 older youth in care are participating in the development of the state's Child Welfare Plan which is due by June 30, 1999. To continue to utilize the newly formed Youth Leadership Advisory Team to provide information to Departmental staff and community service providers regarding the

needs of youth in care.

- Objective 2: To develop a means by which youth in care can have increased access to their caseworker, independent living program staff, or a mentor.
- Objective 3: To define and develop a strategy to unify supervision (both administrative and clinical) in order to enhance youth success, in a unified manner, for all independent living program staff.
- Objective 4: To identify independent living program outcomes that are focused and measurable with rationale as to why these outcomes accurately measure the youth's successful transition out of care. The transitional independent living plan will be connected to the program's evaluation as part of quality assurance.

Goal 4: Effective communication and partnership with, and among youth, State Departments, community agencies, interested businesses, and individuals.

- Objective 1: To develop a working group of partners, including independent living program staff, who will meet at least quarterly to discuss and implement the state's independent living program plan.
- Objective 2: To produce a brochure about the independent living program for public distribution by September 1999. To produce an independent living program newsletter with the assistance of members of the Youth Leadership Advisory Team by the end of August 1999. Newsletter will be published on a regular basis from that point.

YOUTH TO BE SERVED

Election of Population

The Department of Human Services elects for eligibility for its programs under Title IV-E, Section 477 funded services, all youth eligible under the Title IV-E, Section 477 (a) (2). These include:

- a. Youth, age 16 or older, for whom foster care maintenance payments are being made under Title IV-E.
- b. Non-Title IV-E eligible youth, age 16 or older, who are in foster care under the responsibility of the state, and
- c. Youth, or young adults under age 21, who were in foster care under the responsibility of the state on, or after their 16th birthday. This latter population will be integrated into the state's overall planning for discharge and aftercare services. These youth will be provided services in accordance with policy and procedures established for this purpose.

This information is also included in Attachment C, State Information on the Independent Living Program, which was amended to the FY Application and State Plan.

Number of Youth Anticipated to be Eligible and Served

Based on the ages of children and young adults in the Department's care, or custody as of June 1, 1999, it is estimated that 760 youth age 16 or older will be in care, or custody at any given time during Federal Fiscal Year 2000. At total of 880, or more will be eligible for Title IV-E Independent Living Program services for at least some portion of Federal Fiscal Year 2000.

443 of the 880 youth, age 16 or over, expected to be in care during FFY-2000 will be IV-E eligible. Of those 443 IV-E eligible youth, 139 are expected to participate in independent living program services. 437 non-Title IV-E eligible youth, age 16 or over, are expected to be in care during FFY-2000. Of those 437 non-IV-E eligible youth, 180 are expected to participate in independent living program services. Between 5 to 7 former youth in care are expected to participate in independent living program services. IV-E eligibility determination is currently pending for 13 youth, 16 and over, who are new in custody. It is anticipated that there will be some youth who are living in a non-licensed placement and will be non-Title IV-E eligible. These youth may move in and out of a licensed placement several times during the coming year affecting their IV-eligibility.

EXPECTED RESULTS AND OUTCOMES

The programming services described in this plan are expected to result in the following transitional independent living outcomes for older youth in care:

1. Greater accessibility and availability of activities which enable older youth in care to acquire necessary life skills to facilitate their successful transition from care to living interdependently in the community; including intense focus on completing high school, pursuing a post-secondary educational program, and better planning and preparation for entering the job market.
2. Availability of services and activities which are proven to be effective in enabling older youth in care to acquire and be able to demonstrate the use of necessary life skills. All Departmental Life Skills Caseworkers will complete a life skills assessment and use a tracking format which will measure the youth's ability to perform life skills tasks in six fundamental areas: employment, money management, using community resources, communication, decision making and problem solving, and housing. At least 50% of the youth working with a Life Skills Caseworker will be able to demonstrate competency in these six life skills areas by the time they transition from care.
3. Greater integration of preparation for interdependent living strategies, concepts, and activities within the Department's Children's Services Caseworker's practice. New caseworker trainings, conducted through the Department's Training Institute, will

continue to include presentations by both older youth in care and independent living program staff relevant to the provision of independent living life skills services to older youth in care.

4. Policy and practice with older youth in care which promotes the acquisition of interdependent living skills while they are still in care. And policy and practice which enhances effective discharge planning; offering youth in care the best possible opportunities for making a successful transition from the Department's care into the community. Draft policy and practice procedures has been disseminated to all regional Departmental staff for comment. Final draft will be completed by the end of July 1999.
5. Transitional independent living case planning for older youth in care which more effectively focuses caseworker tasks on activities which prepare youth for successful transition from Departmental care, or custody with measurable outcomes in the various life skills competency areas. 100% of youth eligible for Independent Living Program services will have a written Transitional Independent Living Plan in place. This plan will be reviewed and revised at least once every six months with the youth's input.
6. Engender the greater involvement of community agencies, businesses, and concerned individuals in the development and delivery of effective services which promote life skills development, facilitates a successful transition from Departmental care, and supports an interdependent community living plan. Youth will be able to demonstrate competencies in six basic life skills areas.

BUDGET AND EXPENDITURES

1. FFY - 1999

The following amounts were budgeted and expended for independent living programs, services, and activities during FFY - 1999 (projected through September 30, 1999)

	<u>Budgeted</u>	<u>Expended</u>
a. State Funds	\$202,103	\$202, 103
b. Title IV-B	\$ 60,000	\$ 38,000
c. Title IV-E Independent Living Program	\$565, 888	\$565,888
I. Department Personnel/ Administration (Staff travel is included in these costs) One Program Manager/Specialist One Administrative Case Reviewer Six Life Skills Caseworkers	\$380,500	\$372,000
II. Contracted Services	\$ 45,000	\$ 59,387

University of Southern Maine, Muskie Institute. Youth outreach including maintenance and expansion of community mentoring and the Youth Leadership Advisory Team for IV-E I.L. youth in care. Technical assistance and support for I. L. staff and assistance with planning and conducting the Teen Conference

III. Other

Educational and vocational educational services, post-secondary education tuition, books, fees	\$ 90,000	\$ 90,000
Adventure based life/employment skills/self-esteem building trips	\$ 30,000	\$ 35,000
Other group and individual activity costs related to supporting transitional independent living planning and preparation for community living/1998 Teen Conference	\$ 20,388	\$ 9,501

2. FFY-2000

The projected expenditures for FFY-2000 are:

a. Title IV-B	\$ 60,000
b. Title IV-E Independent Living Program	\$565,888*
I. Department Personnel/Administration (Staff travel is included in these costs) One Program Manager/Specialist One Administrative Case Reviewer Six Life Skills Caseworkers	\$378,000
II. Contracted Services University of Southern Maine, Muskie Institute. Youth outreach including maintaining and expanding community mentoring, technical assistance and support for the Youth Leadership Advisory Team, assistance with planning and conducting the Teen Conference, and technical support for I.L. Program staff.	\$ 58,000
III. Other Educational and vocational services, post-	\$ 70,000**

secondary education tuition, books, fees
Adventure based life/employment skills/self \$ 40,000
esteem building trips
Other group and individual activity costs \$ 19,888
related to supporting transitional independent
living planning and preparation for community
living/Teen Conference costs

* See "State Match" section below

** A Legislative tuition waiver bill for youth in care is anticipated to lower the amount of Independent Living program dollars needed for post-secondary educational costs for youth in care.

