Application for Funding:

- Stephanie Tubbs Jones Child Welfare Services (CWS) Title IV-B of the Social Security Act, Subpart 1

- Promoting Safe and Stable Families (PSSF) Title IV-B of the Social Security Act, Subpart 2

- John H. Chafee Foster Care Program for Successful Transition to Adulthood (the Chafee
Program)\(^1\) and Education and Training Vouchers (ETV) Programs

\(^1\) The Family First Prevention Services Act (FFPSA) amended section 477 of the Social Security Act by changing the name of the John H. Chafee Foster Care Independence Program (CFCIP) to the John H. Chafee Foster Care Program for Successful Transition to Adulthood (the Chafee Program).
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Overview
In New York State (NYS), services are locally administered through county youth bureaus and 58 local departments of social services (LDSSs), including the five boroughs of New York City (NYC) and the St. Regis Mohawk Tribe (hereinafter included in the term LDSS), and county youth bureaus. State dollars are allocated to fund services at the community level. A framework of regulation, policy and procedures is established by the New York State Office of Children and Family Services (OCFS) and operationalized by the LDSSs. While OCFS has responsibility for direct oversight of some services and program development, the daily responsibility to serve clients accessing the various services available within the social services environment rests with the LDSSs. Approximately one-third of NYS’s LDSSs are considered rural. OCFS works with these LDSSs to fund and provide services and programs to address the special needs that have been identified of these rural populations.

Planning in NYS continues to be a joint activity, with the focus of activity occurring in the LDSSs and youth bureaus. OCFS’s role is to provide guidance to assist LDSS’s planning efforts, including youth bureau involvement, to reflect the goals and performance targets established. In partnership with LDSSs, NYS continues in the direction of achieving the various outcomes established within the Child and Family Services Plan (CFSP). This partnership between the LDSSs, youth bureaus, stakeholders, OCFS and other state agencies is critical to the achievement of outcomes noted in the CFSP.

Described initiatives and activities in this document include those supported with federal Child Welfare Services funds (Title IV-B, subpart 1, the Stephanie Tubbs Jones Child Welfare Services Program); federal Child Abuse Prevention and Treatment Act funds (CAPTA); federal Title IV-E funds, including the application for and other information regarding the John H. Chafee Foster Care Program for Successful Transition to Adulthood (the Chafee Program); Runaway Homeless Youth Act; Child Care Development Fund; and other state and federal sources. Title IV-B, subpart 2 funds, Promoting Safe and Stable Families, for providing service delivery of family preservation, community-based family support, family reunification and adoption promotion and support, as well as planning and service coordination, were requested and received by NYS. The state supports various programs such as Healthy Families New York, post-adoption services, kinship programs, safe sleep efforts, and primary prevention programs with other federal and state funds that fall under these categories. This CFSP is further evidence that NYS will take every opportunity to explore whether the state is eligible to receive such funds.

The CFSP and subsequent Annual Progress and Services Reports (APSR) are made available to: LDSSs; state agencies involved in major joint projects with OCFS; and New York State Indian tribes. OCFS will provide specific notification to related providers on the availability of the APSR. The public will have access to these documents through LDSSs. The CFSPs and APSRs are made available to all stakeholders by accessing the OCFS website here: http://ocfs.ny.gov/main/sppd/state_plans.asp
Annual Progress and Services Report (APSР)

This Final Report is the fifth update to the 2015-2019 Child and Family Services Plan (CFSP) submitted on June 30, 2014.

Child and Family Services Plans (CFSP) – (State)

This 2020-2024 CFSP is the new five-year NYS Title IV-B plan.

Child and Family Services Plans – Counties (County Plans)

All LDSSs in the state are required to submit a single county plan from LDSS and county Youth Bureaus. LDSSs submitted a new multi-year plan that went into effect on April 1, 2018. LDSSs are then required to submit Annual Plan Updates (APU) through 2023. OCFS reviews and approves the plans, and in conjunction with the New York State Division of Criminal Justice Services (DCJS), the Office of Probation and Correctional Alternatives (OPCA) approves the Person in Need of Supervision (PINS) Diversion Services Plans.

OCFS facilitates a five-year, county-level Child and Family Services Planning process. County Child and Family Services Plans include information around Outcomes for Children and Families in the following areas:

- Safety of Children
- Prevention of Abuse and/or Foster Care Placements
- Permanency for Children in Foster Care
- Well-being of Adults
- Safety and Well-being of Youth and Young Adults

County plans provide technical information related to the following:

- Child Care
- PINS Diversion (co-approved by OCFS and New York State Division of Criminal Justice Services (DCJS), Office of Probation and Correctional Alternatives (OPCA)
- Domestic Violence

The plans and the annual plan updates are reviewed and approved by the individual program areas. The safety, permanency and prevention components are reviewed to confirm that the county plan is complete, signatures are included, appropriate interagency consultations have been held, and that the strategies listed are aimed at addressing the identified underlying factors affecting the outcomes of safety, permanency and well-being. The OCFS Policy, 18-OCFS-LCM-03 Guidelines for Preparing the Child and Family Services Plan, was released by OCFS to LDSSs in January 2018.

OCFS Accomplishments for Planning Years 2015 - 2019:
OCFS realigned the county Child and Family Services Plan (or county plan) from a program area focused to an outcome focused plan. OCFS designed the format for the Strategic Planning Sections of the county plan around the outcomes in the Child Welfare Practice Model and the measurable indicators from the Child and Family Services Review.

Utilized the CQI cycle as a structure for LDSS to strategically identify key underlying factors related to performance, targeted strategies, and indicators of success.

OCFS, in partnership with Public Catalyst, provided technical support for the development of the Safety, Permanency, Prevention, and Youth and Young Adult sections of the plan to LDSS through six (6) content-focused webinars as well two data utilization webinars.

Developed child-level data files for each LDSS and provided a guided, diagnostic process to analyze the data.

Provided 1:1 support to LDSS as needed in the form of “Office Hours.”

OCFS began identifying trends in underlying factors and strategies that will inform the monitoring phase of the CQI process, as well as begin to inform practices that show promise that OCFS may want to evaluate or build upon, regionally, and ultimately statewide.

Participated in the governor’s Lean initiative and streamlined the Plan’s state review process.

OCFS, in partnership with PDP, developed a web-based platform for the submission and review of the county plans in line with the outcomes of the Lean process.

Throughout 2017, OCFS partnered with counties to implement a data-driven CQI process to improve performance on the federal outcome measures (CFSR). This CQI process was supported through a year-long process that included on-site training, webinars, county-specific data, and draft submissions of the County Plan. The draft submissions included:

- an explanation of factors that have the greatest impact on their child welfare measures;
- a listing of strategies and activities that are intended to directly impact those factors; and
- measures that may be used to assess if the strategies are making a positive difference.

Created, a web-based County Plan system in preparation for the 2018 county Child and Family Services Plan. This system creates an improved user interface that will streamline the statewide County Plan review and approval process. The resulting county CFSP will serve as each LDSS’s Program Improvement Plan (PIP).

Child and Family Services Review (CFSR)

On December 27, 2016, OCFS received the findings from the Child and Family Services Review that was conducted the week of June 13, 2016. In the 2016 Round 3 CFSR, New York was found
to not be in substantial conformity with six (6) of the seven (7) child and family outcomes and six (6) of the seven (7) systemic factors, and was required to complete a PIP, which has been submitted and approved by Administration for Children & Families (ACF) as noted in the PIP section below. These findings are noted in the Assessment of Performance section in this APSR.

OCFS is and will be conducting follow-up case record reviews in the first six (6) months of 2019, in the 11 counties that the baseline case record review was completed. Regional Offices have been reviewing cases on a quarterly basis in those 11 counties using the Onsite Review Instrument and Instructions (OSRI) tool. Feedback has been provided and where necessary technical assistance was provided with the goal of improving casework practice.

**Performance Improvement Plan**

OCFS reached out to our LDSSs, Volunteer Authorized Agencies (Vas), the St. Regis Mohawk Tribe, the Office of Court Administration and other key state stakeholders to assist in developing our Statewide Assessment and the Program Improvement Plan. This collaboration focused on the assessment of the review findings; identification of the factors contributing to our performance or report findings; identification of current initiatives upon which to build; and identification of data by which improved performance is measured.

OCFS and our multiple stakeholder partners have commenced many initiatives that align with the state’s overall improvement goals. Not all work done by OCFS or the LDSSs will be captured in this PIP, this PIP will intentionally focus on improving performance in key areas. With OCFS providing CFSR data to each county, and working with them on the development of their five-year county plan each LDSS will be expected to improve their outcomes. Each plan will include strategies that align with the New York State Child Welfare Practice Model as well as local strategies for improvement. The county planning process highlighted in this APSR has been detailed in the Continuous Quality Improvement section of the PIP.

New York State originally submitted its Performance Improvement Plan (PIP) as part of the CFSR on March 27, 2017. Subsequently, revisions were required and the PIP was resubmitted to the ACF regional office on September 28, 2017; again, on January 8, 2018; and most recently on March 27, 2018. OCFS received approval of the PIP on May 3, 2018.


OCFS met with ACF on January 9, 2019, to review NYS progress on implementing the activities and strategies noted in the PIP. Further calls with ACF have taken place to clarify what additional information is needed for NYS submission of subsequent PIP reports.

**Title IV-E Plan**
NYS submitted a Comprehensive Title IV-E State Plan in accordance with ACYF-CB-PI-13-05, issued April 17, 2013. On September 3, 2013, NYS submitted a plan amendment documenting procedures for the transfer of responsibility for the placement and care of children under a State Title IV-E program to a Tribal title IV-E agency or an Indian Tribe with a Title IV-E agreement. The Department of Health and Human Services (DHHS), Administration for Children and Families approved the amended plan with an effective date of July 1, 2013.

As a result of the Preventing Sex Trafficking and Strengthening Families Act of 2014 (Public Law (P.L.) 113-183), and as required by ACYF-CB-PI-14-06, NYS submitted a Title IV-E State Plan Amendment (Submittal 15-01) on January 20, 2015. DHHS approved NYS’s plan amendment with an effective date of January 1, 2015.

On September 29, 2015, NYS submitted a revised Title IV-E Plan Amendment (Submittal 15-03) with additional supporting regulatory amendments submitted on January 21, 2016, to address section 475(5)(C)(iv) of the Social Security Act. This revised Plan addressed the requirement in the case plan to include health and education records of the child, including the most recent information available regarding records of immunizations. DHHS approved the plan amendment effective July 1, 2015.

On December 11, 2017, OCFS submitted a Title IV-E State Plan amendment for sections 473(d)(3)(A), (B) & (C) relating to the guardianship assistance program to the Children’s Bureau for review and approval. NYS amended the NYS Social Services Law §458-a, as enacted by Chapter 384 of the Laws of 2017, to expand its definition of prospective relative guardian. DHHS approved the plan amendment January 11, 2018.

The enactment of the Family First Prevention Services Act (FFPSA) included in the Bipartisan Budget Bill of 2018 (P.L. 115-123) was signed into law on February 9, 2018. Subsequently, federal guidance was released to states and tribes on July 9, 2018, with ACYF-CB-PI-18-07. The Program Instruction to states provided instructions and highlighted requirements for Title IV-E due to the FFPSA, and provided a new Title IV-E Plan Pre-Print to meet certain provisions as a result of changes to Titles IV-B and IV-E respectively, beginning January 1, 2018 and later. States were offered the opportunity to submit either comprehensive plan submissions or subsequent plan amendments to meet these new requirements.

On August 8, 2018, NYS submitted the first of these amendments with the NYS Title IV-E Plan Amendment Pre-Print (Submittal 18-05), along with a Certification of Required Legislation (Attachment B) to DHHS Children’s Bureau. This plan amendment addresses the delay of adoption assistance phase-ininin of applicable child requirements and the proof of foster care.

On September 28, 2018, NYS submitted a second amendment with the NYS Title IV-E Plan Amendment (Submittal 18-06) which addresses Foster Care Maintenance Payments for a child placed with a parent in a licensed residential family-based treatment facility and requirements for Criminal Record and Registry Checks for adults working in child care institutions. Currently, NYS is not planning to claim Title IV-E funding for residential family-based treatment facilities for substance abuse. NYS submitted a certification due to legislative need via Attachment B on August 8, 2018, as it relates to criminal record checks for adults working in child care institutions.
On February 1, 2019, ACF approved NYS’s Title IV-E Plan Amendments. The plan amendments submitted on August 8, 2018, have an effective date of July 1, 2018. The amendment submitted on September 28, 2018, has an effective date of October 1, 2018.

Delays Approved by ACF:

New York submitted Attachment B to ACYF-CB-PI-18-07 on August 8, 2018, requesting a legislative delay to implement the following provisions of law:

- 471(a)(20)(D) of the Act, addressing criminal record and child abuse and neglect registry checks for adults working in child-care institution
- 471(a)(36) of the Act, relating to model licensing standards for foster family homes

The delayed effective date for these provisions is April 1, 2020.

New York submitted Attachment C to ACYF-CB-PI-18-07 on November 7, 2018, requesting a delay in implementing the following provisions:

- Section 471(a)(37) of the Act providing a certification on preventing increases to the juvenile justice population;
- Section 472(k) of the Act addressing limitations on title IV-E Foster Care maintenance payments for placements that are not foster family homes
- Section 472(c) of the Act addressing the definition of foster family homes
- Section 475A(c) of the Act addressing qualified residential treatment program (QRTP) placements.

The delayed effective date for these provisions is September 29, 2021.

Title IV-E Foster Care Eligibility Review (FCER)

In January of 2018, NYS was found to be in substantial compliance with federal Title IV-E child and provider eligibility requirements by the federal Administration for Children and Families. This determination was based on the subsequent primary Title IV-E Foster Care Eligibility Review (FCER), completed by OCFS in Rensselaer during the week of September 17 – September 21, 2018.

NYS passed this FCER with ACF findings of two (2) error cases and seven (7) cases with improper payments. ACF commended NYS for its continued efforts on improvements to court orders that contain detailed child-specific information and for ensuring that judicial expectations are timely when determining actions to achieve the desired permanency outcomes. These improvements could not have occurred without the hard work and diligence of the LDSSs, Family Courts, voluntary authorized agencies, and other local and state partners over the last three (3) years.

The review results demonstrate how important it is for NYS stakeholders to continue to work together and focus our efforts on improving Title IV-E compliance and case documentation.
Continuous improvement is critical if we are to be ready for the next FCER scheduled for September of 2021.

**Title IV-E Waiver Overview Update:**

The implementation of the ABC Model and Cognitive Behavioral Therapy (CBT)+ directly aligns with the Child Welfare Practice Model as it relates to the Permanency Outcomes. These two (2) strategies support the child welfare practices of engaging families and strengthening caregiver capacity to protect and provide services and supports for children. The ABC Model (A: Activating Events, B: Beliefs, C: Consequences) is aimed at enhancing safe out-of-home placements and rapid permanency. CBT+, including Trauma-Focused Cognitive Behavioral Therapy, is an evidenced-based intervention that supports the child welfare practice of being trauma informed.

The use of the Child and Adolescent Needs and Strengths (CANS) (a validated assessment tool) in the Title-IV-E waiver supports the addressing of individual needs through comprehensive assessments.

In 2018, OCFS submitted a request to extend the Title IV-E Waiver to September 30, 2019. The request was approved by ACF. OCFS continues to work with NYC ACS in the implementation of the two (2) evidenced-based strategies listed above, as well the CANS assessment tool. A copy of the most recent *Child Welfare Demonstration Semi-Annual Report* (July 16, 2018) is attached as Appendix H.

*For further information please see Appendix H.*

**AFCARS**

*Adoption and Foster Care Analysis and Reporting System (AFCARS) 1.0*

In accordance with OCFS’s AFCARS Performance Improvement Plan (PIP), the OCFS Bureau of Research, Evaluation and Performance Analytics (BREPA) continues to make improvements to the system extraction and coding rules that serve as the foundation for the AFCARS data submissions. System changes completed during the current period include adding a drop-down to capture children that have been in care for less than twenty-four (24) hours, and capturing children in respite care that comply with Title IV-E reporting requirements.

*Adoption and Foster Care Analysis and Reporting System (AFCARS) 2.0*

In December 2016, new regulations governing the submission of AFCARS data were published in the federal register. The new regulations greatly expand the number of data elements required to be collected and give states, until October 1, 2019, (two (2) years) to add these elements to their AFCARS work.

In response to this mandate, OCFS’s BREPA convened the AFCARS 2.0 work group in January 2017. The work group is composed of representatives from multiple areas within OCFS, including: Division of Child Welfare and Community Services, Native American Services, Adoption Services, Bureau of Policy Analysis, Division of Legal Affairs, Bureau of Finance Operations, and BREPA,
as well as our sister agency, the New York State Office of Information Technology Services (OITS).

The group met on a regular basis throughout 2017 to evaluate gap(s) between the new federal requirements and existing system capacity/practice, and to formulate recommendations and timelines for addressing said gaps. This analysis was completed in the fall of 2017, at which point work shifted toward developing the business rules and system specifications for recommended system changes. To date, specifications related to certain demographics (e.g., race/ethnicity, tribal affiliation, sexual orientation, parenting and marital status, etc.) have been articulated and approved for development.

On April 18, 2019, ACF published a Notice of Proposed Rulemaking (NPRM) for AFCARS. BREPA is reviewing the NPRM to see what changes have been made and to determine what changes will be needed to meet compliance. A new planning workgroup will be convened following review and after the final rule is published.

Activities Related to Changes in Federal or State Laws or Regulations

Family First Prevention Services Act (FFPSA) Overview

The Family First Prevention Services Act (FFPSA), was enacted as part of the federal Bipartisan Budget Act of 2018 (P.L. 115-123) on February 9, 2018. FFPSA reforms federal financing to prioritize family based foster care over residential care by limiting federal reimbursement for certain residential placements. The law permits states to use title IV-E funds for evidence based prevention services for families at risk of entering the child welfare system. In addition, FFPSA provides new federal funding opportunities for kinship navigator programs.

OCFS has embarked on a broad stakeholder engagement strategy to hear concerns, respond to questions and develop tools to aid in the response to FFPSA. This strategy is geared toward developing a thoughtful and comprehensive implementation approach that best positions New York State for success. Some of the recent and upcoming activities include the following:

- Convening of the Statewide Implementation Team (SIT) for three (3) all-day strategy meetings
- Statewide webinars and presentations to provide an overview of FFPSA
- State changes to policies and procedures to comply with FFPSA provisions
- Developing a workbook, based on the guidance of the SIT, to guide FFPSA compliance at the local level regarding family-based placements and congregate care

In order to meet various provisions of FFPSA, OCFS has published several policy directives, including:

- 18-OCFS-INF-06 presents an overview of FFPSA requirements. This Informational Letter (INF) includes a one-page summary of the law’s provisions and a 10-year timeline of key actions.
• 18-OCFS-ADM-16 provides direction to meet the FFPSA mandate of providing foster care placement verification to youth eighteen (18) years of age or older exiting in foster care.
• 18-OCFS-ADM-17 establishes procedures for electronic submission of all requests for placements through the Interstate Compact on the Placement of Children (ICPS).

OCFS is providing real time updates on NYS’s progress on Family First Readiness via OCFS’s Family First specific webpage (ocfs.ny.gov/FamilyFirst). OCFS is committed to regular communication with various LDSS, VA and key partners through a 12-month webinar series, which began in March 2019.

**Family First Transition Fund**

New York State is the first in the nation to launch a Family First Transition Fund. On April 12, 2019, Governor Andrew M. Cuomo signed legislation that established the Family First Transition Fund to help LDSSs support, recruit and retain current and prospective foster families, including kinship caregivers (Chapter 53 of the Laws of 2019). Kinship caregivers include both approved foster homes and certified foster homes where the foster parent is a relative, or is a non-relative with a positive relationship to the child or child’s family (i.e., godparent, neighbor, family friend). The intent of this fund is to produce sustained systemic improvements that encourage the least restrictive setting for children in foster care. Guidance to the counties was issued in 19-OCFS-LCM-09 to provide county-specific funding levels and requirements for the use of the funding.

**Criminal History Background Checks**

FFPSA mandates that states conduct background checks on any individual working in a group care setting, regardless of their contact with children. Under Governor Cuomo’s leadership, the state budget legislation passed by the legislature addresses these new federal requirements by expanding background checks to comply with FFPSA.
1. General Information

OCFS serves as the Title IV-B Agency for NYS. OCFS is dedicated to improving the integration of services for New York’s children, youth, families and vulnerable populations; to promoting their development; and to protecting them from violence, neglect, abuse and abandonment. The agency provides a system of family support, juvenile justice, child care and child welfare services that promote the safety and well-being of children and adults.

OCFS is responsible for programs and services involving foster care, adoption and adoption assistance, child protective services including operating the Statewide Central Register for Child
Abuse and Maltreatment, preventive services for children and families, and protective programs for vulnerable adults. OCFS is responsible for the functions performed by the State Commission for the Blind (NYSCB) and coordinates state government response to the needs of Native Americans on reservations and in communities.

OCFS provides oversight and monitoring of regulated child care (family day care, group family day care, school-age child care and day care centers outside of New York City), legally exempt child care, child care subsidies, child care resource and referrals, Empire State and the Advantage After-School Programs, and provides services and programs for infants, toddlers, preschoolers, and school-age children and their families.

The Executive Office of OCFS, encompassing the Office of the Commissioner, the Office of the Executive Deputy Commissioner, the New York City Executive Office, the Office of the Ombudsman, the Office of Equal Opportunity and Diversity Development, and Executive Services, provides overall leadership, management, coordination, and administration of agency operation and mission-driven priorities.

OCFS responsibilities are divided into two (2) main areas: program and support. The program divisions/offices include: Division of Child Care Services (DCCS), Division of Child Welfare and Community Services (CWCS), Division of Youth Development and Partnerships for Success (YDAPS), Division of Juvenile Justice and Opportunities for Youth (DJJOY), and the New York State Commission for the Blind (NYSCB). The support divisions/offices include: Division of Administration (Admin), Division of Legal Affairs (Legal), Office of Communications (Communications), Office of Strategic Planning and Policy Development (SPPD), and the Office of Special Investigations (SIU).

OCFS is responsible for all elements of state-operated juvenile justice programs, including administering and managing residential facilities, and a reception center for male and female adolescents that are adjudicated as juvenile delinquents by Family Courts.

OCFS operates 13 juvenile justice facilities, for youth placed in the custody of the OCFS commissioner. There are 12 Community Multi-Services Offices (CMSO) and three (3) satellite offices statewide, that are responsible for the provision of services to the youth and his/her family from day one (1) of OCFS placement. OCFS staff works with local detention and community providers including LDSSs, probation, parole, mental health, schools, and others to implement DJJOY initiatives at the county and regional level.

OCFS maintains regional offices in Buffalo, Rochester, Syracuse, Albany, Spring Valley, and NYC to support LDSSs, agency programs and partnerships with stakeholders and providers.

Mission Statement
The Office of Children and Family Services serves New York State by promoting the safety, permanency and well-being of our children, families and communities. OCFS achieves results by setting and enforcing policies, building partnerships, and providing funding and quality services.

**Collaboration**

The creation of OCFS was accompanied by a statutorily created Children and Family Services Advisory Board comprised of 24 members. The board’s purpose is to help OCFS construct a better system of services for NYS’ children, families and individuals. The governor appoints 12 members and the State Senate and Assembly appoint six each. Its duties broadly include consideration of matters relating to the improvement of children and family services, review of proposed rules and regulations of the OCFS prior to their adoption, advocacy for OCFS programs, and liaison with local stakeholders.

OCFS seeks the input of its partners in the LDSSs, youth bureaus and VAs using a variety of methods as OCFS works to address safety, permanency, and well-being for the children, youth, and families of NYS. Communication occurs through state level associations - the New York Public Welfare Association (NYPWA), the Council of Family and Child Caring Agencies (COFCCA), the Empire State Coalition of Youth and Family Services (Empire State Coalition), the New York State Juvenile Police Officers Association (NYSJPOA), Foster and Adoptive Parent organizations and the Association of New York State Youth Bureaus (NYSAYB). OCFS staff participates in association meetings and conferences, and frequently communicate with individual members of sub-groups as needed and appropriate.

The OCFS Native American Services (NAS) unit actively interacts with the Indian Tribes/Nations to offer general forums for discussion of issues, to address specific child/family circumstances, and to consult with the Tribal/Nation communities. Quarterly meetings with Tribal representatives provide the opportunity for ongoing dialogue. NAS is active in supporting and sharing feedback from the Tribes/Nations and for facilitating meetings for direct feedback to the OCFS home office.

OCFS is committed to hearing the voice of youth impacted by service systems. To that end, OCFS developed a Youth Advisory Board in 2017. This board is comprised of up to 15 youth between the ages of 18-24 who have experienced being in foster care. These youth were recruited from LDSSs and VAs, after having applied for the position, chosen by OCFS staff and approved by the OCFS’s commissioner. Youth are compensated for their time, are given work assignments and contribute actively to OCFS policy and programmatic decisions. The board members have two-year appointments.

OCFS meets frequently with the New York State Office of Court Administration (OCA) on several levels. There is the OCFS/OCA Leadership Team, which consists of high level staff from OCA and OCFS; Specifically, from OCA are: The Deputy Chief Administrative Judge for outside of New York City, the Administrative Judge for NYC, several Family Court Judges, and the coordinator for the Court Improvement Project. Attending from OCFS are the acting commissioner, the deputy
commissioner for the Division of Child Welfare and Community Service, the deputy commissioner for the Division of Youth Development and Partnerships for Success, the deputy counsel for the Division of Legal Affairs, the associate commissioner for the Office of Prevention, Permanency and Program Support, the associate counsel for the Office of Legislation and Special Projects, and the assistant commissioner for the Office of Regional Operations and Practice Improvement. This group oversees the implementation of NYS’s collaborative efforts to improve safety, permanency, and well-being at the state level and at the local level through the work of county multidisciplinary collaboration teams in the 21 counties with the highest foster care populations. The OCFS/OCA Leadership Team contributes to improved child safety, permanency and well-being by identifying systemic obstacles to improving child welfare outcomes and engaging in joint planning to address these concerns. A major achievement of the team was OCA’s decision in 2010 to begin sharing the court’s child welfare data with OCFS. The leadership team’s system analysis and decision-making is now based on data from both systems. The members of this team bring an historical perspective to the understanding of past policy decisions by each system. Team members attend national convening’s bringing a national perspective to the work. Finally, by working together over time team members have developed good relationships, there is greater freedom to pick up the phone or send an email to solve problems or answer questions quickly and directly.

The second level of the collaboration with OCA is the Statewide Multidisciplinary Child Welfare Work-group. This work group consists of representatives from OCA, OCFS, the New York State Office of Alcoholism and Substance Abuse Services, selected LDSS commissioners or their designees, Family Court judges, court attorney referee, attorneys for the parents, attorneys for children, executive directors of foster care agencies, county attorneys, a physician, and coordinators from the counties with the highest foster care populations. Work group members are selected based on their reputation for excellent work and depth of knowledge. The group operates as a “think tank” and strategic planning body, providing information to the Leadership team, as well as to the local collaborative teams, pertaining to improving collaboration between Family Court, LDSSs, attorneys for children and parents, and other stakeholders. The work-group identifies systemic issues that need to be resolved at the leadership level and programmatic issues that need to be resolved at the local level. Training and technical assistance to the local collaborations is arranged by the work-group.

The workgroup developed a logic model that identified system gaps. These gaps became the focus of team meetings: inclusive of trauma and its impact on childrearing; the need for trauma informed lawyers, judges, and caseworkers; misunderstanding about the roles and responsibilities of the players in child welfare proceedings; and the need for stakeholders to better understand child safety structured decision-making. Trainings on these topics were developed and are being provided to selected counties.

The third level of collaboration with OCA is the Regional Collaborative Work, which groups representatives regionally from county collaborative teams, composed of administrators and staff from LDSSs, Family Court judges, attorneys for children and parents, and any other local stakeholders. Training is offered at the regional level and includes opportunities for networking
with peers from nearby counties. Regional collaborative meetings allow county teams to learn from each other and share successes and challenges. The Regional collaborative meetings/events are supported by OCFS and OCA staff relative to training, data, and technical assistance.

**Examples of other ongoing collaborations**

OCFS continues the practice of involving both agency staff and state stakeholders in discussions regarding the delivery of services to children, youth and families.

The collaborative efforts noted below and on the following pages describe several coordination and service integration efforts that provide excellent opportunities for consultation, discussion, and input from various agencies and constituencies regarding a wide array of services to children, youth and families. The various groups, depending upon their charge, are comprised of representatives from state and local, public, and private entities.

**Accomplishments for 2015-2019:**

Since December 2007, a meeting of state agency commissioners (or their designee(s)) serving children is held to discuss the need for cross system collaborations for children with service needs that involve more than one (1) service delivery system. Commissioners from the following agencies attend: OCFS, the Office of Mental Health (OMH), the Division of Criminal Justice Services (DCJS) Office of Probation and Correctional Alternatives (OPCA), the Office for People With Developmental Disabilities (OPWDD), the Office of Alcoholism and Substance Abuse Services (OASAS), the Department of Health (DOH), the Division of Criminal Justice Services' (DCJS), Office of Probation and Correctional Alternatives (OPCA), and the State Education Department (SED). The commissioners meet quarterly to continue the discussion and to develop and implement joint solutions to improve the lives of children, youth, and families. One accomplishment of this process is the Regional Interagency Technical Assistance Teams (RTATs). RTATs are teams that are comprised of representatives from many different systems and are crucial to NYS’ cross-systems work. Currently, there are five RTATs in New York State in the regions of Central New York, Hudson River, Long Island, NYC, and Western New York.

Examples of collaborations with sister state agencies and/or LDSSs include:

**Office of Court Administration (OCA)**

The Statewide Multidisciplinary Child Welfare Team met twice in 2018. The OCFS/OCA Leadership Team met twice, and participated in multiple conference calls. OCFS met with the supervising judges to update them on OCFS permanency initiatives. OCFS/OCA staff frequently work together on a weekly, sometimes daily basis regarding issues involving the intersection between child welfare and the court system, local county court improvement collaboratives, data sharing and other issues.
**NYS Partnership for Youth Justice**

OCFS collaborates with OCA and OCFS’s sister agency, Division of Criminal Justice Services, as the chairs of the NYS Partnership for Youth Justice (PYJ), which includes the NYS Office of Mental Health and the State Education Department as well as representatives from local counties. The PYJ focuses on overall continued reform and improvement of outcomes for youth and families involved in the juvenile or criminal justice systems. The partnership meets quarterly to identify areas for further reform.

**Statewide System Improvement Program**

NYS was granted a continuation of the Statewide System Reform Program that was changed federally to the Statewide System Improvement Program. NYS is continuing its Statewide System Improvement Program, otherwise known in NYS as the Better for Families program (BFF), which is designed to support a coordinated response from child welfare, family court and the chemical dependency system. The BFF program targets early intervention and identification of families entering into the child welfare system and substance use disorders. The use of an identification tool was deployed to refer families for a substance use disorder assessment. The BFF program recognizes the difficult challenges of assisting families suffering from substance use disorders and the need to achieve timely permanency for children removed to foster care.

Staff from the OCA, OCFS, and OASAS continue to collaborate on the Statewide System Improvement Program measures and grant compliance. OCA, OCFS and OASAS staff collaborate closely on the BFF program by improving the identification and referral of families from child welfare affected by substance use as reported through child protective services, continuing with the implementation of evidenced based services for families in the child welfare system and refining the infusion of principles of the Family Treatment Courts into all Family Courts.

The New York Statewide System Improvement Program seeks to increase the number of child welfare system-involved families who can be supported by the best practices of family treatment courts to promote adult recovery while simultaneously achieving safe and timely child permanency. The work of the eight (8) pilot counties is ongoing. Local districts participating in the pilot use a screening tool called the UNCOPE+, which aids in the early identification of child welfare families who have chemical dependency issues; it refers them to appropriate substance abuse assessment and treatment programs and offers additional training. These cases are monitored through Family Court to reduce the amount of time children spend in foster care. The data from the pilot counties is continually assessed to identify and address areas that need more training or support. To date, areas where more training was critical, include trainings on Motivational Interviewing, refining the use of the UNCOPE+, and supervisor coaching, were provided in 2018 to participating LDSSs.
Collaboration with the NYS Department of Health (DOH) continues to promote child safety and well-being. In 2017, OCFS continued its efforts to improve infant safe sleep practices and reduce the number of child fatalities due to unsafe sleep by providing free cribs to low income families in need. A total of 1,111 cribs were distributed to LDSSs and select community-based organizations that provide home visiting and/or parenting programs. LDSSs and VAs requested these cribs on behalf of families who needed them to keep their babies safe. Over the past five (5) years, OCFS has given away nearly 6,670 cribs to families in need in New York State. In an ongoing effort to enhance public education around critical child safety issues, OCFS has distributed publications and videos to LDSSs, health agencies, VAs and community programs. Materials include: tip sheets, brochures, magnets and other items with information about safe sleep environments, coping with crying and additional topics. Helpful Tips to Keep Your Baby Safe are posted on the OCFS website and are available in six (6) languages. Other materials OCFS developed include Personalized Safety Tips and Emergency Contact Sheet for Caregivers, a video called “Helpful Strategies for Keeping Infants and Young Children Safe video,” and a brochure called Keeping Sleeping Babies Safer, which are available in English and Spanish. 60,301 publications were provided in 2017, reaching families in 51 counties throughout New York State. Publications can be ordered or downloaded from the OCFS website.

OCFS collaborated with DOH on the Bridges to Health Home and Community- Based Waiver Program. Through the waiver, services are provided to children in foster care who have serious emotional disturbance, developmental disabilities and/or are medically fragile. Over 3,200 children were enrolled in the waiver program. Children in foster care have access to the following fourteen (14) services:

1. Health Care Integration
2. Family/Caregiver Supports and Services
3. Skill Building
4. Day Habilitation
5. Special Needs Community Advocacy and Support
6. Pre-vocational Services
7. Supported Employment
8. Planned Respite
9. Crisis Avoidance, Management and Training
9. Immediate Crisis Response Services

10. Intensive In-home Supports

11. Crisis Respite

12. Adaptive and Assistive Equipment

13. Accessibility Modifications

Throughout the year of 2018, 300 children enrolled in the Bridges to Health (B2H) program, enabling B2H to reach their permanency goal of adoption; making the overall number of children ever enrolled in the Bridges to Health program (through the end of the B2H program on March 31, 2019) resulting in a permanency through adoption total of 3,205.

**Home-Based and Community-Based Services (HCBS):** beginning April 2019: OCFS and its NYS partners have been developing an expanded array of HCBS services, including the former B2H, HCBS) to be aligned in one array of HCBS benefits, pending federal CMS approval, will be moved to Managed Care; the B2H Waivers will be discontinued as separate programs once the transition is complete; children meeting Level-of-Care criteria will begin to receive HCBS benefits.

**Child Fatalities**

In 2018, OCFS supported Department of Health’s (DOH) (as a member of the NYS Communities of Practice (CoP)) aims and objectives, which aligns with the National Action Partnership to Promote Safe Sleep, Improvement and Innovation Networks (NAPPS-IIN). OCFS supported DOH in the NYS Infant Mortality Collaborative Improvement and Innovation (CoIIN) Safe Sleep project. As a result of these collaborations, it’s been established that there continues to be a need to provide a consistent message across the state to educate new parents and other caregivers about how to keep a baby safe while they sleep.

The Safe Babies New York (SBNY) program has been successful in meeting Abusive Head Trauma (AHT) outcomes by reducing the number of fatalities and injuries related to unsafe sleep practices and AHT. This program began as a pilot project in the 1990s to educate new parents about AHT. The program was so successful in the delivery of information, the Trust Fund expanded the scope of the program in 2013 to educate parents about infant safe sleeping practices. This further strengthened OCFS and DOH efforts to reduce child fatalities where unsafe sleeping environments are a factor.

New York State Public Health Law requires this information to be provided to parents of newborns in hospitals. Since this started as a pilot project over twenty (20) years ago, and DOH now requires this information to be delivered at hospitals, OCFS has worked with DOH and the SBNY program staff to identify ways for the program to self-sustain without OCFS funding, while maintaining the
current outcomes of the program. In September 2018, the project came to a close. During the final months of the project, OCFS provided funding for the SBNY programs to provide technical assistance to maternity hospitals to self-monitor compliance with legislative requirements, transition from SBNY resources to DOH resources and accessing those resources. OCFS, OMH, OPWDD, and DOH continue to work to provide comprehensive services to children with cross-system’s needs.

**Kinship**

OCFS funded-funded, Kinship Caregiver local programs, promoting permanency by providing critical services to children and caregivers in kinship families, including those programs with both informal and formal arrangements. These programs provide services which may include: home visits, comprehensive and on-going family assessment, crisis intervention, information, referral and linkage to community resources, parenting training and support groups for caregivers and children. Additionally, OCFS funds the New York State Kinship Navigator. The Kinship Navigator is a statewide program operated by the Catholic Family Center and is specifically designed to provide an information and referral network for kinship caregivers across all of New York State. Since 2006, the Kinship Navigator has provided leadership for a broad-based, coordinated effort to provide comprehensive services that address the needs of kinship caregivers and their families. The Kinship Navigator and local kinship programs are part of OCFS’s efforts to support grandparents and other relatives who are caring for children not in foster care.

OCFS received an award for Kinship Navigator funding pursuant to the Consolidated Omnibus Appropriation Act (COAA) of 2018, under the Promoting Safe and Stable Families program, Title IV-B Subpart 2 of the Social Security Act. This grant supports the development, enhancement or evaluation of kinship navigator programs. The term for this award is October 1, 2017 to September 30, 2019. The funding will be used to: implement and align OCFS’s statewide Kinship Navigator (KN) program and the practices of the NYS Kinship Caregiver Programs in order to qualify NYS’s unified kinship navigator continuum of care as an evidence based model pursuant to the FFPSA requirements.

In 2018, OCFS issued a new policy (18-OCFS-ADM-23) introducing a brochure titled, *Know Your Resources: Non-Parent Caregiver Benefits*, which provides information to non-parent caregivers (NPCs) who are care for children outside of the foster care system, informing them of benefits for which they may be eligible. The brochure was created in collaboration with the Office of Temporary and Disability Assistance. Additionally, the policy sets requirements for providing publications to potential and current caregivers of children who have been removed from their parental home. The policy includes an attachment which is an easy-to-follow Kinship Publications Desk Aid for Caseworkers.

**Human Trafficking**

OCFS’s anti-trafficking team consists of two (2) full-time positions: The anti-trafficking coordinator and a youth development specialist. Together, the coordinator and the specialist implement and develop the OCFS Safe Harbour: NY program, provide training and technical assistance related to parts of the federal Preventing Sex Trafficking and Strengthening Families Act, and lead other
anti-trafficking efforts on behalf of our agency. These positions are located in the OCFS Bureau of Vulnerable Populations in the Division of Youth Development and Partnerships for Success.

OCFS continued to implement the requirements outlined in the Preventing Sex Trafficking and Strengthening Families Act throughout 2017-2018, and has begun building systems to monitor this implementation. OCFS continued updating and promulgating policies and other forms of guidance to support NYS maintaining compliance with the provisions of this Act. An online training on human trafficking continues to be mandatory for all employees; the training is accessible via the Human Services Learning Center and is titled Human Trafficking/Commercially Sexually Exploited Children (CSEC); An Overview. OCFS provides ongoing technical assistance to partners in the field about this and other policies through regularly held regional meetings and the maintenance of a general mailbox (humantrafficking@ocfs.ny.gov). OCFS will continue to monitor federal and state legislation and make any changes to policy(ies) and protocol(s) required to remain in compliance with legislative requirements. In 2017, OCFS created a Train-the-Trainer program for counties and agencies to be able to provide classroom training locally on CSEC. OCFS has trained staff, consisting of over fifty (50) individuals who deliver this training and continues to offer multiple sessions each year.

In 2017, OCFS continued to support the implementation of policy and technical assistance documents available to all child-serving professionals. These documents are available to all child-serving professionals via the regularly updated OCFS anti-trafficking webpage (http://ocfs.ny.gov/main/humantrafficking/default.asp). These technical assistance documents include Responding to Commercially Sexually Exploited and Trafficked Youth: A Handbook for Child Serving Professionals (Handbook), a guide for direct-care professionals working with vulnerable, trafficked, or sexually exploited youth; Blueprint for Building a Child Welfare Response to Commercially Sexually Exploited and Trafficked Youth (Blueprint), a road map for Local Departments of Social Services (LDSS) to respond to the needs of trafficked and sexually exploited youth and their non-offending family members in their localities; Initial Trafficking Interview Tool for Youth, an optional screening tool to help child-serving professionals navigate difficult conversations with youth about work, money, and sex, and many other topics. The Initial Trafficking Interview Tool for Youth was released alongside a computer based training to support implementation of the tool locally. The webpage also serves as an information hub for the Safe Harbour: NY program and information and policies related to the Preventing Sex Trafficking and Strengthening Families Act.

Since 2013, OCFS has delivered presentations/trainings on human trafficking to various audiences throughout the state, including child protection and foster care supervisors, VA staff, Native American communities, and many others. In 2017, OCFS began offering training on trafficking awareness and skills for engaging trafficked youth in a train-the-trainer format to enhance the sustainability of these resources. The Train-the-Trainer program was delivered five (5) times in 2017, four (4) times in 2018, and will be delivered five (5) times in 2019.

Since 2013, OCFS has provided funding to municipalities to participate in the Safe Harbour: NY program. 31 counties were funded in 2017, 46 municipalities were funded in 2018 and 52 receive funds in 2019. OCFS hopes to fund all 58 municipalities in 2020, achieving full-scale program implementation. Through this program OCFS supports LDSSs and other partners to convene a Critical Team to drive the development of a county-based response to child trafficking led by the
child welfare system. Critical Teams drive the development of local policies, procedures, and protocol, the creation and dissemination of public awareness campaigns, direct youth outreach efforts, and the provision of social services to trafficking victims and at-risk youth. Each year program data is published on the human trafficking page of the OCFS website; 2016 and 2017 data is currently available, and 2018 data is being prepared for publication. OCFS continues to convene quarterly regional meetings for Safe Harbour: NY partners to encourage partnership within regions.

OCFS began hosting annual statewide summits focused on child trafficking systems and service responses. In October 2017, Katherine Chon, director of the federal Office on Trafficking in Persons, was a keynote speaker at this two-day event. A third annual summit was held in August 2018, and a fourth will be held in June 2019. Summit themes have included youth voice and survivor leadership.

OCFS continues to participate in many interagency partnerships, work groups, and task forces. At the national level, OCFS participates in trainings and stakeholder meetings hosted by the DHHS Health and Human Services (HHS) Region II. At the state level, OCFS is an active member of the New York State Interagency Task Force against Human Trafficking, a group that is charged with meeting NYS statutes to address human trafficking. In 2016, OCFS co-founded and began co-facilitating a subcommittee focused on youth trafficking with the New York State Office of Temporary and Disability Assistance. This subcommittee continues and remains active. And 2018-19 Regionally, OCFS participates in several anti-trafficking task forces, including the Capital District Anti-Trafficking Task Force, the North County Anti-Trafficking Task Force, and the Southern Tier Anti-Trafficking Task Force. In these meetings OCFS speaks to the needs of vulnerable youth and the work being done to support this population.

Each January, OCFS marks Human Trafficking Awareness Month with several awareness activities, including promoting awareness information through our Facebook and Twitter accounts. OCFS highlights the awareness raising efforts of county partners. In 2019 to continue raising awareness and enhance prevention efforts OCFS distributed nearly 700 copies of the video I Am Little Red to child-serving programs and providers statewide.

In 2018 OCFS began focusing on the intersection between trafficking victimization and placement in congregate care settings. OCFS held listening sessions with counties and providers to learn more about their experiences, observations, and suggestions to improve practice and reduce youth’s vulnerabilities. In 2019 OCFS convened a learning collaborative with Voluntary Agency partners that serve a high number of youth with trafficking risk and victimization. The day-long learning collaborative began conversations between programs that rarely connect to identify promising practices that can be elevated statewide. Additional learning collaboratives are planned for 2019.

In addition to continuing the ongoing work outlined above, OCFS will continue to:

- deliver Train-the-Trainer sessions regionally across the state to give a network of professionals the capacity to disseminate best practice information;
• bring on additional county partners to the Safe Harbour: NY program until full-scale is achieved;
• begin to offer training to child-serving professionals on family engagement around child trafficking;
• enhance data collection and analysis related to identified human trafficking victims.

Please see the update to the Justice for Victims of Trafficking Act of 2015 for additional information related to these collaborative activities.

Close to Home Initiative

A juvenile justice reform that was initiated in state FY 2012-13, has fundamentally restructured the delivery of residential rehabilitative services and aftercare for NYC youth adjudicated delinquent and placed in the non-secure and limited secure levels of care. The approach utilizes evidence-informed models of care that address the risks and needs of young people in the context of their families and their communities. OCFS continues its collaborative effort with ACS on this initiative. Phase 1-the non-secure level of residential care, was initiated in September of 2012. Phase 2- the limited-secure level of residential care, began in December 2015. OCFS continues to operate secure levels of care facilities for all youth statewide. OCFS continues to work with NYC to support the ongoing shrinking of the number of youth placed in care, and to strengthen its practice of LGBTQ services and supports, particularly around girls, and gender non-conforming/non-binary youth for those that do come into foster care or limited secure placement.

New York State Teaming Model

A Teaming Facilitators Guide was developed in 2016 based on the Teaming 101 outline and Teaming Guidebook. The Teaming Facilitators Guide was disseminated to all regional OCFS offices in 2017 to assist in supporting LDSS implementation and sustainability.

OCFS continues to support counties in the implementation of the Teaming Model designed to provide supports to the child welfare workforce, reduce turnover and support quality decision-making.

Office of Court Administration (OCA) Permanent Judicial Commission on Justice for Children (Commission)

The Commission recently announced the appointment of a new executive director, Kristen Anne Conklin. Other members of the Commission include the OCFS commissioner, judges, lawyers, advocates, physicians, legislators, and state and local officials. The Commission’s work focuses on the importance of engaging youth in their permanency hearings, promoting the use of data to improve outcomes for children and families, addressing issues related to children of incarcerated parents and the educational outcomes for children involved with the courts, and reducing the use of confinement for girls in the juvenile justice system. OCFS works with the Commission to reduce
the use of detention and placement for girls who are arrested, and to seek supportive community-based responses that improve public safety.

The New York State Child Welfare Court Improvement Project (CIP)

CIP began in 1994 and was administered by the Permanent Commission on Justice for Children until 2006. At that time, the increased focus on court operational issues prompted the transition of the administration of the project to OCA’s Division of Court Operations. OCFS and OCA have built a strong partnership to support effective collaboration between the Family Courts and the LDSSs with the highest foster care populations in NYS. Most of the work with CIP takes place through the Statewide Multidisciplinary Child Welfare Team. The team is made up of stakeholders from across the state. The team designs and oversees the implementation of court/child welfare collaboration initiatives on state, regional and local levels.

The Seneca Nation Peacemaker Courts Collaboration

This collaboration began in 2005 and includes judges and court personnel from the 8th Judicial District, the Seneca Nation of Indians and the Peacemaker Court judges. This collaboration provides a forum to discuss practices and procedures and provides a welcome point of contact for issues. This collaboration was instrumental in the implementation of the Indian Child Welfare Act (ICWA), and the development of a tribal Court Appointed Special Advocates (CASA) program. Both OCFS and the Seneca Nation of Indians attended the Federal-State-Tribal Court Forum held on October 4, 2018. In 2019, a Federal-State-Tribal Court Forum was held on April 11th.

The Child Protective Services (CPS)/Domestic Violence (DV) Collaboration

Projects began in 1997. The projects outstation a DV advocate from a local non-for-profit DV agency in the local CPS office to participate in joint home visits, joint safety planning and interventions, consultation, case conferencing, cross-training and protocol, and team development.

In 2014, OCFS released a Request for Proposals (RFP) which included CPS/DV collaborations as a preferred model. As a result of the RFP, 17 CPS/DV projects in five (5) regions continue to be funded: four (4) in the Albany region; three (3) in the Buffalo region; one (1) in the Rochester region; three (3) in the Spring Valley region; and six (6) in the Syracuse region.

As a result of the CPS/DV collaborations, in 2017-2018, over 1,200 joint home visits were completed and 1,792 families received domestic violence services.

New York State Department of Education and the Courts

Since 2010, OCFS, the State Education Department (SED) and the Courts have been working with OCFS to support educational stability and improve educational outcomes for children in foster care. All three (3) systems have issued “memos to the field” to educators, child welfare workers
and Family Court judges across the state to inform them about the importance of educational stability and explain their obligations under the law. OCFS and SED have entered into an information sharing agreement to ease the transfer of school information for children in foster care. A collaborative workgroup continues to meet to address school transportation and other areas of concern.

Nassau and Westchester counties, and ACS are working with OCFS to pilot a model of educational collaboration for foster children by conducting collaborative meetings, assigning specific educational liaisons in the child welfare agencies and foster care liaisons in the school districts and by working with the Family Court judges. The pilot program includes efforts to reduce the numbers of children placed outside of their home school district through targeted foster parent recruitment. OCFS has adapted the Casey Family Program’s Endless Dream, educational liaison curriculum to make it NYS specific. The first offering of this training was in June 2015. In addition, OCFS and SED have finalized the data share testing phase. In June 2015, OCFS began to receive education data for the more than 14,000 school aged children in foster care. OCFS is working with LDSSs to make the data more user friendly. OCFS is working with SED to develop a state-wide performance report, anticipated to be tested in 2019.

OCFS has continued to receive child specific education data for children in foster care. Since 2015, HESC and OCFS entered a data sharing agreement to identify youth in care eligible for maximized income-based Tuition Assistance Program (TAP) grant awards. For academic year 2017-18, this collaboration allowed for 1,432 students to receive an average award increase of $2,140. Statewide, resulting in an additional $3,064,480 in TAP awards provided to current and former foster care youth.

In 2019, HESC and OCFS continued to collaborate to improve college readiness and improve graduation rates by:

- continuing cooperative efforts to create brochures for youth, parents, caregivers, and counties about available higher education resources;
- creating multi-media information for youth, LDSSs and VAs about ways to improve college outcomes;
- using education data and partnerships with local education agencies, targeting youth in 9th and 10th grades to instill college aspiration and preparedness;
- continuing development for “Campus Angels” through the SUNY and CUNY system to provide statewide mentors who meet with youth at least twice a month during their freshman year to improve freshman year completion rates by youth in care; and
- conducting a campaign for summer/fall 2019 to support “College Application Week” in the fall for youth across the NYS; and
• planning and conducting a campaign for spring 2019 to celebrate and inspire high school seniors in care who have made the decision to attend college in the fall, a repeat of the 2018 campaign.

**Every Student Succeeds Act (ESSA)**

In December 2015, the ESSA was signed into law, amending the Elementary and Secondary Education Act (ESEA). For the first time in federal education law, ESSA requires state and local education agencies (SEAs and LEAs) to collaborate with child welfare agencies to promote school stability and educational success for youth in care. ESSA recognizes that youth in foster care experience poorer educational outcomes, as compared to their peers not in foster care, including: higher rates of school suspensions and expulsions; lower standardized test scores in reading and math; higher levels of grade retention and drop-outs; and far lower high school and college graduation rates.

**School Transportation** – Pursuant to ESSA, LEAs and child welfare agencies must collaborate on how to provide and fund transportation to maintain children in foster care in their school of origin, when maintaining that location is in their best interest. LEAs must include in their local plans assurances that they have developed and implemented clear written procedures around transportation to ensure school stability. The local school must cover the standard cost of transporting children in foster care to their school of origin for the duration of their time in foster care and until the end of the school year. States are urged to include transportation for extracurricular academic activities that extend beyond the normal school day and for summer programs.

**Funding “Additional Costs” of Transportation:** If maintaining children in their school of origin results in “additional costs,” agencies must determine how those costs will be funded. “Additional costs” have been defined, in federal guidance, as “the difference between what an LEA otherwise would spend to transport a student to his or her assigned school and the cost of transporting a child in foster care to his or her school of origin.” Federal guidance encourages agencies to collaborate and to use, and maximize, all available funding sources, including federal funds, to pay additional transportation costs. The federal government encourages states to develop their own models to address “additional costs.”

**Transportation Dispute Resolution** - States are encouraged to develop joint dispute resolution procedures for resolving local transportation disputes to ensure consistency across districts.

**Other protections for students in foster care contained in ESSA include:**

**School Stability** – Children in foster care often experience a high number of school moves when they first enter foster care, when they move during their time in care or when they exit care. Under ESSA, SEAs and LEAs, in collaboration with child welfare agencies, must take steps to reduce the number of school moves a youth encounters and work toward promoting school stability. This
includes allowing children to enroll or remain in their school of origin, unless a determination has been made that it is not in the child's best interest.

**Immediate enrollment in school and transfer of records** – When a school change is warranted, schools must allow children in foster care to enroll immediately in a new school even if the child cannot produce school records typically required for enrollment.

**Points of Contact** – LEAs must identify local points of contact when their collaborating child welfare agencies have designated similar points of contact. Each system should share the names of the points of contact. The points of contact will help to streamline communication between the systems and help students connect and enroll in their school.

**Data collection and reporting** - For the first time SEAs will be required to report annually on student achievement and graduation rates for youth in foster care.

**SED and OCFS: Implementation of ESSA in New York State**

SED and OCFS have worked collaboratively to implement ESSA:

- In December 2016, SED and OCFS issued a joint statewide guidance document to education and child welfare detailing the provisions of ESSA.

- Pursuant to ESSA, both SED and OCFS identified Points of Contact for both systems. The names of the points of contact were shared statewide and LEA and county child welfare agencies point of contacts are maintained electronically by both systems.

- In February 2017, SED and OCFS began developing more detailed joint guidance and various ESSA school stability requirements for children in foster care, including the roles and responsibilities for points of contact and guidance on making the best interests determination regarding the appropriate school placement of children in foster care. Also, being developed is guidance detailing how to address transportation costs to avoid confusion and delay and resolve any interagency disagreements regarding additional transportation costs. The guidance is anticipated to include a statewide model transportation plan and transportation arrangement template that LEAs and child welfare agencies can use to document any agreements to transport a child in foster care to the school or origin.

- In March 2017, SED and OCFS data teams met to enhance existing data sharing efforts.

- In April 2018, Governor Cuomo signed into law legislation determining that if a child will need transportation back to the school of origin, then it is the responsibility of the school of origin to provide the transportation from the child’s new foster care placement to the school of origin. Additionally, New York State has expanded state aid transportation costs to the school districts – up to 50 miles each way - for any youth in foster care who requires transportation to attend a school of origin from the child’s foster care placement location.
The school district of origin and the LDSS with legal custody of the foster child are encouraged to reach an agreement on distribution of transportation costs in excess of the reimbursable amount, should such costs occur. In the absence of such an agreement, the costs of transportation resulting from a youth in foster care attending their school of origin will be shared equally between the LDSS and the school district.

- To promote collaboration among points of contact between SED and OCFS jointly.

- SED and OCFS continue to work together to address data sharing and reporting.

- In October 2018, SED, OCFS, and the American Bar Association held a statewide training for Local Education Agencies (LEAs) and LDSSs Points of Contact (POC). The training was conducted at Albany BOCES and broadcast throughout NYS at 36 other BOCES locations.

- For the training, OCFS BREPA created data sheets for each county listing each school district located in the county and the number of students in foster care placed in the school district.

- The “Students in Foster Care Tool Kit for Local Education Agencies and Local Social Services Agencies” (tool kit) was created by SED and OCFS and disseminated to the field. It was posted on the OCFS website, along with an accompanying Administrative Directive (ADM), 18-OCFS-ADM-18 Educational Stability and Transportation Requirements for Children in Foster Care.  

  The Administrative Directive 18-OCFS-ADM-18, Educational Stability and Transportation Requirements for Children in Foster Care’s purpose is to release and outline the tool kit developed by OCFS and SED. This toolkit must be used to meet requirements under federal and state law pertaining to the school enrollment and transportation of children in foster care. The tool kit is designed to create a standard process by which LDSSs, voluntary agencies (VAs), and LEAs must coordinate efforts to promote educational stability for students in foster care.

- OCFS is working to create an education toolkit for foster and kinship families, to be available in late 2019 or early 2020.

- OCFS and SED will be hosting a Learning Collaborative with LDSSs and school districts in July of 2019 regarding implementation of ESSA at the local level.

NYS Office of Probation and Correctional Alternatives (OPCA)

OPCA now highlights Family Responsibility Statements (the needs of children are considered during sentencing decision-making and parole hearings) as a best practice in Fundamentals Training delivered to all new probation officers in NYS. OCFS continues to work with OPCA on
reforms on status offender practice, which is shared across local social service districts and probation at the local level.

**Osborne Association Collaboration**

The Osborne Association (Osborne) works in partnership with individuals, families, and communities to create opportunities for people affected by the criminal justice system.

Since 2011, OCFS has been a non-endorsing member of the Osborne Association’s New York Initiative for Children with Incarcerated Parents (Initiative) whose membership includes diverse organizations and government agencies to raise awareness, promote policy and practice change, and build partnerships to see that children’s rights are upheld, important relationships supported, and their potential nurtured during their parent’s involvement in the criminal justice system. OCFS has partnered with Osborne and the initiative on developing presentations in NYC and Albany featuring film screenings and Sesame Street workshops; “Little People Big Challenges.” OCFS and Osborne, via the New York State Division of Criminal Justice’s Capital Region Youth Justice Team (CRYJT), developed the upstate Initiative for Children with Incarcerated Parents. CRYJT consists of representatives from family courts, county attorneys’ offices, probation departments, school districts, law enforcement, service providers and local government from nine (9) upstate counties in New York.

OCFS released 11-OCFS-ADM-07, *Incarcerated Parents and Parents in Residential Substance Abuse Treatment with Children in Foster Care: Termination of Parental Rights and Other Issues,* in 2011 to inform LDSSs and VAs of Chapter 113 of the Laws of 2010 (Chapter 113). Chapter 113 amended Social Services Law 384-b by adding additional considerations to the decision by LDSSs whether to file petitions to terminate parental rights involving incarcerated parents.

OCFS collaborated with Osborne to provide training to New York State Department of Corrections and Community Supervision (DOCCS) case managers and OCFS case managers pertaining to the law. OCFS created posters and handouts titled *You Don't Have to Stop Being a Parent* to be provided to county and state correctional facilities to post conspicuously, and to be distributed to parents/caregivers to meet the requirements of Chapter 113. OCFS also released 16-OCFS-INF-03 *Ashley's Law Relating to Notification of Rules and Regulations of Correctional Facilities Concerning Visitors* to inform LDSSs and VAs of the enactment of Chapter 286 of the Laws of 2014. The law directs the DOCCS commissioner to establish and maintain a public website that provides information concerning specific visitation rules, regulations, policies, schedules, and procedures for all DOCCS facilities.

Additionally, October has become the month for the “See Us Support Us” campaign to support children who have a parent who is incarcerated. The campaign includes a point-in-time data collection to identify the number of children in foster care who have an incarcerated parent. Every year, specific issues are highlighted. OCFS continues to support the initiative and the campaign by providing youth a voice and sponsoring a training for its Child Welfare and Community Services workers titled “Seeing and Supporting Children with Incarcerated Parents in Child Welfare.” The objectives of the training are to understand the impact of parental incarceration on children, learn about stigma and tips for creating affirming spaces and strategies for supporting children’s relationships with their incarcerated parents when it is in their best interests, locating and engaging incarcerated parents, coordinating services with the corrections systems and
understanding the additional considerations when filing for the termination of parental rights when a parent is incarcerated.

**Racial Equity and Cultural Competence Initiative**

Since 2007, OCFS has implemented the Disproportionate Minority Representation (DMR) Initiative, renamed the Racial Equity and Cultural Competence (RECC) Initiative in 2009. The RECC work was developed to examine the issue of overrepresentation of Black and Latino children and their families in the state’s child welfare and juvenile justice systems. In 2009, OCFS began to include Native American children and families in its data collections and in the RECC work.

In 2009, the agency convened the first agency wide DMR workgroup, with the purpose of examining the over and under representation of children in the various divisions of OCFS, and how this impacts the provision of services that can prevent out-of-home placements, limit access to services, and present other barriers to achieving successful outcomes in child care, adult services and services to the blind. Each OCFS division has staff representatives on this committee. OCFS is also engages local partners in this effort.

The OCFS Division of Child Welfare and Community Services (CWCS) now includes the Bureau of Strategic Partnerships and Collaboration. The Race Equity and Cultural Competence work is managed and led by this Bureau. The Division continues to work with regional office staff to develop their capacity to provide leadership and technical support and assistance to the counties. Technical assistance takes the form of coaching and mentoring regional office staff in their efforts to work with LDSS and other stakeholders to address the high and sometimes extreme rates of foster care placement for Black, Native and Latino children. Technical assistance includes providing access to input and support from experts including but not limited to Casey Family Programs and the Center for the Study of Social Policy and other local or national resources.

In 2015, OCFS regional offices developed Race Equity Learning Communities (RELCs) which consist of a group of stakeholders from various systems and communities who have an interest in race equity focused work. Currently, three (3) OCFS regional offices have convened RELCs and one (1) has partnered with the local juvenile justice disproportionality effort. OCFS convened a series of meetings with representatives from state agencies to look at cross system race equity and disparity issues and to develop a strategy to collaborate to reduce these disparities in one of the jurisdictions (communities or counties) in the state.

During 2015, several counties worke with OCFS on local efforts to reduce the extreme and high rates of disparities for black children in out-of-home placements. OCFS continues to work with Family Court judges, and support these efforts by providing presentations on data, promising practices, and access to national experts. OCFS’s work with the judges has included sharing data on race and ethnicity, attending and participating in meetings that they convene locally, and making presentations to their staff on promising strategies and approaches. There has been some progress in two (2) counties that have experienced lower rates of foster care placements for Black children. A historical review of the work done in those two (2) counties took place in 2017. The
review was completed by the University of Albany School of Social Welfare, presented in a webinar and shared with OCFS Division of Child Welfare and Community Services (CWCS) staff across the state.

From September through December of 2016, Mr. Waheed and the director of Strategic Partnerships for OCFS trained a cohort of staff to become presenters and facilitators of the race equity work. Another cohort of approximately ten (10) staff were trained in 2017, and additional training took place in 2018.

The OCFS Statewide Central Register of Child Abuse and Maltreatment received cultural competence training for all staff during 2016. For 2019, this training has now been supplemented by a Train-the-Trainer process.

National expert Khatib Waheed continues to work in New York State and provided several two-day Race Equity Learning Exchanges for the managers and staff of the OCFS CWCS Race Equity Learning Exchanges. These learning exchanges have been one of the tools that OCFS has embraced in an effort to prepare staff at different levels in the organization to understand the history and context that resulted in many of the racial disparities that we now contend with in the child welfare and juvenile justice systems, as well as in other systems that have an impact on the child welfare and juvenile justice systems including the educational, health and mental health systems. As, a result of these sessions, the staff has additional tools, skills and competencies that will enable them to use a race equity lens when working with children, youth, families and communities. Mr. Waheed provided Race Equity Learning Exchange sessions to management and staff within the OCFS Division of Juvenile Justice and Opportunities for Youth and the Division of Legal Affairs.

A white paper was developed by OCFS staff from the OCFS Bureau of Strategic Partnerships and Collaborations. A Racial Impact process and tools were pilot tested during the period and a presentation to the RECC steering committee took place in June of 2017. The Racial Impact process and tools were developed so that OCFS leadership, through the Race Equity Cultural Competence Steering Committee, would have an option to consider using Racial Impact Statement (RIS) as part of the policy development process and when considering regulations and legislative proposals that may come from external sources, such as the legislature. Racial or Equity Impact statements are used in several states across the nation to avoid the unintended disparities that can result from policy development that has adverse impact on certain communities and neighborhoods.

In 2018, OCFS continued to infuse the continuum of child welfare with the ability to explore and understand the mind science of bias. OCFS developed opportunities to collaborate with the Perception Institute with forums on the Mind Science of Bias. The forum held a conference March 28 – 29, in partnership with DCJS, was the second forum. Ten (10) counties were invited to develop local implementation teams. OCFS is collaborating with the Center for the Study of Social Policy (CSSP), as a member of their Implicit Bias Advisory Board. CSSP is in the process of implementing an implicit bias training developed by Ohio State University.
In March of 2019, OCFS CWCS partnered with Nassau County Department of Social Services to present a two-day Blind Removal Summit held at Nassau County DSS. Participants included representation from ten (10) counties (Suffolk, Westchester, Rockland, Dutchess, Ulster, Putnam, Orange, ACS, Oneida, and Broome). OCFS and NCDSS facilitated the Summit to provide counties with a new strategy to assist in reducing their rate of representation and disproportionality of children of color in the welfare system. Nassau County performed two mock demonstrations to illustrate the process of a blind removal. The CWCS CQI Data Team presented county specific data to each county represented as an opportunity to provide a demonstration of how to use Pivot tables and Excel spreadsheets to uncover important facets to identify the number of youth admitted in foster care by race and other factors. Counties completed the “OCFS Race Equity Cultural Competency Assessment,” which guided them in developing action plans to reduce disparity rates within their system. The Summit was extremely informative and participants left equipped with next steps to improve their outcomes for children and families of color. A second Blind Removal Summit will be held in the fall of 2019 focusing on the counties in the western part of the state.

Additionally:

- CWCS has developed a cohort of fifteen (15) Race Equity Learning Exchange (RELE) facilitators, who work with OCFS regional office staff to provide race equity and cultural competency training to LDSSs, VAs, and other stakeholders
- In partnership with Casey Family Programs (CFP), SUNY Albany and Nassau County DSS, OCFS developed a curriculum for the blind removals strategy developed by Nassau County to address the high rates of disparity. OCFS is working with 33 counties across the state to pilot the curriculum, and will strongly encourage the counties with high rates of disparity to implement this promising strategy.

Fatherhood Initiatives

OCFS continues to encourage and support the development of responsible fatherhood initiatives.

OCFS, OTDA and other stakeholders continue to sponsor and provide leadership for the “Dads Take Your Child to School Day” program. OCFS continues efforts to expand the program, which is now active throughout the state, and includes more than 800 schools and child care centers.

A Fatherhood Summit was held in November 2016, in NYC with support from Casey Family Programs and included participation from local, voluntary agencies, and community based programs.

In 2017, OCFS, and other stakeholders sponsored and provided leadership for the “Dads Take Your Child to School Day” initiative, which was the 10th anniversary of the program. OCFS has continued efforts to support and expand the program, which now includes more than 800 schools and child care centers, as well as participation from other states.
The OCFS fatherhood work group continues to meet regularly and to develop plans for a strategic approach to addressing a full fatherhood engagement program across the state.

Advantage After School Program

New York State created the Advantage After School Program (AASP) in 2000, to provide quality youth development opportunities to school-age children and youth for the hours directly after school. These programs are supported by school, community, public and private partnerships. AASP offers a broad range of educational, recreational and culturally diverse, age appropriate activities that integrate what happens in the school day. Youth and family involvement in program planning and implementation is a key component. Programs may also extend their hours into the evening hours, particularly when serving older adolescents. AASPs are a true representation of community partnering for kids and their families.

As of September 2018, OCFS has contracts with 137 incorporated not-for-profit community-based organizations and faith-based organizations to provide quality afterschool programs to school-age children at 177 locations across NYS. The AASP serves approximately 15,000 children and youth as part of the $22,255,300 appropriated for the AASP for SFY 2018-19.

The AASP partnered with the New York State Association of Youth Bureaus on October 24 and 25, 2018, for the 48th Annual Youth Development Training Conference, in Tarrytown, New York. The keynote address was delivered by peace activist and video journalist, Ken E. Nwadike, on how to overcome the differences that divide us. The goal of Mr. Nwadike’s keynote speech was to create unity and build community, and to remind participants that we are all humans in need of love.

The AASP contract managers delivered a well-attended workshop, “Thinking Out of the Box – Program Enrichment Activities.” OCFS had 44 AASP contractors represented. More than 300 people attended the conference. All 33 workshops offered were eligible for school-age child care (SACC) training credits.

The main audiences for this conference were:

- County and local youth bureaus, whose main function is administering and monitoring youth development funding to youth serving programs.
- Advantage After School programs, which are directly providing services to school age children in the after-school hours.

OCFS has released a new AASP Request for Proposals (RFP) for an estimated 33 million dollars for the 2019/20 school year to extend or expand current AASP contracts with community based organizations.
Empire State After-School Program
In 2018, Governor Cuomo provided $45 million in funding to expand after-school programs in high-need school districts to establish quality after-school programs. This investment will support increased enrollment in after-school programs by 41 percent. The Empire State After-School Program (ESASP) has the potential to serve 28,125 additional students.

The intention of this funding is to further level the playing field for children in underserved cities across New York by expanding their access to programs and community resources that will help these children get ahead and help create a stronger, fairer New York for all. Eligible school districts may partner with non-profit agencies to provide after-school programs. School districts who apply must:

- be in municipalities designated under the Empire State Poverty Reduction Initiative;
- be in a county that had a child poverty rate of over 30 percent in 2015;
- have a district child poverty rate of over 30 percent in 2015; or
- have had between 5,000 and 20,000 students living in poverty within the school district in 2015.

First announced in January as part of Governor Cuomo’s 2017 State of the State address, funding was enacted in the 2018-2019 budget to continue ESASPs. This program allows districts to receive five-year grants of $1,600 per student. Districts must adopt quality indicators assessing environment, staff-to-student interaction and student outcomes. An additional 10 million in funding targets the homeless population and focuses on gang prevention for the SFY 2019/20.

Raise the Age (RTA)
In 2017, Governor Cuomo signed into law legislation to raise the age of criminal responsibility from 16 to 18, starting in October of 2018. The law is being phased in over two (2) years starting on October 1, 2018, with the 16-year-olds and phasing in 17-year-olds starting in October of 2019. OCFS plays a pivotal role in implementing this landmark legislation. Over the past year OCFS has worked closely with sister executive agencies the Division of Criminal Justice Services (DCJS), Department of Corrections and Community Supervision (DOCCS), the State Education Department (SED) and the Unified Court System (UCS). The partners have worked with all localities to identify the needs and opportunities for prevention of delinquency, detention and placement into foster care or the juvenile justice facilities of older youth. Raise the Age represents a re-alignment of both the criminal and family courts to address the needs of young offenders who are 16 and 17 years of age at the time they committed their offenses. OCFS created a congregate care program model that is evidence-informed and based on best practices, to work with older youth coming into care on a delinquency due to RTA. As part of this, OCFS convened a monthly learning collaborative with the thirteen (13) voluntary agencies that responded to a request for applications and were approved to pilot this model. These monthly convenings have created a strong partnership between OCFS and the VAs, and has included close coordination with SED on the models of education for older youth who may be over the age of compulsory education.
RTA’s goals of “Raise the Age” (RTA) includes providing more rehabilitative services for young offenders, reducing recidivism and protecting teens from potentially traumatic or violent encounters in adult prisons.

- In January 2018, a “Request for Program Applications for Raise the Age Residential Programs and Aftercare Services” was sent to the executive directors of over 100 voluntary foster care agencies.

- Thirteen (13) agencies submitted applications and were subsequently selected to operate RTA residential programs on their campuses.

- In April 2018, the first RTA Learning Collaborative was held. Monthly collaboratives have been held since to prepare the agencies for implementation of their RTA programs. Topics of collaboratives have included: family engagement, after care, education and vocation, measures and monitoring,

- Participants of monthly learning collaboratives have included representatives from the New York State Education Department, principals and administrators from Special Act and from 853 schools, staff from OCFS DJJOY, OCFS BBM, OCFS BREPA, retired Albany police chief Brendan Cox, local law enforcement officials from the communities where RTA programs are located, Dr. Edward J. Latessa, Jr. and representatives from The Dormitory Authority of the State of New York.
Update on Assessment of Performance
2. Update on Assessment of Performance

Monitoring Outcome Performance

Since the release of the initial CFSR outcome data, OCFS has taken several steps to better understand the state’s performance on the new CFSR metrics and to promote a data informed CQI process. New York State counties are provided county-level data packets summarizing both statewide and county-specific performance on a wide array of permanency and safety-related measures, providing both recent snapshots and multi-year trends. Counties are to use these packets to monitor performance and formulate plans for targeted system improvement.

With the adoption of new federal metrics, NYS has had to revisit and update the data packets. As a state-supervised, county-administered child welfare system, disseminating and examining how performance varies across localities is a crucial first step. Using a modified version of the CFSR syntax provided by CB, OCFS has calculated county performance on each of the CFSR metrics for which NYS was found to be performing below the national standard. To date, four (4) waves of analysis (FFY 2014 - FFY 2016) have been shared with state-level and county-level leadership through the creation and distribution of CFSR performance packets. Included within each packet are charts displaying state and county level numerators, denominators and performance level for each metric, as well as a series of “bright spots graphs.” These graphs rank counties by performance, allowing readers to quickly identify how a particular county compares to its peers on a given indicator. Each county’s packet includes a series of tables displaying the county’s performance on a given indicator broken out by 1) demographics, including: child age at admission, current age, sex, race/ethnicity, and other relevant variables (e.g., allegation type, perpetrator), 2) Drill-down files, including: the identifiable and child level data. The data behind each outcome, has been shared with responsible counties, to provide local leadership with the tools needed to conduct a more qualitative review of the factors associated with their performance. These identifiable data are available for counties to download from the OCFS Data Warehouse.

In addition to the CFSR metrics, OCFS produces a number of other data products intended to assist counties in improving outcomes associated with disproportionate minority representation (DMR), including annual county-level data packets of DMR at key decision points in the child welfare system – intakes, indications, admissions to foster care and in foster care. Additionally, OCFS produces zip code-level maps of DMR at each of the decision points that are shared with districts. Counties can utilize the OCFS data warehouse to obtain individual child level information on race/ethnicity and a number of other factors that would assist districts in effective case management to achieve DMR reduction.

Process Used to Develop the Current CFSR Program Improvement Plan
In developing New York State’s Program Improvement Plan (PIP), OCFS used a Continuous Quality Improvement (CQI) model. OCFS began by reviewing the Child and Family Services Data Profile received in November 2015, which detailed New York State’s performance on the seven (7) national standards. The profile revealed New York State was not meeting six (6) of the seven (7) national standards, resulting in a “call to action” to the child welfare field to aggressively focus on these outcomes. OCFS’s first step was contracting with Public Catalyst (Molly Armstrong) to do a root cause analysis of the state’s performance indicators. Ms. Armstrong’s work has demonstrably improved OCFS’s understanding of data and its value in developing strategies to improve outcomes. This, coupled with the findings from case reviews (the 2016 federal case review, and foster care and child protective case reviews conducted by OCFS) and in consultation with Performance Improvement Consultant Sherri Levesque, from the Capacity Building Center for States, has helped OCFS identify several overarching themes:

- Need for improved data accuracy and timely entry;
- Need for improved caseworker and supervisor competencies related to key practice areas in both preventive and foster care cases:
  - Casework contacts that support engagement of parents, particularly fathers and youth
  - Ongoing - assessments of risk and safety to all children in the home
  - Assessment of service needs and the individualizing of the services to meet the parent/child’s needs;
- Need to focus on an urgency to expedite permanency and utilizing relatives as a placement resources; and
- Need for increased oversight of foster boarding homes to promote consistency in licensing of foster homes, and enhance stability of placement.

In development of our Performance Improvement Plan following the CFSR, OCFS reached out to our LDSSs, VAs, the St. Regis Mohawk Tribe, OCA and other key state stakeholders to assist in developing our Statewide Assessment and the Program Improvement Plan (PIP). This collaboration focused on the assessment of the review findings; identification of the factors contributing to our performance or report findings; identification of current initiatives upon which to build; and identification of data by which improved performance is measured.

OCFS and our multiple stakeholder partners have already commenced many initiatives that align with the state’s overall improvement goals. Not all work done by OCFS or the LDSSs will be captured in this PIP. Rather, this PIP will intentionally focus on improving performance in key areas. Each LDSS will be expected to improve its outcomes; with OCFS providing CFSR data to each county, and working with each county on the development of its five-year county plan. Each plan will include strategies that align with the New York State Child Welfare Practice Model as well as local strategies for improvement. The county planning process will be detailed in the Continuous Quality Improvement section of this PIP.

Please see below for highlights of the New York State CFSR, CFSR State Response, and PIP.

**Assessment of Child and Family Outcomes and Performance on National Standards**
A. Safety

Safety Outcomes 1 and 2

Safety outcomes include: (A) children are, first and foremost, protected from abuse and neglect; and (B) children are safely maintained in their own homes whenever possible and appropriate.

- For each of the two safety outcomes, include the most recent available data demonstrating the state’s performance. Data must include state performance on the two federal safety indicators, relevant case record review data, and key available data from the state information system (such as data on timeliness of investigation).
- Based on this data and input from stakeholders, tribes, and courts, include a brief assessment of strengths and concerns regarding Safety Outcomes 1 and 2, including an analysis of the state’s performance on the national standards for the safety indicators.

State Response:

NYS assesses Safety Outcome 1 as an area needing improvement. NYS will be working on improving performance on the two (2) federal measures:

- Recurrence of Maltreatment
- Maltreatment in Foster Care

NYS assesses Safety Outcome 2 as an area needing improvement. NYS will work on improving performance on the federal “Re-entry into Foster Care” measure. Improvements are also needed in the following areas:

- Assessment of Service needs
- Provision of Services to prevent removal and re-entry

Please refer to the NYS CFSR Statewide Assessment submitted to ACF April 14, 2016, pages 9-16 for the complete state response.

The findings from the CFSR on-site review conducted the June 12, 2016, indicated that Safety Outcome 1 was in substantial conformity, with Item 1 a strength in 100 percent of the cases reviewed. Safety Outcome 2 was not in substantial conformity, with Item 2 rated a strength in 96 percent of the cases, and Item 3 an area needing improvement, with 73 percent of the cases rated a strength.

NYS PIP addressing Safety Outcome 2:

Goal 3 - The following casework practices in foster care and preventive services will be improved through the implementation of competency based training:

- Risk and safety assessments
- Caseworker visits with the parents (including locating and engaging fathers) and child(ren)
• Service need assessments
• Engagement of youth and parents in case and permanency planning

Strategy 1: Develop and implement a competency based training model for all child welfare caseworkers.

**Key Activity 1:** Increase offerings of Foundational Training in year one of the PIP. CPS caseworkers will continue be given priority for open slots with preventive and foster care workers participation as capacity allows.
Projected Completion Date: January 2018 - November 2019

**Key Activity 2:** Increase offerings of Foundational Training in year two of the PIP. CPS caseworkers will be given priority for open slots with LDSSs and VAs preventive and foster care caseworkers participation as capacity allows.
Projected Completion Date: December 2019

**Key Activity 3:** Foundations Level 3 Behavioral Checklist Evaluation, distributed to trainees and their supervisors, will be used to assess the impact of Foundations Training on casework practice (the extent to which training participants have applied their new knowledge and skills to their work and what effect it has had on casework practice).
Projected Completion Date: December 2017 and on-going

**Key Activity 4:** Findings from the Foundations Level 3 Behavioral Checklist Evaluation will be analyzed to identify where remedial assistance is needed. Remedial assistance will be provided by regional office staff, as warranted.
Projected Completion Date: October 2018 and ongoing

**Key Activity 5:** OCFS regional office will conduct a case review using the OSRI on a sample of preventive and foster care trainees one-year post training to assess the impact of training on case practice related to the case review items noted above and provide feedback to the LDSS.
Projected Completion Date: January 2019

Strategy 2: Enhance supervisor competencies through trainings, practice webinars and resource tools that support improved case practice.

**Key Activity 1:** Provide KEYS supervisory training to new LDSS and VA supervisors; the training will be offered five times in various locations and regions each year of the PIP with priority to CPS supervisors.
Projected Completion Date: 2018 and on-going

**Key Activity 2:** KEYS Essentials (for experienced supervisors) will be offered four times in various locations and regions each year of the PIP. These trainings will be provided to LDSS and VA supervisors.
Projected Completion Date: 2018 and on-going

**Key Activity 3:** Distribute KEYS Level 3 Behavioral Checklist Evaluation to supervisory trainees and managers to assess impact of KEYS on supervisor
practice (the training participants have applied their new knowledge and skills to their work and what effect this has had on casework practice).
Projected Completion Date: June 2018 and ongoing

Key Activity 4: Findings from the KEYS Level 3 Behavioral Checklist Evaluation will be analyzed and provided to LDSS and remedial assistance will be provided to supervisors by LDSS managers, as warranted.
Projected Completion Date: December 2019

Key Activity 5: OCFS Home Office to conduct four supervisory webinars focusing on CFSR case review items for LDSS and voluntary agency supervisors in year one and in subsequent years, the findings from the analysis of the Foundations and KEYS Level 3 Behavioral Checklist will influence topics.
Projected Completion Date: 2018 and ongoing

B. Permanency

Permanency Outcomes 1 and 2

Permanency outcomes include: (A) children have permanency and stability in their living situations; and (B) the continuity of family relationships is preserved for children.

- For each of the two permanency outcomes, include the most recent available data demonstrating the state’s performance. Data must include state performance on the four federal permanency indicators and relevant available case record review data.
- Based on these data and input from stakeholders, tribes, and courts, include a brief assessment of strengths and concerns regarding Permanency Outcomes 1 and 2, including an analysis of the state’s performance on the national standards for the permanency indicators.

State Response:

NYS assesses Permanency Outcome 1 and 2 as an area needing improvement. NYS will be working on improving performance in the four federal measures.

Please refer to the NYS CFSR Statewide Assessment submitted April 14, 2016, pages 17-29 for the complete State response.

The findings from the CFSR on-site review conducted the week of June 12, 2016, indicated that Permanency Outcome 1 was not in substantial conformity. Items 4, 5, and 6 were all rated an area needing improvement. Item 4 was rated a strength in 75 percent of the cases, Item 5 was rated a strength in 28 percent of the cases, and Item 6 was rated a strength in 33 percent of the cases.

Permanency Outcome 2 was determined to be not be in substantial conformity. Items 7, 8, 9, 10, and 12 were all rated areas needing improvement. Item 7 was a strength in 83 percent of the cases, Item 8 was a strength in 73 percent of the case, Item 9 was a strength in 59 percent of the
cases, Item 10 was a strength in 50 percent of the cases, and Item 11 was a strength in 62 percent of the cases.

NYS PIP addressing Permanency Outcome 1:

**Goal 4:** Improve timeliness of permanency for children placed in out-of-home care. (Permanency Outcome 1 – Items 5, 6, 7, 8, 9, 10 and 11; Case Review Item – 23 Termination of Parental Rights; Item 35 – Diligent Recruitment of Foster and Adoptive Homes; and Item 36 – State Use of Cross-Jurisdictional Resources for Permanent Placements)

**Strategy 1:** Leadership from OCFS and the UCS will collaborate quarterly to implement and provide support to LDSSs and Family Courts to implement a Lean process aimed at reducing the length of time to permanency for children placed in out-of-home care in up to five LDSS and Family Courts each year. Projects will include time to TPR and time to adoptions post TPR.

**Key Activity 1:** OCFS’s home office and OCA will identify up to five LDSSs and Family Courts each year to implement a Lean process focused on improving permanency for children placed in out-of-home care.
Projected Completion Date: January 2018 and ongoing

**Key Activity 2:** OCFS Lean team will meet with each LDSS and Family Court and begin implementing the Lean process that includes developing a project charter, value stream mapping, data collection, voice of the customer, a kaizen event and implementation of the solutions.
Projected Completion Date: January 2018- December 2018; January 2019- December 2019

**Key Activity 3:** OCFS’s Lean team will monitor, through the Lean metrics provided by the LDSSs and courts, the progress made on implementing local solutions. Information and progress will be shared with OCA leadership.
Projected Completion: Ongoing

**Strategy 2:** Collaborating with the OCA’s Court Improvement Project using a CQI model, provide support and technical assistance to 19 LDSS/Family Court collaboratives in reviewing both court and child welfare metrics in a root cause analysis that will be used to update the logic models that support joint permanency strategies.

**Key Activity 1:** Provide training to Child Welfare Court Improvement Project staff to increase their knowledge and skills around data diagnostics that will be used in working with the LDSS/Family Court collaboratives.
Projected Completion Date: March 2018

**Key Activity 2:** OCFS’s =home office and the OCA will execute an MOU on data sharing between our respective agencies to be used to identify barriers and successes on the local level to timely permanency for children in foster care.
Projected Completion Date: January 2018 - ongoing
Key Activity 3: Provide court metrics and child welfare metrics to each collaborative and work with each LDSS and Family Court to do a root-cause analysis related to their performance on key permanency outcome measures. Projected Completion Date: March 2018 - ongoing

Key Activity 4: Each collaborative will review their existing logic model and update the strategies based on the analysis of the data to include specific strategies that will improve permanency and enhance family relationships and preserve connections. Projected Completion Date: April – August 2018

Key Activity 5: Each collaborative will submit an updated logic model that details strategies aimed at improving time to permanency. Projected Completion Date: August 2018

Key Activity 6: Each collaborative will begin implementing the strategies identified in their logic model. Projected Completion Date: August 2018 and ongoing

Key Activity 7: OCFS with staff from the Court Improvement Project will monitor the impact of the strategies on each of the 19 LDSS/Court collaboratives related to their permanency outcomes. Projected Completion Date: Ongoing

Strategy 3: Based on CONNECTIONS data, engage LDSSs and VAs in implementing Permanency Roundtables and/or Rapid Permanency Reviews to expedite permanency and review the appropriateness of permanency goals.

Key Activity 1: Using CONNECTIONS data, select target populations with various permanency planning goals to and identify which LDSSs/VAs would benefit from Rapid Permanency Reviews and/or a Permanency Roundtable. Projected Completion Date: January 2018 and ongoing

Key Activity 2: Casey Family Programs will provide training to OCFS regional office staff on conducting Rapid Permanency Reviews. Projected Completion Date: January 2018

Key Activity 3: OCFS regional offices will complete up to five Permanency Roundtables and/or Rapid Permanency Reviews per year to include reviewing multiple children at each session in selected LDSSs and/or VAs and identifying barriers to permanency. Action plans will be created for each child reviewed. Projected Completion Date: Ongoing

Key Activity 4: LDSSs and VAs to monitor permanency outcomes for each child reviewed through the process and share aggregate data with OCFS. Projected Completion Date: Ongoing
Key Activity 5: OCFS’s home office and regional offices will assist LDSSs in the analysis of the aggregated data to identify barriers, solutions and to replicate bright spots that can be used to expedite permanency in the first 12 months of placement. Projected Completion Date: Ongoing

Strategy 4: OCFS will require LDSSs and VAs to develop a policy and an implementation plan on how they will increase the use of kinship as permanency resources.

Key Activity 1: Require LDSSs and VAs to develop a policy and an implementation plan on how they will increase the use of kinship placements. Projected Completion Date: July 2018

Key Activity 2: OCFS’s home office and regional office will review data, monitor and provide feedback to each LDSS’s and VA’s use of relative foster care every six months. Projected Completion Date: September 2018 and ongoing

Strategy 5: OCFS will require LDSSs and VAs to develop a written policy on Parenting Time and Family Visitation.

Key Activity 1: Require LDSSs/VAs to provide a written policy plan within 90 days of the Administrative Directive. Projected Completion Date: January 2018

Key Activity 2: OCFS regional office staff will confirm during quarterly site visits that LDSSs/VAs have written a policy. Projected Completion Date: March 2018

Key Activity 3: Using case review tools, conduct case reviews to assess impact of policy on case work practice. Projected Completion Date: Ongoing

Strategy 6: Require LDSSs and VAs to update their Foster/Adoptive Parent Recruitment and Retention Plan that was developed in 2017 with an 18-month update to assess progress on their recruitment efforts.

Key Activity 1: Develop and disseminate the 18-month Recruitment and Retention Plan Update template. Projected Completion Date: May 2018

Key Activity 2: LDSSs and VAs to complete the 18-month Recruitment and Retention Plan Update template and submit to the OCFS regional office. Projected Completion Date: July 2018

Key Activity 3: OCFS’s regional offices will review 18-month Recruitment and Retention Plan Update with each LDSS/VA during quarterly site visits and provide technical assistance if additional recruitment efforts are needed. Projected Completion Date: October 2018
Strategy 7: Enhance the process for effective use of cross-jurisdictional resources for children waiting for permanency.

Key Activity 1: To promote the increase in the number of eligible children photo listed, OCFS home office staff and regional office staff will use data reports to monitor the photo listing of children freed for adoption, and provide technical assistance as needed to LDSS/VAs.
Projected Completion Date: Ongoing

Key Activity 2: Training and system support will be provided by the NEICE developer, Tetrus, to all LDSS/VA NEICE system users.
Projected Completion Date: June 2018 and ongoing

Key Activity 3: Implement the use of NIECE, the National Electronic Interstate Compact Enterprise (NEICE) to better monitor the number of home studies for children awaiting placement out of NYS and work with any states that exceed the 60-day timeframe for the home study.
Projected Completion Date: June 2018 and ongoing

C. Well-Being

Well-Being Outcomes 1, 2, and 3

Well-being outcomes include: (A) families have enhanced capacity to provide for their children’s needs; (B) children receive appropriate services to meet their educational needs; and (C) children receive adequate services to meet their physical and mental health needs.

- For each of the three well-being outcomes, include the most recent available data demonstrating the state’s performance. Data must include relevant available case record review data and relevant data from the state information system (such as information on caseworker visits with parents and children).

- Based on these data and input from stakeholders, Tribes, and courts, include a brief assessment of strengths and concerns regarding Well-Being Outcomes 1, 2, and 3.

State Response:

NYS assesses Well-being Outcome 1 as an area needing improvement, as the data from the case record reviews conducted using the Onsite Review Instrument (OSRI) indicates that in three out of the four relevant case review items, NYS will need to work on improving performance.

NYS assesses Well-being Outcome 2 as an area needing improvement. The data indicates NYS will need to work on improving performance.
NYS assesses Well-Being Outcome 3 as an area of strength as the data from the case records reviews conducted using the OSRI indicates that in both relevant case review items; NYS was in substantial conformity with the requirements.

Please refer to the NYS CFSR Statewide Assessment submitted April 14, 2016, pages 30-45 for the complete State response.

The findings from the CFSR on-site review indicated that Well-being Outcome 1 was not in substantial conformity. Items 12, 13, 14, and 15 were all rated an area needing improvement. Item 12 was a strength 39 percent of the cases, Item 13 was a strength in 63 percent of the cases, Item 14 was a strength in 77 percent of the cases, and Item 15 was rated a strength in 56 percent of the cases.

Well-being Outcome 2 was determined not in substantial conformity. Item 16 was rated as area needing improvement. Item 16 rated as a strength in 87 percent of the cases.

Well-being Outcome 3 was determined not in substantial conformity. Items 17 and 18 were both rated as an area needing improvement. Item 17 was a strength in 79 percent of the cases, and Item 18 was a strength in 68 percent of the cases.

New York PIP Addressing Well-Being Outcome 1:

See Goal 3 above

Assessment of Systemic Factors

A. Statewide Information System

Item 19: Statewide Information System

How well is the statewide information system functioning statewide to ensure that, at a minimum, the state can readily identify the status, demographic characteristics, location, and goals for the placement of every child who is (or within the immediately preceding 12 months, has been) in foster care?

State Response:

NYS assesses Item 19 as an area needing improvement. While users of the NYS system of record, CONNECTIONS, can readily identify the status, demographic characteristics, and location and placement goals for every child, OCFS does not routinely monitor the system to ensure accuracy of the data entered on the local level.

Please refer to the NYS CFSR Statewide Assessment submitted April 14, 2016, pages 46-51 for the complete State response.

Findings from the CFSR rated Item 19 as an area needing improvement.
New York PIP Addressing Systemic Factor – Statewide Information System

Goal 6: Increase the accuracy and timeliness of the data entered into the CONNECTIONS system. (Systemic Factor – Item 19 - Statewide Information System)

Strategy 1: Review the status, demographic characteristics, location, and goals for the placement of every child who is in foster care during each case record review to promote that the information in CONNECTIONS is accurate based on the information in the case record.

Key Activity 1: Implement the Statewide Information System Tool for Accuracy as part of each case record review and provide feedback on accuracy of the data to the LDSS/VA as part of the case findings.
Projected Completion Date: Ongoing

Key Activity 2: Deficiencies in the accuracy of the data noted in the findings from the case review will require LDSSs/VAs to submit a Program Improvement Plan to the regional office, who will monitor until the cases are accurately updated.
Projected Completion Date: Ongoing

Strategy 2: Develop and disseminate via the Data Warehouse LDSS/VA-specific data reports that indicate the timeliness of completing the data entry of key case milestones (timeliness of data entry into care, timeliness of setting PPG, timeliness of discharge from care), and reports that detail cases missing key demographic characteristics.

Key Activity 1: Develop reports in the Data Warehouse that will be used by LDSSs and VAs on a monthly basis that list missing data elements (sex, ethnicity, date of birth, PPG) in CONNECTIONS and record the timeliness of completing data entry of key milestones.
Projected Completion Date: January 2018

Key Activity 2: Create and disseminate tip sheets through the local data leaders and ITS CONNECTIONS Implementation Team that will be used by LDSS/VA caseworkers and supervisors on how to access and use the reports in the Data Warehouse in monitoring local data accuracy and compliance.
Projected Completion Date: February 2018

Key Activity 3: OCFS’s home office will monitor LDSS performance on data entry of key milestones and reduction of missing data elements on a quarterly basis and provide feedback to LDSSs/VAs.
Projected Completion Date: March 2018 and ongoing

B. Case Review System

Item 20: Written Case Plan
How well is the case review system functioning statewide to ensure that each child has a written case plan that is developed jointly with the child’s parent(s) and includes the required provisions?

State Response:

NYS assesses Item 20 as an area of strength, as OCFS has a well-functioning system to provide written case plans for each child that are developed jointly with the child’s parent(s) and those plans can be found in the case record. Data from the 2015 SPA case record reviews shows that in 99 percent of the cases, all required FASPs were in the record, with 96 percent of the cases involving the parent/guardian in case planning activities (parental involvement is determined through progress notes and through documentation in the FASP).

Findings from the CFSR rated Item 20 as an area needing improvement. ACF noted that through the stakeholder interviews, it was noted that the written case plans were not always developed jointly with parents, and that some plans are prescribed for the parents.

New York PIP Addressing Systemic Factor – Case Review System: Written Case Plan

See Goal 3 above

Item 21: Periodic Reviews

How well is the case review system functioning statewide to ensure that a periodic review for each child occurs no less frequently than once every six months, either by a court or by administrative review?

State Response:

NYS assesses Item 21 as an area needing improvement, as OCFS, while having a process in place, has noted through case record reviews that service plan reviews are not occurring as required in all cases. The data indicates that in 79 percent of the cases, a service plan review was held. One barrier is that a meeting is taking place, but the third-party reviewer is not present, so it cannot be considered a service plan review for purposes of this item.

Findings from the CFSR rated Item 21 as a strength. ACF noted Information collected during the interviews with stakeholders showed that periodic reviews for children in foster care occur no less frequently than once every six months. Stakeholders reported that courts often hear cases more frequently than every six months. Many stakeholders considered these court hearings as a mechanism for ensuring a periodic review, rather than the Service Plan Review.

Item 22: Permanency Hearings
How well is the case review system functioning statewide to ensure that, for each child, a permanency hearing in a qualified court or administrative body occurs no later than 12 months from the date the child entered foster care and no less frequently than every 12 months thereafter?

State Response:

NYS assesses Item 22 as a strength as OCFS has a well-functioning system statewide to ensure for each child a permanency hearing occurs no later than 12 months from the date the child entered foster care and no less frequently than every 12 months thereafter. The data reveals that in 93 percent of the cases reviewed in 2015, a Permanency Hearing was held within the prescribed guidelines. While we are not able to get 2015 data from the Office of Court Administration (OCA) (data cannot be pulled until sufficient time has passed in 2016), 2014 data indicates that in 85 percent of the cases, an initial permanency hearing was held and completed within nine months from the date of entry into out-of-home care on behalf of children who remained in out-of-home care for at least nine months. OCFS and OCA work closely on this measure, with each agency sharing data in order to promote timely permanency.

Findings from the CFSR rated Item 22 as a strength.

Item 23: Termination of Parental Rights

How well is the case review system functioning statewide to ensure that the filing of termination of parental rights (TPR) proceedings occurs in accordance with required provisions?

State Response:

NYS assesses Item 23 as an area needing improvement as OCFS has noted through case record reviews that the filing of petitions for the termination of parental rights are not occurring within the prescribed timeframes in all cases. In 54.5 percent of the cases reviewed in 2015, the petition to terminate the mother’s parental rights was filed in a timely manner, and for fathers, timely petitions were filed in 61 percent of the cases. One underlying condition noted in 2015 during the case record reviews was the backlog in the LDSS/county attorneys’ offices in getting the petitions filed. Another factor that has been cited is a delay in the location and engagement of fathers. Training was developed specific to engaging and locating fathers, and it appears a continued focus is needed in this area.

Findings from the CFSR rated Item 23 as an area needing improvement.

Item 24: Notice of Hearings and Reviews to Caregivers

How well is the case review system functioning statewide to ensure that foster parents, pre-adoptive parents, and relative caregivers of children in foster care are notified of, and have a right to be heard in, any review or hearing held with respect to the child?

State Response:
NYS assesses Item 24 as an area needing improvement. OCFS conducted a statewide survey of 3,063 foster/adoptive parents. At the time of the survey, there were 8,326 active foster homes. The survey was distributed to a random sample of 3,063 foster/adoptive homes that represented households from all six regions of the State. OCFS received 500 responses which included participation from foster/adoptive parents from 53 counties and New York City.

Findings from the CFSR rated Item 24 as an area needing improvement.

Please refer to the NYS CFSR Statewide Assessment submitted April 14, 2016, pages 52-62 for the complete state response for Items 20 - 24.

New York PIP Addressing Systemic Factor – Case Review System – Notice of Hearings and Reviews to Caregivers

See Goal 3 above

C. Quality Assurance System

Item 25: Quality Assurance System

How well is the quality assurance system functioning statewide to ensure that it is (1) operating in the jurisdictions where the services included in the CFSP are provided, (2) has standards to evaluate the quality of services (including standards to ensure that children in foster care are provided quality services that protect their health and safety), (3) identifies strengths and needs of the service delivery system, (4) provides relevant reports, and (5) evaluates implemented program improvement measures?

State Response:

NYS assesses Item 25 as an area needing improvement. The Quality Assurance (QA)/Continuance Quality Improvement (CQI) system is currently functioning within NYS. However, there continue to be areas needing improvement.

Findings from the CFSR rated Item 25 as an area needing improvement.

Please refer to the NYS CFSR Statewide Assessment submitted April 14, 2016, pages 63-69 for the complete State response.

NYS PIP Addressing Systemic Factors:

OCFS has formalized a CQI Advisement Team that will develop a formal CQI Plan that will develop a structure to formalize the following CQI sub domains: Leadership Support and Modeling, Staff and Stakeholder Engagement, Communication, Foundational Administrative Structure.

Goal 1: Improve New York State’s Continuous Quality improvement (CQI) system and process at the State level (Systemic Factor – Item 25 Quality Assurance)
Strategy 1: OCFS will implement a plan to develop and enhance the following CQI subdomains within the state’s CQI system: Leadership Support and Modeling, Staff and Stakeholder Engagement, Communication, Foundational Administrative Structure.

Key Activity 1: OCFS CQI Advisement Team will develop and implement a formal CQI Plan that includes a structure to formalize the following prioritized CQI subdomains: Leadership Support and Modeling, Staff and Stakeholder Engagement, Communication, Foundational Administrative Structure.

Projected Completion Date: CQI Plan for initial subdomains - December 2018 – Ongoing CQI Plan for all subdomains – December 2019

Goal 2: County plans that include cross-county themes, if applicable, will be developed and implemented using a CQI model aimed at improving child welfare outcomes, to safety and permanency indicators. (Safety Outcome 2, Permanency Outcome 1 and 2; Systemic Factor – Item 25 Quality Assurance)

Strategy 1. Provide training and support to LDSSs on using the Strategies and Measures Form to identify strategies and measures that address county specific casework practice gaps, including safety and permanency that align with the NYS Child Welfare Practice Model, where applicable and plan for implementation of their county plans. Based on the analysis of the Strategies and Measures Form, LDSSs will engage Family Courts and other stakeholders as applicable, in strategy development and implementation.

Key Activity 1: Submission of completed Strategies and Measurement Form by LDSS to OCFS for review and feedback.
Projected Completion Date: December 2017, with final submission of the entire county plan due April 2018

Key Activity 2: OCFS regional offices will approve county plans and LDSSs will begin implementing strategies and tracking initial outcomes.
Projected Completion Date: June 2018 and ongoing.

Strategy 2: Provide training and support to LDSSs on implementing the strategies outlined in their county plan.

Key Activity 1: OCFS’s home office and regional offices will provide training and support via on-site visits to LDSSs.
Projected Completion Date: June 2018 and ongoing

Key Activity 2: OCFS, through regular, quarterly regional office visits, will discuss the status of strategy implementation and address barriers, when necessary.
Projected Completion Date: June 2018 and ongoing

Key Activity 3: OCFS’s home office will disseminate county plan diagnostic and strategy information to every LDSS. This strategy is designed to encourage shared learning across NYS.
Projected Completion Date: June 2018 and ongoing
Strategy 3: OCFS’s home office and regional offices will provide training and support to LDSSs on measuring the implemented strategies.

Key Activity 1: OCFS’s home office will disseminate updated child-level data files to assist LDSSs in measuring the effectiveness of the implemented strategies.
Projected Completion Date: Ongoing

Key Activity 2: OCFS’s home office will conduct a webinar training and provide other technical assistance supports (on-site visits and office hours) on the process of analyzing the data collected during year one related to measuring the implemented strategies.
Projected Completion Date: Ongoing

Strategy 4: OCFS’s home office and regional office will monitor, provide technical assistance and guidance to LDSSs as they develop their County Plan Annual Update, which will report on individual LDSS strategy progress.

Key Activity 1: OCFS’s home office and regional offices will provide technical assistance to LDSSs as they review and potentially revise their strategies as they prepare for the submission of the County Annual Plan Update (APU) for approval.
Projected Completion Date: 2019 and yearly thereafter.

Key Activity 2: LDSS submission of County Annual Plan Update that will include an update on their implementation of their strategies and measurement of their progress. Plans will be reviewed and approved by regional offices.
Projected Completion Date: 2019 and yearly thereafter

See Goal 3, above

D. Staff and Provider Training

Item 26: Initial Staff Training

How well is the staff and provider training system functioning statewide to ensure that initial training is provided to all staff who deliver services pursuant to the CFSP that includes the basic skills and knowledge required for their positions?

Staff, for purposes of assessing this item, includes all contracted/non-contracted staff who have case management responsibilities in the areas of child protection services, family preservation and support services, foster care services, adoption services, and independent living services pursuant to the state’s CFSP.

State Response:

NYS assesses Item 26 as an area needing improvement. NYS mandates that both Child Protective Services caseworkers and their supervisors complete the NYS-approved program and meet the annual in-service training requirements. Although many child welfare staff begin as child
protective services workers and thus receive the initial training, NYS does not have the specific training requirement for all other designated child welfare staff. This is an area that OCFS is currently looking to enhance.

Findings from the CFSR rated Item 26 as an area needing improvement.

**New York PIP Addressing Systemic Factor – Case Review System - Staff and Provider Training**

See Goal 3, above

**Item 27: Ongoing Staff Training**

How well is the staff and provider training system functioning statewide to ensure that ongoing training is provided for staff that addresses the skills and knowledge needed to carry out their duties regarding the services included in the CFSP?

Staff, for purposes of assessing this item, includes all contracted/non-contracted staff who have case management responsibilities in the areas of child protection services, family preservation and support services, foster care services, adoption services, and independent living services pursuant to the state's CFSP.

**State Response:**

NYS assesses Item 27 as an area needing improvement. NYS mandates on-going training for CPS staff. Both CPS caseworkers and CPS supervisors are required to satisfactorily complete the NYS-approved program and meet the annual in-service training requirements. However, NYS does not have the same requirement for other child welfare staff.

Findings from the CFSR rated Item 27 as an area needing improvement.

**New York PIP Addressing Systemic Factor – Case Review System - Ongoing Staff Training**

See Goal 3, above

**Item 28: Foster and Adoptive Parent Training**

How well is the staff and provider training system functioning to ensure that training is occurring statewide for current or prospective foster parents, adoptive parents, and staff of state licensed or approved facilities (that care for children receiving foster care or adoption assistance under Title IV-E) that addresses the skills and knowledge base needed to carry out their duties with regard to foster and adopted children?

**State Response:**
NYS assesses Item 28 as an area of strength, as ample training is provided to prospective foster and adoptive parents, and to staff of state-licensed or approved facilities. A statewide survey was conducted of 500 foster parents to gather information about their experiences with the current training system. At the time of the survey, there were 8,326 active foster homes that had a child or children residing in the home. The survey was distributed to a random sample of foster/adoptive homes that represented households from all six regions. The 500 responses included participation from 53 counties and NYC. Not every foster parent answered every question.

Please refer to the NYS CFSR Statewide Assessment submitted April 14, 2016, pages 70-86 for the complete state response for Items 26-28.

Findings from the CFSR rated Item 28 as an area needing improvement. ACF noted that stakeholders reported varied experiences with effectiveness of ongoing training and that access to training, ongoing training requirements, and monitoring of training varies across the state. The state does not monitor compliance with training outside of the agency reviews that occur every three years; and there is no process in place to ensure that local offices are complying with training requirements.

E. Service Array and Resource Development

Item 29: Array of Services

How well is the service array and resource development system functioning to ensure that the following array of services is accessible in all political jurisdictions covered by the CFSP?

Services that assess the strengths and needs of children and families and determine other service needs;

Services that address the needs of families in addition to individual children in order to create a safe home environment;

Services that enable children to remain safely with their parents when reasonable; and Services that help children in foster and adoptive placements achieve permanency.

State Response:

NYS assesses Item 29 as an area needing improvement. In NYS, services to meet the needs of children and families are determined by the LDSS. Through the use of data and collaborations with key stakeholders as noted in their county plans, LDSSs determine how they will use their funds to obtain needed services. Likewise, on the state level, OCFS in collaboration with key stakeholders, LDSSs (including reviewing their county plans) and VAs, and through the use of data determine how the agency will use state and federal funds to complement the services offered on the local level. A common concern expressed by the 500 foster parent survey
respondents from 53 counties and New York City, and feedback from attorneys for the parent (this feedback was provided by Angela Burton, Director of Quality Enhancement for Parental Representation, NYS Office of Indigent Legal Services via a survey she did statewide of attorneys for parents) is that there are not enough services to meet the needs of all children and families who interact with the child welfare system.

Findings from the CFSR rated Item 29 as an area needing improvement.

**New York PIP Addressing Systemic Factor – Service Array**

**Goal 5:** Provide services to families who are at risk of entering the child welfare system, by increasing knowledge and protective factors that can help keep children in their home that may otherwise be at risk of maltreatment or neglect and placed in foster care. (Case Review Items 6, 17 and 18; Systemic Factor – Service Array and Resource Development: Item 29 Array of Services and Item 30 – Individualized Services)

**Strategy 1: Expand, enhance, support and strengthen the quality of home visiting services to high risk families residing in high need areas of New York through the provision of Healthy Families New York home visiting program.**

Key Activity 1: OCFS’s home office, in partnership with HFNY Central Administration partners, will provide intensive technical assistance and site support for the new programs that began in five new communities in 2017, and support the expansion of services in additional communities as the program expands.
Projected Completion Date: Ongoing

Key Activity 2: OCFS’s home office will provide funding for up to eight programs to expand services to high need families in high risk communities in New York.
Projected Completion Date: September 2018

Key Activity 3: Complete an on-site monitoring and technical assistance visit annually to each of the 43 funded programs
Projected Completion Date: Ongoing

Key Activity 4: OCFS’s home office will monitor program enrollment and service delivery quarterly and identify trends and provide technical assistance on an as needed basis.
Projected Completion Date: February 2018 and ongoing

Key Activity 5: Programs in partnership with OCFS’s home office will conduct data analysis annually to determine barriers to engagement and enrollment and develop a plan to overcome identified barriers.
Projected Completion Date: Ongoing following program’s contract cycle.

Key Activity 6: OCFS, in partnership with Prevent Child Abuse New York, will provide training for role specific work with families for all new providers that hired by HFNY programs.
Projected Completion Date: Ongoing
Key Activity 7: OCFS’s home office will provide support and technical assistance to programs as they complete the Model Developer’s accreditation process.
Projected Completion Date: September 2018

Item 30: Individualizing Services

How well is the service array and resource development system functioning statewide to ensure that the services in item 29 can be individualized to meet the unique needs of children and families served by the agency?

State Response:

NYS assesses Item 30 as an area needing improvement. While NYS has an array of services that are provided by LDSSs and VAs with which they contract, services cannot always be made available or tailored to meet the unique needs of the children and families served by LDSSs and VAs. This is especially true for children who have dual diagnoses (such as mental health and substance abuse). Feedback from the attorneys for the parents has indicated that parents are sometimes offered formulaic services that do not take into account the complex needs of the family. The array of services is seen by some as a “boiler-plate set of services” that are often over-broad and/or vague. The feedback was obtained by Angela Burton, who conducted a survey of attorneys of parents across NYS. The exact number of attorneys surveyed is unknown.

Please refer to the NYS CFSR Statewide Assessment submitted April 14, 2016, pages 87-95 for the complete State response for Items 29 and 30.

Findings from the CFSR rated Item 30 as an area needing improvement.

See Goal 5, above

F. Agency Responsiveness to the Community

Item 31: State Engagement and Consultation with Stakeholders Pursuant to CFSP and APSR

How well is the agency responsiveness to the community system functioning statewide to ensure that in implementing the provisions of the CFSP and developing related APSRs, the state engages in ongoing consultation with Tribal representatives, consumers, service providers, foster care providers, the juvenile court, and other public and private child- and family-serving agencies and includes the major concerns of these representatives in the goals, objectives, and annual updates of the CFSP?

State Response:

NYS assesses Item 31 as an area of strength as OCFS engages many stakeholder groups throughout the year in ongoing consultation to gather major concerns and strengths related to NYS’ performance on key goals, objectives and strategies for improvement.
Findings from the CFSR rated Item 31 as a strength.

**Item 32: Coordination of CFSP Services with Other Federal Programs**

How well is the agency responsiveness to the community system functioning statewide to ensure that the state’s services under the CFSP are coordinated with services or benefits of other federal or federally assisted programs serving the same population?

**State Response:**

NYS assesses Item 32 as an area of strength. OCFS coordinates services and benefits of other federal or federally assisted programs serving the same population in a variety of ways, including participating in various statewide councils, committees, and advisory boards. