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JUNE 2011
ANNUAL PROGRESS and SERVICES REPORT



Maine Department of Health and Human Services
Office of Child and Family Services

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State Agency Administering the Programs

The Maine Department of Health and Human Services (DHHS), Office of Child and Family Services (OCFS) will administer IVB programs under the 2010-2014 CFSP.

In January 2011, Maine's new Governor, Paul LePage was sworn into office. Mary Mayhew was appointed as DHHS Commissioner in February, 2011.

Child Welfare Services is one of four Divisions (Child Welfare Services, Children's Behavioral Health Services, Early Childhood Services, and Public Services Management), positioned within the Office of Child and Family Services housed within the Department of Health and Human Services.

The organizational unit responsible for programmatic implementation of the CFSP is the OCFS Child Welfare Services Division, directed by Daniel Despard. The organizational unit responsible for the administrative support of CFSP implementation is the OCFS Public Service Management Division, directed by Christa Elwell. The organizational unit responsible for the development and submission of the CFSP and Annual Progress and Services Reports (APSRs) is the OCFS Federal Plan/ PQI Program Manager, Theresa Dube.

Beliefs Statement and Practice Model

Articulated in our Practice Model is the philosophy of the OCFS, Child Welfare services in providing child and family services and developing a coordinated service delivery system.

CHILD AND FAMILY SERVICES PRACTICE MODEL

Child and Family Services joins with families and the community to promote long-term safety, well-being, and permanent families for children. This practice model guides our work with children and their families.

CHILD SAFETY, FIRST AND FOREMOST

- Making children and families safe is a collaborative effort. We create a team for each family, consisting of family, staff and community members to find safe solutions for children.
- In our response to child safety concerns we reach factually supported conclusions in a timely and thorough manner. Input from parents, children, extended family and community stakeholders is a necessary component in assuring safety.
- We engage families with honesty and open minds. By exploring and listening we help families use their strengths to meet safety needs of children.
- We value family perspectives, goals, and plans as critical to creating and maintaining child safety.
- We separate dangerous caregivers from children in need of protection. When court action is necessary to make a child safe we will use our authority with sensitivity and respect.
- When children are placed in foster care we ensure ongoing safety through frequent, meaningful contact with children and their caregivers. We welcome foster parents as a vital part of the family team.
- In our work to place children in adoption, safety is the first priority.

PARENTS HAVE THE RIGHT AND RESPONSIBILITY TO RAISE THEIR OWN CHILDREN

- We recognize that family members know the most about their own families. It is our responsibility to understand children and families within the context of their own family rules, traditions, history and culture.
- Parents' voices are valued and considered in decisions regarding the safety, permanency and well-being of their children and family.
- We believe that people can change. Their past does not necessarily define their potential.
- Family teams develop and implement creative, individualized solutions that build on the strengths of families to meet their needs.

CHILDREN ARE ENTITLED TO LIVE IN A SAFE AND NURTURING FAMILY

- As family team leaders we share responsibility with the family and community to help families protect and nurture their children.
- We support caregivers in protecting children in their own homes whenever possible.
- When children cannot live safely with their families the first consideration for placement will be with kinship connections capable of providing a safe and nurturing home.
- We believe that children's needs are best served in a family that is committed to the child. We support placements that promote family, sibling and community connections and encourage healthy social development.
- We listen to children. Their voices are heard, valued and considered in decisions regarding their safety, well-being, and permanence.

ALL CHILDREN DESERVE A PERMANENT FAMILY

- Permanency planning for children begins at first contact with Child and Family Services. We proceed with a sense of urgency until permanency is achieved.
- All planning for children focuses on the goal of preserving their family, reunifying their family or achieving permanent placement in another family.
- Permanency is best achieved through a legal relationship such as parental custody, guardianship or adoption. 'Stability' is not permanency.
- Life-long family connections are critical for children. It is our responsibility to promote and preserve kinship, sibling and community connections for each child. We value past, present and future relationships that consider the child's hopes and wishes.

HOW WE DO OUR WORK IS AS IMPORTANT AS THE WORK WE DO

- Our organization is focused on providing high quality, timely, efficient and effective services.
- As with families, we look for strengths in our organization. We are responsible for creating and maintaining a supportive working and learning environment and for open communication and accountability at all levels.
- As we work with children, families and their teams we clearly share our purpose, role, concerns, decisions and responsibility.
- Relationships and communication among staff, children, families, foster parents and community providers are conducted with genuineness, empathy and respect.
- Our staff is our most important asset. Children and families deserve trained, skillful staff to engage and assist families.

Consultation and Coordination

During the past year efforts have continued in improving communication between the Maine District Courts, which impact on the safety, permanency and well-being of children in the State of Maine child welfare system and OCFS. The Maine Justice for Children Task Force was established by Chief Justice Leigh Saufley as a collaborative, multidisciplinary Task Force to ensure safety, permanency and well being for children in the State of Maine child welfare system.

The Task Force will:

1. Adopt and monitor state-wide performance standards for the timely resolution of matters involving children and families in the child welfare system;
2. Identify strengths which contribute to the safety, permanency and well-being of children in the State of Maine child welfare system;
3. Identify systemic barriers which may negatively impact on the safety, permanency and well-being of children in the State of Maine child welfare system;
4. Prioritize issues and develop joint solutions to remove identified barriers;
5. Identify the training needs of stakeholders in child protective proceedings;
6. Adopt a training curriculum for stakeholders in child protective proceedings;

7. Monitor implementation of the CIPs and PIPs;
8. Encourage widespread participation in CFSRs and Care Eligibility Reviews;
9. Sponsor regular local meetings involving all stakeholders which will provide training, foster collaboration at the local level and identify issues which have statewide implications;
10. Establish other goals for the Task Force, and establish timelines for steps toward each goal, and monitor and evaluate progress toward the established goals;
11. Address other topics, identified by the Task Force.

The DHHS Commissioner and the Director of the Office of Child and Family Services attend these task force meetings.

The CFSR Steering Committee (formerly the PIP Steering Committee), was initiated in September, 2005, and comprises tribal representation, membership from child welfare, court improvement, treatment foster care, guardians-ad litem, community intervention, Attorney Generals Office, the Ombudsman's office, Maine Children's Trust and University personnel.

Maine is fortunate to have this diverse group of stakeholders on a statewide Steering Committee to oversee the CFSP. Having provided consultation on Maine's Statewide Assessment, CFSP and PIP development, Committee members have become very knowledgeable on Maine child and family problems, priorities and progress in addition to each individual member's area(s) of expertise. This Steering Committee will meet quarterly to oversee implementation of the Maine CFSP and the Maine Program Improvement Plan.

The Community Partnerships for Protecting Children (CPPC) is a national initiative based on the premise that keeping children safe is everyone's business and that no single person, organization or government agency alone has the capacity to protect all children. Community Partnerships are targeted on neighborhoods that have the largest number of child welfare reports of abuse and neglect and the highest incidence of domestic violence and substance abuse. CPPC began in two Portland neighborhoods and expanded into two others. CPPC is a process that we are engaged in and committed to. Two communities that have the next highest reports of abuse and neglect, Westbrook and South Portland have become active participants in the community partnership. There are now 37 Agencies signed up as members and we have trained approximately 50 supervisors from partnership agencies including DHHS in how to support workers engaged with families in CPPC neighborhoods. We have also trained staff directly working with families in CPPC neighborhoods in an overview of family team meeting (FTM) so that they can either offer families FTM before DHHS involvement or be a better participant in DHHS FTM. CPPC is expanding to Biddeford and Bangor. The Biddeford community has been meeting since November to establish CPPC in their community. Three small agencies, plus one larger agency have formed a team to lead this process. In Bangor two agencies teamed up and were awarded the contract to lead their community in establishing CPPC there. They are in the organizational stage.

A Faith Based Resource Recruitment Project - *Hope for Maine Kids* (HFMK) is a faith-based outreach initiative created by the Department to partner with faith-based resources statewide. Partnership agreements were signed by the faith-based resource and the respective District DHHS office to support and promote the District's adoptive/foster parent recruitment plans and goals. Levels of participation by the faith-based resources will vary depending on their own internal resources.

Current Innovations in Maine Child Welfare Services

The Family Reunification Program (FRP) – Implemented statewide by Maine DHHS Child Welfare Services in 2006, the purpose of this contracted, private agency program is to achieve earlier and safer reunification. The Maine Family Reunification Program is based on a successful model developed in Michigan. It is designed to serve families whose children have been in Department custody for less than six months and for whom the familial bonds are still very strong. Families in which a serious injury has occurred to a non-verbal child, with no parent taking responsibility or families in which active signs of danger are still evident would not be considered appropriate for this program.

Reunification of children with their parents is supported by a team of social workers who provide four to six months of intensive in-home service, during non-traditional hours if necessary. During this time, the team assists the family in using its own unique strengths to resolve any continuing jeopardy issues. The team also supports the family in developing a sustaining, natural support system through extended family and community.

Of the 195 families served by this program for FY 2010, custody of the child(ren) was dismissed in 143 of the cases.

Since the inception of this program in 2006, the data supports that Maine has made great gains in reunifying families within 12 months as well as reducing the time children spend in foster care, in part due to agencies strategically focusing on this area as well as having a program to support the strategy:

FY	05	06	07	08	09	10
% timely FR	42.7%	46.4%	58.3%	55.8%	58.3%	61%
Median stay-month	14.5	13.4	10.4	10.1	9.7	10.1

The Family Team Meeting has been a cornerstone of Maine Child Welfare practice since 2003. The Family Team Meeting is a process that brings together (a) family (b) interested people (such as friends, neighbors, and community members) and (c) formal resources (such as child welfare, mental health, education, and other agencies). It functions to serve the child and family's achievement of safety, permanency, stability and well-being. The child and family team brings together the wisdom/expertise of family and friends as well as the resources, experience and expertise of formal supports.

In the spring of 2011, OCFS rolled out Facilitated Family Team Meetings (FFTM) in all cases prior to removal or in an after hours emergency situation, within 3-days of the removal. In addition, FFTMs are held in cases where a placement change is being recommended, but is against the wishes of the current caregiver. Each district identified 2 staff lines (primary and backup) with their role in the office being solely the facilitator of these FTMs. They have had no prior involvement with the family nor do they have a stake in the outcome of the case. This also allows for the case carrying worker to actively participate in the meeting without the responsibility of it. The identified staff and members of the Senior Management Team and the Child Welfare Training Institute participated in 3-day training in March, 2011 to gain skills in facilitation as well as their new role in their district.

Wraparound Maine – Wraparound Maine is a statewide, multi-site initiative for youth with complex needs which complements other collaborative service planning approaches in Maine (Child and Family Teams, Family Team Meetings and Family and Systems Teams). The target population includes school age children and youth with complex needs (and their families), who have multi-system involvement and are either in residential treatment or at high risk of such placement. Wraparound is a process that follows a series of steps to help children and their families realize their hopes and dreams. The Wraparound process also helps make sure children and youth grow up in their homes and communities. With help from one or more facilitators, people from the family's life work together, coordinate their activities and blend their perspectives of the family's situation. Though it may look different across communities, Wraparound should always be driven by the same principles and should always follow the same basic phases and activities. As of April, 2011 the nine wraparound sites served a combined total of 311 youth.

Community Partnership for Protecting Children (CPPC)- Please refer back to Page 3 for description.

In 2008 Maine joined the other New England States in a Safety and Risk Assessment Breakthrough Series Collaborative sponsored by Casey Family Services. Five Maine teams received consultation from Casey and worked with national experts to address gaps in policy and practice, with emphasis on engagement with the family. While the Breakthrough Series Collaborative has ended, Maine OCFS has committed to incorporating or "spreading" the following PDSA's that were successful during the Breakthrough Series to the rest of the state:

- Announced initial home visits in child protective assessments
- Family Sharing meetings within 5 days of a child entering custody between the birth parent and foster parent
- Engaging the district domestic violence liaison in those assessments where domestic violence is present
- Surveys of youth and families post-FTM for evaluating the engagement and feeling of participation for youth and families in the process. This concept was later revised and has been incorporated into the Consumer Feedback Survey conducted by Performance & Quality Improvement Specialists, and targeting all families involved in FTM's.

Practice Model Implementation – PMI-(formerly Child Welfare Assessment Interviewing Skills (CWAIS) Initiative) - Maine is in the beginning stages of implementing new practices that will promote sustainable systemic changes in the interviewing practice of OCFS through training and implementation of stronger case assessment interviewing skills.

This skill set and framework will enable staff to complete better informed and more accurate assessments through the life of a case, recognize and articulate strengths and challenges with families, and better correlate maltreatment with parental behavior. The improved assessments will better ensure that the services provided to the family clearly address the identified issues/concerns and promote child safety and well-being. In addition, this skill set will promote improved quality of contact with children, birth parents and foster/adoptive families to improve engagement in case planning, obtain the right information to promote and preserve family connections and ultimately improve the timeliness and stability of permanency goals for children in Maine foster care.

Maine revised its assessment policy based on the “Signs of Safety” which is the work cited by Dr. Andrew Turnell, Maine’s preferred expert for this proposed project. In 2005 all staff were trained in this model. Thus, there is a foundation in place for identifying signs of safety, danger and risk but it is not sufficiently evident in our practice or documentation. Maine needs to take this to another deeper level of knowledge, understanding and implementation in order to effect real and sustained change. Also, Maine needs to impact the organizational culture’s acceptance of this approach to child welfare work and improve its ability to correctly analyze the information gathered and the way it is used.

Maine has developed many initiatives to improve practice and outcomes, but recognizes that it has not done a good job in ensuring sustainability of such initiatives. One important component to ensure sustainability is through utilizing district supervisors as change agents. Maine recognizes that supervisory staff are key in the success of a strong child welfare system. Supervisors will be critical change agents in the process of learning, training staff and supporting ongoing fidelity to the child welfare case interviewing skills after staff training is completed.

A key strategy for implementation of Signs of Safety is the ongoing access to Dr. Turnell and/or Connected Families, Dr. Turnell’s designee to work with Maine. This contact consists of monthly web-based consultations with the Practice Leaders from each of child welfare districts with the purpose of enhancing their practice with Signs of Safety and includes live safety mapping of a current case that is ‘stuck’.

Family Share Meetings- A **FAMILYSHARE** Meeting is a facilitated, child-focused meeting held within 5 days of a child being placed in out-of-home care or when the child is making a placement change. The meeting is to provide an opportunity for birth parents and resource parents to meet and share information about the needs of the child.

The purpose of a **FAMILYSHARE** meeting is to allow the resource parents an opportunity to gain information to allow them to parent the child/children entrusted to their care in the best way possible and to help reassure birth parents that their relationship to their child/children is being respected and preserved.

Ideally, this first meeting can set the tone for a positive relationship that can continue between the birth parents and resource parents. This meeting also serves to reassure the birth parents that the goal of the case is reunification. It helps to create a mutually supportive climate and allows birth parents a means to move from anger and defensiveness to sharing in the care of their child. It also allays the child's feelings of conflicted loyalty when they observe their parents and caretakers meeting and talking together.

Maine Kinship Connections Project - Maine is a recipient of the federal, DHHS, Administration for Children and Families, Family Connections Grant Award. The Fostering Connections to Success and Increasing Adoptions Act of 2008 (P.L. 110-351) made discretionary grants available for states and localities to operate kinship navigator programs, intensive family finding efforts, family team conferencing initiatives, and family residential treatment centers.

The “**Maine Kinship Connections Project**” brings together the full network of organizations in the state with a track record in providing services and supports to kinship families to develop and test a model of enhanced kinship navigation services, kinship focused Family Team Meetings, and family finding processes. This project will improve the health, security and well-being of both children at risk of entering the child welfare system and children in the system, especially those placed with relatives.

The goals for this project include:

- (1.) Helping children and kinship families access comprehensive formal and informal resources and
- (2.) Creating systems-level changes that will enhance family team meeting and family finding protocols within the Department of Health and Human Services and community agencies.

Services provided under this grant will be coordinated by Maine Kids-Kin. Services will be delivered by Maine Kids-Kin, Casey Family Services, and Adoptive and Foster Families of Maine depending on family needs and will include enhanced navigator services provided to kinship families by highly skilled navigators who will help families as they navigate the complex helping systems faced by kinship families. Specific supports include:

- Court/legal systems navigation
- Mental health education
- Comprehensive model of family team meetings through Casey Family Services
- Family finding activities through Casey Family Services

Services for Child Welfare Staff and Community Agencies:

- * Adoptive and Foster Families of Maine will provide specialized consultation and statewide professional training on kinship issues.
- * Casey Family Services will provide training, mentoring, partnership in family team meeting and family finding models
- * Maine Kids-Kin will provide training and mentorship in the mental health education/navigation model

Extreme Recruitment- In 2011, OCFS, supported through Casey Family Services, embarked on an extreme recruitment process for those youth who have been in Maine foster care for a long period of time.

The Extreme Recruitment model includes the following components:

1. Weekly, intensive meetings between the child's professional team for 12-20 weeks
2. Concentrated support from child welfare supervisors
3. Preparing the youth for adoption, including their mental health and educational needs.

A component of this process is having private investigators brought in to find relatives through internet tools, court databases and other methods. In addition, weekly meetings are held bringing the team together to review and reassess the status of the efforts being made to locate permanency options for the youth.

Phase One of the recruitment process targets 16 youth from 4 of the child welfare districts.

Healthy Transitions Grant: Moving Forward Initiative- In 2009, Maine's Department of Health & Human Services was 1 of only 7 states awarded a 5 year SAMHSA (Substance Abuse & Mental Health Services Administration) grant. Maine's Healthy Transition Initiative, *Moving Forward*, based in Androscoggin County addresses the needs of youth and young adults with serious emotional disturbance, transitioning from the child serving system to the community at large through acquiring greater personal independence and choices.

Maine's *Moving Forward* is a multi-system, community-based process that implements Transition to Independence (TIP), an evidence-based practice which emphasizes youth-directed planning and development of practical skills leading to independence. Maine enhanced the TIP model in two key ways: 1) Train Peer Youth Specialists to support other youth to set their goals and achieve their dreams. Among these are members of Youth M.O.V.E. Maine, an advocacy organization for youth with mental health conditions, and the Somali Bantu Youth Association, which recently incorporated as a non-profit group; and 2) Form a learning collaborative among the three agencies who implement TIP: Tri-County Mental Health, Common Ties and New Beginnings.

The Moving Forward grant received its first referral for service on 4/6/10. They have received a total of 36 referrals to date (14 males ages 18-23 and 22 females ages 19-23). Many of the youth have been affected by trauma, domestic violence or homelessness, many have had involvement with Child Welfare and/or Juvenile Justice and some have been displaced from their native land such as Somalia.

Over the past year, *Moving Forward* hired both a Youth Director and the Youth Transition Specialist to provide support and technical assistance to the three agencies involved in the project. *Moving Forward* also hired a half-time State Project Director, as required by the grant.

It is anticipated that there will be a relatively seamless transition from the first 12 months of effort to the coming year of work. The activities under Action Phase 2 will be the continuation of referrals to and enrollments in *Moving Forward*, TIP and the Evaluation. *Moving Forward* will enroll a minimum of 30 and maximum of 50 youth and young adults in the second year of service.

Truth and Reconciliation Projection (TRC) - In February, 2010 State Child Welfare was asked to rejoin the Truth and Reconciliation Project that the Tribal Child Welfare agencies had been working on since 2008. State representatives had initially been involved at the onset of the project, but our Tribal partners determined they needed to do some internal work before inviting the State representatives to participate in the process. The Maine Tribal-Child Welfare Truth and Reconciliation Project aims to create a common understanding of the truth of Maine's Tribal families and their interactions with the child welfare experience and to present recommendations for achieving healing to historical wrongs experienced by Maine Tribes and recommendations to move forward in a positive manner.

In the past year the work has continued with the development of The Declaration of Intent which broadly describes the purpose of the TRC Commission and was signed by leaders of the Governments participating in the TRC on May 24, 2011; as well as The Mandate which establishes the TRC and outlines the parameters of its work.

Community Groups were also formed in each participating tribal community and brought together with the members of the TRC Convening Workgroup at a retreat in October 2010. The purpose of the retreat was for the communities to be briefed on the purpose, scope and processes to the TRC and ultimately the Commission that will be established to conduct the interviews/testimony within the communities.

Review of Goals for 2010-2011 of the Five-Year CFSP

ACF approved Maine's Program Improvement Plan in the fall of 2010. Maine's PIP is focused around four key strategies:

1. Implementation of Statewide Practice Model Initiative
2. Improve and Sustain the Frequency and Quality of Family Team Meetings
3. Improve supervision
4. Improve OCFS Sharing of Responsibility with the Community to Help Families Protect and Nurture Their Children.

OCFS measures the results, accomplishments, and annual progress towards meeting the goals and strategic targets through data extracted from our SACWIS system including Management Reports and the Results Oriented Management (ROM) system, Performance & Quality Improvement data and data received from ACF.

Goal 1: Child Safety, first and foremost

CFSP Strategic Target 1: OCFS responds to all appropriate child abuse and neglect reports and ensures that children are seen within a timeframe that assures their safety.

- *Regular, periodic staff allocations among districts*
- *Regular, periodic staff allocations within each district*
- *District actions plans for timely response*

Progress through June 2011

- ✓ Management monitors staff allocations among districts by reviewing/assessing caseload sizes through the Worker Workload Report.
- ✓ District Program Administrators have an internal process to review district needs in terms of staff allocations. District Operation Managers track this as well to assure equal workload distribution.
- ✓ District supervisors use the Child Assessment Timely Report to monitor timely response to reports of child abuse/neglect. Program Administrators review these reports through their supervision to assure that time frames are being met and developing actions plans to improve the practice when necessary.
- ✓ OCFS met the PIP data measure in the first quarter of PIP implementation. Maine's negotiated improvement goal was 81%; Maine met that mark within the first quarter at 84% and sustained that percentage through the 2nd quarter.
- ✓ As evidence of sustainability through the first three PIP quarters, Maine will submit management reports that will indicate that Maine has sustained its improvement in responding timely to reports of child abuse and neglect.

CFSP Strategic Target 2: Families increase the safety the their children by making and implementing agreed upon plans, supported by services they need.

- *Review/revise FTM policy (**done- met during Q2-PIP submission**)*
- *Training on FTM's (**revised- 2011**)*
- *Develop repeat maltreatment data report (**completed-ROM-2010**)*
- *Develop district repeat maltreatment action plans*
- *Continued utilization of Family Preservation & Family Support*

- *Apply for Family Connections grant (completed 2010)*

Progress through June 2011

- ✓ The Family Team Meeting Policy workgroup and the OCFS management team agreed that the elements of the policy were sound and didn't need an overhaul. The structure of the policy needed to be revised to assure that readers could easily find the information that would guide them in their work. This work was completed and submitted to ACF for the Quarter 2 PIP Update Report.
- ✓ In 2010 Casey Child Welfare Strategy Group conducted a study of the OCFS Family Team Meeting process. As a result of that study the OCFS has implemented a new process whereby each district selected a staff person whose sole responsibility is facilitating Family Team Meetings. Please refer to page 4 for full description of the FFTM process.
- ✓ At the time of the development of the CFSP it was anticipated that additional FTM training would need to be developed based on policy revisions, however it has been determined that policy is sound, it is the implementation of policy that has been inconsistent. Casework supervisors are expected to monitor how their supervisees adhere to policy through using the Worker Workload Management Report. They can also utilize the field observation process to monitor the quality of these meetings.
- ✓ The PQI Unit will conduct a review of 20% of FTMS at 3 distinct points during the PIP period to assess the quality of the FTM's being held, Quarters 4, 6 & 8.
- ✓ Maine's Resulted Oriented Management (ROM) data system is able to provide district management and staff with the federal outcome data down to the caseworker level including repeat maltreatment outcomes. Maine met the data measurement for repeat maltreatment by the Quarter 2 Update.
- ✓ Continued plans for expansion of the Community Partnerships for Protecting Children (CPPC). Please refer to page 3 for update.

CFSP Strategic Target 3: Efficient, effective casework (engagement, assessment, teaming, planning & implementation) is evident in case documentation.

- *Develop/implement casework supervisor training and tools for:*
 - *Observation of caseworkers-(done)*
 - *Coaching-(done)*
 - *Obtaining client feedback (through PQI Consumer Feedback Surveys)*
 - *Improving caseworker documentation*
 - *Performance management*
- *Review ACF & OCFS policy requirements of who must be seen each month (done)*
- *FTM trainings (revised 2011 see CFSP Strategic Target 2)*
- *Develop Safety Assessment Policy criteria for when to do new safety assessments in open cases*
- *Policy summit and revision of policies and procedures*
- *Review Dictation policy and revise if it can be made more concise*
- *Implement Narrative review report or develop dictation measure*
- *Develop verifiable policy implementation procedures*

Progress through June 2011

- ✓ A Policy Workgroup has continued to work on revising various policies. The goal was to have all the policies revised by October 2010; this has been extended given the number of policies requiring changes. Quarterly meetings of the larger Workgroup have been scheduled in order to monitor the

progress being made on these revisions. The Workgroup agreed that it should meet again for 2-days in June with the goal of completing the policy review/development process.

- ✓ Frequency of Contact Policy revised through small workgroup consisting of stakeholder and OCFS staff.
- ✓ The Child Protective Assessment policy has been targeted for revision, however the decision was made to delay this work based on the Practice Model Implementation (PMI) work which will inform the policy changes. The policy needs to be reflective of the work designed through the PMI.
- ✓ As noted in ST 2, additional FTM training is unnecessary as it has been determined that the challenge is with implementation, which is the responsibility of the supervisors to monitor.
- ✓ It is expected that new and/or updated policies are reviewed in district unit meetings. The minutes from those meetings should reflect this review and is accessible to the Program Administrators.
- ✓ PQI Specialists conduct monthly Consumer Feedback Surveys with birth parents, foster parents, and/or youth. These surveys are conducted via a phone call and seeking the consumer's perception of the caseworker practice related to face-to-face contacts, frequency and quality, FTM's and engagement of the caseworker with the family. The expectation is that the supervisor and caseworkers review the individual surveys, particularly if trends/patterns arise which can provide a learning opportunity for the caseworker.

Goal II: Parents have the right and responsibility to raise their own children.

CFSP Strategic Target 4: Improve OCFS sharing of responsibility with the community to help families protect and nurture their children.

- *Develop and train on ICWA Policy*
- *Identify ICWA Resource Person in each District*
- *Case Review of all ICWA cases (done)*

Progress through June 2011

- ✓ The ICWA Workgroup is completing its work on ICW policy. The ICW Policy will provide clear direction to OCFS staff that, for those native families involved with OCFS, tribal child welfare staff are co-managers of the case in every aspect from the assessment stage to closing.
- ✓ Once the ICW Policy is completed, each district will identify its own ICW Resource Specialist who will be the "expert" on ICW cases. Training will be developed in conjunction with the policy and will utilize the district ICW Resource Specialist to deliver the training along with the Cutler Institute staff.
- ✓ OCFS PQI Specialists were teamed up with Tribal Child Welfare Staff to conduct the review of all Native American children in state foster care. The results were collated and provided to ICWA Workgroup, Tribal Child Welfare Directors and OCFS Senior Management and casework supervisors.

Goal III: Children are entitled to live in a safe and nurturing family

CFSP Strategic Target 5: Increase stability of placements & permanency.

- *Review/revise FTM policy (done- see CSFP Strategic Target #2))*
- *Training on FTM's (revised- see CSFP Strategic Target #2))*
- *Continued utilization of Family Preservation & Family Support*
- *Develop/implement casework supervisor training and tools for:*
 - *Observation of caseworkers (done- see CFSP Strategic Target #3))*
 - *Coaching (done- see CFSP Strategic Target #3))*

- *Obtaining client feedback (done- see CFSP Strategic Target #3))*
- *Improving caseworker documentation*
- *Performance management*
- *Quarterly supervisory review of every service case*
- *Review ACF & OCFS policy requirements of who must be seen each month*
- *Develop districts/unit actions plans to improve performance*
- *Policy summit and revision of policies and procedures*
- *Revise policies and documentation procedures to assure IV-E plan requirements are met for school attendance, school stability and sibling placement.*

Progress through June 2011

- ✓ A Policy Workgroup has continued to work on revising various policies. Refer to ST #3, page 9.
- ✓ Supervisors are reviewing each custody case every quarter to assure compliance with visitation decisions. The expectation is the families will move toward more unsupervised visitation that will promote reunification. In addition, as part of the Consumer Feedback Surveys conducted by PQI Specialists, districts are informed of the caregiver/parent/youth perspective on their understanding of the need for supervised visits if applicable.
- ✓ A review of OCFS Educational and School Transfer Policies are underway to ensure our policies reflect the law changes around school attendance. The decision has been made to incorporate several different policies related to education into one policy.
- ✓ The Citizen Review Panel has established an Educational Stability Workgroup to determine how big an issue educational instability is for Maine children in foster care. A survey was distributed to caseworkers statewide. A total of 407 surveys were conducted on new school-aged cases added between 9/1/08-12/31/09. Of those, 260 (65.7%) changed school. The reasons provided included:
 - No foster placement available (36.4%)
 - Placement with relative out of the area (17%)
 - Other reasons, undefined (14.7%)
 - Unsafe for the child to remain in the same school (2.5%)
 - Multiple reasons were cited for 9% of the children who changed schools
- ✓ Continued utilization of the statewide Family Reunification program. Of the 195 families served by this program for FY 2010 custody of the child was dismissed in 143 cases.

CFSP Strategic Target 6: Increase safe and nurturing family relationships and family/community connections.

- *Review/revise FTM policy-(done- see CSFP Strategic Target #2)*
- *FTM training, monitoring and performance management- (done- see CSFP Strategic Target #2))*
- *District Action Plans to recruit, license and support relative placements and foster homes.*
- *Review capacity of each District to screen relatives to enable relative's placements on the day child enters foster care. (done-2011)*
- *Make improvements as needed to fully implement Relative Placement Policy (done-2011)*
- *Research alternatives to improve licensing and support of relative homes.(done-2011)*
- *Subscribe to an Internet search engine for relatives. (done-2011)*

- *Develop policy and procedure/documentation to implement foster connections statutory requirements that state exercise due diligence to notify all adult relatives when child enters foster care. (done-2011)*

Progress through June 2011

- ✓ The Relative Exploration Policy Workgroup has met several times and is expected to have a draft policy out for review during the summer of 2011. This includes defining procedures required to fully implement the Fostering Connections requirements in terms of notifying all adult relatives when a child enters foster care.
- ✓ In FY 2010 37% of all kids entering custody had their first placements in relative placements
- ✓ Management expectation is that when a child entering foster care is not placed with a relative upon entry, a justification is submitted to the Program Administrator and reported on a monthly basis to the District Operation Managers (DOM) and Child Welfare Director. The DOM's work individually with the districts when this expectation is not met.

Regarding the licensing and supporting of relatives, in Maine when a child is placed with a relative in an unlicensed placement, the caseworker informs the caregiver that for a period of 30 days the caregiver will receive a per diem payment to assist in compensating for care for the child. In order to continue receiving the per diem the caregiver must comply with the requirement that the caregiver apply for a foster care license. The license assures that the caregiver meets certain standards to ensure safety of the child, as well as ensure the safety of the physical home environment.

Once licensed, the caregiver receives a basic rate of reimbursement which is greater than the amount of per diem payment to an unlicensed caregiver. The licensed caregiver is granted appeal rights and rights to submit damage claims to the states Risk Management insurance policy. Neither of these rights is available to unlicensed caregivers.

In the process of licensing relative caregivers, waivers are granted for many requirements, such as training requirements and bedroom size requirements.

For all applicants, relatives as well as non-relatives, efforts are continuing to make the process more engagement-friendly. We received permission from John Van den Berg to use his Strengths, Needs, Cultural Discovery Framework used in Wraparound to adapt in our home study process. This framework promotes valuing the strengths which the caregiver brings to the role, while simultaneously appreciating the family's unique characteristics, traditions, and culture. It allows the caregivers to identify the needs for which they seek support from the Department during the period of time in which they care for the relative child.

- ✓ For a period of time Maine did subscribe to an internet search engine for relatives. When the period of subscription ended, Maine did not renew based upon lack of sufficient evidence of success in locating relatives. Maine will use other options such as Extreme Recruitment and Permanency Roundtables to meet this need.

Goal IV: All children deserve a permanent family

CFSP Strategic Target 7: Increase timely reunifications & timely achievement of alternative permanency goals when timely reunification cannot occur.

- *Review/Revise FTM policy--(done- see CSFP Strategic Target #2))*
- *FTM training--(done- see CSFP Strategic Target #2))*
- *Finalize Concurrent Planning Policy*
- *Develop OPPLA Policy*
- *Enhance Permanency Policy & procedures*
- *90-day supervisory reviews*

Progress through June 2011

- ✓ Based on recommendation of the Policy Summit Workgroup, a workgroup has been convened to develop an all-inclusive policy specific to permanency goals which include Family Reunification, Adoption, OPPLA and Concurrent Policies. This workgroup has been meeting since January and anticipates having this policy completed by the fall of 2011.
- ✓ Continued utilization of the statewide Family Reunification Program. Of the 195 families served by this program for FY 2010, custody of the child was dismissed in 143 of the cases.

CFSP Strategic Target 8: Increase timeliness & quality of independent living planning to better support permanency. Please see Addendum A for full Chaffee/ETV Report

Goal V: How we do our work is as important as the work we do

CFSP Strategic Target 9: Improve health care oversight coordination & documentation for children in foster care.

- Review applicable health care policies & revise as necessary (**done**)
- Implement revised policies/procedures. (health screening at entry into foster care; mental health screening of all children in service cases; portable health record regularly updated; current health information and family health history in MACWIS) (**done**)
- Study the Pediatric Rapid Evaluation Program (PREP) and any similar Maine models in order to assess viability to standardized statewide coverage (**done-2011**)
- Continued utilization of Child STEPs
- Review & implement new federal CFSP requirements for health care oversight and revised policy and procedures(**done**)

Progress through June 2011

- ✓ Ongoing activities continued to develop a statewide system of similar models to the PREP program. Currently 9 of Maine's 16 counties are served by a model similar to PREP whereby any child entering custody receive a comprehensive medical screening in a timely manner.
- ✓ Child Step's- OCFS is currently engaged in Phase II of expansion at this time and preparing a Request for Proposal (RFP) for Family Partners. The actual enrollment of clinical study participants concluded on Sept. 30, 2010 with 181 youth in the project.
- ✓ As the new Fostering Connections law requires states to develop, in coordination and collaboration with the state Medicaid agency and in consultation with pediatricians and other experts, a plan for the ongoing oversight and coordination of health care services for any child in foster care, Maine has been actively engaged in several collaborative workgroups to ensure compliance. These efforts will continue to address:
 - Health screening and follow up screenings
 - How medical information will be updated and shared
 - Steps taken to ensure continuity of care that promote the use of medical homes for each child
 - Oversight of medication which is being actively addressed by a multi-system workgroup that has developed a checklist for reviewing the use of psychotropic medications for youth in foster care.
 - How the state consults with medical and nonmedical professions on the appropriate treatment of children

CFSP Strategic Target 10: Further strengthen performance & quality improvement to support CFSP & PIP

- *Conduct Case record reviews (revised)*
- *Conduct in house on-site reviews(revised)*

Progress through June 2011

- ✓ In the fall of 2009 the decision was made to discard the on-site review process that had been planned due to Maine's budgetary challenges, as the on-site reviews would not be financially feasible. A plan was developed to have every district reviewed, every year, using the CFSR concept of teaming, the CFSR review instrument, and interviewing critical members of the case. Following the review, a Final Report is disseminated to the District with the expectation a district PIP will be developed and implemented. That data that is collected from these reviews will be used to measure items for Maine's PIP.
- ✓ The ME. CFSR is in the 2nd round for each district. Maine's PIP baselines was established through this process and Maine has submitted its first rolling quarter data to ACF based on these reviews.

CFSP Strategic Target 10: Increase & improve communication

- *Identify documents and information that should be available/updated on the maine.gov website and improve as needed*

Progress through June 2011

- The following documents were posted on the DHHS website http://www.maine.gov/dhhs/ocfs/prov_data_reports.shtml :
 - Maine Statewide Assessment for 2009 CFSR
 - Child & Family Services Review Executive Summary and Final Report
 - 2004-2009 Child & Family Services Plan Review
 - 2010-2014 Child & Family Services Plan
 - 2010 Annual Progress Service Report
 - Maine Program Improvement Plan 2010-2012
- The following information was posted on the DHHS/OCFS website:
 - Level of Care information updated
 - Public Service Management has been added, as well as information pertaining to Community Services Unit grants, programs, etc.
 - Foster parenting information revised and updated
 - Updated organizational chart
 - 2007/2008 Historical Strategic Plan added
 - Child Care Subsidy information
 - Foster parenting information
 - Quality for ME contact information
 - Rules pertaining to the Child Care subsidy program
 - Rules pertaining to foster parenting

Child and Family Services Continuum

Child Protective Services

Child abuse and neglect prevention services are provided by the Maine Children's Trust, Inc. and Child Abuse and Neglect Councils, which receive funding and provide services in all 16 counties in Maine. The Trust is the fiscal agent for parenting service provision for families in Maine. The Trust engages in a bidding process to assure the most qualified agencies/programs receive the funding and prioritize the funding with evidence based parenting models being the preference. The Maine Children's Trust, Inc. communicates, coordinates, and consults with DHHS Child Welfare Services management in its efforts at prevention of child abuse and neglect. The Trust receives the Community Based Child Abuse Prevention Program federal grant from ACF.

All reports of child abuse and neglect are received and screened by a Statewide Child Protection Intake Unit at OCFS which is staffed 24 hours a day, 365 days a year. The Intake Unit forwards screened reports to child protective supervisors in district offices for assignment. Supervisors assign moderate/high severity CA/N reports to DHHS child protective caseworkers. During calendar year 2010 DHHS received 17,457 referrals of which 9,338 did not contain allegations of child abuse or neglect. 5,984 reports were assigned through the child welfare system while 2,135 were assigned to the contract agency for Alternative Response.

The Child Protective Intake Management Team (CPI supervisors) has worked hard to improve the quality and focus of supervision in order to help foster improved documented reports and decisions about assignments. Efforts have been made to increase caseworkers' available time to take reports, improve the quality, focus and exploration during the receipt of drug affected baby reports, and exploring for an alleged abuser's caregiver role when a referral is being made.

OCFS identified initial target goals for improving both the 72 hour and 35 day time frames within an assessment. During the last year, additional efforts were made to significantly improve those outcomes. Between June 2010-March 2011:

- The 72 hour time frame for assessing safety of children was met, on average, 85.3% of the time up from last years report out of 75.5%;
- The 35 day time frame for completing an assessment and deciding if a family was in need of child protective services was met, on average 86.2% of the time up from last years 80.5%; and
- The number of children removed from their homes decreased from 1741 to 1552.

In its PIP, Maine was required to address the timeliness of initiating investigations and was able to meet this data element in the first quarter of the PIP. Maine's goal was established at 81% and, through the first two quarters of the PIP, Maine has been successful in meeting the 72-hour timeframe 84% of the time.

The *Child Protection Assessment Policy* was revised in 2007 to give specific guidance around child protection assessment decisions as to when families are in need of child protective services. This policy was designed to reduce recurrence of maltreatment by requiring child protective services in event of:

- Signs of danger, with agreed upon safety plan

- Safety plan failure
- Findings of maltreatment with specific signs of risk that are likely to result in recurrence of maltreatment
- Findings of child abuse or neglect within previous 12 months
- Parental unwillingness to accept services or to change dangerous behaviors or conditions

The *Child Protective Assessment Policy* is one that was identified at the OCFS Policy Summit as requiring revision however the decision has been made to delay that work until the PMI work has been implemented which will change the way in which all Maine caseworkers do their work.

The *Child Assessment Policy* was revised in 2007 to include the expectation that, for in home service cases, the frequency and type of caseworker's face-to-face visit with the child(ren) and family should be appropriate to the family's needs and risk to the child and visits should occur at least once a month in the home. This policy also guides staff as to the nature and frequency of the reviews to determine if/when the Department's involvement should continue. In the spring of 2010 a policy workgroup was convened to develop an inclusive policy that will guide and direct the services provided to families in need of child protective intervention.

If a child protection assessment determines that a family is in need of Child Protective Services, the caseworker convenes a Family Team Meeting (FTM) to develop a family plan to increase child safety.

Following the FTM, the caseworker makes referrals for services outlined in the agreed upon family plan. Maine DHHS Child Welfare Services directly provides, refers, contracts or otherwise arranges for needed therapeutic, educational, and support services to implement the family plan. DHHS directly pays or contracts with services such as parent education and family support, early intervention services, homemaker services, child care, individual and family counseling services, transportation, supervised visitation and transitional housing services. A full listing of contracted services can be found in the resource module of MACWIS. Families receive, directly or by referral, more intensive services, as needed, from domestic violence, mental health, and substance use treatment specialists.

Children Services

Maine has a state administered District Court system and DHHS caseworkers petition the Court to place children in DHHS custody when a safety assessment has been completed and efforts toward reducing severe abuse/neglect have failed. In Maine, the Department may petition for custody or another disposition to protect the child. However, prior to a petition being filed, caseworkers are required to request a facilitated pre-removal Family Team Meeting to bring all parties together to discuss the concerns and possibly prevent removal from the home through developing a safety plan that is realistic and acceptable to team members.

If a petition is filed, the court may order a child placed in DHHS custody upon finding at an ex parte hearing that the child is at immediate risk of serious harm. After civil court hearing, in non-emergency situations, the court may order that a child is in jeopardy due to abuse or neglect as defined by Maine law.

Through the work in the Casey Breakthrough Series, OCFS has developed a Family Share Protocol. It is expected that, within 5 days of a child entering foster care, the caseworker will facilitate an informal meeting between the birth parents and foster parents. This meeting is to focus on the child's imminent needs (i.e. medication, schedule etc) and not on what led the child to enter care or case details. Placement stability was an issue for Maine in the 2009 CFSR and it is anticipated that Family Share meetings will be one strategy to help alleviate this issue.

Within ten days of a child coming into custody, a Family Team Meeting is convened to develop a Family Plan. Throughout the life of the case there is dialogue, hearings and documentation in court orders about reunification objectives and time frames.

In 2008, the *Selection of Placement Policy* was revised and highlighted the importance of placing children in care or custody in the home or facility best able to meet their needs and facilitate progress toward the case goal and objectives, using the philosophy of concurrent planning for all outcomes. This policy also highlights the need for careful consideration and assessment when making placement decisions and that the primary resources to be explored first are relative options.

This policy was further revised in 2010 to provide updated guidance on ensuring a child's cultural/spiritual heritage is considered in placement decisions; to update types of placements, prioritizing relative and family foster homes as preferred types of placement; and to provide guidance on licensing and approving as resource families individuals who are employees of the Department or who are Assistant Attorney Generals.

We continue to see room for improvement in our efforts to fully implement the *Visitation Policy*. While many more visits are being held in less restrictive community settings, we believe we can improve upon identifying and facilitating visits in the least restrictive and most normal settings possible. Too often visits are still held in supervised settings which surpass the family's needs for this level of supervision. While we have advocated for visits to be held in the home of the foster parent, as we believe these visitation conditions will enhance the relationship building amongst the foster parent, birth parent and the child, we still have barriers to overcome before this becomes the norm. Many foster parents have become accustomed to agency staff supervising visits between children and birth parents and therefore cannot visualize filling the role of facilitator of visits. Many generalize about the level of danger a biological parent's presence in their home would present for their own family. We continue to take advantage of all opportunities when speaking with foster families to encourage and support their participation in visits between birth families and children, as we know when this occurs the barriers between the birth and foster families lessen, and the child benefits from the positive developing relationship. It is anticipated that the having Family Share meetings will assist in overcoming the relationship barrier.

The 2009 CFSR did find concern regarding the assessment of safety in making visitation decisions with families. Casework supervisors are expected to review each case every quarter with a focus on the need for supervised or unsupervised visitation which should address this concern. This is being addressed in Maine's Program Improvement Plan.

Since 2002, DHHS has focused on increasing kinship care, as relative placements tend to provide better stability. Policy has been developed that requires exploration of all potential kin resources

for children starting at Intake and continuing when children are brought into care. Searching for kin connections is an on-going process throughout the child's involvement with the child welfare system. In our policy the definition of kin includes those "fictive kin" individuals connected to the child through a significant emotional attachment. Our policy also allows caseworkers to assess and approve kinship placements prior to the kin becoming licensed resource providers, which enables us to avoid interim placements in foster homes. Policy expectation is that we assist unlicensed kinship providers to apply for foster care licensing within thirty days of the child being placed in their home.

Statute and rule changes were made to delete prior language in the definition of family foster home which excluded relatives from inclusion in those who could become family foster home providers. With the statute and rule changes, both of which became effective July 12, 2010, relatives are provided the same rights and responsibilities as non-relatives in ability to apply to become foster resource parents.

OCFS provides financial assistance for relatives to fund fingerprint based checks and to fund needed home improvements to allow them to meet licensing approval standards.

In FY 2010 37% of all kids entering custody had their first placements in relative placements

In 2011, OCFS instituted a process of having a trained FTM facilitator conduct family team meetings in those cases where a placement change is recommended against the caregivers wishes. This is in response to the fact that often children are removed from relatives against the wishes of the relative and they are not generally part of the decision making.

In addition to emphasizing the need for relative and kinship resource searches and placement, Child Welfare Services is committed to supporting kin placements. In 2008, renewable funds were allotted to enhance kinship support services provided to children at high risk of entering foster care. As provision of service under this new program, skilled and experienced staff employed by the provider agency Maine Kids-Kin provides face-to-face support to kinship parents who are taking children identified as at risk of entering DHHS custody due to abuse or neglect.

- Workers work with kinship caregivers to identify and understand risks and ways to reduce risk so that the children are safe. This includes helping the family identify their strengths and needs in taking on this task of keeping the children safe in their care, as well as helping them to consider potential physical, mental and emotional health issues for the children and themselves.
- The worker explains the need for safety nets for children and options for legal relationships, and will help the caregiver plan how to build on his or her family's own resources and community resources to strengthen their safety net with additional resources and knowledge.
- The worker supports this effort with information, research and assistance accessing the resources of the community.
- Workers work with families during the first six months of placement of the children and provide phone and email support in addition to the face-to-face support.
- Workers use a protocol to identify physical and emotional risks and identify resources to help the family meet these safety challenges. This is an individualized, client-driven, strengths-based program.

After participating in this program, caregivers have the option of continuing to receive services from the worker through Maine Kids-Kin's existing phone-based and support group services.

Expected short-term outcomes of this new service, which has a coverage area of within 25 miles of Bangor or Portland, is that caregivers will have reduced their isolation; increased their understanding of family strengths and/or needs; and/or increased their knowledge of available resources and/or options for legal relationship and developed a plan to meet needs.

While OCFS has made significant improvements in the percentage of placements of children in care with relatives and kin, there is still opportunity to improve in this area. A frequent dialogue with OCFS staff relates to the importance of children maintaining connections with kin, including fictive kin and community.

In terms of permanency goals, Maine has made significant improvements in achieving permanency for children in a timely manner through family reunification. Maine has dropped slightly in the measure of timely adoptions however this can be correlated to the improvements in the measures for achieving permanency for children in foster care for long period of time. While clear Maine has more work to do in terms of meeting permanency goals for all of the children in foster care, the data supports that its current practices are making a difference.

Measure/Source of data	May 2010-April 2011	Prior data
Family Reunification/ROM data	64.9%	Up from last year report of 55%
Adoption/ROM data	31.7%	Down from last year report of 38.7%
Source of data: ACF Data Profile Federal FY 2010ab		
Exits to permanency prior to 18 th birthday for children in care 24+ months	29%	2009ab: 27.8%
Exits to permanency for children with TPR	87%	2009ab: 87.3%
Children Emancipated who were in foster care for 3+ years	67.4%	66.7%

Maine recognizes there needs to be significant improvements made in terms of timely reunifications; this is demonstrated through the ROM data and PQI data and was highlighted in the 2009 CFSR.

A barrier to prompt reunification can occur when families lose their housing because their children are placed in custody of the Department. In November 2008, the United States Department of Housing and Urban Development (HUD) issued notice of funding availability of voucher assistance to provide adequate housing as a means to promote family unification through the Family Unification Program.

OCFS collaborated with the Maine State Housing Authority in applying for housing vouchers through the Family Unification Program to address housing issues experienced by the target populations of those whose reunification was delayed due to lack of housing or those whose

intact families were at risk of separation due to housing issues. Maine was notified in July 2009 that it was one of the states awarded the FUP grant. Under this program, 100 housing vouchers are available to assist target families. As of March 28, 2011 OCFS staff has certified 239 families as appropriate for referral for the FUP program. Maine State Housing Authority and OCFS have collaborated on training identified OCFS liaisons in each of the districts in what constitutes an appropriate referral and in supporting families with completion of all required application documents. The barrier for the families is that there are an insufficient number of vouchers to support the number of referrals. OCFS and MSHA have applied to HUD for an additional 100 vouchers.

Adoption

The AdoptUsKids website usage and maintenance by Maine casework staff has not progressed as effectively or as efficiently as the State had planned. This is due in part to a shift in several districts from Adoption units to Permanency units. This has resulted in both supervisors and caseworkers assuming adoption and recruitment functions who have no previous adoption casework or recruitment experience. In recognizing this, the Office of Child and Family Services has requested Training and Technical Assistance from the National Resource Center (NRC) on Adoption and AdoptUsKids. A plan is currently being developed with the NRC on Adoption and AdoptUsKids to provide additional training to all responsible supervisors and staff on usage of the AdoptUsKids photo listing website. In addition, training and technical assistance has been requested from the same organizations to assist responsible staff in writing appropriate and effective child narratives for the website and other recruitment venues. Identified individuals from each district will receive trainer training within the next six months so that each district will have an in-house Narratives Trainer who will train current and future staff. Expected results are that more children waiting for adoptive placements will be listed on the AdoptUsKids and Adoption.com websites.

Plans are in place to provide Adoption Process training to permanency unit supervisors and staff. Two District offices have already received the training and a third District will receive the training by the end of summer. All of these trainings will better equip permanency and adoption staff in their efforts to acquire permanency for our children in care in a more effective and efficient manner. The expected results are that time frames to permanency for listed children will be reduced.

Additionally, through a federally funded Family Connections grant, the Maine Kinship Connections Project has implemented a year long program of Extreme Recruitment. This involves family finding for older youth in care that is designed to find permanency for youth in fraction of the time it would normally take. Please refer to page 6 for description.

Appointment of a Permanency Guardian is now a dispositional alternative in Child Protection cases in Maine District Court. This alternative provides a viable permanency option to children who might otherwise remain in foster care through to the age of majority, including children who express a desire not to be adopted. In order to be considered for permanency guardianship, the child must be in the legal custody of the Department or Tribes; reunification must have been determined to be no longer a permanency option for the child; the child must meet the definition of "special needs"; the adoption option must have been fully explored and ruled out; the permanency guardianship must be determined to be in the best interests of the child; and the

family must meet all the required standards to qualify for permanency guardianship. Inherent in permanency guardianship is a respect and value for maintaining connections with family and with the cultural norms of the family. Subsidies are available to families who choose this option, with the rate, which is not to exceed the rate of reimbursement for regular foster care, negotiated with the family, based upon the level of need and the family's resources.

Youth who have been appointed a permanency guardian may apply for Federal Education and Training Voucher assistance to help meet post-secondary unmet financial need up to a cap of \$5000 assistance. Youth are also eligible to apply for one of the thirty college tuition waiver slots for schools within the University of Maine system.

Each year, there is increasing use of permanency guardianship as an alternative permanency option. In 2006, the number of permanency guardianships was 17; there have been 70 permanency guardianships signed between 5/1/10-5/1/11.

If a child cannot be placed in a family setting, various types of residential care are utilized. Residential programs vary from semi-independent living programs to 24/7 supervision. There is a universal application process in place for residential programs and we utilize Children's Behavioral Health Utilization Review Nurses to ensure that residential care is the least restrictive placement needed to provide care for the child.

Child Welfare continues the residential permanency review process, which reviews the appropriateness of a child's referral to and placement in a residential care setting. The residential reform workgroup in 2005 identified as a problem that too many children were placed for too long a period of time in residential placements. Child Welfare began reform efforts to focus upon moving children into more normalized family settings and towards assisting children with achieving permanency outcomes. Efforts to achieve these goals are an on-going process.

Tracking of moves to and from residential care are monitored on a weekly basis. The tracking includes monitoring the number of moves out of residential placements each week which are made according to the plan for the child to live in a family/ community setting, as well as those which occur not according to plan and result in the child living in a more restrictive setting. Tracking of such data allows OCFS to show evidence of positive outcomes for children moving out of residential care programs. From May 2010 to March 2011 the monthly average of children in residential care, as a percentage of the population, was 6.5%, down from the report out last year which was 8.5%.

The merger of Child Welfare Services and Children's Behavioral Health Services within the DHHS Office of Child and Family Services has increased the focus on evidence-based practices and improved management of some high cost services. This has resulted in the increased access to home-based clinical services, the establishment of high fidelity Wraparound programs, and the establishment of intensive Family Reunification Program services.

With the implementation of these programs, Maine has become much better able to reach permanency goals of reunification, guardianship, and permanent placement with relatives. In terms of meeting children's well being needs, Maine has also undergone changes that have positively impacted services as well as access to them.

Transitional Living

During 2010 and 2011, Maine engaged in extensive revisions of its Independent Living Policies. The new policy, titled “Youth Transition Policy” clarifies the Department’s commitment to permanency efforts for older youth while concurrently providing independent living services (life skills) to youth likely to age out of foster care consistent with Foster Care Independence Act of 1999 (Chafee). This revised policy also includes provisions and requirements of the Fostering Connections to Success and Increasing Adoptions Act of 2008, the Chafee National Youth in Transition Database (NYTD), and The Patient Protection and Affordable Care Act. These revisions included extensive feedback and input from youth in care and foster care alumni.

DHHS policy outlines the independent living services that should be provided to youth in care, consistent with NYTD. These independent living services include: academic support, post-secondary educational preparation and support, career and vocational preparation, financial management, consumer skills training, housing education and home management skills, health education, family support and healthy marriage education, among others.

Transition planning with youth in care begins at age 15. Youth in care and foster care alumni assisted the Department in revising its Youth Transition Tool which is used in partnership with youth to assess their strengths, needs and goals.

Maine DHHS Child Welfare Services has programs in place to help children prepare for a successful transition to adulthood. Youth in care are offered extended financial and case management supports through a Voluntary Extended Care (V9) Agreement. Youth may agree to enter into a V9 Agreement upon their 18th birthday and this Agreement may remain in effect until their 22nd birthday in order to accomplish their transition goals. Individualized agreements are negotiated with the youth to assist in providing specific services to help the youth achieve educational or skills training needed for successful transition to adult self-sufficiency.

If a youth will require assisted living beyond what can be provided through a V9 agreement, then Child Welfare Services will make a referral to adult services through DHHS Office of Adults with Cognitive and Physical Disabilities. The Department also assists youth to make needed community referrals as well.

In 2010 a policy workgroup was convened to develop a Permanency Policy which included guidance regarding the use of “Other Planned Permanent Living Arrangement” (OPPLA) as a goal for youth. We expect to undertake further revisions of policies related to the use of OPPLA and ways to further reduce its use and the possibility of youth aging out of foster care without a permanent family.

Child Welfare continues its commitment to assist children and youth in out-of-home placement reside in the most normative setting warranted by the child’s safety and well being circumstances.

In measuring and improving processes, outputs and outcomes, Child Welfare Management is increasingly data driven. “Hard data to show” has replaced “thinking you know.” For district management, performance expectations are tied to reform targets and data is reviewed in rating performance. A Monthly Management Report provides regular information on key activities,

such as child protective response time, relative placements, and monthly caseworker contacts with foster children. A Weekly Residential Report provides information on numbers and percentages of children in residential placements, district by district. Results Oriented Management (ROM) was designed to measure the measure federal outcomes and is available to management and supervisors to help in managing to the outcomes. A central Performance and Quality Improvement Unit provides the capacity for OCFS to conduct quality case review and ad hoc reviews to measure outcomes and identify areas in need of improvement.

The success of this data-driven management is best illustrated in the reduction of Maine children living in foster care. Since 2001, the number of children in foster care in Maine has steadily dropped from over 3,000 to 1516.

Numerous data indicators point to successful changes in the organization's processes and outputs. The reduction of numbers of children in foster care and the increase in relative placements are indicators of trends toward increasing success. Changes vary by district but with an improved data management system, senior management will soon be able to easily track district performance in key areas and manage to improve results.

Recruitment & Retention of Foster and Adoptive Families

Each district in the state has formed recruitment/retention committees to focus on the local need for foster/adoptive homes. To capitalize on available resources, the Office has developed the Cross Agency Collaborative to address recruitment/retention issues. Participants representing the Office of Child and Family Services, Child Welfare Training Institute, and Adoptive and Foster Families of Maine meet monthly to discuss issues related to retention and recruitment, as well as training needs of resource families.

Maine has made substantial gains in placement of children with relatives. Although many of these begin as unlicensed placements, a concerted effort is made to encourage unlicensed caregivers to become licensed providers. Some of the steps undertaken to facilitate the move toward licensed status for these kin providers are the revision of the home study process to make it a more family-friendly engagement process; the ability to waive pre-service training for kinship families; and the provision of physical plant improvement funding to assist relatives with making necessary home repairs or improvements to bring the home into compliance with required standards for licensing.

Community recruitment of families locally is conducted in all districts to increase opportunities for children to be placed in their home communities. Each district office has used a variety of contacts to make the community more aware of the need, such as appreciation events for foster, adoptive, kinship families on a regular basis. Practice is now consistent statewide in the utilization of a preliminary informational meeting, of a single initial application; joint education/training sessions and there is consistency in the screening process to determine eligibility standards. A single format is used to produce an in-depth home study that gathers consistent and valuable information on family history, background, relationships and values and motivation to adopt, provide permanency guardianship, kinship care or foster. Changes have been made to streamline the home study to make it more consumer-friendly and indicative of family's strengths, needs and culture.

The Department's faith based initiative (Hope for Maine Kids – HfMK) is experiencing limited progress. Although two churches have provided venues for Meet & Greet sessions where prospective adoptive parents meet and interact with children available for adoption. A partnership agreement has been finalized for faith based resources to enter into with the DHHS District office in their geographic area. It outlines what their involvement/commitment will be in support of that district's adoptive and foster parent recruitment program and the children in care in that district. Two new brochures on adoption and foster care contain brief HfMK initiative information. An HfMK specific brochure is in process of being developed for distribution to faith based resources across the state and other general distribution. An Adoption / Foster Care Expo-Conference is planned for September 2011 which will have work shop presentations on faith communities supporting adoption, and related faith based involvement with adoption and foster care. A concentrated effort is planned to engage as many faith based resources as possible to attend the event.

In compliance with the Multi-Ethnic Placement Act, Child and Family Services supports and promotes interstate placement of children and supports those placements through entering into Purchase of Service Agreements with private agencies both in state and out to provide the supports and supervision to facilitate safe and stable adoptive placements.

OCFS works within the Interstate Compact on the Placement of Children (ICPC) and the Interstate Compact on Adoption and Medical Assistance (ICAMA) to assure adoptive families are appropriately assessed and are provided the adoption assistance and medical coverage required meeting their needs.

Foster Care Licensing

Federal law requires that foster homes be licensed in order for a state to receive IV-E funding for potentially eligible children placed in these homes. The authority for licensure is left to the state. OCFS has adopted licensing rules that promote quality out-of-home foster care for Maine's children.

Applicants must meet licensing requirements, for which they undergo Child Protective screenings, both state and federal criminal history, including fingerprint based checks, and checks through the Bureau of Motor Vehicles in addition to a complete home study. The physical facility is inspected for fire safety and other safety concerns. A water test is required if the household does not have a municipal water supply. A full license is issued for two years. A temporary license – not to exceed 120 days – may be issued when a foster family affiliated with a Child Placing Agency moves to allow the continuation of services to the child(ren) currently placed with the family. A conditional license may be issued when an individual fails to comply with applicable laws and DHHS specifies in writing the corrections that must be made. The law provides that a license may be revoked at any time the licensee fails to comply with the law or with rules and regulations. Licenses may be renewed, subsequent to an updated application and assessment of the family and their ability to meet licensing rules and regulations, a site visit, an updated BMV and CPS check and an updated criminal history search.

There are two categories of foster home license: Family Foster Homes for Children and Specialized Children's Foster Homes. To become a specialized home, the primary caregiver must have verifiable experience working with moderately to severely handicapped children.

Specialized licenses are only issued for foster homes providing therapeutic foster care through contracted child-placing agencies.

Rules Providing for the Licensing of Family Foster Homes for Children and Rules Providing for the Licensing of Specialized Children's Foster Homes were revised and became effective on July 12, 2010. The Rule revision deletes language from the definition of family foster home which in the prior rule excluded relatives from applying to become family foster home providers. Under the revised rule, relatives now are afforded with the same rights and responsibilities as non-relatives in their ability to apply for foster home licensing. The rule change occurs concurrently with a statute change which effected the same language definition changes.

In Maine, OCFS agrees to fund unlicensed placements with a per diem rate for the first thirty days of placement. If the placement resource family submits an application for foster care during that period of time and if the applicant proceeds in good faith toward becoming licensed, then the per diem can continue throughout the 120 day period of time during which the application process extends.

OCFS is supporting relatives in becoming licensed through initiation of OCFS staff completing fire inspections in relative homes. This allows us to expediently inspect, identify deficiencies and support the family in making corrections to bring the home up to standards for satisfactory fire inspection. OCFS supports relatives in funding the expense of fingerprint background checks. Staff has been trained to waive non-safety standards, where appropriate, for relatives. Data reports are updated in a special computer drive on a weekly basis to allow licensing staff the ability to monitor their district's progress toward licensing unlicensed placement resources.

Towards efforts to enhance targeted recruitment of resource families to meet permanency needs of older youth in care, OCFS has requested technical assistance from the National Resource Center. Planning is underway for an on-site visit in September 2011 by NRC staff to review current practice and to engage OCFS in development of strategies to increase successful statewide recruitment of resource families to meet identified needs.

Foster Parent Training

In-service training provides training and support to experienced foster and adoptive parents, assisting them in their professional development, providing respite and recognition and contributing to the retention of trained and effective caregivers. CWTI, in conjunction with OCFS and foster/adoptive parents work to design training to meet core requirement needs and develop curricula responsive to the changing needs of caregivers. Training is offered on 17 topics, including Enhancing Self-Esteem in the Foster/Adoptive Family, Alternative Discipline for Foster and Adoptive Parents, and Promoting Healthy Sexual Development. A variety of training formats and delivery methods encourage increased access/participation in training. CWTI has also developed and begun to offer a series of web-based In-Service training.

During the 2009-2010 contract year, a comprehensive review and redesign of the Introductory Curriculum was initiated for the multiple purposes of reducing barriers to resource family attendance; to increase convenience of training; to increase accessibility; and to enhance relevance and consistency with OCFS priorities, policies, and practices. Towards this effort, OCFS and CWTI organized a focus group of stakeholders to provide specific input regarding

curriculum revisions. The focus group membership was comprised of OCFS staff, CWTI staff, foster and adoptive parents, and kinship providers.

The revised and updated curriculum will be available statewide in July 2011. Prior to full implementation there will be Beta testing of the new curriculum in several district offices. The updated curriculum consists of pre-session work as well as six stand-alone training modules which allow resource parent applicants to participate in modules in whichever district the training module is offered. This flexibility meets the needs of resource parents whose work and other commitments requires some degree of flexibility of scheduling.

The hours of the new training program have been reduced from the prior 24 hours to 18 hours of training. Homework requirements have been reduced, with the new homework requirements promoting exercises in self-reflection. Many of the homework assignments may be completed by the parenting couples, while some homework assignments will be completed by the individual partner.

Therapeutic agencies are currently referring families recruited by the agencies to Muskie School CWTI for fundamentals training rather than providing the training within the agencies. Agencies are encouraged to refer staff to the Train-the-Trainers in the spring of 2011 to ensure agency staff has the capability to train resource families affiliated with their agency on the new curriculum.

In response to an increasing percentage of relative caregivers, CWTI has developed training tailored to kinship care. CWTI now offers an AFFT curriculum tailored to kinship care, which districts may request instead of the standard AFFT curriculum

On-going training is required of all licensed foster parents. Foster parents holding a family foster home license must complete 18 hours for the foster parents' combined hours of training, within the two year licensing period, and foster parents holding a specialized children's foster home license must complete on-going training of at least 36 hours for the licensees' combined hours of training, within the two year licensing period.

Training is also offered for foster/adoptive parents and relative care providers through the OCFS contract with the foster/adoptive support agency, Adoptive and Foster Families of Maine (AFFM). AFFM offers a variety of informal training opportunities through their lending library of books and videos as well as an annual training conference.

Curricula from Introductory and In-Service training are continuously reviewed to ensure continued effectiveness and the training process is evaluated to gather feedback and ensure sufficient transfer of knowledge.

CWTI maintains records of some of the trainings in which the foster parent participates. DHHS Staff Education & Training Unit (SETU) maintains records of all training that foster parents complete through them. It is the responsibility of the foster parent to maintain a log of the parent(s) combined hours of household training hours and to provide this log of training hours to the licensing worker at the time of renewal. More flexibility has been allowed as to the types of training that are permitted to count toward training hours. Licensing supervisors may determine whether or not a training in which the foster parent would like to participate is relevant to meeting the needs of the children in care.

Through the Cooperative Agreement between DHHS and University of Southern Maine (USM), a strong foster parent-training program has been developed and maintained. CWTI has successfully minimized the impact of recent budget cuts by utilizing their own staff for ongoing training and increasing the availability of correspondence and web-based training. Foster and adoptive training continues to be an area of strength for Maine.

Adoption Incentive Payments

Maine received Federal Adoption Incentive Award dollars in late 2010, for the second year in a row. The Awarded amount was \$113,373.00, and is available for expenditure through September 30, 2012. In the Department's continued efforts to reduce barriers to post adoption services to adoptive families, \$50,000.00 of that award has been allocated to be available to assist adoptive families in acquiring services, summer and special camp slots along with other identified services/items to meet the special needs of their adopted children. This aligns with the Department's strength based approach in supporting adoptive families.

The remainder of the Incentive Award dollars will be allocated to support activities in the following areas:

- A Faith Based Resource Recruitment Project - *Hope for Maine Kids* (HFMK)
- District Permanency Events. To support collaborative efforts of the District Permanency Teams and District adoption/foster care staff planning for each District's annual Adoption and Foster Care Celebration and Awareness events (May /November), and other similar recognition events within the Districts.
- Training for staff and other appropriate individuals that will promote and enhance the departments Adoptive and Foster parent recruitment and retention efforts.
- Camp To Belong Maine. To support and assist CTBM in promoting permanency, permanent sibling connections, and engaging older youth in the department's permanency initiatives.
- Training. Focused on subject areas including but not limited to; post adoption issues, promoting-supporting adoption/permanency, reducing barriers to adoption/permanency, decreasing timelines to adoption/permanency, engaging youth in the adoption/permanency process, and increasing efforts in the adoption of older youth in care.
- Printed materials promoting adoption/foster care recruitment, and the Hope for Maine Kids, Faith Based outreach initiative.
- Public/ private collaborations will be explored and facilitated with the use of some of these funds as appropriate. A two day collaborative event titled; Adoption/ Foster Care Expo-Conference is planned for September 2011. The Department and various licensed private Child Placing Agencies, private social service organizations and groups are partnering in organizing and developing this event. Multiple workshops with subject matter centered on adoption and foster care related issues will be offered to professionals, current and prospective adoptive and foster parents.

Technical Assistance Request

OCFS has requested technical assistance and recommendations for training in the area of adoptive and foster parent recruitment and retention. Assistance is needed to educate staff in the various methods of recruitment and provide them with recruitment skill that they can put into practice on both a local and coordinated statewide approach. Maine anticipates that this will increase the knowledge base and practice methods of responsible staff that will in turn increase the number of Resource families for foster and adoptive placements. Our expectations are that any T/TA will provide a solid knowledge base on recruitment organization, strategies, and techniques that can readily be put into practice. Staff will be able to more effectively use a variety of recruitment tools and will use the AdoptUsKids web site more efficiently and effectively.

Inter-Country Adoptions

The state takes responsibility where needed for children adopted from other countries, including activities intended to serve children entering state custody as a result of the disruption of a placement for adoption. The DHHS Office of Vital Statistics reports that the number of children adopted from other countries by Maine families during the calendar year 2010 was 68.

During 2010, the Maine Department of Health and Human Services did not record any disrupted foreign adoption involvement. It is noted that the number of recorded foreign adoption in 2010 saw about a forty percent decrease compared to numbers for 2009.

Maine's private adoption agencies make every effort to replace a child from a disrupted or dissolved adoption into another family within the agency or with another private agency so that the child does not have to enter DHHS custody.

Coordination with Tribes

Maine has four federally recognized tribes with five locations: the Penobscot Nation (Indian Island, Penobscot County, District 6), the Aroostook Band of Micmacs, (Aroostook County, District 8), the Houlton Band of Maliseets (Aroostook County, District 8), the Passamaquoddy Tribe (Indian Township and Pleasant Point, Washington County, District 7)

The Penobscot Nation and the Passamaquoddy Tribe at Pleasant Point receive federal Title IV-B Part 1 and Part 2 funds. The Aroostook Band of Micmacs receives federal Title IV-B Part 1 funds. The Houlton Band of Maliseets received federal Title IV-B funds until 2008, but did not apply for FY 2009 funding. The Passamaquoddy Tribe of Indian Township has not applied for federal Title IV-B funding for several years. None of the tribes have a Title IV-E agreement with the State; however one is currently being developed with the Penobscot Nation.

In February 2010, the Governor of Maine signed an Executive Order directing all state agencies to work collaboratively with Native American Tribes. Historically the tribal child welfare representatives have met with the DHHS, OCFS - ICWA liaison at least every other month and monthly if needed or requested. These meetings center on ICWA compliance in regard to specific cases, broader policy issues and training needs. Strengths and areas needing

improvement are discussed and steps are formulated to resolve issues. This committee, called the ICWA Workgroup is staffed by the University of Southern Maine - Muskie School of Public Service. The needs the tribes may have and new policy/practice changes within OCFS are also discussed. This forum is one of the ways OCFS seeks to assure ICWA compliance. In the fall of 2009, these meetings became monthly and included the OCFS Federal Plan & PQI Program Manager. A comprehensive *Indian Child Welfare Policy* is being developed by this workgroup as a stand alone policy, rather than having pieces of ICWA interspersed throughout various OCFS policies. The work on the *Indian Child Welfare Policy* is to provide clear direction to OCFS staff that the tribal child welfare staffs are co-managers of the case in every aspect through the life of the case.

This workgroup also coordinated a PQI review of Native American children in state custody. This review, using a review tool developed by the ICWA Workgroup, partnered an OCFS PQI Specialist with a tribal child welfare staff member to review the cases for compliance with ICWA as well as review for OCFS practice in terms of engaging collaboratively with tribal child welfare in those cases.

As noted at the onset, anecdotally it was believed that OCFS caseworkers assert control over the cases involving Native American children versus engaging in a process of co-management with tribal child welfare staff. The outcome of the review confirms that belief.

There was also a belief that, while historically child welfare caseworkers haven't included tribal staff, the state agency has improved in its collaboration with tribal staff on the 'newer' cases. This review dispels that belief as 62.5% of the cases reviewed were those that entered the state child welfare system in 2008 & 2009.

Recommendations from this review include:

- ICW policy be finalized and disseminated along with the expectation that child welfare supervisors will review and discuss this policy in individual unit meetings.
- The ICW policy should be reviewed in a state wide supervisor meeting with participation of a couple of representatives from the ICWA Workgroup.
- District ICWA Specialist be selected, trained and should participate in a meeting with the ICWA Workgroup in order to have an understanding of the importance of their role in the districts.
- Family Team Meeting policy needs to clearly reflect that, in cases involving native children, tribal child welfare caseworkers are to be co-facilitators and involved in scheduling, setting an agenda and identifying invitees to the meeting.
- DHHS should obtain eligibly status in writing from the identified tribe to confirm the child's eligibility.
- Even if a child is not census eligible, the state and tribal child welfare systems need to collaborate to ensure that the child's cultural needs are being met and not overlooked because the child 'is not an ICWA case'.

When the Indian Child Welfare Policy is completed an on-line training will be developed for supervisors to ensure their understanding of the policy. Each district will also be identifying an ICWA specialist (go to person for the office) who can answer caseworker questions regarding ICWA, the policy, who each tribe's contact person is, etc.

The Department has an agreement with the Penobscot Indian Nation to work cooperatively toward the goal of protection of children who are suspected to be or are victims of abuse or neglect. The Department also has an agreement with the Houlton Band of Maliseet Indians to assure that they have maximum participation in determining the disposition of cases involving the Band's children.

DHHS caseworkers receive ICWA training in pre-service and as part of the Child Protection Intake process and the initial CPS assessment they ask the family if they have any Native American heritage. The District Court Judges also ask questions regarding Native American heritage at court proceedings. The tribes are notified if there is Native American heritage and invited to participate in the assessment. In addition, prior to going out on an assessment, if there is known Native American heritage the identified tribe is invited to participate in the initial visit.

DHHS recognizes homes that have been licensed/approved by the Tribe as a fully licensed foster home. If the family is a relative or unlicensed placement, the family is considered for possible placement option, as is the case with all children entering DHHS custody. DHHS works with the Tribe and the family to help them become a licensed resource. We will accept a home study conducted by the Tribe and will coordinate with them as the family moves through the DHHS licensing application and approval process.

DHHS works with Native families, as we work with all families, to prevent the removal of a child from the home. This includes an assessment of the situation and providing services to lower the potential risk of child abuse and/or neglect. In ICW cases the caseworkers also involve the tribe in planning for the family. In the new policy the tribe will be co-managing the case with OCFS and joint decision making will occur. It is also recognized the tribe may offer a distinct set of services and supports for families. The services/supports the tribes may be able to offer families does not negate the fact that Native children in state custody are eligible for the array of services offered to all children and families which include, but is not limited to: 1) Wrap Around Maine services for high needs families whose children are involved with multiple systems and their children and at risk of entering an out of home placement; and 2) the family reunification program which offers intensive in-home supports to families whose children are being reunified. In addition, contract language with services such as the FRP and transportation includes Tribes therefore children in Tribal custody may also access state funded contracts.

The Penobscot Nation and the Passamaquoddy Tribe have a Tribal Court and are therefore able to take custody of Tribal children without the need to have the child enter the custody of the State of Maine. Due to lack of resources, the Tribes do not always request a transfer to Tribal court when a Native child not living on the reservation may be coming into care. The Houlton Band of Maliseets is in the process of developing a tribal court system. Until the court is operating they continue to utilize the State of Maine District Court system. The Aroostook Band of MicMacs does not have a Tribal Court and utilize the State of Maine District Court system.

OCFS has continued its practice of sharing developing policy with the tribal child welfare personnel for comment. The finalized policies are also distributed and discussed in the meetings of the ICWA Workgroup. OCFS has tribal representation on the PIP Steering Committee and has access to and feedback on the APSR. OCFS recognizes that each tribe is a separate entity and has invited a representative of each tribe to participate, but the tribes have decided to send one person to represent all the tribes. This representative was chosen from the Wabanaki

Coalition, which is a tribal child welfare coalition to which all Maine tribes are invited. OCFS is not a member of this coalition. During the past year the representative who had been participating in the Steering Committee meeting retired from her position and OCFS is requesting that the Coalition select representative to take her place.

In addition to the ongoing collaborations and policy issues cited stated above, OCFS will continue to work collaboratively with the tribes on many issues/initiatives. It is recognized that OCFS needs to update its agreements with each of the tribes; however due to staff commitments and some changes in tribal staffing, this has not yet occurred.

Many of the above cited activities are ongoing and will continue through 2014. This includes regular meeting with the DHHS, OCFS – ICWA liaison to ensure compliance with ICWA policy and to allow any strengths and challenges to be discussed, training for both new staff and experienced staff, CASA and GAL training and the steering committee.

As of April 2010 none of the Maine federally recognized tribes have applied for direct Title IV-E funding.

Tribal Representation	
Tribal Affiliation	Contact Name
Houlton Band of Maliseet	Tiffany Randall, ICWA Program Director
Aroostook Band of Micmac Indians	Tania Morey, ICWA Program Coordinator
Passamaquoddy Tribe at Pleasant Point (Sipayik)	Molly Newall, Social Services Director
Passamaquoddy Tribe at Indian Township (Motahkmikuk)	Dolly Barnes, Social Services Director
Penobscot Nation	Sonya-LaCoute-Dana, Social Services Director

Health Care Plan

1. Initial and follow-up health screenings will meet reasonable standards of medical practice
A procedure has been implemented to track all children in foster care who do not have current primary care providers (PCP) and to manage with monthly reports to a goal of all children having a PCP and a medical home. Tracking all children who have a medical review within 72 hours of coming into to care is also managed through data and supervisory expectations to meet this goal. The Pediatric Screening Checklist (PSC) is in policy to be completed for every child in substantiated service cases to identify any behavioral health concerns. Those children that are scored in the high range are then referred for assessment either through our collaboration with Children's Behavioral Health or community providers.
2. Health needs identified through screenings will be monitored and treated
The Health Screening will provide immunization record, growth chart, and immunization schedule, list of other known providers (dentist), immediate treatment needs for identification of monitoring and treatment needs.

3. Medical information will be updated and appropriately shared.
Routine medical care will be completed in the “medical home” with routine updates provided to the caseworker.
4. Development and implementation of an electronic health record
Current health information and family health history is currently tracked in MACWIS and ongoing consultation has been occurring with the MACWIS Manager and MaineCare Services to ensure transfer of medical information as the new MIHMS system rolls out. OCFS is also working with the Maine Center for Disease Control (CDC) to develop a coordinated tracking and health monitoring system with the support of a grant received through the Agency for Health Quality and OMS supporting CHIPRA child health care improvement projects. The grant activities will support a Pediatric Council to act in an advisory capacity to this initiative, engaging pediatricians and family practice physicians in the development and dissemination of new child health quality measures. Children in foster care or child welfare involved will be a primary target of these activities. OCFS staff are members of the Advisory Committee to the grant project and provide routine feedback to ensure the needs and outcomes for children in foster care are monitored.
5. Steps to ensure continuity of health care services will include establishing a medical home for every child in care
Within the grant cited above, OCFS is working with the Maine Center for Disease Control on a project that will support the development of an organizational structure integrated with the state’s all-payer Patient Center Medical Home Pilot across public and private agencies.
6. Oversight of prescription medicines
A workgroup which includes Maine’s Office of Medical Services, Center for Disease Control, Children’s Behavioral Health Services and Child Welfare Services representative will assess the appropriate and problematic use of medications. The goal of this group will be to review the costs, the utilization of medication and safety issues related to children receiving these medications. The Workgroup developed a Caseworker Consent Worksheet related to the use of antipsychotic medications for youth. Staff trainings have been conducted across the state in the use of the Consent Worksheet. One of the trainings was recorded for on-going use in training. Mental health and child welfare youth representatives were on the workgroup and followed up with a Youth Guide to support young people in weighing the risks and benefits of medication.
7. The State actively consults with and involves physicians and other appropriate medical and non-medical professionals in assessing the health and well-being of children in foster care and in determining appropriate medical treatment for the children
Collaboration between DHHS and Maine General Medical Center has resulted in the Pediatric Rapid Evaluation Program (PREP). For seven of the 16 Maine counties, this program provides medical examinations and psychosocial screenings of children who have entered foster care. Two additional PREP sites have been developed through the Spurwink Child Abuse Clinic in southern Maine and Penobscot Pediatrics in northern Maine. All of these programs are either

developing the medical home for the child or helping to identify a medical home if one is not currently serving the child.

Disaster Plan

The Departments Disaster plan is contained in C&FS Policy XV H. Emergency Response. This policy is hereby included in its entirety. See **Appendix B.**

Monthly Caseworker Visits

Maine has a fully implemented SACWIS system (MACWIS) which stores all of the data required to track monthly caseworker visits. This data is provided to management and district Program Administrators through the Monthly Management Report. District Operations Managers meet regularly with District Program Administrators to review the data and support full compliance. The requirement for monthly contact is clearly stated in policy revised in 2008: *Child and Family Services Policy Manual; V.D.-1 Child Assessment and Plan.*

In order to track compliance around the ACF caseworker monthly contact expectations, Maine built a MACWIS report that automatically generates data around caseworker compliance with face to face monthly contact with at least the majority of visits occurring in the child's place of residence. This will provide the statewide average as well as broken down by district.

Based on Maine's baseline data, which included runaways, the following target percentages have been established in order for the goal of 90% compliance by October 2011 be achieved:

Baseline 2007: 47%

FFY 2008: 60%- **This was exceeded at 73% with 67% occurring in the child's residence.**

FFY 2009: 70%- **This was exceeded at 87% with 85% occurring in the child's residence.**

FFY 2010: 80%- **This was exceeded at 87% with 89% occurring in the child's residence.**

FFY 2011: 90%

Maine exceeded its FFY 2010 target by 7% with the total of children seen every month at **87%**.

OCFS has utilized the caseworker visit funding (section 436(b)(4) of the Act) on enhancing technologies to allow more efficiencies of caseworker time while out of the office allowing more time in the home of the families they serve. This is evident through the increase in face to face contacts made in the home which is at 80%.

Training Plan

Maine's Staff Development and Training Plan is revised and documented annually in the Child and Family Services Agreement between the University of Southern Maine, Muskie School of Public Service and the Maine Department of Health and Human Services, Office of Child and Family Services. Attached is a copy of this Cooperative Agreement for July 1, 2011 – June 30, 2012. See **Appendix C. (attach when signed agreement received)**

Cost and funding streams:

In establishing our cost allocation methods the OCFS and DHHS Division of Public Administration examined the goals and objectives of each training program to match those goals and objectives to the various federal and state funding sources eligibility criteria. Criteria from Title IV-E and Medicaid are utilized to accomplish this.

The resulting cost allocation plan distributes the expenses between the above mentioned Federal programs and State general funds based upon the benefiting programs. That is, if a training contract meets the Title IV-E criteria, DHHS applies the Title IV-E penetration rate and charges Title IV-E the appropriate amount. The agency then examines other benefiting Federal programs and distributes the remaining Federal portion between those programs based upon how much of that training program addressed the Federal funding sources' criteria. If a particular training program does not meet any federal criteria those costs are allocated to 100% State general funds.

In the current year, Title IV-E funds provided for approximately 69.7% of the total costs for OCFS training initiatives during SFY 2011. Inclusive of all state and federal funds, including partner matches, the total estimated costs for training for SFY 2011 is \$4,035,786

Court Related Short Term Training

The Fostering Connections to Success and Increasing Adoptions Act of 2008 permits states to claim Title IV-E training reimbursement for certain short term trainings of current and prospective relative guardians and for court and related personnel who handle child abuse and neglect cases. Maine OCFS has historically included the training of relative guardians in its training program. In terms of training court and related personnel, OCFS currently collaborates in training opportunities with the court but will need to further review any financial opportunities to support training in which we would then make claim through this latest legislation.

Evaluation and Technical Assistance

The USM Muskie School is currently conducting a data analysis of the medium stakes testing in the Caseworker Pre-service Training Program. The purpose of this analysis is to validate the reliability of the test prior to full implementation.

For Wraparound Maine, the USM Muskie School is conducting evaluation research. This research is coordinated with the National Wraparound Initiative. It includes implementation by USM of a web based database to facilitate data entry by contract agency providers and USM analysis of that data.

During the coming fiscal year, the USM Muskie School will be gathering data from DHHS District Offices on Child Welfare Cases that have substance abuse as a contributing factor. Through data analysis, USM will develop recommendations on best practices to increase engagement and improve treatment outcomes to facilitate family reunification.

To evaluate new web based supervisory training modules, the USM Muskie School will administer and analyze data from post training surveys administered to trainees.

Performance and Quality Improvement System

Historically, the Office of Child and Family Services has recognized the need for strong quality assurance oversight and has dedicated staff to that activity. These activities have included monthly case reviews, reviews of client recipients appealing substantiated findings of child abuse and neglect as well as special projects as requested by management. OCFS has recognized the need to strengthen its QA/QI process and the decision was made to redefine the role of its staff currently assigned to those duties, as well as develop a program whereby staff at all levels own the performance and quality improvement duties whereby it becomes a process vs. a unit of people. This process included CFSR-Style reviews as well as maintaining the unit of staff assigned to PQI activities.

OCFS maintains its unit of staff dedicated to Performance and Quality Improvement, with a PQI Specialist housed in each District but supervised by a Central Office Program Manager. This unit continues to conduct level of care reviews, substantiation/indicated finding appeal reviews, conduct district and/or state specific special studies as requested, and conducts monthly Consumer Feedback Surveys.

During this time frame OCFS made many efforts to improve the quality of assessment practice, documentation and the quality of assessment decisions while implementing Maine's Findings Appeal Process. Attention was given to insuring that proper notices were provided to people with findings, by identifying specific individual findings and a basis for each, including what supported "indicated" from "substantiated" findings that included how children were impacted in order to meet severity guidelines that differentiated between these two levels of harm. Steps are taken to insure that what is decided about child maltreatment, the findings that are reached are all congruent with the notices that are sent. Also, OCFS has taken steps to insure that the assessment of a parent/caregiver role's related to harm children experienced is sufficiently assessed and documented in order to support child maltreatment findings.

In the fall of 2009, the unit began conducting Consumer Feedback surveys, contacting birth parents, foster parents and/or youth in order to collect their perspective on the quality of contacts between the worker and interviewee. This information is used in supervision with caseworkers to confirm or improve a skill set as well as used by Program Administrators as they supervisor their district supervisors. The PQI staff continued to be available to provide more District specific consultation through working on special reviews that could provide the District more relevant information for that district in its efforts to improve outcomes. In addition, this unit is the core team as OCFS resumes the CFSR-style site review process which will be a means for Maine to measure progress in its PIP. Due to budgetary concerns, the decision was made to conduct these reviews electronically versus having the forma on-site review. The unit will also continue to conduct an array of statewide special projects in order to provide senior management with qualitative data on areas of concern. This group will also continue to gather data that is communicated to the District measuring identified indicators that are developed, particularly as the Program Improvement Plan is developed and quarterly updates required.

Management Information System

In June 2008, ACF conducted their final compliance review of MACWIS. Maine DHHS is now one of only a handful of states with a completed and federally compliant SACWIS system. MACWIS is very stable and is considered one of the most successful systems in Maine State Government. The MACWIS system receives ongoing maintenance to meet all new federal requirements.

Regarding quality of reports, ongoing improvements have continued. Beginning in 2002, the Child Welfare Senior Management Team committed to data-driven program management and quantified strategic objectives. This resulted in clearer articulation of program needs for management reports and better program input to information system staff to improve accuracy. Supported by the Casey Strategic Consulting Group, several Maine DHHS Office of Child and Family Services (OCFS) staff received training from the Chapin Hall Center at the University of Chicago. This training enabled Maine Information System staff to engage in longitudinal cohort data analysis. In 2007, Maine DHHS Office of Child and Family Services contracted with the University of Kansas for use of the Result Oriented Management system to provide CFSR outcome data down to a worker level through a web-based portal.

Financial Information

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

OCFS, Child Welfare Services will use IV-B, Subpart 2 funds to provide family preservation services, support reunification efforts, increase and support relative/kin placements, support adoption promotion and expand services to expedite permanency within acceptable timeframes for children in the care of DHHS. Expenditures are shown on the CFS, Part 1 that follows.

Family Preservation: Approximately 20% of funds will be used for Family Preservation Services.

- Expansion of the Community Partnership for Protecting Children (CPPC) program.
- Each county Child Abuse and Neglect Council provides an average of 18 parenting classes/learning sessions per year.
- Continued use of funds for family preservation services provided by direct staff intervention with families who become known to DHHS, but who, with sufficient support and referral to services, can maintain their children, safely, in their own homes.

Family Support Services: Approximately 20 % of funds will be used for Family Support Services.

- Kinship Care Services-Through contract, information and support services will continue to be provided to relatives who are helping raise their grandchildren, nieces and nephews. These services are available to all families, not just those who are caring for children in the custody of DHHS.
- Funds will be used to support substance abuse professionals stationed in two OCFS District offices.

- Supporting evidence based parenting skills and supportive visitation.
- Support of domestic violence advocates in two OCFS district offices’.

Time-Limited Family Reunification Services: Approximately 20 % of funds will be used for time-limited family reunification Services.

- Family Reunification Program- Implemented statewide, the purpose of this contracted private agency program is to achieve earlier and safer reunification. It is designed to serve families whose children have been in the Department custody for less than six months and for whom the familial bonds are still strong.

Adoption Promotion and Support Services: Approximately 20 % of funds will be used for Adoption Promotion and Support Services.

- Recruitment of foster/adoptive homes, support services for potential adoptive families and child specific adoption promotion efforts.
- Supporting the work of the faith based initiative, *Hope for Maine Kids*.

Other Service Related Activities: Approximately 10 % of funds will be used for Other Services Related Activities and 10% to administrative costs

- Other related activities will include continued utilization of research, inter-state communication and sharing of information and technology and training/planning activities, statewide, which are designed to advance the goals and activities set forth in this plan.

During FY 2009 \$ 0 IV B Part 1 dollars were spent for foster care maintenance payments, adoption assistance, or child care related to employment or training. Therefore no expenditures in these areas exceeded the 1979 levels of \$376,946.

DHHS assures that the state funds expended for FFY 2009 for purposes of Title IV-B, subpart 2, is \$ \$ 19,298,673.. These expenditures were greater than the FFY 1992 base amount of \$15,847,000 which was used to provide Preventive and Supportive Services, including Protective Services. That amount was provided in the annual summary of Child Welfare Services included in the Bureau of Child and Family Services FY '91-93 State Child Welfare Services

States may not spend more title IV-B, subpart 1 funds for child care, foster care maintenance and adoption **assistance** payments in FFY 2010 than the the State expended for those purposes in FFY 2005 (Section 424(c) of the Act). For comparison purposes, submit with the CFSP information on the amount of FFY 2005 title IV-B, subpart 1 funds that the State expended for child care, foster care maintenance and adoption assistance payments in FY 2005. States are also advised to retain this information in their files for comparison with expenditure amounts in future fiscal years.

Expenditures in 2005 were \$0

The amount of State expenditures of non-Federal funds for foster care maintenance payments that may be used as match for the FFY 2010 title IV-B, subpart 1 award may not exceed the amount of such non-Federal expenditures applied as State match for title IV-B, subpart 1 in FFY 2005 (Section 424(d) of the Act). For comparison purposes, submit with the CFSP information on the amount of non-Federal funds expended by the State for foster care maintenance payments

for FY 2005. States are also advised to retain this information in their files for comparison with expenditure amounts in future fiscal years.

Expenditures in 2005 were \$2,408,000

APPENDIX A

CHAFEE FOSTER CARE INDEPENDENCE AND EDUCATION AND TRAINING VOUCHERS PROGRAMS

The Maine Department of Health and Human Services, Office of Child and Family Services, will continue to administer Maine's Youth Transition Program funded by the Chafee Foster Care Independence Act of 1999, including the Education and Training Voucher Program, and comply with all required national evaluations.

In keeping with the intent of the Chafee Foster Care Independence Program, youth currently in care and youth formerly in care are consulted regularly throughout the year regarding the services and supports they receive. Their feedback of program strengths and needs are integrated into this State plan as well as used to shape Maine's laws and policies to support older youth involved in its child welfare program.

Section I covers the programs, services, and activities for which Title IV-E of the Social Security Act, Sections 471, 472, 474, 475, and 477 and Title I, Improved Independent Living Program, Public Law 106 - 109, the Chafee Foster Care Independence Act of 1999, and the Education and Training Voucher Fund Program are provided.

Section II contains information regarding the administration of the Education and Training Voucher fund program for academic school year fall 2011 through summer 2012.

SECTION I:

Eligible Population:

The Department of Health and Human Services elects the following youth as eligible for services under its Chafee Foster Care Independence Program:

- Youth in foster care who are age 15 to 18 years old.
- Youth who turn 18 years old while in foster care and who have a signed Voluntary Extended Support (V9) Agreement with the Department until the age of 21--who are residing in Maine or temporarily in another state as part of their V9 Agreement.
- Youth who turned 18 years old while in foster care, but who were legally adopted after the age of 18, when that adoption disrupts prior to the age of 21.
- Youth who is residing with birth parents, may enter into a V9 Agreement when OCFS oversight and support is needed to ensure youth safety and permanency.
- Youth who experience adoption or permanent guardianship disruption, but who do not re-enter foster care may submit a letter of request for V9 status to the district office from

which they were adopted or entered permanent guardianship. The Program Administrator shall review the youth's request and make a recommendation to the Director of Child Welfare Policy and Practice for a final approval decision.

- Youth, aged 18-21, who is experiencing factors that place the youth at risk of homelessness, may enter into a V9 Agreement.
- Youth in the custody of the Department or on V9 Agreement who are pregnant and/or parenting, transitioning from residential placements, in apartment placements, homeless, and likely to need adult services will be given priority.
- Youth who were reunified with a parent from foster care at age 16 or older, youth who were adopted from foster care at age 16 or older, and youth who entered permanent guardianship from foster care at age 16 or older, are eligible for Education and Training Voucher (ETV) post-secondary education funds without the need for a V9 Agreement.

The Department does not discriminate with regard to Chafee youth transition services or ETV services based on race, sexual orientation, religious affiliation, or any other factor that might prevent an older youth in care from receiving the benefit of program services.

Purposes for Which Funds will be Spent:

Chafee Foster Care Independence Program funds will be expended to:

- Help youth explore and find their permanency options and connections before exiting foster care.
- Transition planning with youth that includes a comprehensive assessment of youth strengths and needs, active participation of young people and their supports in planning, and offering services/supports that meet their individualized needs.
- Increase and enhance educational achievement, vocational and employment skills, and academic knowledge.
- Increase practical functioning of older youth in care by helping them learn essential daily living skills, effective problem solving and informed decision making skills that complement their own efforts to achieve self-sufficiency.
- Expand the resources available to youth in their community.
- Work with older youth to increase their knowledge of how to access the array of services and informal resources in their community.
- Promote open communication between older youth in care and adults and encourage a partnering relationship that offers mentoring opportunities for youth in care, which may lead to permanent lifelong connections for youth with a caring adult.
- Provide needed academic supports, including post-secondary education financial support using federal Education and Training Voucher program funds.
- Improve and enhance the leadership skills of older youth in care related to employment preparation, employment maintenance, and career planning.
- Increase knowledge of Departmental staff, foster parents, group care providers, and other adolescent service providers of the needs of older youth in care and youth transitioning to adulthood.

- Encourage and promote meaningful and productive communication between older youth in care and OCFS Managers to promote improved youth outcomes.
- Seek youth input in developing Departmental policies, programs, and practice to prepare older youth in care to transition to adulthood.

Overview of Strategies to Meet the Needs of the Eligible Population:

The goal of Maine's Chafee Independent Living Program is to ensure that all older youth in care receive assistance to prepare for a successful transition to adulthood. We do this by: partnering with youth in decision-making; assisting youth to have permanent family and life long connections; providing services youth want to meet their needs, and ensuring youth have opportunities to develop essential life skills that prepare them to live interdependently in the community as young adults.

Services to older youth in care are provided by Youth Transition Workers, DHHS caseworkers, a Cooperative Agreement with the University of Southern Maine's Muskie School, therapeutic and non-therapeutic foster home parents, group home staff, transitional living programs, and other contracted providers. These services are funded by a combination of federal and state funds.

Seven (7) Youth Transition Workers are located in DHHS district offices across the State and are supervised by the Youth Transition Specialist located in Central Office. Youth Transition Workers are part of the youth's family team to help ensure youth transition needs are being met and prioritize their time to work with youth who are most in need of additional supports, such as youth without an identified permanent family connection. Youth transition workers partner with youth, at age 15, to complete an assessment of their strengths and needs which serves as the foundation for transition planning for the youth and his or her family team.

Maine continues to meet the needs of our older youth between the ages of 18 and 21, through Maine's Voluntary Extended Care (V9) Agreement. By policy, a V9 Agreement is offered to all youth who remain in foster care until the age of 18. With this agreement, youth continue to receive the support of the Department, both financial and otherwise, up to the age of 21.

The Department continues to coordinate our services with other Federal and State programs for youth such as juvenile justice, adult mental health and developmental services, housing and homeless youth services, high school education, vocational training programs, post-secondary educational supports and services, substance abuse, children's mental health, and various community based resources.

A Cooperative Agreement with the University of Southern Maine (USM) Muskie School of Public Service provides for the coordination of our Youth Leadership Advisory Team, and staffing to assist with planning and conducting the annual Teen Conference, Camp to Belong Maine, Community Engagement, and Youth Permanency Efforts.

In FFY 2011, Staff from the Youth Transition Program as well as other program specialists within OCFS met with various contracted agency providers (therapeutic foster care and residential care) to discuss provider expectations for meeting the youth transition needs of youth in care, including the need for youth in care to experience the same opportunities as their peers in the community to develop essential life skills.

For youth needing on-going mental health services as an adult, OCFS continues to follow the OCFS/OACPD (Office for Adults with Cognitive and Physical Disabilities) Transition Protocol. By ensuring early referrals and coordination, Maine's most vulnerable transitioning youth are receiving the supports they need. OACPD and OCFS also developed an agreement for youth to remain on a Voluntary Extended Care Agreement, with OCFS for their placement payment needs, while OACPD provides case management services. We will continue to work together to ensure the smoothest possible transition for these vulnerable youth from one system to another.

Maine's Medicaid program (MaineCare) continues to extend medical coverage to youth who age out of foster care, who were adopted from foster care, or who are under Permanent Guardianship from foster care, from age 18-21. OCFS casework staff assists youth in foster care at the age of 18 to apply for MaineCare medical coverage. Most youth continue to qualify for Medicaid coverage from age 18-21, under the federally established poverty income guidelines used by MaineCare. With the recent national Healthcare Reform, we anticipate that all youth who exit foster care at age 18 will be categorically covered until the age of 25.

Maine does not exceed the 30% limit for housing costs as specified in Chafee legislation. Due to limited Chafee funding, for the past several years Maine has used state general funds exclusively for housing support for youth in extended care from age 18 to 21. We anticipate this to continue in FFY 2012.

In accordance with Education and Training Voucher Program (ETV) regulations, we will continue to support the room and board needs of youth, age 21-23, within available resources. Given the needs, Maine typically provides this support to one or two youth each year.

ELIGIBLE POPULATION (FFY2011):

Number of youth in care **aged 15-21 on Oct. 1, 2010:**

AGES	FEMALE	MALE	TOTAL
Age 15	42	54	96
Age 16	43	53	96
Age 17	47	50	97
Age 18	36	47	83
Age 19	25	25	50
Age 20	26	12	38
TOTAL	219	241	460

This represents a reduction in the total number of youth in care from a year ago of approximately 50 youth.

Of youth **age 15-21**, the length of time these youth had been in care on **October 1, 2010** was:

Length of time	# of youth	% of total
Less than 6 months	4	0.9%
6 months to 1 year	39	8.5%
1 to 2 years	75	16.3%
2 to 3 years	53	11.5%

3 to 4 years	35	7.6%
4 to 5 years	38	8.3%
5 to 6 years	22	4.8%
6 to 7 years	28	6.1%
7 to 8 years	23	5.0%
8 to 9 years	33	7.2%
9 to 10 years	15	3.3%
10 to 11 years	21	4.6%
11 to 12 years	21	4.6%
12 to 13 years	27	5.9%
13 to 14 years	5	1.1%
14 to 15 years	5	1.1%
15 to 16 years	4	0.9%
16 to 17 years	7	1.5%
17 to 18 years	3	0.7%
18 to 19 years	2	0.4%
TOTAL	460	100.0%

On 4/11/11, youth in care aged 15 to 18 comprised 22% of the total number of youth in care (342 out of 1551 youth). *While the number of youth in care reduced from last year, the percentage of youth in care by this age group remained unchanged.*

Estimated Eligible Population for FFY 2011 (as of 4/1/11- youth currently in care):

Age	14	15	16	17	18	19	20	/	TOTAL
Total Youth	66	76	97	97	75	60	35	/	505

This represents youth located across the entire state. Eligible youth receive youth transition services regardless of placement location.

Youth Leadership Development Activities:

Maine's *Youth Leadership Advisory Team* (YLAT) (www.ylat.org) is nationally recognized as one of the most effective and active youth leadership boards in the country. Maine is focused on enhancing youth and adult partnerships through YLAT. Young people in foster care aged 14 and older, youth formerly in foster care, and adult partners from across the state gather monthly in district teams to learn leadership skills, develop priorities, and advise policy-makers about improving the child welfare system.

Youth participate in various community collaborative efforts across the state and they continue to educate the community about the needs of youth in foster care by participating in numerous panels and trainings for foster parents, child welfare caseworkers and supervisors, various care providers, the courts, and school systems.

In FFY 2011, approximately 30 YLAT members provided 30 trainings for child welfare professionals, care providers, educators, potential adoptive and foster parents, and the legal community related to experiences of youth in care and needs of youth transitioning from foster care, with particular emphasis on permanent family connections, on youth rights, and on

engaging youth in decision making processes. This valued training component will continue in FFY 2012.

In June 2010, Maine held its 20th annual Teen Conference for youth in foster care, with a theme of “Defying Gravity, Nothing Can Hold Us Down.” Youth and adult supporters participated in various workshops focused on youth leadership, resiliency, education, employment, decision making, and permanency. At its conclusion, 80% of youth respondents reported feeling a greater sense of belonging as a result of attending the event and 88% reported learning things that will help them achieve their goals. 90% of adult partners reported that as a result of attending the conference they will be more likely to seek young people’s input to help make their experiences better.

Plans are currently underway for Maine’s 21st Annual Teen Conference in June 2011, with the theme, “Take a Stand.” A young adult Foster Club All-Star will serve as the keynote speaker.

YLAT members continue to be instrumental in Child Welfare policy development and practice improvements. In FY 2011, youth in care and formerly in care helped develop key policies such as the revised Youth Transition Policy and the Child/Youth Policy, and they testified to the Maine State Legislature regarding the importance of Maine’s YLAT. Each spring, YLAT members also meet with district Program Administrators, caseworkers, supervisors, and various community stakeholders to talk about what is working well and what they would like to see improved within the child welfare system.

YLAT members participated in a number of workgroups in FFY 2011 and instituted significant resource development within OCFS, such as the development of a youth guidebook regarding the use and side effects of anti-psychotic medications, an on-line tool designed to assist youth in planning for the Family Team Meetings, York County Collaborative, Wraparound Maine Advisory committees, Community Partnership for Protecting Children, and work with area colleges to bolster student supports.

Additionally, young people participated in multiple community service projects throughout the year, including establishing a flower garden at a nursing home, Christmas caroling for the elderly, setting up craft kits for two children’s hospitals, and participating in a family fun day about youth rights and decision-making.

In FFY 2011, the YLAT website www.ylat.org was developed. The YLAT website now includes several tools that help young people develop their self-advocacy skills:

“Advocating for Yourself” where the do’s and don’ts of self-advocacy are listed; a tool to help prepare young people for legislative testimony; a public speaking prep sheet; a document entitled, “Running a Workshop: Skills to Make You a Pro”; and coming soon: a tool entitled “Telling Your Story”

In FFY 2011, OCFS through its Cooperative Agreement will support the on-going website and expand resources available to youth in care such as updating the “Answers Handbook” which provides valuable information about many topics to youth in care which will be made available on the website. We are also exploring enhancing the website with the use of various social media that could help youth in care develop their own supportive network.

Consultation and Collaboration:

The Office of Child and Family Services has a strong commitment to collaboration with youth, parents, care providers, other professionals, and various community stakeholders. We believe this ensures a coordinated approach to serving the needs of older youth in care by encouraging public and private partnerships to maximize limited resources.

Maine is involved in a number of collaborative efforts at the state and local levels. Some examples include:

Maine Tribes and Bands: In FFY 2011, OCFS continued Chafee funded Agreements with the Houlton Band of Maliseets, the Aroostook Band of Mic Macs, the two Passamaquoddy Tribes, and Penobscot Nation. Tribes and Bands have defined their service population as being youth between the ages of 14 and 21 and are youth who are under tribal or band care and responsibility. Through this collaboration, Bands and Tribes are provided funding to meet the transitional needs of youth while ensuring youth have culturally supported experiences. OCFS will continue to collaborate in FFY 2012.

Maine Youth Transition Collaborative. Since 2004, Maine has been a site for the Jim Casey Youth Opportunities Initiative, now called the Maine Youth Transition Collaborative (MYTC). The overall goal of MYTC is establishing lasting partnerships with public and private organizations and the business community focusing on Youth Leadership, Community Engagement, and Opportunity Passport. As part of the MYTC, over the past couple of years, The York County Collaborative has brought together youth in care, service providers, post-secondary educators, employers, and others in the community to address the needs of transitioning youth in York County. This Collaborative focuses on the barriers identified by youth: housing; education; employment; and lifelong connections.

Shared Youth Vision Council is a collaboration of many youth serving agencies and various community stakeholders from around the state that are an advisory group to the Governor's Children's Cabinet. The goal of the Committee is to develop strategic plans and coordinate initiatives at all levels to better serve the neediest youth and is focused on improving educational success for youth while reducing the rates of juvenile justice involvement. This Council was established as part of the Governor's Juvenile Justice task force and has begun expansion into the local communities to develop local solutions.

Homeless Youth Provider Committee is made up of providers of homeless youth shelter and outreach services. The primary goal of the committee to establish a comprehensive system of services to meet the needs of homeless youth as defined. Legislation was passed and signed by the Governor in June 2009. In the upcoming year, OCFS will be working to better coordinate funding and service to youth experiencing homelessness through its contract procurement process.

The Maine Reentry Network Steering Committee is a Department of Corrections grant project to assist youth and young adults with reentry into the community from juvenile and adult facilities.

Juvenile Justice Advisory Group (JJAG)-Oversees several federal juvenile justice grant program and to serve as advisors to the Governor and State Legislature related to juvenile justice issues

and proposed laws.

First Jobs Academy Guide Team: Since 2004, The First Jobs program in Maine has operated on the premise that all young people deserve the opportunity and positive experience that comes with successful early employment. This program provides youth in care with a comprehensive, supported employment training and experience design to maximize the success of youth served through the foster care system entering early employment.

New England Youth Collaborative: Youth in care, youth formerly in care, and adult supporters (Department staff) from all New England states first met in January 2008. This Collaborative aims to improve outcomes for older youth in care by looking at ways New England States can collaborate and learn from each other in order to implement innovative and best practices that strengthen the youth transition programs in all of the New England States.

The NEYC is a youth driven, adult supported organization that has begun to develop resources for New England, such as a Sibling Bill of Rights, and have also presented to the New England Commissioners and Directors.

Program Goals:

Goal 1: Improve permanency outcomes for older youth in foster care, ages 15-18.

OCFS remains committed increasing the number of youth who leave foster care to a permanent family. For example, Maine's revised Youth Transition Policy includes a greater focus on permanency for older youth in care and including youth aged 18-21 who have a V9 Agreement.

Over the past year, OCFS decided to better meet its goal of improve permanency outcomes for older youth, we would discontinue the Permanency Summit format and instead work with Casey Family Programs to develop district specific plans designed to address individual youth needs related to permanency. With this assistance Maine's goal moving forward is to increase the number of youth who achieve permanency by 60% from a baseline in 2009.

Also through this consultation, OCFS established a Facilitated Family Team Meeting (FFTM) model where designated staff in each district to serve as trained facilitators, with training and TA support provided by Casey Family Services. FFTMs shall occur, at a minimum, prior to removals and for permanency planning.

In FFY 2011, Maine entered its second year of its Fostering Connections Kinship Grant. Maine enhanced its family-finding efforts by implementing the Extreme Recruitment model, based on the Extreme Recruitment program developed in St. Louis, MO by the Foster and Adoption Coalition. Extreme Recruitment is an urgent process to find a permanent family for a youth in a fraction of the time it would normally take (12-20 weeks vs. 12-24 months). The Extreme Recruitment model includes the following components: 1) Weekly, intensive meetings between the child's professional team for 12-20 weeks, 2) Concentrated support from child welfare supervisors, and 3) Preparing the youth for adoption, including seeing to their mental health and educational needs.

As part of its Extreme Recruitment process, Maine is planning a Plan-Do-Study-Act (PDSA) process to provide older youth in care with cell phones and supports to enable them to reach out to estranged family members. This “Cell Phone Pilot” will provide resources and guidance to youth and caseworkers about best ways to support the process of youth searching for families and kin and potentially reconnecting with them.

Maine is also involved in the New England Permanency Convening, and has identified strategies to improve outcomes for older youth in care: review youth cases with a goal of APPLA and make recommendations to district offices regarding permanency efforts; revise APPLA policy; implement Extreme Recruitment; continue permanency efforts with youth aged 18-21; improve FTMs; and improve communication with the judiciary regarding permanency needs of older youth.

Maine is introducing a bill in 2011, LD 1152, to amend Maine’s Title 22 to align Maine’s statute with Fostering Connections. This legislation would remove Maine’s “special needs” requirement for the subsidy for Permanent Guardianship, allowing Maine to issue one standard “Resource Family” license. This license would replace the foster care/adoption license, allow the reinstatement of parental rights under certain circumstances, and provide legal provision for the extension-of-care support to youth in care ages 18-21.

Maine is also introducing a bill, LD 978, to address the recommendations of the Kinship Task Force that would extend the time allowed for parents to sign over power of attorney to a relative from 6 months to 12 months; this legislation would also allow relatives to make educational decision for children for whom they have a power of attorney.

Goal 2: Improve educational success for youth by improving post-secondary retention and graduation rates.

In FFY 2011, Youth Transition Workers and Caseworkers took a more deliberate approach to connecting youth to the available supports, services, and community opportunities at their post-secondary institution as well as to check in with them throughout the school year. The percentage of youth returning to school in the fall of 2010, who were enrolled in post-secondary education or training programs in the previous spring, was around 65%.

We will continue to look for ways to enhance the support Youth Transition Workers can provide students in FFY 2012, include at least monthly phone or email contacts with students and at least one in person meeting with students each semester. Additionally, Youth Transition Workers will begin hosting a student gathering in the fall semester for interested youth to meet each other to develop their own support network.

Over the past year, OCFS in partnership with the York County Collaborative worked with youth and post-secondary educational partners from York County Community College, Southern Maine Community College, and the University of Southern Maine. We have agreed to pursue funding through the Sam L. Cohen Foundation to implement ongoing peer support connections, and hold several informal gatherings of young people.

In FFY 2011, as a recipient of the National Governor’s Association TA grant award, Maine traveled to Seattle Washington to learn about their post-secondary educational supports. Maine

was able to refine its planning to support youth education, both at the secondary and post-secondary levels.

We will continue our efforts in FFY 2012 by following intervention approaches modeled on other post secondary efforts around the country (e.g., Connecticut, Western Michigan, and Casey Family Programs). We are also beginning to expand this approach in Maine and have begun discussions with University of Maine in Orono.

Additionally, Maine has a Tuition Waiver program for youth who are in foster care at the age of 18, and for youth whose guardian receives an adoption or permanent guardianship subsidy from DHHS. 30 tuition waivers are available to freshman students per academic year to attend one of the state university system schools or one of the state community colleges.

This waiver is supported by state funds as these post-secondary schools systems have agreed to absorb the cost of the waiver within their operating budgets. There are more than 15 college campus locations for youth to choose from among these schools. Once a freshman student has qualified for the waiver, they have up to 5 years of waiver eligibility to complete their undergraduate degree, provided they remain in good academic standing.

Goal 3: Improve the quality of permanency hearings and better incorporate youth decision-making.

OCFS will continue its efforts to communicate with the Family Division of the Courts to explore additional opportunities to improve youth participation in their court hearings. In FFY 2012, OCFS will continue efforts to improve permanency outcomes for youth by continuing to participate in Court Improvement Plan and training opportunities.

Goal 4: Expand availability of support and services to youth in all areas of the state.

The revised Youth Transition Policy expands the services to youth as well as the youth who are eligible to receive services.

OCFS continues to partner with the Maine Youth Transition Collaborative to increase resources for youth transitioning to adulthood. In York County, a collaboration of public and private partners has been meeting to develop community supports for youth in the areas of education, employment, housing, and life long connections.

Following a successful pilot in Kennebec County in the summer of 2009, OCFS is working with its Collaborative partners to offer and expand summer youth employment opportunities to youth for the summer of 2011:

- In York County, through the York County Collaborative (YCC), a local business owner, who is part of the YCC, sponsored an employer breakfast at his restaurant to educate employers about youth in foster care and to generate interest in hiring young people for summer or full-time employment. Several network members came together to make a summer employment initiative possible: OCFS will provide youth referrals (7-10 youth); Goodwill Industries of Northern New England will train young people on work readiness

skills; and Muskie School staff will reach out to employers and evaluate the summer program.

- In the Lewiston area, OCFS will partner with Goodwill Industries and Muskie School, to provide a youth summer employment and employment education opportunity to 5-10 youth in care and formerly in care, should Goodwill Industries be awarded a Request for Proposal from the local Workforce Investment Agency.

The Department provides financial and in-kind support to *Camp to Belong Maine* (CTBM). Each summer beginning in August 2004, CTBM provides children and youth from across the state separated by out-of-home care with an opportunity to reunite for a week to bond and enjoy a typical camp experience together. In FFY 2012, Maine will look for additional ways to educate staff and the community about the importance of sibling connections.

The Department continues to fund a contract with Jobs for Maine Graduates (JMG) to provide financial literacy training and matched savings program, Opportunity Passport™. During FFY2011, JMG enrolled 156 youth who were trained in financial literacy and opened savings accounts. Youth had an average asset purchase match of \$650. Since its beginning in 2003, the program has served over 400 youth and participants have matched a total of \$255,847 for vehicles, laptops, education costs, investments, and apartment costs.

We plan to continue a contract with JMG in FFY 2012, and view this as the best way to provide financial training to youth in care since their services are available statewide. In the upcoming year, JMG will explore ways to better incorporate Opportunity Passport™ youth leadership roles into regional and state YLAT gatherings.

OCFS continues to collaborate with available providers, such as Career Centers, Vocational Rehabilitation to provide needed services to youth across the state.

Goal 5: Increase housing options for older youth in care and youth transitioning from care.

Maine continues to partner with homeless youth providers in Maine to ensure better coordination of services and funding to support youth experiencing homelessness, some of whom have experienced the child welfare system.

During FFY 2011, OCFS partnered with Maine State Housing and three homeless youth shelter providers to submit an application for HUD housing vouchers. We are waiting to hear whether Maine is awarded these vouchers.

In the upcoming year, OCFS we will continue to explore resource and funding opportunities in collaboration with various public and private stakeholders.

Goal 6: Improve the outcomes for youth placed in congregate and therapeutic foster care.

On Jan. 1, 2010, OCFS established performance based contracts with all group and residential care programs. This includes revised Residential Standards that emphasize a focus on working with families. With the reduction of the number of youth residing in residential group care over the past few years, Maine views this type of placement as appropriate only as a brief, medically

necessary intervention.

Maine will continue to use the DHHS Intensive Temporary Residential Treatment (ITRT) process to review the appropriateness of youth placements in congregate care. OCFS works with providers to ensure best practices through its contract process and through annual site reviews.

National Youth Transition Database:

Maine implemented NYTD (the National Youth in Transition Database) and was fully operational on 10/1/10. Maine has made necessary enhancements to MACWIS (Maine's Automated Child Welfare Information System) to comply with all data collection requirements. Multiple outreach efforts occurred in FFY 2011 with youth, OCFS staff, child placing agencies, and foster parents.

In FFY 2012, Maine will continue its outreach efforts as well as looking at ways to use the data collected through NYTD to help improve practice and youth outcomes related to permanency, safety, and well-being.

SECTION II: EDUCATION AND TRAINING VOUCHER PROGRAM

Older youth in care are well supported by the Chafee Foster Care Independence Program in Maine for the pursuit of post-secondary education and specialized vocational technical job training programs. There are no identified statutory or administrative barriers that prevent DHHS from fully implementing the ETV program in Maine.

Our plan for the Education and Training Voucher (ETV) program funds continues to be providing "gap assistance" to students who may be attending post-secondary educational institutions out-of-state or in-state, students who are attending a tuition waiver institution, or students who are attending an accredited specialized job skills training program.

The Youth Transition Specialist will continue to track the utilization of ETV funds to assure that the funds provided do not exceed \$5000 or the total cost of the program, taking into account all other financial aid assistance and awards.

ETV Eligibility Criteria:

- Youth who were in the custody of DHHS at the age of 18, and who have a signed Voluntary Extended Care (V-9) Agreement, and who are placed in-state or temporarily out-of-state for the purpose of post-secondary education.
- Youth, aged 16 and older, who were reunified from Maine DHHS
- Youth, aged 16 and older, who were adopted from Maine DHHS
- Youth, aged 16 and older, who enter permanency guardianship from Maine DHHS.
- Youth who were receiving ETV funds at the age of 21, are eligible for continued ETV funds until the age of 23, when making progress toward completing their post-secondary undergraduate degree.

Youth Transition Workers coordinate the educational planning in District offices. Youth are well informed that they must apply for federal FAFSA funds and for the Tuition Waiver, if applicable, and are encouraged to apply for available scholarships. Students must maintain good academic standing as considered satisfactory academic performance at their specific institution, or may be on academic probation provided they are working towards regaining good academic standing.

We inform youth in care, caregivers and OCFS staff about post-secondary educational supports through face-to-face meetings, Family Team Meetings, transition planning, YLAT and other youth leadership events.

The Chafee Independent Living Program Manager (Youth Transition Program Specialist) approves the youth's eligibility for ETV funds and makes the final determination of their ETV allocation under the guidelines of the ETV program. These expenditures are tracked separately from other expenditures under the CFCIP.

By working with post-secondary institutions, we are able to assure that the total amount of educational assistance to a youth provided by ETV funds, in combination with any other federal assistance programs, does not exceed the total cost of attendance. This avoids duplication of benefits under the ETV program and any other federal assistance program.

Utilization of ETV funds:

Academic Year	New Participants	Continuing Participants	Total Participants
2009-2010	51	51	102
2010- 2011	58	65	123

RESPONSIBLE STATE AGENCY

The State's Independent Living Program, as set forth by the Chafee Foster Care Independence Act, will be administered by the Department of Human Services; the State agency that 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 and well as administer the Education and Training Voucher Fund Program. The Department of Human Services agrees to cooperate in national evaluations of the effects of the Chafee Independent Living Program's services.

STATE MATCH

The State will continue to provide the required 20% state matching funds as required by the Chafee Foster Care Independence Program and the Education and Training Voucher Fund Program. The State match for these funds includes the state's value of the Tuition Waiver Program, in-kind and third party contributions, and state funds which are not being used as match for other federal funding sources.

ASSURANCES

The State assures that:

1. Title IV-E, Section 477 Chafee Foster Care Independence 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 that may be available for Independent Living programs, activities, and services,
2. The Department will operate the Chafee Foster Care Independence 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 Chafee Foster Care Independence 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 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 that 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 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).

Appendix B

Disaster Plan

XV. H. Emergency Response Effective May 1, 2008

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The DHHS Child Welfare Emergency Response Plan consists of the State of Maine Employee Emergency Guide, copies should be with each employee, the Child Welfare Disaster Plan and addendum. The Child Welfare Disaster Plan is activated when ordered by the Director of Child Welfare Services or designee and when Central or District Offices can no longer follow their usual procedures due to natural or man-made disasters. Complementing The Plan will be the sound judgment of Child Welfare Services (CWS) leadership and staff, ongoing communication among affected parties and improvisation as needed to meet the specific conditions of an actual disaster.

Child Welfare Disaster Plan

Leadership

The Director of Child Welfare Services has the authority to activate the Child Welfare Emergency Response Plan. The Emergency Management Team, consisting of the Director of Child Welfare Services, both District Operations Managers, Director of Child Welfare Policy and Practice, Child Protective Intake Manager, Information Services Manager and Child Welfare Program Administrators of affected districts will assist the Director with the management of the emergency which includes ensuring that essential functions of the agency continue.

Emergency Management Team

The Emergency Management Team collaborates with the Director of Child Welfare Services, Child Welfare Program Administrators, state agency authorities and others to assist with managing Child Welfare Services response to disasters.

Responsibilities of Emergency Management Team members include:

- ☐ Initiate plan operation
- ☐ Deliver communications to staff, clients and providers
- ☐ Communicate with Commissioner or designee and with the Director of Public and Employee Communication
- ☐ Coordination with DHHS officials and other departments of state government as necessary
- ☐ Ensure Intake continues to function: receive reports, communications hub if necessary
- ☐ Facilitate relocation if necessary
- ☐ Other responsibilities assigned by the Director of Child Welfare Services or the Director of the Office of Child and Family Services

Continuing Essential Functions of Child Welfare Services

Essential Functions

Child safety is the highest priority to be attended to during and after a disaster. Knowing that staff as well as families we work with will be affected during a disaster, each office may not be functioning at full capacity. To assure that essential functions are covered, staff may need to take on functions not normally part of their daily duties. All caseworkers, Performance and Quality Improvement staff, Life Skills staff and others could be called upon to perform any casework or support function as needed. Essential functions include:

- ☐ Child Protective Intake: ensuring reports of CAN are received and assigned.
Responding to reports of CAN. Includes assessing child(ren)'s safety and managing threats of harm. If child(ren) are not safe at home an alternative plan must be developed and/or court action initiated.
- ☐ Ensuring safety of children in state custody. Assessment of child safety as needed for children in DHHS custody or care. Determining that child(ren)'s and caregiver safety needs are met.
- ☐ Prompt family contact to share information on child/family situation related to the disaster.
- ☐ ICPC disaster related functions, i.e. coordination and information sharing when children and families cross state lines
- ☐ Court Hearings unless otherwise determined by the court.

Communications Plan

Emergency Management Team, coordinating with the Director of Public and Employee Communication, develops messages for families, providers and staff. Message is communicated through a variety of means to

- ☐ ensure the broadest reach. Means to be used for families and providers include:
 - o News releases to radio and television stations, cable tv, newspapers
 - o Information on the state (maine.gov) and OCFS (maine.gov/dhhs/bcfs) websites.
 - o Intake

Means used to communicate with staff include the above and the use of phone trees.

Information could include office closures, current status of services and how to access them, disaster updates, toll free #s and other contact information, links to other resources, information for staff, status of MACWIS.

The Emergency Management Team is responsible for having on hand, a current list of newspapers, television

- ☐ stations and radio stations with their contact information and the OCFS website alert password.
- ☐ Each district has a phone tree as determined by the Program Administrator
- ☐ Emergency Management Team is connected to District phone trees through the Program Administrator and designee
- ☐ Program Administrator and designee have the Emergency Management Team contact information
- ☐ Staff to contact caregivers and children
- ☐ Staff have programmed caregivers' and supervisor's contact numbers into their cell phones
- ☐ Supervisors have programmed staff and other essential contact numbers into their cell phones
- ☐ Intake to be hub for communication in the event that the District Office is down
- ☐ Intake to temporarily relocate to a district office, MEMA or Public Safety if necessary

Information System Plan

- Develop MACWIS Disaster Recovery Plan: Contract to develop DRP that meets federal SACWIS requirement awarded to i-CST. Plan to be completed by 12/31/07.
- Information Services Manager or designee prints MACWIS Children in Care – Current Primary Open Placement Report weekly.
- Information Services Manager or designee to load the following reports onto the SMT folder weekly
 - o Children in Care – Current Primary Open Placement Report
 - o Worker Demographic Report
 - o Listing of Assessments Report
 - o Listing of Service Cases Report
 - o Resource Capacity Availability: Foster Care-Regular Report
 - o Resource Capacity Availability: Foster Care-CPA-Level of Care Report
 - o AAG and judges contact information
- Templates for Petition for Child Protection Order, Affidavit, Preliminary Child Protection Order, Proof of Service, Rehabilitation and Reunification Plan, Safety Plan, Purchase Order, Placement Agreement, Release of Information
- Back-up system off-site is in place.

Office Disaster Supply Kit

The Program Administrator or designee will have a thumb drive containing the following information:

- USB thumb drive with important documents loaded including:
 - o Calling Tree
 - o Employee and management contact information and their emergency contact information (Worker Demographics Report to be developed)
 - o Children in Care – Current Primary Open Placement Report
 - o Resource Capacity Availability: Foster Care-Regular Report
 - o Resource Capacity Availability: Foster Care-CPA-Level of Care Report
 - o Listing of Assessments Report
 - o Listing of Protective Cases Report
 - o AAG and judges contact information
 - o Templates for Petition for Child Protection Order, Affidavit, Preliminary Child Protection Order, Proof of Service, Rehabilitation and Reunification Plan, Safety Plan, Purchase Order, Placement Agreement, Release of Information.

Each District Office will have a disaster supply kit consisting of the following:

- Supply of paper forms: Petition for Child Protection Order, Affidavit, Preliminary Child Protection Order, Proof of Service, Rehabilitation and Reunification Plan, Safety Plan, Purchase Order, Placement Agreement, Release of Information
- Paper copies of :
 - o Calling Tree
 - o Employee and management contact information and their disaster plan contact information (Worker Demographic Report under development)
 - o Children in Care – Current Primary Open Placement Report
 - o Resource Capacity Availability: Foster Care-Regular Report
 - o Resource Capacity Availability: Foster Care-CPA-Level of Care Report

- o Listing of Assessments Report
- o Listing of Protective Cases Report
- o AAG and judges contact information
- ☐ Radios and extra batteries or hand-crank radios
- ☐ Disaster plans
- ☐ Flashlight, lantern with extra batteries
- ☐ First aid kit
- ☐ Agency vehicles with at least ¾ full gas tanks

Emergency Management Team and Central Office Disaster Supply Kit

The Emergency Management Team will have a disaster supply kit consisting of the following:

- USB thumb drive with media outlet list, phone tree for Central Office including contact people in the Commissioner's Office and other state departments, federal liaison contact info, neighboring state liaison contact information, OCFS website alert password and important documents. The Director of Child Welfare
- ☐ Services will determine who will have access to the thumb drive.
- Employee and management contact information including their emergency contact information (Worker
- ☐ Demographics Report under development)
- ☐ Children in Care – Current Primary Open Placement Report
- ☐ Supply of paper forms.
- ☐ Radios and extra batteries or hand-crank radios
- ☐ Disaster plans
- ☐ Flashlight, lantern with extra batteries
- ☐ First aid kit

Staff

- ☐ Encourage staff to develop personal disaster kit
- ☐ Staff identify 2 contacts who would know where they are; at least one of them should be out of the area. All employees will enter their name, address, home phone, work phone, work cell and both emergency contact numbers in MACWIS Worker Demographics using the specific fields and the text box pending MACWIS
- ☐ changes that will create field boxes for all required information
- Staff will report to the next closest Child Welfare Services office in the event of office closure related to the
- ☐ disaster if directed by the Child Welfare Director, Program Administrator or designee
- Staff must check in after a disaster with Intake or other entity as identified by the Emergency Management
- ☐ Team or Program Administrator

Recognizing that staff would also be affected by a disaster CWS supervisors will work with staff to ascertain their need for assistance so that they may be able to attend not only to their professional responsibilities but also to their own safety issues.

Providers

Family caregivers will complete the Family Resource Disaster Plan as part of their Foster or Adoption

Application and at their annual update and biennial renewal. Each district will designate a caseworker to assist relative and fictive kin caregivers to complete the plan if the caregivers will not apply to become a license/approved resource. Included in the plan are relocation and emergency contact information and agency contact requirements. Each family will have an Emergency Supply Kit consisting of:

- ◇ Water, one gallon per person per day for at least 3 days
- ◇ Food, 3 day supply of non-perishable food
- ◇ Battery powered or hand crank radio
- ◇ Flashlight and extra batteries
- ◇ First aid kit
- ◇ Whistle
- ◇ Moist towelettes, garbage bags
- ◇ Wrench or pliers
- ◇ Can opener
- ◇ Medications
- ◇ Medical equipment
- ◇ Wired phone
- ◇ Resource family disaster plan

Resource families will inform local first responders when a child with special medical needs is placed with them.

Residential facilities will follow emergency procedures as required by residential licensing regulations. District staff will contact children in residential facilities to assess for safety as soon as possible.

Family Resource staff will enter each resource family's emergency contact and relocation information on an Excel spreadsheet stored on each district's common drive and will send that information to the Information Services Manager monthly. This is a temporary work-around until the MACWIS Children in Care – Current Primary Open Placement Report can be altered to include the resource family physical address, primary phone number and secondary phone number and until fields in MACWIS can be created to capture relocation and emergency contact information.

Caseworkers with youth in independent living situations, children in trial home placements and in other unlicensed placements will acquire two emergency contact names and their phone numbers and addresses and record that information on an Excel spreadsheet which is stored on each district's common drive. This spreadsheet will be forwarded to the Information Services Manager monthly. This is a temporary work around until the Community Resources module can be altered to include fields to capture emergency contact information for unlicensed placements.

Coordination with Courts

The Director of Policy and Practice will inform the court administration of the development of the Child Welfare Emergency Response Plan. Program Administrators and district Assistant Attorneys General will

coordinate with local courts during an emergency.

Liaison with Federal Partners and Neighboring States

- Director of Child Welfare or designee will initiate and maintain contact with federal partners to communicate about waivers and about what is happening on state and federal levels in regard to the disaster.
- Staff should document overtime and work done related to the disaster for possible reimbursement.
- Director of Child Welfare or designee will identify liaison in neighboring states, work with them to coordinate and share information when children and families cross state lines and will maintain complete contact information for those liaisons and their alternates.
- Director of Child Welfare or designee will ensure that federal partners and neighboring state liaisons have Emergency Management Team contact information.

Districts

Districts will go into "after hours services mode" initially in the event of a disaster. Districts will determine who is available to respond to reports of CAN and inform Intake. Districts will receive direction from the Emergency Management Team through the phone tree, Intake, media announcements and the OCFS web site regarding where to report to work and status of MACWIS. District phone trees will be activated to provide direction and to obtain and deliver information from/to staff. Districts will:

- Develop a plan for continuation of services to include:
 - o Assessment of new reports within 72 hours of the report
 - o Service provision to Child Protection service cases within 5 days of the disaster
 - o Contact with children on caseloads and their caregivers to learn current situation, whereabouts, safety, needs, service provision as soon as possible
 - o Contact with parents of children in custody to give them updates on child's situation and to learn of parent's situation, service provision as soon as possible
 - o Coordinate with other agencies that have information about child and family location, needs.
- In the event that a child needs to be moved due to the emergency and another placement cannot be quickly located, with approval of the supervisor and PA the caseworker may take the child home with him/her. Per the Director of the Office of Child and Family Services, Policy V. D-4 which restricts placement of children in state custody or care with employees will be temporarily abrogated.
- Develop staff phone tree
- Maintain list of District Court judges and AAG's home phone number, cell phone, and address
- When youth are participating in off-grounds activities, the trip leader or other adult leader will have control of medications and emergency and first aid supplies.

The Plan will need to be implemented incrementally in order to allow time for MACWIS changes that will enable the production of reports that include emergency contact information to occur.

ADDENDUM

HOSTAGE TAKING

If a hostage situation occurs, staff on the scene should follow the following guidelines:

- 1) Evaluate the situation. Be very observant to detail. (Perpetrator's name, clothing, weapons, etc.)
- 2) Isolate the perpetrator from innocent bystanders or potential victims if possible.
- 3) Secure the perimeter. Do not allow clients, staff, or visitors to enter the risk area.
- 4) Evacuate the area if possible. If feasible, open outside window curtains and leave doors open.
- 5) Remain calm and attempt to keep others calm.
- 6) Dial 9-1-1 or attempt to have someone contact help.
Negotiate if possible if a rapport is existent. Do not be condescending or sarcastic – be bold, confident and calm.
- 7) Avoid heroics. Don't threaten or intimidate. Keep a safe distance and your hands visible.
- 8) Think about potential escape plan for yourself and other.

Roles of Management In Hostage Taking

- 1) Notify local law enforcement immediately and provide them with any pertinent information necessary.
- 2) Utilize cellular phones between the safe and crisis zones.
- 3) Notify all staff not in the crisis zone of the incidents. (Evacuate immediately and calmly)
If staff or clients are advised to stay put, stay away from windows, drop to the floor, take cover, and wait for a signal.
- 4) Stay in constant communication with law enforcement.
- 5) Have a designee secure the doors to avoid innocent bystanders from complicating the situation.
Meet law enforcement officials at a pre-designated location and provide them with good directions to and description of the site.
- 6) Identify a safe place away from the building for interviews.
- 7) Once the situation has been resolved, the "all clear" signal should be announced.
- 8) Make sure master keys are readily available to responding law enforcement.

Appendix C

Child and Family Services Agreement

Between

**University of Southern Maine
Muskie School of Public Service
Cutler Institute**

And

**Maine Department of Health and Human Services
Office of Child and Family Services**

**University Agreement Lead: Christopher Beerits, 626-5007, cbeerits@usm.maine.edu
Department Agreement Lead: Therese Cahill Low, 624-7981,
Therese.Cahill-Low@maine.gov**

**July 1, 2011 – June 30, 2012
(Amendment I)**

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Introduction

This Cooperative Agreement is a continuation project under the Memorandum of Understanding between the Department of Health and Human Services (DHHS) and the University of Southern Maine (USM). 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.

Benefits to the State:

- Ongoing consultation, resources and support that facilitate increased knowledge and skills of the Office of Child and Family Services (OCFS) - Child Welfare Services (CWS) staff, Children's Behavioral Health Services (CBHS) staff and resource families (foster parents, adoptive parents and kinship providers)
- Concrete deliverables in the areas of staff training, organizational development, and planning
- Evaluation integrated into training programs to strengthen content and delivery of training
- Increased access to training for resource families, Office of Child and Family Services (OCFS) staff and contracted providers through development of web-based and other readily available training methods
- Research and consultation to promote retention of excellent staff and resource families in Maine's child welfare system
- Analysis and presentation of key data related to Maine Wraparound families
- Research, analysis, facilitation, and technical assistance to support OCFS in its efforts to fully implement its Practice Model
- Research, analysis, and technical assistance to partner with OCFS in its efforts to become a model state for comprehensive testing procedures in child welfare
- Technical assistance and support in implementation activities related to the Child and Family Services Plan (CFSP) and Program Improvement Plan (PIP)

- Support for Maine's efforts to become the first state in the country to establish a statewide network of substance abuse professionals who are specifically trained in child welfare issues
- Improved program practices and services informed by the on-going Wraparound evaluation findings and recommendations. Interim evaluation reporting will contribute to the state's program decision-making and ongoing design considerations. Decisions to continue funding program activities will also be informed by evaluation findings and recommendations detailing benefits to Wraparound participants.
- Through quality improvement process for training, improved identification of unmet training and support needs of staff, and improved identification of the facilitators and barriers to the transfer of learning

Benefits to the University:

- Access to state administrative and program data to conduct research and evaluation studies
- Resources and support for University staff and faculty to stay current in field of expertise
- Opportunities for University staff to contribute to the field of knowledge, including support for travel to present at national conferences and time to write reports and journal articles for dissemination
- Means to contribute to increased efficiency and cost-effectiveness of state government, furthering the public service mission of the University
- Opportunities to strengthen the linkages between academic programs, research, and child welfare practice
- Openings for internships, assistantships and capstone projects for University students
- Expansion of the University of Southern Maine's educational continuum through continuing education programs
- Opportunity to bring together the Muskie School of Public Service, School of Social Work and the Office of Child and Family Services to strengthen connections between child welfare professionals and the University
- Promotion of access to state-of-the-art learning technology, including interactive video and web based courses
- Professional contacts in DHHS and other state departments and agencies related to child welfare service delivery
- Wraparound evaluation findings that enable USM to inform the nationwide movement toward similar Wraparound initiatives and contribute to the ongoing dialogue of how best to manage these programs
- Data that informs the Muskie School on improvement of training, providing support for the marketing and promotion of University training programs
- Improved ability on the part of the University to develop similar testing programs for

Pre-Service training in other states as well as in other content areas. The rigor to which the program was established lends itself to ongoing reporting in the academic literature.

Responsibilities of the State:

- Commit Department of Health and Human Services (DHHS) staff time to work collaboratively with Muskie School staff on all products and projects; examples of activities include: participation on project design, planning and oversight work groups; curriculum review and development; co-training; providing subject matter expertise for competitive grant proposals, reports and other products; and collaboration in the development of national presentations and journal articles
- Provide access to DHHS data, policies, procedures, and technology required for project design and implementation, research, and preparation of reports as needed for initiatives included in this agreement
- Make support available for Muskie School dissemination activities, including paid time for Muskie staff to prepare dissemination materials as well as support for DHHS and Muskie staff to travel for national presentations
- Contribute to the direct cost of the activities in this agreement
- Support the active participation of DHHS staff involved with collection of data for initiatives included in this agreement
- Make space available in state offices for meetings, training, and project administration
- Offer timely feedback on drafts of products
- Participate in joint hiring of staff, when appropriate
- Make DHHS staff time available to participate in regular meetings with Muskie staff regarding progress on initiatives in the cooperative agreement and provide regular feedback regarding satisfaction with all aspects of work

Responsibilities of the University:

- Contribute a percentage of assessed indirect cost as match for project budgets

- Provide space in Augusta and Portland for project staff meetings and training
- Manage organizational, logistical and fiscal aspects of project
- Provide human resources management for project staff
- Provide access to University resources (library, computer services, telecommunications, etc.)
- Certify to the best of its knowledge and belief, that all employees associated with this agreement are not presently debarred, suspended, proposed for debarment, or declared ineligible from participation by any federal department or agency
- Maintain data on training, certification, tuition reimbursement, and staff development activities completed through Muskie School
- Provide training and project evaluations, as appropriate

I. Caseworker Pre-Service Training

University Project Administrator: Chuck Smith, 626-5205, csmith@usm.maine.edu

FTE of USM Project Staff: 3.65

Department Leads: Gina Googins, 624-7932, Gina.Googins@maine.gov; Martha Proulx, 624-7969, Martha.A.Proulx@maine.gov

Goal: The goal of Caseworker Pre-Service Training is to deliver a holistic, competency-based training for new child welfare professionals, including Native American Child Welfare professionals and those working with other specialized populations in order to orient them to the work they will be undertaking. The training provides basic foundational knowledge of national and statewide child welfare practice standards, the legal basis for the work, the parameters for intervention, and current social work and casework ethical standards.

Abstract/Scope of Work: Caseworker Pre-Service Training uses a competency-based training curriculum for new staff to support the delivery of OCFS child welfare casework services. The Pre-Service program incorporates a five-week in-class curriculum, three on-line learning modules, and a three-week field practice experience. The web-based portion of the training supplements classroom delivery of key topics: the legal framework for practice, understanding the documentation responsibility of casework staff, and the importance of informed and responsible decision making.

New workers complete a continuum of training and learning events for their professional development. This includes preparation work with supervisors and new staff, ongoing coaching and support, and communication throughout the training with supervisors. On-line check-ins with trainees during field practice weeks, weekly reflections shared with supervisors, and trainers' post-training consultation with supervisors and new staff ensure that supervisors are kept informed about the progress of their new staff. At the close of training, a knowledge test, skills assessments, and field practice assessment are administered. This wide-ranging assessment is designed to provide comprehensive feedback to the hiring supervisors as to whether the training participants are graduating with sufficient mastery of child welfare fundamentals, as well as to communicate expectations of professionalism to the training participants.

The Pre-Service curriculum is regularly revised and updated in conjunction with changes in policy and practice, and will undergo review this year to ensure integration of new initiatives such as Fact-Finding Child Interview Protocol, Signs of Safety, and content of the Resource Family Introductory Training curriculum.

Pre-Service training assists OCFS to meet state mandates and outcomes for safety, permanency, and well-being expected by the federal government, within the context of Maine's Practice Model and the Department's mission and vision.

A. Deliver Caseworker Pre-Service Training Objective 1: Through the use of a comprehensive training program, caseworkers prepare to work effectively to increase child safety, permanency, and well-being, achieving positive outcomes for/with children and families.			
Activities	Staff	Deliverables	Results/Outcomes
<ul style="list-style-type: none"> • Deliver five weeks in-class Pre-Service training to new casework staff. • Provide three weeks of field practice for new caseworkers, which is directed by the new caseworkers' supervisors using an established Field Practice Manual. • Provide training/ongoing support for supervisors in use of the Field Practice Manual. 	USM Lead: Chuck Smith OCFS Project Leads: Gina Googins and Martha Proulx	<ul style="list-style-type: none"> • Up to four rounds of Pre-Service training. Each round is comprised of eight weeks of sessions (including in-class, field practice, and on-line modules) - within a twelve-week training cycle that includes setting the calendar, holding pre-meetings and post-meetings with new workers and their supervisors, and revising training materials. • The Field Practice Manual will be made available to all new caseworkers and supervisors in an on-line version. • As needed, trainers provide consultation to supervisors on the use of the Field Practice Manual and a behavioral indicator tool. 	<ul style="list-style-type: none"> • Informed by the OCFS Practice Model, participants will understand the philosophy of delivery of Maine public child welfare services to achieve safety, permanency, and well-being for families and children. • Participants will learn the laws, policies, and practice standards governing the delivery of public child welfare services. • Participants will gain understanding of the systems with which they will interact in their work. • Participants will understand their statutory responsibilities and children's needs for legal, permanent homes, such as through reunification, kinship families, and adoption. • Participants will understand how dynamics of child abuse and neglect affect children and families. • Participants will understand how to do effective assessments, case planning, and case management. • Field practice will promote transfer of learning.

A. Deliver Caseworker Pre-Service Training Objective 2: To provide coaching, assessment, and ongoing support for new workers and their supervisors before, during, and after the delivery of Caseworker Pre-Service Training to identify caseworkers' strengths and challenges and provide information regarding the growth of new caseworkers through the Pre-Service process.			
Activities	Staff	Deliverables	Results/Outcomes
<ul style="list-style-type: none"> • Pre-training preparation with new caseworkers and their supervisors. • Planned contact between new caseworkers, their supervisor, and trainers to share reflections on learning and on strengths and challenges. • Post-training review including trainer, new caseworker and supervisor reflecting on the Pre-Service experience, assisting with transfer of learning, and identifying the new caseworker's professional development needs. • On-going consultation with supervisors and senior management related to training process and new caseworker progress and needs. 	USM Lead: Chuck Smith OCFS Project Leads: Gina Googins and Martha Proulx	<ul style="list-style-type: none"> • A meeting or conference call for each new caseworker at which their training goals are discussed prior to training. • Consistent trainer feedback regarding reflective activities, field practice, and "fit" related to the work done during Pre-Service; meeting with each new caseworker during Pre-Service. • A post-training meeting with each new caseworker and his/her supervisor to discuss strengths, challenges, fitness for the job and issues surfaced at Pre-Service that will likely affect casework practice. • As needed, trainers meet with supervisors and district management to discuss specific challenges/needs related to Pre-Service training or trainees. 	<ul style="list-style-type: none"> • New caseworkers, their supervisors, and trainers will have a shared understanding of the training process, roles, and responsibilities. • New caseworkers will better understand their strengths, challenges, and needs in relation to the caseworker job requirements. • Informed supervisors will be able to more effectively manage their new employees. • Supervisors will be aware of new employee issues related to job "fit" so they can plan how to manage these. • Communication with new caseworker and supervisor will promote a smooth transition from Pre-Service to the job.

B. Revise Caseworker Pre-Service Training curriculum to ensure relevance and currency Objective 1: To review and update curriculum to maintain the relevance and currency of the content and delivery methods. The primary focuses of revision work will be to integrate training content with that of Resource Family Introductory training, ensure that needs identified in the Maine Program Improvement Plan (PIP) and Child and Family Service Plan (CFSP) are addressed as related to training, and to incorporate the tenets and practice related to Fact-Finding Child Interview Protocol (FFCIP) and Signs of Safety (SOS) training.			
Activities	Staff	Deliverables	Results/Outcomes
<ul style="list-style-type: none"> Integrate Resource Family Introductory Training and Caseworker Pre-Service Training content. Revise current Pre-Service curriculum to include new practice expectations and new policy, the Program Improvement Plan, and other changes to statute, policy, or practice. Assist Tribal Child Welfare partners to improve Indian Child Welfare Act (ICWA) training as part of Pre-Service. 	USM Lead: Chuck Smith OCFS Project Leads: Gina Googins, Ginny Marriner, and Martha Proulx	<ul style="list-style-type: none"> A curriculum improved, where practical, by the content of Resource Family Introductory Training (e.g., kinship care, importance of family/lifelong connections, child development, trauma, life books). Continuity and consistency of message throughout Caseworker Pre-Service and Resource Family Introductory Training. A revised Pre-Service curriculum that includes the Fact-Finding Child Interview Protocol. A revised Pre-Service curriculum that includes FAMILYSHARE Meetings. A revised Pre-Service curriculum that includes Wraparound Maine. A revised Pre-Service curriculum that includes the Signs of Safety, especially safety mapping. Develop and deliver new and revised Pre-Service curriculum that includes the Facilitated Family Team Meeting initiative as presented by the Annie E. Casey program. Specifically include in this revision an 	<ul style="list-style-type: none"> Unified practice between resource families and caseworkers. Caseworker Pre-Service will present the most up-to-date curriculum based on innovations in the field as reflected in the work of OCFS. The information delivered to new caseworkers in audio, visual, on-line or written format will be congruent, meaningful and supportive of the learning. Further it will reflect current practice standards. Indian Child Welfare Act (ICWA) training will familiarize new caseworkers with the reasons why ICWA is important and support practice consistent with Indian Child Welfare Policy.

		<p>increased focus on engagement and the use of safety mapping in Family Team Meetings.</p> <ul style="list-style-type: none"> • Improve the reference information provided to new caseworkers for their use in Pre-Service and beyond. • Revise curriculum about the Indian Child Welfare Act (ICWA) to improve delivery and reflect current practice, including editing a Maine video, “Belonging” to make it more concise. 	
C. Utilize web-based materials for relevant training. Expand use as indicated. Objective 1: To develop a new web-based module and/or resource materials to support Caseworker Pre-Service Training learning.			
Activities	Staff	Deliverables	Results/Outcomes
<ul style="list-style-type: none"> • Deliver web-based learning opportunities as part of the Pre-Service training experience. • Collaborate with OCFS and Resource Family Introductory Training staff to develop on-line modules and/or resources with relevance to casework practice. 	<p>USM Lead: Chuck Smith</p> <p>OCFS Project Leads: Gina Googins and Martha Proulx</p>	<ul style="list-style-type: none"> • Launch ‘legal case flow’ on-line module developed in FY11. • Deliver four web-based trainings during each round of Caseworker Pre-Service including: Introduction to Title 22 M.R.S.A. Chapter 1076, Child Welfare History and the Impact of Federal Legislation, Documentation, and Emotional Intelligence. • Review and revise content as needed. 	<ul style="list-style-type: none"> • Web-based training modules enable new caseworkers to participate in training at their own pace and reduce transportation and lodging costs associated with face-to-face training.

D. Pre-Service Testing Program**Objective 1:** To administer the testing components for each Pre-Service round.

Activities	Staff	Deliverables	Results/Outcomes
<ul style="list-style-type: none">Administer and collect the examination components in four rounds of Pre-Service.	USM Lead: Trish Knight OCFS Project Lead: Dan Despard	<ul style="list-style-type: none">Present overview of testing program to trainees in each round of Pre-Service.Provide a manual to new caseworkers describing the testing program and its components.Complete an entrance survey with each new caseworker.Three sets of skills assessments completed for each new caseworker, including: interviewing, documentation and engagement in preparation for a Family Team Meeting (FTM).Collate Field Practice Manual feedback from individual supervisors.At the end of the training, administer multiple choice examination for all new caseworkers to evaluate learning.Dissemination of the testing results to new workers and their supervisors to support further development of new caseworkers. This includes the discussion of those results with the supervisor and new worker at the post-training meeting.	<ul style="list-style-type: none">Supervisors and caseworkers will more clearly understand what a caseworker has learned in Pre-Service.Supervisors will have better information from which to develop, as needed, corrective action plans with new workers.Supervisors and management will be better informed regarding caseworkers struggles while in probationary status.Caseworkers' motivation to learn through Pre-Service training will be increased, because testing results contribute to the supervisory decision to grant them permanent status as employees.

		<ul style="list-style-type: none"> • The communication of those results, when standards are not met, to the District Program Administrator and the District Operations Manager. Trainers support the development of an individual plan of remediation when new workers have not met minimum standards, though this plan is the primary responsibility of the immediate supervisor. • The collection of a comprehensive set of measures of trainee learning. • Report testing program results to Program Administrators and OCFS management. 	
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Budgeted amount for this project: \$395,029

Funding sources: Foster Care Title IV-E

State Share: \$ 98,540

Federal Share: \$296,489

CFDA#: 93.658

II. Resource Family Introductory Training

University Project Administrator: Annette Wilson, 626-5285, awilson@usm.maine.edu

FTE of USM Project Staff: 5.85

Department Lead: Virginia Marriner, 624-7931, Virginia.S.Marriner@maine.gov

Goal: The goal of Resource Family Introductory Training is to give prospective resource families - foster parents, adoptive parents, and kinship care providers, including Native American resource families - the foundational knowledge needed to work effectively with children, their families and other professionals with whom they will interact as caregivers. Training assists the Office of Child and Family Services (OCFS) and resource families to meet state mandates and federally specified outcomes for safety, permanency and well-being, within the context of Maine's Practice Model.

Abstract/Scope of Work: Introductory training is designed to encourage participants to explore their motivations for becoming a resource family, to learn how it will affect their family system, and to identify necessary resources as well as areas needing further development. Knowledge of the systems with which they will interact, effects of abuse and neglect, significance of birth-family connections, effects of separation, importance of lifelong family connections and needs for permanency are significant areas of emphasis. Resource families increase their understanding and ability to support the primary goals and objectives of OCFS for safety, permanency, and well-being for children. Participants learn to more fully consider others' views, values, cultures, orientation, etc. in forming constructive working relationships. To increase accessibility of training to all resource families, delivery method options are expanding to include piloting some training rounds with Interactive Television (ITV) and/or Video Conferencing, and introducing some mixed modalities (including web-based training). Kinship Introductory Training is a condensed training program designed to more quickly provide kinship providers with support and resource information as they are adjusting to placement of their relative children. It can be used as a supplement to the regular Resource Family Introductory Training or as a stand-alone, introductory training that focuses on the unique issues affecting relationships within kinship families, on working with OCFS and the legal system, and on the resources that are available to them.

Objective 1: Deliver regionalized Resource Family Introductory Training and ensure trainers delivering the curriculum are knowledgeable in the approaches necessary to achieve desired outcomes.			
Activities	Staff	Deliverables	Results/Outcomes
<ul style="list-style-type: none"> • Delivery of introductory training, “Fundamentals of Resource Parenting” curriculum for prospective foster parents, adoptive parents and kinship care providers. • Ensure curriculum fidelity and make any necessary adaptations for faith-based initiative training. • Provide updated training for agencies and faith-based resources delivering this curriculum. 	<p>USM Lead: Annette Wilson</p> <p>OCFS Project Lead: Ginny Marriner</p>	<ul style="list-style-type: none"> • Up to 40 rounds of introductory training, offered statewide. • Collaboration with OCFS program specialists and Maine’s faith-based resources for delivery of training by faith-based community (Hope for Maine Kids). • A training of trainers (TOT) for Child Placing Agency staff, contracted co-trainers and “Hope for Maine Kids” initiative trainers who will deliver this curriculum. • Regular meetings between OCFS (district, senior management and Central Office) and Muskie School to ensure relevance of training to OCFS operational needs. • Brief, time-limited meetings with stakeholders, including resource parents, OCFS staff, and other stakeholders will be conducted to ensure the curriculum remains current, evidence-based, and aligned with OCFS policy and the Practice Model. 	<ul style="list-style-type: none"> • Participants will gain knowledge of OCFS policy and practice, systems with which they may interact, effects of abuse and neglect on children, effects of separation, importance of birth family connections and the need for permanency for every child. • Schedule and modalities of training activities/events will reduce barriers to attendance, thereby increasing numbers of resource families who participate in training. • Collaboration and consultation will ensure that policy and practice issues specific to resource parents are included in the educational experience. • Curriculum will remain fresh, viable, and aligned with best practice, research, and OCFS policy and the Practice Model.

Objective 2. Deliver regionalized training, “Kinship Issues in Foster Care and Adoption” and ensure trainers delivering the curriculum are knowledgeable in the approaches necessary to achieve desired outcomes.			
Activities	Staff	Deliverables	Results/Outcomes
<ul style="list-style-type: none"> • Delivery of “Kinship Issues in Foster Care and Adoption” for kinship providers and prospective kinship providers. • Ensure curriculum fidelity and update curriculum, as necessary, to maintain compliance with current research, policy and the OCFS Practice Model. 	USM Lead: Annette Wilson OCFS Project Lead: Ginny Marriner	<ul style="list-style-type: none"> • Up to 16 rounds of kinship training, offered statewide (two per district). • Meetings of stakeholders, including kinship care providers, OCFS staff, and others, will be conducted to ensure the curriculum remains current, evidence-based, and aligned with OCFS policy and the Practice Model. 	<ul style="list-style-type: none"> • Participants will gain knowledge of OCFS policy and practice, of issues unique to kinship providers, of resources available to kinship providers, and of the experience of families and children involved in the child welfare system. • Curriculum will remain fresh, viable, and aligned with best practice, research, and OCFS policy and the Practice Model.
Objective 3: Incorporate on-line training for mandated reporters of child abuse and neglect (CA/N) into pre-work for Resource Family Introductory Training.			
Activities	Staff	Deliverables	Results/Outcomes
<ul style="list-style-type: none"> • Finalize on-line Mandated Reporter training for resource parents and develop method for ensuring that new resource families have completed this module prior to starting classroom training. 	USM Lead: Annette Wilson OCFS Project Lead: Ginny Marriner	<ul style="list-style-type: none"> • Launch Resource Family Mandated Reporter Training developed in FY11. <ul style="list-style-type: none"> - Prospective resource parents will complete on-line Mandated Reporter Training prior to starting classroom-based Resource Family Introductory Training. • Review and revise Resource Family Mandated Reporter Training during the fourth quarter to ensure it remains aligned with current OCFS policy and practice and to incorporate feedback from 	<ul style="list-style-type: none"> • Participants will have an increased understanding of their role as mandated reporters within the child welfare system, and will have increased knowledge of the law and policy governing the child welfare system. • Curriculum will remain fresh, viable, and aligned with current OCFS policy and the Practice Model.

		participants and other stakeholders, including Central Intake staff.	
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Objective 4: Collaborate with Pre-Service Training staff, OCFS staff, and stakeholders to continue to develop curriculum topics for new resource parents.			
Activities	Staff	Deliverables	Results/Outcomes
<ul style="list-style-type: none"> Review and update on-line legal curriculum introduced in FY11. Develop additional curriculum for on-line and other delivery on topics including: <ul style="list-style-type: none"> Essentials of Adoption Essentials of Permanency Guardianship Family Team Meetings FAMILYSHARE Placement Book Foster Parent Handbook Meetings of stakeholder groups, including but not limited to resource parents, caseworkers, and birth parents to ensure that information is current and aligned with best practice, is evidence-based, and is aligned with OCFS policy and the OCFS Practice Model. Research will be conducted to facilitate the development of these additional topics to ensure that they reflect the most current evidence and best practice. Meetings will be conducted with OCFS staff and various stakeholders to develop a script and video product that ensures fidelity to the FTM Model and OCFS policy and the Practice Model. 	<p>USM Lead: Annette Wilson</p> <p>OCFS Project Lead: Ginny Marriner</p>	<ul style="list-style-type: none"> Introductory legal training for prospective resource parents to inform their work within the child welfare system. A Family Team Meeting (FTM) video will be developed to reflect current OCFS policy and the Practice Model, as well as Signs of Safety. Hardcopy versions of on-line training will be available for resource parents and other stakeholders who do not have access to the Internet or need a different delivery modality. 	<ul style="list-style-type: none"> Prospective resource parents, casework staff, and other stakeholders will have greater opportunity to increase their knowledge of key aspects of the child welfare system. Prospective resource parents, caseworkers, and other stakeholders will have increased access to information on issues affecting the placement and care of the child during reunification and permanency processes. Curricula will be evidence-based and reflect best practice, as well as OCFS policy and the Practice Model. Prospective resource parents, casework staff, contracted Family Reunification Program (FRP) staff, and others will have greater understanding of the FTM process and their roles and responsibilities as part of that process. Resource parents and other stakeholders, including birth parents, will have access to documents and training materials in a variety of formats.

Objective 5: Support OCFS development and implementation of a statewide Recruitment plan.			
Activities	Staff	Deliverables	Results/Outcomes
<ul style="list-style-type: none"> Muskie staff will offer assistance, as needed and requested, as OCFS develops and implements a statewide recruitment plan. 	USM Lead: Annette Wilson OCFS Project Lead: Gina Googins, Ginny Marriner and Martha Proulx	<ul style="list-style-type: none"> During regular meetings with OCFS district and Central Office staff, Muskie staff will be available to assist in development and implementation of recruitment plans developed by OCFS. Muskie staff will be available to participate in meetings with training and technical assistance providers, including administrative support, taking minutes, and other tasks as needed by OCFS staff. 	<ul style="list-style-type: none"> A comprehensive and consistent process for recruitment of potential resource parents will be developed and implemented.
Objective 6: Explore extent of need to revise the Maine Post-Adoption Resource Guide.			
Activities	Staff	Deliverables	Results/Outcomes
<ul style="list-style-type: none"> Muskie staff will discuss with OCFS Central Office staff and other stakeholders, including representatives from Children's Behavioral Health Services, the need for updates to the Maine Post-Adoption Resource Guide. 	USM Lead: Annette Wilson OCFS Project Lead: Ginny Marriner	<ul style="list-style-type: none"> Meetings will be conducted with OCFS staff and other stakeholders to discuss the need for a Post-Adoption Resource Guide. If the decision is made to move forward with update of the Post-Adoption Resource Guide, then: <ul style="list-style-type: none"> Meetings will be conducted with OCFS staff and other stakeholders to discuss the format and content of a Maine Post-Adoption Resource Guide. 	<ul style="list-style-type: none"> Stakeholders will have a comprehensive, permanency-focused directory of resources available to support resource parents and families after adoption, permanency guardianship, or reunification is achieved. Resource parents and other stakeholders, including birth parents, will have access to documents and training materials in a variety of formats.

		<ul style="list-style-type: none"> • Research will be conducted to ensure a broad scope of resource inclusion and that resource information, including contact information, is accurate in the Guide. • Work will be done to ensure the Guide is available on-line to a wide variety of stakeholders and end-users. • Versions of the Guide will be made available in hard copy format for resource parents and other stakeholders who do not have access to the internet or need a different modality for access. 	
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Budgeted amount for this project: \$615,295

Funding sources: Foster Care Title IV-E and Adoption Assistance

State Share: \$272,682

Federal Share: \$ 90,358 (FC)

Federal Share: \$252,255 (ADO)

CFDA#: 93.658, 93.659

III. Continuing Education - Child Welfare Staff, Resource Families, Service Providers and Related Stakeholders

University Project Administrator: Tracey Meagher, 626-5262, tmeagher@usm.maine.edu

FTE of USM Staff: 4.1

Department Leads: Theresa Dube, 626-7945, Theresa.Dube@maine.gov; Christa Elwell, 624-7921, Christa.Elwell@maine.gov; Gina Googins, 626-7932, Gina.Googins@maine.gov; Virginia Marriner, 624-7931, Virginia.S.Marriner@maine.gov; Martha Proulx, 624-7969, Martha.A.Proulx@maine.gov - as noted under specific activities

Goal: The goal of Continuing Education is to deliver training for all child welfare professionals and licensed or approved resource families. This includes new and experienced OCFS staff, Tribal representatives and other specialized populations/contracted agency staff that respond to child welfare issues within their communities. Resource families are comprised of licensed foster parents and approved adoptive parents, including foster and adoptive kinship care providers. Training content includes national and statewide practice standards, statutory basis and parameters for intervention, current practice, social work principles, the OCFS Practice Model and policies that govern the delivery of Maine public child welfare services to achieve outcomes of safety, permanency, and well-being for families and children.

Abstract/Scope of Work: Continuing Education responds to the intermediate and advanced training needs of new and experienced OCFS staff, contracted child welfare agency staff, and resource families. Training offerings enable all staff to stay current with research evidence and practice as they continue their professional development. Beyond Pre-Service Training, new caseworkers continue to develop through required core training topics over a two-year period. Additional in-service training programs are offered in mixed modalities to address key topics identified through the Child and Family Services Plan and CFSR/Program Improvement Plan. Training topics are selected in collaboration with OCFS Management. In addition, funding of professional development opportunities outside of the continuing education training system promotes interaction with community providers and the University system, and increases the professional knowledge of OCFS staff. Specialized training programs are delivered to contracted child welfare agency staff - Alternative Response Program (ARP) staff and Family Reunification Program (FRP) staff - to increase knowledge and skills as well as to ensure that these services reflect current OCFS policy and practice expectations. For resource families, training focuses on skill and competency development, increased understanding of child welfare-related systems, and children's needs and desired outcomes. Contract agency staff and OCFS program specialists share in the training development and delivery with Muskie School staff.

A. Continuing Education for OCFS Staff			
Objective 1: To deliver in-service core training to new OCFS casework staff in their first two years of employment.			
Activities	Staff	Deliverables	Results/Outcomes
<ul style="list-style-type: none"> Review, revise, and deliver core training for new OCFS staff as approved by OCFS management. 	USM Lead: Tracey Meagher OCFS Project Leads: Gina Googins and Martha Proulx	<ul style="list-style-type: none"> Deliver one 6-hour training on these topics: <ul style="list-style-type: none"> Medical Indicators of Child Abuse and Neglect (CA/N) Dynamics of Substance Abuse Domestic Violence and Batterer Intervention/Accountability Deliver up to four 12-hour trainings on Motivational Interviewing. <ul style="list-style-type: none"> Track and communicate with districts about staff attendance at required core trainings. 	<ul style="list-style-type: none"> OCFS staff will have increased knowledge and skills in the core subject areas to work more effectively with children and their caregivers to increase child safety; to more fully support reunification and permanency; and to improve their understanding and effective utilization of other systems with which they work. OCFS supervisors and managers will have updated information on core trainings that new casework staff have attended and still need to attend.
A. Continuing Education for OCFS Staff			
Objective2: Training for all OCFS staff on the Indian Child Welfare Act (ICWA).			
Activities	Staff	Deliverables	Results/Outcomes
<ul style="list-style-type: none"> On-line ICWA training 	USM Lead: Becky Harvey OCFS Project Lead: Martha Proulx	<ul style="list-style-type: none"> On-line training on ICWA for all OCFS staff 	<ul style="list-style-type: none"> Participants will understand their statutory responsibilities related to ICWA and the history that made the legislation necessary. Training will be available, as needed by staff at any time, without costs associated with on-site training.

A. Continuing Education for OCFS Staff			
Objective 3: Training for all OCFS staff on the Multi-Ethnic Placement Act (MEPA).			
Activities	Staff	Deliverables	Results/Outcomes
<ul style="list-style-type: none"> On-line MEPA training 	USM Lead: Becky Harvey OCFS Project Lead: Ginny Marriner	<ul style="list-style-type: none"> On-line training on MEPA for all OCFS staff 	<ul style="list-style-type: none"> Participants will understand their statutory responsibilities related to MEPA and the history that made the legislation necessary. Training will be available, as needed by staff at any time, without costs associated with on-site training.
A. Continuing Education for OCFS Staff			
Objective 4: Training for OCFS staff on a priority substance abuse topic to be determined.			
Activities	Staff	Deliverables	Results/Outcomes
<ul style="list-style-type: none"> Collaboration with the Child Welfare and Substance Abuse Committee and OCFS management on content, necessary expertise, and design of a training on a priority substance abuse topic for OCFS staff. Incorporate OCFS drug testing policy (still in development) into training content. 	USM Lead: Becky Harvey OCFS Project Lead: Ginny Marriner	<ul style="list-style-type: none"> Training on a priority substance abuse topic 	<ul style="list-style-type: none"> OCFS staff will have increased knowledge and skills in managing cases where substance abuse is a primary factor.
A. Continuing Education for OCFS Staff			
Objective 5: To deliver in-service training for OCFS supervisors and experienced caseworkers.			
Activities	Staff	Deliverables	Results/Outcomes
Deliver Advanced Facilitation Training for supervisors and experienced casework staff, which will enhance skills in Family Team Meetings (FTMs)	USM Lead: Gretchen Robbins OCFS Project Lead: Ginny Marriner	<ul style="list-style-type: none"> Delivery of one 2-day session of Advanced Facilitation Training for up to 30 participants 	<ul style="list-style-type: none"> Participants will identify and demonstrate the facilitation role. Participants will identify and demonstrate the process of developing and executing a FTM

and other key meetings. Training will incorporate key Signs of Safety training elements.			meeting agenda. <ul style="list-style-type: none"> Participants will identify and demonstrate the process of holding “Crucial Conversations” in FTMs.
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A. Continuing Education for OCFS Staff

Objective 6: To administer resources for staff to develop skills and enhance professional development.

Activities	Staff	Deliverables	Results/Outcomes
<ul style="list-style-type: none"> Administer a funding pool for workshop allocations for OCFS child welfare district staff to continue professional development in accordance with social work licensing requirements. Administer funding allocations for the purchase of professional journals and books for staff. 	USM Lead: Tracey Meagher OCFS Project Leads: Gina Googins and Martha Proulx	<ul style="list-style-type: none"> District workshop allocations for staff to meet social work license requirements while continuing professional development. District funding allocations to enable OCFS staff to access professional literature. 	<ul style="list-style-type: none"> An educated staff in a learning organization delivering child welfare services using techniques and methods supported by research evidence.

A. Continuing Education for OCFS Staff

Objective 7: To support continued skill development of the current cohort of OCFS staff designated as Pre-Removal Family Team Meeting (FTM) Facilitators.

Activities	Staff	Deliverables	Results/Outcomes
<ul style="list-style-type: none"> Up to four times, convene skill development sessions with Pre-Removal Family Team Meeting (FTM) Facilitators to address training needs and receive support for practicing within the FTM model. Program Administrators (PAs) and District Operations Managers (DOMs) would be invited to attend these sessions to address any systems issues. (Training/support needs would 	USM Leads: Lee Lauritsen and Julia Simmons OCFS Project Leads: Gina Googins and Martha Proulx	<ul style="list-style-type: none"> Up to four 90-minute webinars. Recordings of webinars available to OCFS staff. Minutes of Pre-Removal FTM Facilitator meetings. During the third quarter, provide OCFS with report analyzing needs assessed during preparation surveys, face-to-face meetings and webinars, to assist in ongoing planning. (FTM Facilitators will be given priority to attend the 2-day 	<ul style="list-style-type: none"> Pre-Removal FTM Facilitators will be supported in the FTM model. Fidelity to the FTM model will be promoted. Collaboration and consultation will ensure that policy and practice issues are brought to the attention of OCFS management. OCFS staff will have access to training materials and meeting documents in a variety of formats.

be assessed in advance, to assist in planning the agenda).		Advanced Facilitation Skills Training session during FY12 - see Objective 6).	
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A. Continuing Education for OCFS Staff			
Objective 8: To train and support new designated Pre-Removal FTM Facilitators as turnover occurs.			
Activities	Staff	Deliverables	Results/Outcomes
<ul style="list-style-type: none"> Develop a plan to train and support new Pre-Removal FTM Facilitators as turnover occurs. Develop materials to support training and implementation. 	USM Leads: Lee Lauritsen and Julia Simmons OCFS Project Leads: Gina Googins and Martha Proulx	<ul style="list-style-type: none"> Plan to train and support new Pre-Removal FTM Facilitators. Develop materials to support training plan. 	<ul style="list-style-type: none"> OCFS will maintain a pool of skilled staff trained and available to facilitate Pre-Removal Family Team Meetings at key case decision points, such as whether to remove a child from a family. New Pre-Removal FTM Facilitators can be trained to facilitate Pre-Removal FTMs with consistency and fidelity to the model.
B. Continuing Education for Resource Families			
Objective 1: To increase access to training by providing a variety of formats and delivery methods through an improved website.			
Activities	Staff	Deliverables	Results/Outcomes
<ul style="list-style-type: none"> To maximize training opportunities, develop, coordinate, and administer distance learning on varied relevant topics. Update and maintain Muskie's Child Welfare Training Institute (CWTI) website. 	USM Lead: Tracey Meagher OCFS Project Lead: Ginny Marriner	<ul style="list-style-type: none"> Administer a contract with Foster Care and Adoptive Community (FCAC), a California based agency that offers more than 135 web-based courses suitable for re-licensure of foster parents. Maine foster parents can take to four courses per contract year to support their professional development. Provide access and information regarding available web-based learning opportunities. Maintain a current schedule of all current training and other resources available through the Child Welfare Training Institute (CWTI). Utilizing CWTI website, provide information and access to agencies 	<ul style="list-style-type: none"> Resource families will have expanded opportunities to increase knowledge, skills and abilities in a variety of competency areas while meeting training requirements for licensing renewal. Maine resource families will have access to on-line courses available from FCAC at www.fosterparents.com at no out-of-pocket costs.

		delivering web-based training/on-line support to resource families.	
B. Continuing Education for Resource Families			
Objective 2: To increase capacity of OCFS district staff to meet unique resource family training needs/opportunities.			
Activities	Staff	Deliverables	Results/Outcomes
<ul style="list-style-type: none"> Administer a funding pool to enable OCFS District management to respond to requests of resource families to attend training sponsored by other agencies, to purchase training materials, or to develop training programs within their districts. 	USM Lead: Tracey Meagher OCFS Project Lead: Ginny Marriner	<ul style="list-style-type: none"> Resource families have unique or specialized training opportunities to enhance their knowledge, skills and abilities to care for the children placed with them. Maintain database and provide upon request a listing of all training hours acquired through Muskie/CWTI. 	<ul style="list-style-type: none"> Resource families will have increased access to training opportunities from a diverse array of providers in a variety of competency areas to enable them to increase their knowledge and skills and fulfill training requirements for re-licensure.
C. Continuing Education for Contracted Agency Staff			
Objective 1: To deliver a comprehensive curriculum to contracted Alternative Response Program (ARP) staff to develop/strengthen skills in assessment, case planning, and case management; identify/assure services to increase child safety, permanency, and well-being; improve understanding of how the OCFS Practice Model frames the work of ARP Agencies with families; and clarify OCFS practice expectations specified in policy and contracts.			
Activities	Staff	Deliverables	Results/Outcomes
<ul style="list-style-type: none"> Plan and revise training modules to reflect changes in OCFS practice (e.g., Fact-Finding Child Interview Protocol (FFCIP), incorporating Signs of Safety (SOS), and increased focus on engagement). Training of all ARP case managers in key areas of OCFS practice required by contract and policy. Training and consultation on supervision of ARP case manager interviewing practices by contracted agency supervisors. 	USM Lead: Chuck Smith OCFS Project Leads: Christa Elwell and Martha Proulx	<ul style="list-style-type: none"> Up to two rounds of ARP Core training for case managers (six days per round); consistent with curricula delivered to OCFS staff wherever possible. Core training will be developed with input from ARP Coalition and informed by site reviews conducted by OCFS, and include FFCIP and SOS practice. Additionally, the Family Team Meeting (FTM) training for ARP will be revised. OCFS, ARP contract staff, and CWTI staff will collaborate on schedule for training. One round to be delivered in Summer 2011, and another, as needed, in Spring 2012. Development of materials for 	<ul style="list-style-type: none"> Participants will understand how to conduct their work in accordance with policy and practice expectations. ARP participants will work with families in accordance with the OCFS Practice Model and Practice Model implementation initiatives. Participants will understand practice expectations for facilitating FTMs. Participants will understand use of Signs of Safety framework and tools to develop plans with families toward child safety, permanency, and well-being. Participants will be able to use a research evidence-based, interview protocol with children.

		management and supervisors to aid in monitoring for fidelity.	<ul style="list-style-type: none"> • ARP supervisors will have increased knowledge and skills in monitoring for practice fidelity to the FFCIP.
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C. Continuing Education for Contracted Agency Staff			
Objective 2: To deliver Family Team Meeting (FTM) training to contracted Family Reunification Program (FRP) staff.			
Activities	Staff	Deliverables	Results/Outcomes
<ul style="list-style-type: none"> Training of all new FRP staff in the Family Team Meeting (FTM) model for case planning and case management. 	USM Lead: Chuck Smith OCFS Project Leads: Christa Elwell and Gina Googins	<ul style="list-style-type: none"> New FRP staff will be invited to join in FTM training days offered during Caseworker Pre-Service Training. (OCFS will alert Muskie to schedule FTM training specifically for FRP staff if additional FTM training is needed.) 	<ul style="list-style-type: none"> FRP case managers will more effectively facilitate Family Team Meetings. FRP case managers will use Signs of Safety framework and tools in Family Team Meetings to develop plans with families toward child safety, permanency, and well-being.
D. Improve utilization of available resources to increase Continuing Education training opportunities.			
Objective 1: Develop and provide training on agreed upon topics relevant to child welfare.			
Activities	Staff	Deliverables	Results/Outcomes
<ul style="list-style-type: none"> As CWTI resources are available and with agreement from OCFS, provide continuing education offerings on varied relevant topics for OCFS staff, resource families, contract agency staff, and child welfare stakeholder groups. 	USM Leads: Tracey Meagher OCFS Project Leads: Theresa Dube and Ginny Marriner	<ul style="list-style-type: none"> Support/maintain annual continuing education calendar and a potential listing of topic offerings. Develop schedule and provide day-long, half-day, or evening workshops on agreed upon relevant topics. 	<ul style="list-style-type: none"> Training offerings can be paced over the course of a year. Training will be offered at times that do not conflict with dates for scheduled meetings. OCFS staff, resource families, contract agency staff, and stakeholders will have expanded opportunities for continuing professional education on relevant topics. OCFS caseworkers will have expanded continuing education opportunities to meet social work licensing continuing education requirements. Program Improvement Plan and Child and Family Service Plan strategies are enhanced.

Budgeted amount for this project: \$630,279

Funding sources: Foster Care Title IV-E
State Share: \$321,747
Federal Share: \$308,532
CFDA#: 93.658

IV. Program Improvement – Practice Model Implementation

University Project Administrator: Gretchen Robbins, 626-5224, robbins@usm.maine.edu

FTE of USM Project Staff: 1.35

Department Leads: Dan Despard, 624-7950, Daniel.R.Despard@maine.edu; Theresa Dube, 624-7945, Theresa.Dube@maine.edu

Goal: Improve investigative findings through training and implementation of Fact-Finding Child Interview Protocol that is supported by research evidence. Sustainable system changes in interviewing practice will enable staff to complete better informed and more accurate assessments, recognize and articulate strengths and challenges with families, and better correlate maltreatment with parental behavior. Improved assessments will better ensure that child and family plans clearly address the identified issues/concerns and promote child safety, permanency, and well-being.

Abstract/Scope of Work: Muskie will assist OCFS in an implementation strategy with strong focus on the role of casework supervisors in implementing change, as well as develop and deliver curriculum to increase supervisory skills in coaching caseworkers. Muskie will provide training and consultation as needed for full implementation of Fact-Finding Child Interview Protocol and Signs of Safety in accordance with the Maine Child and Family Services Review (CFSR) Program Improvement Plan.

A. Program Improvement- Practice Model Implementation			
Objective 1: Develop and deliver training and consultation to support fidelity to the Fact-Finding Child Interview Protocol.			
Activities	Staff	Deliverables	Results/Outcomes
<ul style="list-style-type: none"> Develop and deliver a series of Interactive coaching webinars to promote and support implementation of the Fact-Finding Child Interview Protocol (FFCIP), directly linked to the objectives of the Program Improvement Plan and Child and Family Service Plan priorities. Consultation with Debra Poole, PhD to support fidelity to the FFCIP. 	USM Lead: Gretchen Robbins OCFS Project Leads: Dan Despard and Theresa Dube	<ul style="list-style-type: none"> Deliver up to ten interactive webinars for supervisors using Adobe Connect Pro using actual recorded interviews. Deliver up to four topics, face-to-face at Statewide Supervisor Meetings or by interactive webinars (with two deliveries each) for supervisors using Adobe Connect Pro on topics identified through the needs assessment conducted by the SMT Workgroup (e.g., integrating 	<ul style="list-style-type: none"> Participants will be able to identify and analyze the Seven Steps of Fact-Finding Child Interview Protocol from recorded OCFS caseworker interviews. Participants will learn skills to assist caseworkers improve interviewing skills. Fidelity to the evidenced-based Fact-Finding Child Interview Protocol supported.

<ul style="list-style-type: none"> Develop and deliver up to four topics as identified by SMT workgroup supervisor training needs assessment. 		Appreciative Inquiry into practice).	
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A. Program Improvement- Practice Model Implementation			
Objective 2: Research support for Fact-Finding Child Interview Protocol (FFCIP).			
Activities	Staff	Deliverables	Results/Outcomes
<ul style="list-style-type: none"> Administer funding to support research activities. 	USM Lead: Gretchen Robbins OCFS Project Leads: Dan Despard and Theresa Dube	<ul style="list-style-type: none"> Research by Debra Poole, PhD on fidelity to the FFCIP to be used as a basis for more advanced training. Analysis of fidelity of Maine's implementation of the evidence-based Fact-Finding Child Interview Protocol. 	<ul style="list-style-type: none"> Advanced training can be more clearly focused on increased capacity of OCFS staff to interview with fidelity to protocol.

Budgeted amount for this project: \$209,527

Funding sources: Foster Care Title IV-E

State Share: \$106,960

Federal Share: \$102,567

CFDA#: 93.658

V. Professional Development, Applied Research, and Technical Assistance

University Project Administrator: Lee Lauritsen, 626-5081, llauritsen@usm.maine.edu

FTE of USM Project Staff: .9

Department Lead: Daniel Despard, 624-7950, Daniel.R.Despard@maine.gov; Theresa Dube, 624-7945, Theresa.Dube@maine.gov; Christa Elwell, 624-7921, Christa.Elwell@maine.gov; Gina Googins, 624-7932, Gina.Googins@maine.gov; Martha Proulx, 624-7969, Martha.A.Proulx@maine.gov; Frances Ryan, 822-2316, Frances.Ryan@maine.gov

Goal: Activities and deliverables in this project support the effective and efficient administration of the Office of Child and Family Services (OCFS) Child Welfare Services program through the provision of training and other professional development services, research, and technical assistance to OCFS staff on projects and initiatives.

Abstract/Scope of Work: Objectives in the first section of this project are broad and encompass activities that include program design/development and processes to more efficiently respond to state and federal mandates, take action related to the CFSR Program Improvement Plan and integrate the OCFS Practice Model. These activities are covered by Title IV-E Administration funds.

The Family Reunification Program (FRP) training project responds to the intermediate training needs of new contracted child welfare agency staff. Specialized training programs are delivered to FRP staff to promote the development of skills and ensure that these services reflect current OCFS policy and practice expectations. Staff have the opportunity to stay current with parenting-related research and practice, by completing an evidence-based parenting education program as they continue their professional development. Guided by research evidence, OCFS selected Triple P (Positive Parenting Program) as the best for Maine families involved with the child welfare system. Contract agency staff and OCFS program specialists will share in the training development and delivery.

Objectives in the second section of this project support specific high priority child welfare related services and initiatives of OCFS: Family Reunification Program and the Triple P Parenting Program.

A. Applied Research, Consultation, and Technical Assistance - IV-E Administration			
Objective 1: To deliver in-service supervisory training for OCFS supervisors.			
Activities	Staff	Deliverables	Results/Outcomes
<ul style="list-style-type: none"> Deliver training for OCFS supervisors based on Tony Morrison's "Staff Supervision in Social Care," incorporating Signs of Safety and the supervisory practice model. This is specialized supervisory training for child welfare social work supervisors. 	USM Lead: Gretchen Robbins OCFS Project Leads: Gina Googins and Martha Proulx	<ul style="list-style-type: none"> Delivery of one 4-day session of supervisory training for up to 24 participants (newer supervisors who have not participated have priority). 	<ul style="list-style-type: none"> Participants will be able to define the context, roles, responsibilities and tasks of child welfare supervision and identify the skills, attributes and environment that lead to critical positive outcomes for supervisees, children and families. Participants will identify supervisory structures/systems that will support caseworker accountability. Participants will identify the importance of establishing and maintaining the supervisor/ supervisee relationship to promote professional development and accountability.
A. Applied Research, Consultation, and Technical Assistance - IV-E Administration			
Objective 2: Explore, and if feasible, develop and deliver on-line Ethics in Child Welfare Training for OCFS staff.			
Activities	Staff	Deliverables	Results/Outcomes
<ul style="list-style-type: none"> Meet with DHHS SETU Director to review Ethics training available through SETU; determine if an on-line training module on Ethics - designed to meet social work license requirements - would be a satisfactory complement to SETU's Ethics training. If SETU and Child Welfare Training Institute (CWTI) are agreed, move forward to design an on-line Ethics course to be available to OCFS staff for meeting social work licensure 	USM Lead: Chuck Smith OCFS Project Leads: Gina Googins and Martha Proulx	<ul style="list-style-type: none"> On-line CWTI Ethics course that fully conforms to social work licensing requirements and for which contact hours or CEU's can be approved. 	<ul style="list-style-type: none"> OCFS social workers, caseworkers, supervisors, managers, and directors will be able to meet their license requirement every two years at their convenience and without travel costs for the state.

requirements.			
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A. Applied Research, Consultation, and Technical Assistance - IV-E Administration			
Objective 3: Respond to emerging issues/practice as identified by OCFS.			
Activities	Staff	Deliverables	Results/Outcomes
<ul style="list-style-type: none"> Conduct research/literature reviews, facilitate focus groups, convene ad hoc groups, participate on committees, and provide technical assistance as needed. 	USM Lead: Chris Beerits OCFS Project Lead: Dan Despard	<ul style="list-style-type: none"> Results of research/literature reviews Facilitation of focus groups Convene ad hoc groups Consultation Technical assistance 	<ul style="list-style-type: none"> Information and data regarding emerging issues/practice as identified by OCFS. OCFS has access, as needed, to the research resources of the Muskie School.
A. Applied Research, Consultation, and Technical Assistance - IV-E Administration			
Objective 4: As requested, provide support related to the Child and Family Services Plan (CFSP) and CFSR/Program Improvement Plan (PIP).			
Activities	Staff	Deliverables	Results/Outcomes
<ul style="list-style-type: none"> As requested, assist OCFS staff to research and plan effective responses to identified needs related to the CFSP and the CFSR/PIP. 	USM Lead: Chris Beerits OCFS Project Lead: Theresa Dube	<ul style="list-style-type: none"> To be determined as needed 	<ul style="list-style-type: none"> To be determined as needed
B. Applied Research, Consultation, and Technical Assistance – Non IV-E Administration			
Objective 1: To deliver a comprehensive Family Reunification Program (FRP) Core curriculum to contracted staff who will be working with families to maximize success of trial family reunification placements.			
Activities	Staff	Deliverables	Results/Outcomes
<ul style="list-style-type: none"> Training of all FRP staff in case management activities (e.g., assessment, planning, implementation) to meet safety, permanency, and well-being outcomes; key areas of practice related to working within the FRP policy; meeting OCFS performance expectations; and utilizing the OCFS Practice Model in their work. 	USM Leads: Becky Harvey and Chuck Smith OCFS Project Leads: Christa Elwell and Gina Googins	<ul style="list-style-type: none"> Up to two rounds of FRP Core training for new FRP staff. Training content will be informed by OCFS site reviews and input from FRP supervisors/staff and will include Signs of Safety principles, tools and practice. Current estimate is three days Core training per round. One round to be delivered in 	<ul style="list-style-type: none"> Participants will clearly understand FRP policy, practice expectations, and the OCFS Practice Model. Participants will more accurately identify Signs of Safety, risk and danger in family situations, and be able to use assessments to develop better plans with families toward child safety, permanency, and well-being.

		Spring 2012 (the other as needed).	
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B. Applied Research, Consultation, and Technical Assistance - Non IV-E Administration			
Objective 2: To deliver training by Triple P (Positive Parenting Program), an OCFS-approved parenting curriculum, to a second cohort of contracted Family Reunification Program (FRP) staff (first cohort trained in June 2010).			
Activities	Staff	Deliverables	Results/Outcomes
<ul style="list-style-type: none"> • Coordinate, host, and support Triple P training of 20 FRP staff. • Coordinate with Triple P, OCFS, and FRP agencies to develop a proposal for ongoing outcomes tracking and fidelity monitoring. 	USM Leads: Amy Beaulieu and Tracey Meagher OCFS Leads: Christa Elwell and Gina Googins	<ul style="list-style-type: none"> • One 5-day parenting training session that includes materials and a follow-up 4-day accreditation session. • Coordinate and support 12, one-hour consultation calls with Triple P. • In consultation with Triple P America and other experts, draft a proposed plan for ongoing outcomes tracking and fidelity monitoring of FRP Triple P practitioners. 	<ul style="list-style-type: none"> • Parents associated with FRP will increase child safety, permanency, and well-being. • Twenty FRP staff will be trained and become accredited providers of Triple P Levels 4 and 5 programs. • OCFS will have a plan for monitoring client outcomes with regard to parenting variables. • OCFS will have a plan for fidelity monitoring to ensure that FRP sites deliver Triple P Levels 4 and 5 with integrity to the model as defined by Triple P developers.

Budgeted amount for this project: \$194,043

Funding sources: Foster Care Title IV-E Administration

State Share: \$158,901 (OCFS)

Federal Share: \$ 35,142

CFDA#: 93.658

VI. Training Program Evaluation

University Project Administrator: Trish Knight, 626-5228, tknight@usm.maine.edu

FTE of USM Project Staff: .75

Department Lead: Daniel Despard, 624-7950, Daniel.R.Despard@maine.gov; Theresa Dube, 624-7945, Theresa.Dube@maine.gov; Gina Googins, 624-7932, Gina.Googins@maine.gov; Virginia Marriner, 624-7931, Virginia.S.Marriner@maine.gov; Martha Proulx, 624-7969, Martha.A.Proulx@maine.gov; Frances Ryan, 822-2316, Frances.Ryan@maine.gov – as specified in various objectives

Goal: Support the effective and efficient administration of the Office of Child and Family Services (OCFS) program delivery through the provision of training program evaluation to OCFS management and staff.

Abstract/Scope of Work: Projects under this goal area are broad and encompass activities that include training program design/development and processes to more efficiently respond to state and federal mandates, take action related to the CFSR Program Improvement Plan, and integrate the OCFS Practice Model into training for improved service delivery.

A. Pre-Service Training Testing Program			
Objective 1: To maintain a reporting system of test results to trainees, supervisors, and trainers.			
Activities	Staff	Deliverables	Results/Outcomes
<ul style="list-style-type: none">• Ongoing scoring of materials within established timelines.• Creation of summary reports to supervisors and OCFS.	USM Lead: Trish Knight OCFS Project Leads: Gina Googins and Martha Proulx	<ul style="list-style-type: none">• Feedback forms to trainees, supervisors, trainers and management.• Updated databases for storing and analyzing results.	<ul style="list-style-type: none">• Supervisors and other stakeholders in Pre-Service training will receive timely feedback so that corrective action plans can be developed as needed with new employees with additional training needs.
A. Pre-Service Training Testing Program			
Objective 2: To maintain and refine testing program to keep pace with policy changes.			
Activities	Staff	Deliverables	Results/Outcomes
<ul style="list-style-type: none">• Annual review and pilot question development• Meetings with subject matter experts• Ongoing analysis of test diagnostics	USM Lead: Trish Knight OCFS Project Leads: Gina Googins and Martha Proulx	<ul style="list-style-type: none">• Updated test bank• Updated technical manual	<ul style="list-style-type: none">• A testing program that has procedures for updating modifications and refinement, as needed

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A. Pre-Service Training Testing Program Objective 3: To support, and provide technical assistance and additional training, as needed, to OCFS Performance and Quality Improvement (PQI) staff assigned to rate Skills Assessments done in the Pre-Service Training Program.			
Activities	Staff	Deliverables	Results/Outcomes
<ul style="list-style-type: none"> Reliability analysis of ratings following each round. Periodic debriefing of PQI staff regarding their experiences with rating process and on-going assessment of the rating tool. Training of new raters as needed. 	USM Lead: Trish Knight OCFS Project Lead: Theresa Dube	<ul style="list-style-type: none"> Feedback to Skills Assessment Raters 	<ul style="list-style-type: none"> Rater feedback will inform the Skills Assessment Rating and Pre-Service Testing processes. PQI staff will improve overall quality and consistency of rating process.
B. Research and evaluation of CWTI training programs for Training Program Performance and Quality Improvement (PQI) Objective 1: To develop and maintain a centralized training database.			
Activities	Staff	Deliverables	Results/Outcomes
<ul style="list-style-type: none"> Create standardized tracking and reporting procedures. 	USM Lead: Mark Rubin OCFS Project Lead: Theresa Dube	<ul style="list-style-type: none"> A centralized training database of child welfare training activities. 	<ul style="list-style-type: none"> Updated and comprehensive information on the training outcomes and knowledge retention of staff. Improved training. Data to inform OCFS post-training implementation work on multiple initiatives.
B. Research and evaluation of CWTI training programs for Training Program PQI Objective 2: To create a standardized training evaluation tool			
Activities	Staff	Deliverables	Results/Outcomes
<ul style="list-style-type: none"> Implement a core set of training evaluation measures. Develop and train staff on their role in evaluation process and procedures. Create periodic Training Summary Reports for trainers, 	USM Lead: Mark Rubin OCFS Project Lead: Theresa Dube	<ul style="list-style-type: none"> A set of consistent evaluation measures over time. Procedures consistent with best practices in training evaluation. Standardized Training Evaluation Summary Reports for trainers, CWTI supervisors, 	<ul style="list-style-type: none"> Comprehensive and routine training feedback with improved accuracy.

supervisors, and OCFS.		and OCFS.	
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B. Research and evaluation of CWTI training programs for Training Program PQI			
Objective 3: To determine the extent of knowledge acquisition and transfer of learning.			
Activities	Staff	Deliverables	Results/Outcomes
<ul style="list-style-type: none"> Fully implement standardized training evaluation tools that provide detail on knowledge gains and transfer of training. Develop data collection and tracking procedures to ensure timely analysis and reporting. 	USM Lead: Mark Rubin OCFS Project Lead: Theresa Dube	<ul style="list-style-type: none"> Standardized instruments that can measure transfer of learning/knowledge acquisition. 	<ul style="list-style-type: none"> Detailed evaluation feedback on transfer of training. Feedback on systemic challenges and strengths on conducting evaluations in OCFS-related training. Increased capacity to track successes and challenges in training and subsequent implementation.
C. Kinship Training Impact Evaluation			
Objective 1: To determine the extent to which Kinship Provider Resource Family Training influences future placement stability and success.			
Activities	Staff	Deliverables	Results/Outcomes
<ul style="list-style-type: none"> Report of impact of Kinship Provider Resource Family Training on placement stability and success 	USM Lead: Mark Rubin OCFS Project Lead: Ginny Marriner	<ul style="list-style-type: none"> Report discussing the impact of training on kinship care providers and identifying the unmet needs of kinship care providers who have not yet been trained. Collaboratively share evaluation results with OCFS and Fostering Connections kinship grant partners (e.g., UMaine Orono) for recommendations regarding practice modification and further research. 	<ul style="list-style-type: none"> Research findings will inform presently varied OCFS district practice regarding waiving training for kin providers. Research findings can be used to improve training to better support placement stability. Better understanding of the impact on kinship care providers of factors such as timing of kinship care training in conjunction with placement, and the kinship provider's prior relationship with child and birth parents.

D. Survey of Maine BSW/MSW students			
Objective 1: Determine the effectiveness of social work education for future child welfare professionals.			
Activities	Staff	Deliverables	Results/Outcomes
<ul style="list-style-type: none"> Meet with leaders and administrators of the Maine Schools of Social Work to assess educational programming in light of field practice needs. 	USM Leads: Mark Rubin and Chuck Smith OCFS Project Lead: Ginny Marriner	<ul style="list-style-type: none"> A summary report and recommendations for the social work programs in Maine. 	<ul style="list-style-type: none"> An emphasis on child welfare as an important social work specialty within local colleges and universities. An increased emphasis on including child welfare content in social work programs in Maine Schools of Social Work.
E. Evaluation of THRIVE Family Support Partner Training			
Objective 1: Determine the effectiveness and assess fidelity of Parent Support Partner Training.			
Activities	Staff	Deliverables	Results/Outcomes
<ul style="list-style-type: none"> Adapt and implement standardized evaluation tools for use with Family Support Partners to measure transfer of training and training satisfaction. Conduct individual interviews with families and with support partners as well as with THRIVE trainers. Observe and assess adherence to training curriculum and training best practices. 	USM Lead: Mark Rubin OCFS Project Lead: Frances Ryan	<ul style="list-style-type: none"> Summary report and presentation of transfer of training and training effectiveness for OCFS and THRIVE. 	<ul style="list-style-type: none"> Detailed evaluation feedback on training outcomes. Recommendations for training improvement. Improved application of the Family Support Partner Model.

Budgeted amount for this project: \$111,746

Funding sources: Foster Care Title IV-E

State Share: \$ 57,044 (OCFS)

Federal Share: \$ 54,702

CFDA#: 93.658

VII. Wraparound

University Project Administrator: [Chris Beerits](#), 626-5007, cbeerits@usm.maine.edu

FTE of USM Project Staff: 1.4

Department Lead: Frances Ryan, 822-2316, Frances.Ryan@maine.gov

Goal: Support the effective and efficient administration of Department of Health and Human Services (DHHS), Office of Child and Family Services (OCFS) Child Welfare Services program delivery through the provision of research and technical assistance to OCFS staff on projects and initiatives.

Abstract/Scope of Work: The overall goal of this project is to provide professional development services, research, evaluation and technical assistance to Wraparound Maine in order to track the effectiveness of the program, fidelity to the Wraparound model and principles, outcomes for families and youth involved in Wraparound Maine, and to ensure quality training of Wraparound team members. This work will be accomplished through the analysis of surveys at intake and discharge, life skills and functional assessments, interviews, focus groups, observations, and administrative data. The University, through its subcontractor, will continue its role of maintaining a web-based database into which agency staff under contract to DHHS will enter administrative and survey data necessary for the operation of Wraparound Maine and for approved research. The University will also link and analyze the Wraparound Maine data with data related to services accessed and arrests, adjudications and commitments in correctional facilities provided by DHHS and the Department of Corrections.

Protected Information: This project will involve the use and disclosure of Protected Health Information. Agency staff under contract with DHHS will submit directly identifiable administrative and survey data through a web-based database maintained and secured by a subcontractor to the University. The University will analyze indirectly identifiable data as necessary to evaluate the effectiveness of Wraparound Maine. The University will access direct identifiers from this database when necessary to link with and analyze data provided by DHHS and the Department of Corrections. As part of this project the University will provide data to the National Wraparound Initiative (NWI) for the purpose of data storage and to enable NWI to conduct analysis of training quality for Wraparound Maine. The Unique Study ID will be included in the data submitted for the purpose of linking and tracking the observational data.

A. Research Evaluation, Training, and Quality Assurance for Wraparound Maine Objective 1: To describe and track the implementation of the Wraparound Maine process in the multiple sites engaged in this initiative and to demonstrate effectiveness in terms of the targeted program outcomes.			
Activities	Staff	Deliverables	Results/Outcomes
<ul style="list-style-type: none"> Ongoing communication with National Wraparound Initiative (NWI) and consultants regarding Wraparound best practices. 	USM Lead: Trish Knight OCFS Project Lead: Frances Ryan	<ul style="list-style-type: none"> User agreements to utilize NWI materials and instruments. Recommendation regarding feasibility and cost of implementing the Community Supports for Wraparound Inventory. 	<ul style="list-style-type: none"> Inclusion in national review articles of Wraparound.
A. Research Evaluation, Training, and Quality Assurance for Wraparound Maine Objective 2: To provide a contracted, integrated web-based evaluation database.			
Activities	Staff	Deliverables	Results/Outcomes
<ul style="list-style-type: none"> Lead between providers, OCFS, and PCE Systems (subcontractor for database). Monitor and maintain user lists. 	USM Lead: Trish Knight OCFS Project Lead: Frances Ryan	<ul style="list-style-type: none"> Web-integrated database with real-time reporting capabilities. 	<ul style="list-style-type: none"> Improved utilization of management of performance data. Centralized storage for research and management data. Added protections for confidential data.
A. Research Evaluation, Training, and Quality Assurance for Wraparound Maine (continued) Objective 3: To conduct quality assurance of National Wraparound Initiative (NWI) instruments and administrative data.			
Activities	Staff	Deliverables	Results/Outcomes
<ul style="list-style-type: none"> Monitor data entry for quality assurance. Tracking, certification, and training oversight for the WFI-4 and TOM Evaluation Tools. 	USM Lead: Trish Knight OCFS Project Lead: Frances Ryan	<ul style="list-style-type: none"> Monthly management report (enrollment and systems statistics). Quarterly progress reports. Presentations for discussion groups/governing councils. Documentation of staff trained to administer evaluation instruments for each agency. 	<ul style="list-style-type: none"> Increased compliance in data reporting by sites. Improved accuracy of information collected. Increased compliance in administering evaluation instruments with fidelity.

A. Research Evaluation, Training, and Quality Assurance for Wraparound Maine (continued)			
Objective 4: To conduct research and provide statewide annual process and outcome reports.			
Activities	Staff	Deliverables	Results/Outcomes
<ul style="list-style-type: none"> Analysis of pertinent data collected (qualitative and quantitative). Interviews and focus groups with stakeholders. Assess feasibility and cost of implementation of the Interpersonal Support Evaluation List (ISEL). 	USM Lead: Trish Knight OCFS Project Lead: Frances Ryan	<ul style="list-style-type: none"> Annual outcome report and PowerPoint presentation. Qualitative findings report. Recommendation to OCFS on ISEL. 	<ul style="list-style-type: none"> Comprehensive analysis of outcome and process. Identification of short and long term trends. Recommendations for program enhancements.
A. Research Evaluation, Training, and Quality Assurance for Wraparound Maine (continued)			
Objective 5: To coordinate training for Wraparound Maine.			
Activities	Staff	Deliverables	Results/Outcomes
<ul style="list-style-type: none"> Coordinate Wraparound team training process. Ensure all Wraparound agencies have adequate new staff orientation prior to working with youth and families. Plan and coordinate in-service training. 	USM Lead: Cindy Pooler OCFS Project Lead: Frances Ryan	<ul style="list-style-type: none"> Assure delivery of agreed upon number of Wraparound team trainings. 	<ul style="list-style-type: none"> High fidelity Wraparound services will be sustained and improved by access to high quality training.
A. Research Evaluation, Training, and Quality Assurance for Wraparound Maine (continued)			
Objective 6: To coordinate certification and Quality Assurance for Wraparound Maine.			
Activities	Staff	Deliverables	Results/Outcomes
<ul style="list-style-type: none"> Provide credentialing support to Wraparound Maine and maintain statewide training and credentialing records. Conduct quarterly site reviews to assess delivery of high fidelity Wraparound. Site visits, coaching, and consultation. 	USM Lead: Cindy Pooler OCFS Project Lead: Frances Ryan	<ul style="list-style-type: none"> Records system for training and certification documentation. Conduct quarterly site reviews with written summary. Draft a Coaching and Credentialing Policy Guide for OCFS. 	<ul style="list-style-type: none"> High fidelity Wraparound services will be maintained and improved through a system of certification case reviews, feedback, and quality improvement of activities.

Budgeted amount for this project: \$227,437

Funding sources: Foster Care Title IV-E Administration
State Share: \$143,552
Federal Share: \$ 83,885
CFDA#: 93.658

VIII. Child Welfare & Substance Abuse Committee

University Project Administrator: Becky Harvey or designee, 626-5266, bharvey@usm.maine.edu

FTE of USM Project Staff: .4

Department Lead: Virginia Marriner (OCFS), 624-7931, Virginia.S.Marriner@maine.gov; Guy Cousins (OSA), 287-2595, Guy.Cousins@maine.gov

Goal: To increase the Department of Health and Human Services (DHHS) systemic capacity to improve permanency outcomes for children by creating an effective array of substance abuse interventions that are child welfare specific for primary caregivers affected by drugs and alcohol.

Abstract/Scope of Work: Between 50% and 80% of child abuse and neglect cases involve substance abuse. This project has established one of the nation's first statewide networks of substance abuse providers who are specifically trained to conduct assessments for child welfare cases. Currently over twenty agencies are members of the Families Affected by Substance Abuse (FASA) Network. Maine was one of the first states in the country to establish a statewide screening instrument (UNCOPE) for cases involving child abuse/neglect and substance abuse.

Objective 1: For the Child Welfare and Substance Abuse Committee to oversee the implementation of the "Families Affected by Substance Abuse" (FASA) Network and make recommendations to the Office of Substance Abuse (OSA) and the Office of Child and Family Services (OCFS) regarding its development and operation.			
Activities	Staff	Deliverables	Results/Outcomes
<ul style="list-style-type: none">The Committee will meet at least six times this project year to review the network's development and operation.	USM Lead: Becky Harvey or designee OCFS Project Leads: Jim Beougher and Guy Cousins	<ul style="list-style-type: none">The FASA Network will increase its membership to include 30 agencies and individual providers.Committee will monitor OSA communication to OCFS district management to assure that OCFS casework staff have current information for approved agencies and providers in their districts.	<ul style="list-style-type: none">Clients will have more choices of providers for assessments and there will be more geographical balance in the network.Clients will have better access to evidence-based clinical interventions.

Objective 2: To ensure that staff members of provider agencies receive training on the use of the UNCOPE, substance abuse assessments and treatment options.			
Activities	Staff	Deliverables	Results/Outcomes
<ul style="list-style-type: none"> The Committee, in conjunction with AdCare (AdCare is a Substance Abuse treatment and training agency) will develop training programs. 	See above	<ul style="list-style-type: none"> At least two trainings will be offered for clinical supervisors on how to use the UNCOPE and how to conduct substance abuse assessments. 	<ul style="list-style-type: none"> The number of individual providers and agencies that become part of the network will increase to 30 members.
Objective 3: To increase permanency outcomes in child welfare cases involving substance abuse.			
Activities	Staff	Deliverables	Results/Outcomes
<ul style="list-style-type: none"> The Committee will work with DHHS management and, if possible, the Family Treatment Drug Court system to expedite substance abuse intervention in prioritized cases within district catchment areas. 	See above	<ul style="list-style-type: none"> Work with substance abuse treatment providers to identify priority cases (e.g., substance abuse as principal barrier to family reunification) in response to specific number of priority cases identified by district offices. 	<ul style="list-style-type: none"> At least 50 difficult cases will be identified for services.
Objective 4: Assist Muskie's Child Welfare Training Institute (CWTI) and AdCare with staff development efforts related to substance abuse and to advise DHHS/Office of Child and Family Services on substance abuse related policy matters especially related to medication interventions.			
Activities	Staff	Deliverables	Results/Outcomes
<ul style="list-style-type: none"> Meet with Muskie Child Welfare Training Institute (CWTI) and AdCare staff in the development of training initiatives. 	See above	<ul style="list-style-type: none"> Review training proposal and materials to ensure best practices are being presented. Critique substance policies and issues as requested by the Office of Child and Family Services (OCFS). 	<ul style="list-style-type: none"> New OCFS caseworkers will receive training on best practices as informed by research evidence.

Budgeted amount for this project: \$51,998

Funding sources: Foster Care Title IV-E Administration

State Share: \$ 16,409 (OCFS)

State Share: \$ 25,999 (OSA)

Federal Share: \$ 9,590
CFDA#: 93.658

IX. Child Abuse/Neglect and Juvenile Justice

University Project Administrator: Chris Beerits or designee, 626-5007, cbeerits@usm.maine.edu

FTE of USM Project Staff: .25

Department Lead: Daniel Despard, 624-7950, Daniel.R.Despard@maine.gov

Goal: For the Department of Health and Human Services (DHHS) and the Department of Corrections (DOC) to collaboratively reduce the number of abused and neglected youth who are involved in the juvenile justice system by developing and implementing statewide protocols that emphasize teaming strategies, flexible funding, and evidence based services.

Abstract/Scope of Work: Eighteen juvenile offenders are currently placed in DHHS custody due to insufficient in-home services and limited availability of evidence based programs. Numerous other youth who entered foster care due to jeopardy associated with abuse and neglect have subsequently been convicted of crimes. As a collaboration strategy to reduce the number of abused and neglected children, a “Protocols Working Group” was established to develop a consistent response to assisting abused/neglected youth who are involved with the juvenile justice system. Research has consistently shown a high correlation between child abuse/neglect and juvenile delinquency. The protocols developed by the group expand on the “teaming” approach utilized in other services within DHHS and DOC. This approach is intended to maximize the use of flexible funding and offer more evidence based in-home and out-of-home services for youth and families.

Objective 1: Develop a plan for approval and implementation of proposed protocols for consistent teaming approach by OCFS/DOC.			
Activities	Staff	Deliverables	Results/Outcomes
<ul style="list-style-type: none">Develop an approval and implementation plan with OCFS, DOC, and in conjunction with the other appropriate stakeholders.	USM Lead: Chris Beerits or designee OCFS Project Lead: Jim Beougher	<ul style="list-style-type: none">An implementation strategy and plan and technical assistance for DHHS in working with DOC and other key stakeholders.	<ul style="list-style-type: none">DHHS, DOC, and the court system will be able to more effectively meet the in-home and out-of-home needs of abused/neglected youth who are involved with the juvenile justice system, as well as other youth at risk.

Objective 2: To reduce the number of at risk youth who are detained or confined in the juvenile justice system by increasing the capacity of DHHS and DOC to access resources from foundations and national organizations.			
Activities	Staff	Deliverables	Results/Outcomes
<ul style="list-style-type: none"> A strategic initiative will be developed with DHHS and DOC to secure support from foundations and national organizations to support diversion from juvenile detention or confinement. 	USM Lead: Chris Beerits or designee OCFS Project Lead: Jim Beougher	<ul style="list-style-type: none"> A strategic plan will be developed and increased resources for at risk youth will be available through on-going partnerships with two foundations and national organizations. 	<ul style="list-style-type: none"> Increased evidence-based services and resources will be available to increase the number of youth who can be served in the community.
Objective 3: To reduce the number of youth detained and confined, as well as shorter lengths of stay for those who cannot be diverted.			
Activities	Staff	Deliverables	Results/Outcomes
<ul style="list-style-type: none"> Support the “Wraparound Initiative” at Long Creek Youth Development Center. 	USM Lead: Chris Beerits or designee OCFS Project Lead: Jim Beougher	<ul style="list-style-type: none"> Work with DHHS and DOC to increase by 25% the number of youth referred for Wraparound. 	<ul style="list-style-type: none"> The number of youth that are detained and committed will be reduced.

Budgeted amount for this project: \$ 29,815

Funding sources: Foster Care Title IV-E Administration

State Share: \$ 10,997

Federal Share: \$ 18,818

CFDA#: 93.658

X. Children's Behavioral Health Initiatives

University Project Administrator: Tracey Meagher, 626-5262, tmeagher@usm.maine.edu

FTE of USM Project Staff: 1.15

Department Lead: Joan Smyrski, 624-7960, Joan.Smyrski@maine.gov

Goal: Enhance the efficiency and effectiveness of behavioral health services for children as outlined in the state Medicaid plan by increasing the systemic capacity of the Children's Behavioral Health Services (CBHS) Division to improve behavioral health outcomes for children and youth. This will be accomplished through the provision of applied research, technical assistance, policy analysis, and workforce development.

Abstract/Scope of Work: The Muskie School of Public Service will provide workforce development to a range of initiatives that improve the state's Medicaid services as outlined in Chapter II of the MaineCare Benefits Manual, Sections 13.12, 28, 65, and 97. A penetration rate of 95.75% was used in the budget for this project based on information provided by the Maine Department of Health and Human Services.

Objective 1: Develop and coordinate professional development activities for OCFS staff related to children's behavioral health issues per Sections 13.12, 28, 65, and 97 of the MaineCare Benefits Manual.			
Activities	Staff	Deliverables	Results/Outcomes
<ul style="list-style-type: none">• Administer CBHS workshop allocation fund for staff training opportunities external to DHHS.• Administer "Other Qualified Mental Health Professional-Private Non-Medical Institution" (OQMHP-PNMI) certifications for contracted providers. Develop and coordinate specialized training opportunities for CBHS staff, including contracting with presenters.	USM Lead: Tracey Meagher OCFS Lead: Joan Smyrski	<ul style="list-style-type: none">• Administer workshop funding and associated registrations for CBHS staff up to a designated dollar amount per fiscal year.• Monthly reports on workshop allocation fund expenditures.• Process "Other Qualified Mental Health Professional-Private Non-Medical Institution" (OQMHP-PNMI) applications and issue certificates and denials as required by Section 97 of the MaineCare Benefits Manual.	<ul style="list-style-type: none">• CBHS staff will increase their knowledge and skills relevant to the key functions of their job.• Contracted providers in children's PNMI facilities will receive OQMHP certification as required by Section 97 of the MaineCare Benefits Manual.

		<ul style="list-style-type: none"> • Maintain database and records for OQMHP-PNMI certifications. • Develop one or more additional specialized training opportunities for CBHS staff as demand and budget dictate. 	
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Budgeted amount for this project: \$155,552

Funding sources: Medicaid

State Share: \$ 57,456

Federal Share: \$ 98,096

CFDA#: 93.779

XI. Children's Transportation

University Project Administrator: Tracey Meagher, 626-5262, tmeagher@usm.maine.edu

FTE of USM Project Staff: .05

Department Lead: Christa Elwell, 624-7921, Christa.Elwell@maine.gov

Goal: The activities under this project ensure that drivers transporting children in the custody of DHHS to appointments for medical and behavioral health services have information on early childhood development and communication, the dynamics of child abuse, transportation safety, and OCFS policies regarding transportation. Transportation services are covered under Ch. II, Section 113 of the MaineCare Benefits Manual. This project was developed in response to problematic interactions between untrained drivers and abused/neglected children being transported to services.

Abstract/Scope of Work: Activities required to support mandatory training for all drivers transporting children in the care and custody of DHHS, as well as mandatory training and refresher training for the trainers of those drivers.

Objective 1: To provide initial training in the Children's Transportation Curriculum to all new drivers who transport children via OCFS contracted agencies and to provide refresher training every three years to current drivers. Purpose of training and associated activities is to improve the competence of staff that provide services outlined in Ch. II Section 113 of the MaineCare Benefits Manual.			
Activities	Staff	Deliverables	Results/Outcomes
<ul style="list-style-type: none">Review and update existing Children's Transportation curriculum.Monitor and modify as needed the on-line training of trainers (TOT) curriculum.Assist transportation agencies in coordinating driver training.Organize and manage a revitalized pool of contract trainers.Development and delivery of annual TOT workshop.	<p>USM Lead: Tracey Meagher</p> <p>OCFS Project Lead: Christa Elwell</p>	<ul style="list-style-type: none">Updated curriculum reflecting relevant policies, laws and contract requirements.Children's Transportation TOT curriculum available to support needs of contracted trainers.Maintain database for tracking delivery of training to trainers.Transportation agencies will have access to pool of trainers to meet their training needs.Development and delivery of annual TOT workshop (up to two days training) to make available to transportation	<ul style="list-style-type: none">All drivers who transport children in OCFS custody will have a basic understanding of OCFS policy related to transporting children in DHHS Custody.Drivers will gain an awareness of early childhood development and communication, the dynamics of child abuse, including signs and symptoms of abuse as well as their role as mandated reporters, and transportation safety.Trainers who have been previously trained will receive necessary updates

		agencies subject matter expertise to support their training of the DHHS, Child Development and Communication modules.	<p>and policy information in a way that will minimize their time away from the job and maximize their productivity.</p> <ul style="list-style-type: none"> • New trainers will be able to understand the dynamics of adult education and training techniques, as well as receive information on the curriculum content, in a way that will minimize their time away from the job and maximize their productivity.
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Budgeted amount for this project: \$ 13,487

Funding sources: Medicaid

State Share: \$ 4,603

Federal Share: \$ 8,884

CFDA#: 93.779

Budget

[format TBA, include budget summary and totals for entire Cooperative Agreement. Specific project amounts to be listed in narrative.]