NOTE: Maine's FFY-2000 total allocation under the recently enacted Chafee Foster Care Independent Living Program did not increase. Therefore, the above FFY-2000 budgetary figures remain the same as originally submitted.

STATE MATCH

Note: Please see Attachment A as part of the ACF required Chafee Foster Care Independence Program Application and State Plan format.

The Maine Department of Human Services requests all of its share of the FFY-2000 Independent Living Amount; \$565,888

The State is providing the required 20% state matching funds in the amount of \$113,178 as required under the recently enacted Chafee Foster Care Independent Living Program

The State is also applying for, and offers to match additional funds that may become available through the reallocation of Independent Living funds. The minimum of reallocated funds the State will accept is \$1.00. The maximum amount, for which the State wishes to be considered, is \$25,000.00.

The State match is to include in-kind and third party contributions, based on the Department's cost allocation plan; state funds which are not currently being used as match for other federal funding sources.

RESPONSIBLE STATE AGENCY

The State's Independent Living Program, as set forth in Section 477, will be administered by the Department of Human Services; the State agency which administers the Title IV-E Program in Maine. The employer identification number for the Maine Department of Human Services is 1-01-600-0001A6. The Department of Human Services will administer these directly, or will supervise the administration of these programs in the same manner as other parts of Title IV-E. The Department of Human Services agrees to cooperate in national evaluations of the effects of the Independent Living Program's services.

The information is the same as recorded on Attachment C, State Information on the Independent Living Program, which was appended to the FFY-1994 Application and State Plan.

ASSURANCES

Please see Attachment B as part of the ACF - Chafee Foster Care Independent Living Program additional certification requirements.

The State assures that:

1. Title IV-E, Section 477 Independent Living Program funds will supplement and not replace Title IV-E foster care funds available for maintenance payments and administrative and training costs, or any other state funds which may be available for Independent Living programs, activities, and services;
2. The Department will operate the Independent Living Program in an effective and efficient manner;
3. The funds obtained under Section 477 shall be used only for the purposes described in Section 477 (f) (1);
4. Payments made, and services provided, to participants in a program funded under Section 477 as a direct consequence of their participation in the Independent Living Program will not be considered as income, or resources for the purposes of determining eligibility of the participants for aid under the state's Title IV-A, or IV-E plan, or for the determining of the level of such aid;
5. Each participant will be provided a written transitional independent living plan which will be based on an assessment of his/her needs, and which will be incorporated into his/her case plan, as described in Section 475 (1);
6. Where appropriate, for youth age 16 and over, the case plan will include a written description of the programs and services which will help the youth to successfully prepare for the transition from foster care to interdependent living;
7. For youth age 16 and over, the dispositional hearing will address the services needed to assist the youth to make the successful transition from foster care to interdependent living;
8. Payments to the State will be used for conducting activities, and providing services, to carry out the programs involved directly, or under contracts with local governmental entities and private, non-profit organizations;
9. Funds will be administered in compliance with Departmental regulations and policies governing the administration of grants, 45 CFR, Parts 92 and 74, and OMB Circulars

Attachment A (cont'd)

Section 477 (b)(2)(D)	5. Describe how the State plans to involve the public and private sectors in helping adolescents in foster care achieve independence.
Section 477 (b)(2)(E)	6. Describe how the State will use objective criteria for determining eligibility for benefits and services under the programs:
Section 477 (b)(2)(E)	7. Describe how the State will ensure fair and equitable treatment of benefit recipients:
Section 477 (b)(3)(D)	8. Briefly describe the CFCIP-specific training offered and/or planned in accordance with this Section. The State's Title IV-B Training Plan should be amended to incorporate this information.

Part II - FY 2000

CFCIP Funds Requested

Federal Funds Requested \$ 565,888

State Match Amount \$ 141,472 Sources Third party contributions*

* See "STATE MATCH" section of FFY-2000
Application and State Plan for further
explanation

In-Kind*

Amount of Federal Funds to be Used for Room and Board \$ 28,350

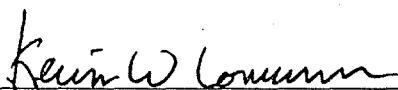
A-87, A-102, and A-122, including such provisions as Audits (OMB Circulars A-128 and A-133) and Nondiscrimination (45 CFR, Part 80) and;

10. Grant funds will not be used for the provision of room and board.

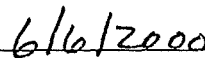
CERTIFICATIONS

Appended to this application and plan are the following certifications:

1. Certification Regarding Drug-Free Workplace Requirements (45 CFR, Part 76.600).
2. Anti-Lobbying Certification and Disclosure Form (45 CFR, Part 93).
3. Debarment Certification (45 CFR, Part 76.500).



Kevin W. Concannon, Commissioner
Maine Department of Human Services



Date

U.S. Department of Health and Human Services
Certification Regarding Drug-Free Workplace Requirements
Grantees Other Than Individuals

By signing and/or submitting this application or grant agreement, the grantee is providing the certification set out below.

This certification is required by regulations implementing the Drug-Free Workplace Act of 1988, 45 CFR Part 76, Subpart F. The regulations, published in the May 25, 1990 Federal Register, require certification by grantees that they will maintain a drug-free workplace. The certification set out below is a material representation of fact upon which reliance will be placed when the Department of Health and Human Services (HHS) determines to award the grant. If it is later determined that the grantee knowingly rendered a false certification, or otherwise violates the requirements of the Drug-Free Workplace Act, HHS, in addition to any other remedies available to the Federal Government, may take action authorized under the Drug-Free Workplace Act. False certification or violation of the certification shall be grounds for suspension of payments, suspension or termination of grants, or governmentwide suspension or debarment.

Workplaces under grants, for grantees other than individuals, need not be identified on the certification. If known, they may be identified in the grant application. If the grantee does not identify the workplaces at the time of application, or upon award, if there is no application, the grantee must keep the identity of the workplace(s) on file in its office and make the information available for Federal inspection. Failure to identify all known workplaces constitutes a violation of the grantee's drug-free workplace requirements.

Workplace identifications must include the actual address of buildings (or parts of buildings) or other sites where work under the grant takes place. Categorical descriptions may be used (e.g., all vehicles of a mass transit authority or State highway department while in operation, State employees in each local unemployment office, performers in concert halls or radio studios).

If the workplace identified to HHS changes during the performance of the grant, the grantee shall inform the agency of the change(s), if it previously identified the workplaces in question (see above).

Definitions of terms in the Nonprocurement Suspension and Debarment common rule and Drug-Free Workplace common rule apply to this certification. Grantees' attention is called, in particular, to the following definitions from these rules:

"Controlled substance" means a controlled substance in Schedules I through V of the Controlled Substances Act (21 USC 812) and as further defined by regulation (21 CFR 1308.11 through 1308.15).

"Conviction" means a finding of guilt (including a plea of nolo contendere) or imposition of sentence, or both, by any judicial body charged with the responsibility to determine violations of the Federal or State criminal drug statutes;

"Criminal drug statute" means a Federal or non-Federal criminal statute involving the manufacture, distribution, dispensing, use, or possession of any controlled substance;

"Employee" means the employee of a grantee directly engaged in the performance of work under a grant, including: (i) All "direct charge" employees; (ii) all "indirect charge" employees unless their impact or involvement is insignificant to the performance of the grant; and, (iii) temporary personnel and consultants who are directly engaged in the performance of work under the grant and who are on the grantee's payroll. This definition does not include workers not on the payroll of the grantee (e.g., volunteers, even if used to meet a matching requirement; consultants or independent contractors not on the grantee's payroll; or employees of subrecipients or subcontractors in covered workplaces).

The grantee certifies that it will or will continue to provide a drug-free workplace by:

(a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;

(b) Establishing an ongoing drug-free awareness program to inform employees about:

(1) The dangers of drug abuse in the workplace; (2) The grantee's policy of maintaining a drug-free workplace; (3) Any available drug counseling, rehabilitation, and employee assistance programs; and, (4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;

(c) Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a);

(d) Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will:

(1) Abide by the terms of the statement; and, (2) Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction;

(e) Notifying the agency in writing, within ten calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to every grant officer or other designee on whose grant activity the convicted employee was working, unless the Federal agency has designated a central point for the receipt of such notices. Notice shall include the identification number(s) of each affected grant;

(f) Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted:

(1) Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or, (2) Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency;

(g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e) and (f).

The grantee may insert in the space provided below the site(s) for the performance of work done in connection with the specific grant (use attachments, if needed):

Place of Performance (Street address, City, County, State, ZIP Code) State of Maine

Check ☐ if there are workplaces on file that are not identified here.

Sections 76.630(c) and (d)(2) and 76.635(a)(1) and (b) provide that a Federal agency may designate a central receipt point for STATE-WIDE AND STATE AGENCY-WIDE certifications, and for notification of criminal drug convictions. For the Department of Health and Human Services, the central receipt point is: Division of Grants Management and Oversight, Office of Management and Acquisition, Department of Health and Human Services, Room 517-D, 200 Independence Avenue, S.W., Washington, D.C. 20201.

DGMO Form #1 Revised May 1990

Grant No. _____

Kevin W Concanan
Commissioner, Maine Department of Human Services

6-6-00

Date

Certification Regarding Debarment, Suspension, Ineligibility and
Voluntary Exclusion - Lower Tier Covered Transactions
(To Be Supplied to Lower Tier Participants)

By signing and submitting this lower tier proposal, the prospective lower tier participant, as defined in 45 CFR Part 76, certifies to the best of its knowledge and belief that it and its principals:

(a) are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

(b) where the prospective lower tier participant is unable to certify to any of the above, such prospective participant shall attach an explanation to this proposal.

The prospective lower tier participant further agrees by submitting this proposal that it will include this clause entitled "Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion - Lower Tier Covered Transactions" without modification in all lower tier covered transactions and in all solicitations for lower tier covered transactions.

CERTIFICATION REGARDING ENVIRONMENTAL TOBACCO SMOKE

Public Law 103-227, Part C - Environmental Tobacco Smoke, also known as the Pro-Children Act of 1994 (Act), requires that smoking not be permitted in any portion of any indoor facility owned or leased or contracted for by an entity and used routinely or regularly for the provision of health, day care, education, or library services to children under the age of 18, if the services are funded by Federal programs either directly or through State or local governments, by Federal grant, contract, loan, or loan guarantee. The law does not apply to children's services provided in private residences, facilities funded solely by Medicare or Medicaid funds, and portions of facilities used for inpatient drug or alcohol treatment. Failure to comply with the provisions of the law may result in the imposition of a civil monetary penalty of up to \$1000 per day and/or the imposition of an administrative compliance order on the responsible entity.

By signing and submitting this application the applicant/grantee certifies that it will comply with the requirements of the Act. The applicant/grantee further agrees that it will require the language of this certification be included in any subawards which contain provisions for children's services and that all subgrantees shall certify accordingly.

Grant No. _____

Kevin W. Concanon
Commissioner, Maine Department of Human Services

1.6.00
Date



CERTIFICATION REGARDING LOBBYING

DEPARTMENT OF HEALTH AND HUMAN SERVICES

ADMINISTRATION FOR CHILDREN AND FAMILIES

PROGRAM: _____

PERIOD: _____ STATE: _____

Certification for Contracts, Grants, Loans and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Kevin W. Conner
Signature

Commissioner
Title

Agency / Organization

6/6/2000
Date



STATE OF MAINE
DEPARTMENT OF HUMAN SERVICES
Bureau of Child & Family Services
State House Station #11
Augusta, Maine 04333

Angus S. King, Jr.
Governor

Kevin W. Concannon
Commissioner

June 23, 2000

Ms. Linda Mitchell, ACF Program Specialist
DHHS, Administration for Children & Families, Region I
John F. Kennedy Federal Building
Government Center
Boston, Massachusetts 02203

**RE: Revised FFY-2000 Application and
State Plan**

Dear Linda:

Please find attached information with regard to the points you raised in your recent letter requiring further information. Please consider this information as an "addendum" to our revised FFY-2000 Application and Plan for the Independent Living Program. I have also attached the necessary revised state match pages. I have consulted with our Assistant Bureau of Child and Family Services Director, Diane Towle, with regard to the programmatic points you raised. I hope that we have responded to your questions with a degree of specificity which will adequately address the questions.

Please me know if you require any further information with regard to our revised FFY-2000 Application and State Plan. We are particularly anxious to have our FFY-2000 funding released as we have nearly expended our available FFY-1999 funds. I will be on vacation from June 30 through July 7 and back in the office on Monday July 10th. Please contact Diane Towle if you need further clarification with regard to any of our responses to the points you've raised, or contact me next week before I go on vacation.

Sincerely,

A handwritten signature in cursive script that reads "Hugh".

Hugh E. Sipowicz
Maine Independent Living Program Manager
DHS, Bureau of Child and Family Services

cc: Diane Towle, Acting Assistant Director, DHS Bureau of Child and Family Services

(207) 287-5060 (Voice)

(207) 287-5048 (TDD - Deaf/Hard of Hearing)

(207) 287-5282 (FAX)

- **Briefly describe how the state intends to design and deliver programs to achieve the purposes of: providing financial support, housing, counseling, employment, education and other appropriate support and services to former foster care recipients between 18 and 21 years of age:**

Our Life Skills casework staff provides a great deal of assistance to former youth in care between ages 18 and 21 in terms of both direct services, advocacy, and referral to community programs which provide long term housing with appropriate support, employment skills development and support, and mental health services support. These services include working directly with these youth to link them with existing federal, state, local, and non-profit employment support programs which assist older youth with job readiness and job maintenance skills as well as direct service provision by our Life Skills staff with regard to these areas. Referrals to employment training and support programs are made for a significant number of older youth in care by our Departmental Life Skills staff; particularly for those youth who have special employment support needs. Many youth are referred to the state's Vocational Rehabilitation service's program as well as private employment agency programs statewide prior to age 18 so that these services will already be in place when the youth reaches the age of 18. These services continue into adulthood for these youth.

Examples of housing support programs include our Life Skills staff linking older youth in care with long term housing programs offered by federal, state, and non-profit agency programs as well as working directly with local landlords to secure an apartment for some of these older youth in care. The Independent Living Program Manager has also been working with state non-profit service providers to expand their existing programs to include a number of apartment living options for older youth in care. (This information has been included in the revised FFY-2000 Application and Plan submitted to you a few weeks ago)

A significant number of our older youth in care are referred to the Bureau of Mental Health, Retardation, and Substance Abuse Services who offer comprehensive long term housing, mental health, employment support, and other support services for these youth as part of their programs. Our Life Skills staff are directly involved in making sure that these transitions are made effectively before older youth leave care. Our Life Skills staff are actively involved in making sure that appropriate mental health services are in place for youth between ages 18 to 21. They work in collaboration with the youth's Departmental caseworker and agency staff to make appropriate mental health counseling referrals for youth who are not linked to an agency program for these services.

Our Independent Living Program Life Skills staff also assist youth ages 18 to 21 with access to adequate medical coverage. They assist older youth in care with applying for continued medical coverage after age 18 through the state's Medical Assistance Program. The Department's management staff will be addressing the medical coverage issue with the Commissioner of Human Services to ensure that all youth in care between the ages of 18 and 21 have access to medical coverage.

- **Briefly describe how all political subdivisions in the state are served by the Independent Living Program:**

We are interpreting the term "political subdivision" to mean our regional Department of Human Service's offices statewide. Each of our current Life Skills staff are assigned to cover our regional Department offices statewide and to work directly with Children's Services casework staff and supervisors in those offices with regard to referrals and work with youth in care between the ages of 16

and 21. We find that this is the most effective way to maintain direct communication with regional office casework and supervisory staff and to ensure that the appropriate array of transitional services are in place for older youth in care. Our Independent Living Program Life Skills staff are located in the following regional DHS offices and cover the DHS offices indicated:

Biddeford: Life Skills worker is located in the Biddeford DHS office and also works with staff in the Sanford DHS office. The coverage area is York County with some overlap into Cumberland County.

Portland: Life Skills worker is located in the Portland DHS office and covers all of Cumberland County.

Augusta: Life Skills worker is located in the Augusta DHS office and also works with staff in the Rockland DHS office. The coverage area is Kennebec, Sagadahoc, Lincoln, Knox, and Waldo Counties.

Skowhegan: Life Skills worker is located in the Skowhegan DHS office and also works with staff in the Lewiston DHS office. The coverage area is Somerset, Androscoggin, Franklin, and Oxford Counties.

Bangor: Life Skills worker is located in the Bangor DHS office and also works with staff in the Ellsworth, Machias, and Dover-Foxcroft DHS offices. The coverage area is Penobscot, Piscataquis, Hancock, and Washington Counties.

Caribou: Life Skills worker is located in the Caribou DHS office and also works with staff in the Ft. Kent and Houlton DHS offices. The coverage area is Aroostook County.

This ensures that our Life Skills staff is able to work with every DHS office in the state with regard to older youth in care in each of those offices. This allows for referrals to our Life Skills staff to be made in a timely, effective manner and allows for consultation between the Children's Services casework staff, their supervisor, and the Life Skills caseworker.

- **Describe how the state will use objective criteria for determining eligibility for benefits and services under the Independent Living Program:**

The Independent Living Program's criteria for determining eligibility is to accept all referrals for older youth in care residing in the state regardless of whether or not they are Title IV-E eligible. The criteria for continued work with youth in care ages 18 to 21 is primarily governed by a policy termed the "V9." This is a voluntary agreement between the youth and their Children's Services caseworker to continue to receive the full range of transitional support services up to age 21. "V9" Agreements are signed for purposes of completing high school or a GED, mental health needs, pregnancy and parenting support needs, employment and housing support needs, and completing the transition to appropriate long term adult program support services.

- **Describe how the state will ensure fair and equitable treatment of benefit recipients:**

We do not discriminate with regard to referrals of our older youth in care with regard to race, sexual orientation, religious affiliation, or any other factor which might prevent an older youth in care from receiving the benefit of our Independent Living Program's services. With regard to our older youth in care between the ages of 18 and 21, our program philosophy is to afford these young adults every possible opportunity to remain in care until they either reach age 21, or reach the point where they can make the successful transition out of care. The "V9" is to be positively discussed with all youth in care

as they approach age 18 by Departmental policy. This ensures fair and equitable treatment for all older youth in care receiving the benefit of Independent Living Program services.

- **When will a comprehensive Independent Living training plan and curriculum be developed and in place and incorporated as part of the Title IV-B Child Welfare Training Plan?**

Diane Towle, the staff of our state's Child Welfare Training Institute, the Muskie School for Public Service, and the Independent Living Program Manager have begun some preliminary planning with the Child Welfare Training Institute with the intent of incorporating an ongoing, quality independent living and life skills preparation curriculum into the CWTI menu of training offerings. This training will be available, on an ongoing basis, for Departmental staff, group care, and foster care provider staff, and other who work with older youth in care and included in the state's Title IV-B Child Welfare Plan. We anticipate that this will be accomplished over the coming year and in place by the end of September 2001.

Addendum B

Child Death/Serious Injury Review

Summary of Panel Findings, 1999

Addendum to September, 1999 Report

In 1999 the Panel reviewed thirteen children, bringing the total number of cases reviewed by the Panel since its inception to 65. Summaries of the cases are provided in Table 1.

**Table 1: Analysis of Child Death/Serious Injury Review Panel Data
Cases Reviewed by the Panel: 1999**

53	1.00	M	Deceased	Cause of death undetermined. Died while in care of both parents.
54	0.10	F	Deceased	Battered Child Syndrome, by father
55	0.03	F	Survived	Pulmonary hemorrhage of unknown cause (while sleeping with parents)
56	13.00	F	Deceased	Murder, by brother
57	0.07	M	Deceased	Sudden Infant Death Syndrome
58	4.00	F	Deceased	Murder, by mother
59	10.00	M	Deceased	Hypoxia and cardiac arrest due to house fire
60	8.00	M	Survived	Self-inflicted second degree burns
61	0.33	F	Deceased	Shaken Baby Syndrome, by mother's boyfriend
62	1.08	M	Deceased	Accidental drowning, while in care of father
63	1.08	M	Deceased	Asphyxia, while in care of neglectful parents
64	3.80	F	Deceased	Undetermined
65	1.08	M	Survived	Accidental leg fracture

As noted above in Table 1, six of the children reviewed were males and seven were females. Table 2 displays the mean age of the children reviewed by the Panel in 1999. The mean age of the children reviewed was 3.27 years; the median age was 1.08 years. Consistent with previous year's data and national statistics, the vast majority of children who were victims of abuse fatalities and serious injuries were in the

very earliest years of their lives. Nearly 77% of the children reviewed in 1999 were under the age of five years.

Table 3 illustrates many of the demographic and familial characteristics of the children whose cases were reviewed. Ten of the thirteen cases, or 77%, involved children who lived in two-parent households. This is considerably higher than in previous years (54%). In most of the cases reviewed, the cause of death or injury was accidental, undetermined or there was no one to blame, such as in the case of the SIDS death. In only four cases was an abuser identified, and in each instance the abuser had a different relationship with the victim. Each case identified one of the following as instigator of abuse: mother, father, mother's boyfriend and sibling. In 31%, or four of the cases, there was domestic violence present in the home between the primary caregivers. Finally, in 15% or two of the cases, the parents routinely engaged in the abuse of chemical substances.

The findings of the Panel for the year 1999 are summarized below in Table 4. The causes of death and injury were varied, with few duplicate findings. Ten of the cases reviewed involved the death of children; three involved serious injuries. Causes of death included (with the number of deaths noted after each cause): neglect (1), accident (1), Sudden Infant Death Syndrome (1), hypoxia and cardiac arrest (1), Shaken Baby Syndrome (1), pulmonary hemorrhage of unknown etiology (1), murder (2), undetermined (2). Causes of injury included: Battered Child Syndrome (1), self-inflicted burns (1) and accidental bone fracture (1).

Table 4: Causes and Types of Death and Injuries, 1999

Cause and Type	#
Neglect	1
Accident	1
Sudden Infant Death Syndrome	1
Hypoxia and cardiac arrest	1

Shaken Baby Syndrome	1
Pulmonary hemorrhage	1
Murder	2
Undetermined	2
<u>Causes and Types of Injuries</u>	<u>#</u>
Battered Child Syndrome	1
Self-inflicted burns	1
Accidental bone fracture	1

Addendum C

Child Welfare Training

MAINE CHILD WELFARE TRAINING INSTITUTE COOPERATIVE AGREEMENT FOR FY 2001 BCFS TRAINING

OCTOBER 2000

This Cooperative Agreement is under the auspices of the Memorandum of Understanding between the Department of Human Services and the University of Southern Maine regarding the DHS training institute (5/13/93). This is the tenth year of a continuation project. In accordance with the General Policy Agreement for the State/University Cooperative Projects, to qualify for exemption from competitive bidding, individual activities must include benefits and responsibilities on the part of the State and University. Following is an outline of the Outcomes (benefits) and Responsibilities under this agreement.

1. Benefits and Outcomes for the State:

- Concrete deliverables in the areas of staff training, organizational development and planning
- Increased knowledge and skills of BCFS staff, adoptive and foster parents and providers
- Enhanced funding for training and continuing education of BCFS staff, adoptive and foster parents and providers
- Ongoing consultation which allows BCFS to maximize the content expertise of line staff, supervisory staff and management
- Resources and support to stay current in field of expertise
- Four (4) BSW students trained as Adoptive and Foster Family Education Coordinators

2. Benefits and Outcomes for the University:

- Internships, assistantships and capstone projects for university students, including four (4) BSW students provided with stipend
- Support for ongoing MSW courses through onsite course delivery and tuition reimbursement) for all interested staff through the University of Maine System.
- Support for one onsite MSW course through the University of Maine System.
- Tuition reimbursement that attracts students to university courses
- Expanding USM's course offerings to non-credit and certificate programs
- Access to state administrative and program data to conduct research and evaluation studies
- Resources and support to stay current in field of expertise
- Contributing to increased efficiency and cost-effectiveness of state government

- Funding for a course in supervision

3. Responsibility and Costs for the State:

- Contributes to direct costs of projects
- Provides space in state offices for meetings and project work
- Allows active collaboration of staff in designing and implementing projects
- Gives access to DHS data, policies, procedures, technology
- Participates in joint hiring of staff for cooperative projects

4. Responsibility and Costs for the University:

- Contributes a percentage of assessed indirect as match to project budget
- Provides space in Augusta and Portland for project staff meetings and training
- Manages fiscal aspects of project
- Provides human resources management for project staff
- Gives access to university resources (library, computer services, telecommunications, etc.)

COOPERATIVE AGREEMENT FOR 2000-2001 BCFS TRAINING

I. BACKGROUND

The Maine Child Welfare Training Institute is the result of a collaborative effort between the State of Maine Department of Human Services/Bureau of Child and Family Services and the Edmund S. Muskie School of Public Service of the University of Southern Maine. The goal of the Child Welfare Training Institute (CWTI) is to coordinate the continued professional and personal development of staff at all levels throughout the Bureau of Child and Family Services (BCFS), as well as providers of child welfare services in Maine, to enhance the quality of services delivered to clients and to advance organizational objectives.

The framework for this training plan, which marks the tenth year of this partnership, comes from priorities identified by BCFS for the upcoming year and information obtained through studies of child welfare practice in Maine. Training and Professional Development goals are set by various stakeholder groups which share the responsibility to continue to enhance practice and implement the new state and federal statutes impacting child abuse and neglect. In addition, Maine's participation as a pilot site for the new Federal Self Assessment Process in the summer of 1999 afforded staff and stakeholders the opportunity to identify areas for further enhancement of practice in the state. Training topics have been proposed by staff at all levels of the Bureau. A number of cross-cutting themes have emerged and will be integrated into all training that is offered in the coming year. Examples include: leadership, role clarity, support and retention of staff, further integration of the MACWIS automation system, and casework practice skill development. The area for attention based on the Federal Review is that of ensuring Safety for children involved in Maine's Child Welfare System. As always, CWTI will strive to further integrate training and practice.

II. OBJECTIVES

A. Pre-Service Training:

- To deliver pre-service training to new BCFS caseworkers.
- To deliver an abbreviated pre-service training for staff hired and transitioning into non-casework positions within the bureau.
- To provide coaching, assessment, and professional development planning in conjunction with supervisors of new caseworkers.
- To deliver four sessions of basic training for all new caseworkers within the first year of their employment at the Bureau for Child and Family Services.

- To implement a Web Based Training Program for new staff.
- To review curriculum, plan for regionalization and develop an evaluation process.

B. Ongoing Staff Training:

- To deliver centralized in-service training for staff, supervisors and managers.
- To deliver training for managers and supervisors to aid in retention of Child Welfare Staff
- To deliver regionalized training programs for staff, supervisors and managers.
- To administer, plan for and evaluate ongoing staff training.

C. Innovations in Child Welfare Practice:

- To deliver centralized training in support of administrative initiatives to innovate practice in child welfare.
- To deliver and provide logistical support for Maine's Judicial Symposium.
- To deliver regionalized training in support of administrative initiatives to innovate practice in child welfare.
- To continue development and delivery of district training to promote cultural competence and practice with a diverse population.
- To develop and deliver training for follow up on Safety and Risk Assessment for all staff.
- To develop and deliver training on Interviewing with Children and Adults statewide.
- To administer and evaluate training-related innovative practice activities.

D. Professional Development Activities:

- To deliver professional development opportunities to supervisors via graduate courses in casework supervision and the supervisory mentoring program.
- To continue to expand the onsite MSW course program serving all staff.

- To support matriculated MSW students in the onsite MSW program through support for field placements
- To obtain memberships to professional organizations and to allocate funds for the purchase of professional publications.
- To allocate funds for tuition grants and attendance at workshops.
- To administer the professional development activities allocation.

H. Specialized Programs Training

- To provide centralized training for specialized program area staff in areas which are specific to their role and responsibilities.
- To administer and evaluate the Specialized Programs training program.

III. WORKPLAN

A. Pre-Service Training

The goal of pre-service training is to deliver training for new child welfare professionals which provides basic knowledge of national and statewide child welfare practice standards, legal basis and parameters for intervention and current social work precepts. This year's training plan will continue the focus on integrating MACWIS and the new federal and state laws into practice. In addition, Web Based Training will allow for local delivery of key topics such as Legal framework for practice, Maine's Automated Child Welfare Information System (MACWIS), and Policy issues for Casework Staff.

Objective One: To deliver Pre-service training to new BCFS caseworkers.

Pre-service training is a competency-based curriculum that is delivered in a twenty-three (23) day residential format. The new state and federal laws have emphasized timely safety and permanency for children. As a result, caseworkers must hone in on the critical casework skills including assessment, interviewing, and permanency planning. The ability to assess and work with parents is also a critical part of casework. The revision of the legal section of training during the past two years and the use of Web Based Training for Legal Issues will allow more time for casework practice skills. In addition, all new policies and practices will be integrated into the training curriculum. The integration of Web Based Training will shorten the requisite residential program in Preservice by next year. In addition, overhaul of the curriculum will continue in all areas based on the priorities set by BCFS. Topics within training include: Dynamics of Child Abuse and Neglect; Risk Assessment; Interviewing; Case Planning; Effective Placement Strategies;

and introductions to all relevant legal and policy material, including the new state and federal laws pertaining to Child Abuse and Neglect and the Indian Child Welfare Act.

An additional abbreviated session will be offered for new non-casework staff and for transferring workers moving from one position to another. This session will include relevant case flow, policy, assessment, and legal information as well as training regarding the new roles taken on and two days of training on MACWIS applications relevant to those new roles.

Just as the use of MACWIS has become an essential part of the work of all BCFS casework staff, the use of computers in training has become an essential part of all CWTI training programs. Pre-Service training utilizes the laptops purchased last year to assure that caseworkers experience and are assessed on documentation and systems applications within the role they are to fill.

Outputs:

- One hundred (125) new caseworkers will have received twenty-three (23) days of pre-service training.
- Fifteen (15) Non-casework staff will receive a special seven day session to cover aspects of preservice training relevant to their positions

Objective Two: To provide coaching, assessment, and ongoing support for new workers and their supervisors in the context of the regional offices.

Pre-service trainers provide consultation to supervisors of new caseworkers in order to support the role of supervisor as coach, to provide continuity between training and practice and to assist in the development of a follow-up training program for each trainee.

Prior to the commencement of training, the training specialists meet with new caseworkers and their supervisors to discuss the assessment of each employee's learning needs and to plan for activities within and beyond the centralized training program which will assist supervisor and caseworker in assuring thorough job and skill knowledge.

These pre-meetings include a competency-based self assessment, review of Adult Learning theories, individual learning assessments, and resultant planning. In addition, specific Job Shadowing activities may be assigned; some to be completed in the regions and at least one experience to be conducted centrally.

When the centralized portion of training is completed, trainers again travel to meet with the supervisor and caseworker to discuss the progress and assessment of worker skill and competency development.

Additional issues for training and development are identified and put into a plan for the first year of work within the Bureau. Program Administrators have requested that all new staff attend five 'basic issues' training sessions during their first year of employment. These topics: Sexual Abuse, Domestic Violence, Substance Abuse, Parenting and Attachment, and Models for Change, will be offered through national experts in a central location each year.

Outputs:

- Supervisors will participate in a half-day meeting prior to and following centralized training which will allow them to consult with trainers and new caseworkers to build a customized development plan (50 contact days).
- New Caseworkers will participate in fifteen (15) days of structured job shadowing and on-site trainings as indicated in plan.
- New Caseworkers will attend five(5) centralized training sessions on the basics of Child Welfare during their first year of employment.
- Supervisors and Trainers will develop a way to integrate job shadowing and post training supervision to reinforce learning from the residential session.

Objective Three: To administer, review and revise curriculum, enhance regional support for the training and develop an evaluation process.

A curriculum revision workgroup comprised of BCFS and CWTI staff continue to make recommendations for changes to the content and format of the existing curriculum in order to increase the effectiveness of pre-service. In addition to the core workgroup, BCFS staff with expertise will serve as ad-hoc members. It is expected that a shift of some portions of the curriculum to a regionally based delivery will enhance the integration of training and practice. Part of the planning effort will involve meetings/trainings with supervisors and managers in order to facilitate this transition.

The development of Web Based Training for new caseworkers will be implemented during this fiscal year. The first units will be on Legal frameworks for Child Welfare Practice, followed by MACWIS and then by Policy information. In addition, links to and information on Child Development will be available through this mechanism.

The Staff Training Committee will continue to meet quarterly to provide oversight of the pre-service training and input from the regions regarding the training. This committee includes representation from all staff programs and districts, the AAG's office and other key partners in Child Welfare, as identified by the Bureau. The committee will be instrumental in planning for FY 2002 training.

Outputs:

- The pre-service curriculum will have been updated to reflect input about ways to effect better transfer of learning from the centralized training to the field.
- Web Based Training modules on Legal Frameworks, MACWIS, and Policy will be developed and deployed.
- The Staff Training Committee (10 people) will have met four (4) times and will have developed recommendations for FY 2002 training.
- CWTI staff will have sent notice of pre-service training to potential participants and provided registration, evaluation and record keeping services.

B. Ongoing Staff Training

The goal of ongoing training is to deliver training for all child welfare professionals which provides state-of-the-art knowledge of national and statewide practice standards, legal basis and parameters for intervention and current social work precepts. In addition, staff training is a critical aspect of support in the Bureau's staff retention efforts. In the coming fiscal year, training information and registration will be offered to Bureau Staff and tribal representatives who address Child Welfare Issues within their communities.

Objective One: To deliver centralized in-service training for staff, supervisors and managers.

The Maine Child Welfare Training Institute continues to collaborate with the DHS Staff Education and Training Unit to provide quality inservice and ongoing training for all staff at the Bureau of Child and Family Services. CWTI identifies key topics for training and SETU will continue to provide support in securing locations and arranging registration for programs through their annual catalog.

Centralized training delivery contributes to consistency of practice in that staff from all areas of the state are exposed to the same content. The following issues impacting practice will be addressed in training during the coming year:

1. *Trauma and Childhood*
2. *Munchausen's Syndrome by Proxy: A Child Welfare Perspective*
3. *Diversity Issues: Adolescent Sexuality*
4. *Psychopharmacology for Child Welfare Professionals*
5. *Working with Sex Offenders*
6. *Interviewing and Assessment of Preschool Children (Two deliveries)*
7. *Parenting and Attachment*

The following workshops will be offered to Casework Staff with experience, based on the number of years they have worked and related to the Caseworker Retention Study:

8. *Reflective Practice*
9. *Experienced Caseworker Seminar*
10. *Staff Resiliency in Child Welfare Services*

Specialized Supervisory workshops will be offered as follows:

11. *Competency Based Supervision*
12. *Supervision at the Crossroads: Staff Retention in Child Welfare*
13. *New Supervisor Orientation*

Management and Supervisory Workshops will include:

14. *Visitation Toolbox*
15. *Secondary Post Traumatic Stress Syndrome in Child Welfare*

During the previous fiscal year, initiatives to provide a statewide seminar for all staff were well received. The Fall Child Welfare Conference will be held in November and will include all staff in an effort to promote staff awareness of current trends in the field on a national basis. In addition, the opportunity to recognize and praise excellence in the field is an integral part of this conference. The theme for this year will be the impact that Child Welfare Staff have on their client families. This conference is held twice to allow for coverage and full participation by all 600+ staff.

Outputs:

- Seven (7) training topics, open to all staff and representatives from tribal governments, will have been delivered over eight (8) days.
- Three (3) training topics, open to all caseworkers with more than two years of experience, will have been delivered over five (5) days.
- Two (2) training topics related to supervision will be offered to all supervisors over the course of two (2) days.
- One (1) orientation for new supervisors will have been delivered over three (3) days.
- Two (2) topics for Managers and supervisors will be offered over the course of four (4) days.
- Six hundred (600) staff will have had two (2) days of training on emergent issues in child welfare (Fall Child Welfare Conference). (To be offered in two sessions)
- Four (4) days of additional Ongoing Staff Training, to be designated by Management and Supervisory groups, will be offered.

Objective Two: To deliver regionalized training programs for staff, supervisors and managers.

Regionalized training delivery provides an opportunity for staff to learn within the context of their own unique communities. Trainings delivered in this format often include local professionals from related disciplines, either as presenters or participants, thus strengthening the local response to child abuse and neglect. Topics that are suitable for this training format include Permanency Planning, with an emphasis on current legal trends and new judicial practices and systems; and topics focused on specific areas of practice.

Each CWTI training specialist will spend four days per month in the district offices and will work with each District to develop and implement a training plan that is tailored to the training needs of the that office.

Outputs:

- Twenty-six (26) days of on-site regional workshops (three days each: Sanford/Biddeford, Portland, Lewiston, Augusta, Rockland/Skowhegan, Bangor, Ellsworth/Machias; five days in Aroostook County) will have been delivered.
- Ten (10) days of workgroup training for twenty (20) staff will have been delivered.
- CWTI will have assisted each District in creating its own annual training plan.

Objective Three: To administer, plan for and evaluate ongoing staff training.

The Staff Training Committee and the Diversity Training Workgroup overseeing ongoing staff training will continue to meet quarterly to provide oversight of the training plan and to assess the response of staff to the training offered. These committees will be instrumental in planning for FY 2002 training.

Outputs:

- The Staff Training Committee/Diversity Training Workgroup will have met four (4) times and will have developed recommendations for FY 2002 training.
- CWTI staff will have sent notice of trainings to potential participants, including stakeholders and tribal representatives, and provided registration, evaluation and record keeping services.

C. Innovative Practices in Child Welfare

This goal supports ongoing administrative initiatives that are designed to fundamentally enhance the functioning and the outcomes of child welfare practice within the State of

Maine. During the coming year, focus will continue on the impact of the timeframes and practice changes related to the Adoption and Safe Families Act. In addition, the continuation of important training related to Safety and Risk Assessment as well as the critical skill of Interviewing will be delivered statewide to every staff person in the Bureau.

As policy development and updating of practice standards continue, additional training may be requested by the management group at BCFS. CWTI will be prepared to develop and deliver up to four additional training days to be identified during the fiscal year.

This fiscal year also marks the biennial Maine Child Welfare Judicial Symposium to be offered in May of 2002. The Symposium is designed and developed by a collaborative workgroup which includes members of the Judiciary and Child Welfare System along with other stakeholders from Government and Provider groups. The Symposium offers the Judiciary, members of the Bar, Providers, and representatives from State and Tribal Child Welfare Systems the opportunity to convene for three days to discuss emergent issues in the field.

During FY 2000, a Diversity Training Workgroup was created. This group worked to develop five training sessions for all staff and many foster and adoptive families related to the Indian Child Welfare Act. This series was extremely successful and brought together many stakeholders from the provider and staff community in DHS and in tribal government. This year's effort will be to continue the discussion of diversity and placement including district discussion and training related to the Multi-Ethnic Placement Act and other issues identified by districts for training relevant to cultural competence.

Objective One: To deliver centralized training in support of administrative initiatives to innovate Child Welfare practice.

Outputs:

- Two (2) days of training for Supervisors related to the impact of the Adoption and Safe Families Act will be delivered.
- Three (3) days of a Statewide Judicial Symposium, serving up to 300 participants, will be offered in May of 2001 with an agenda and topics identified by a collaborative workgroup.
- CWTI will be prepared to offer up to an additional four days of training to support administrative initiatives to be developed through the fiscal year.

Objective Two: To deliver regionalized training in support of administrative initiatives to innovate Child Welfare practice.

Outputs

- Six hundred (600) staff will have had up to five (5) days of training on practice and policy issues related to Safety and Risk Assessment and Interviewing in Child Welfare..
- CWTI and the Diversity Training Workgroup will have developed and delivered a training plan relevant to diversity issues in the Placement process related to MEPA in five locations statewide.

Objective Three: To administer and evaluate training related reengineering activities.

Committees and the committee structure will be adjusted to reflect the growing collaboration among stakeholders in Child Welfare. When possible and appropriate, training for other professionals along with Child Welfare staff will be developed and offered.

Outputs:

- CWTI Co-director and/or staff will have participated in twenty (20) days (forty half-days) of BCFS management meetings.
- CWTI Co-director and/or staff will have participated in eight (8) days of Systems Operations and Regional Operations meetings.
- CWTI staff will have sent notice of trainings to potential participants and provided registration, evaluation and record keeping services.

E. Professional Development Activities

The goals of professional development activities are to promote the learning of new knowledge and skills, to maintain or enhance the academic and professional credentials of BCFS staff and to encourage staff retention. Professional development opportunities outside of the formal training system promote interaction with non-Bureau providers and the University system.

During the past Fiscal year, the development of an Onsite MSW program has been extremely successful, providing 175 staff course enrollments. During FY 2002, this trend is expected to continue. with approximately 13 staff in this program matriculating in MSW programs at University of Maine at Orono and the University of New England. The development of block placement options which will allow staff to continue working with the Department while attaining graduate credit and experience is a crucial part of the program and will commence this year. There is an initial expense to providing qualified MSW supervisors for the students which will not be required when the Department has more employees to provide student supervision.

Tuition Reimbursement continues to provide approximately 100 course enrollments per year for students whose needs cannot yet be met onsite. In addition, centralized delivery of a course in Clinical supervision continues to be available for Casework Supervisors in Child Welfare. Professional Development through Workshops, Book Allocations, and Memberships/Journals continues to be funded under this goal with oversight by the Professional Development Committee and District Program Administrators.

The Clinical Supervisory Mentoring program pairs individual supervisors with local mental health clinicians for the purpose of consultation regarding complex issues being encountered by the supervisor. Program Administrators have requested further development and expansion of this program during the coming year.

The Professional Development Committee Meets quarterly and provides a unique opportunity to unite the academic and professional organizations in the state with Child Welfare professionals in the effort to collaborate for enhanced practice.

Objective One: To deliver academic and professional opportunities towards attainment of graduate degrees in Child Welfare related fields for all staff members.

Outputs:

- Ten (10) supervisors will have completed the graduate course in clinical supervision.
- Thirty (30) supervisors will each have received twelve (12) hours of clinical mentoring.

Objective Two: To support professional development for staff through allocations of funding for Books, Workshop Registration, and Memberships/Journals.

Output:

- \$8,000 will be available for the purchase of books and other resource material for districts and Central office.
- \$42,000 will be made available for Workshop Registration fees for all staff, to be distributed through Program Administrators and Central Office Administration.
- \$4,000 will be made available for Journals/Memberships in Professional Organizations for all staff.

Objective Three: To provide guidance and oversight for CWTI sponsored Professional Development activities and allocations.

The Professional Development Committee will continue to meet quarterly to review the extent to which BCFS staff have participated in professional development opportunities. The committee will be instrumental in planning for FY 2002 professional development activities.

Outputs:

- The Professional Development Committee (10 members) will have met four (4) times and will have developed recommendations for professional development activities for FY 2002.
- CWTI will have informed BCFS staff of the amount of professional development funds allocated to each office, assisted the Bureau (upon request) in developing and applying criteria for individual awards and processed the bills and maintained usage records for professional development activities.

H. Specialized Program Training

This goal provides training resources for specialized program staff within BCFS. This includes, but is not limited to, Foster Home Licensing Staff, Quality Assurance Staff, Case Aides, and other staff whose training needs require a specialized curriculum.

The goal of training for the foster home licensing staff is to support their role in preventing abuse and neglect of children placed in settings other than that of their birth parents, including placement with relatives. Training is designed to increase the skills and knowledge of each staff member and to promote greater consistency of practice statewide. Last year's innovation in the Study and Licensing processes has led to greater communication and shared identity with other BCFS staff. Five days of ongoing training in Interviewing, Safety Assessment, and Communication and Interviewing with prospective providers will be developed and delivered to this group.

The Quality Assurance Staff is dispersed throughout the state and centralized training and discussion is key to information sharing for the unit and for the agency. This group will have two sessions for up to five days together during the coming year.

The return of Case Aide positions to the bureau has renewed interest in an ongoing Case Aide orientation which will be further developed to reflect the roles of these professionals within the Bureau. Delivery of up to five days of training including an orientation program will be available during this fiscal year.

Objective One: To provide centralized training for specialized program area staff in areas which are specific to their role and responsibilities.

Outputs:

- Five (5) days of centralized special program training will be delivered.
- Five (5) days of centralized training and facilitated discussion will be held for Quality Assurance Staff
- Up to five (5) days of training for Case Aides will be delivered based on requests from District Program Administrators.

Objective Two: To administer and evaluate the Specialized Programs training program.

Specialized Program staff will be provided notice of training specific to their functions in addition to ongoing staff training for all BCFS staff. CWTI will develop training, provide notice to staff and assure record keeping and evaluation is completed.

Outputs:

- Program Specialists and their workgroups will be able to access a training specialist for assistance in evaluating training needs and training delivery and developing recommendations for training for the coming year.
- CWTI will send notice of training to potential participants and provide for registration, evaluation and record keeping.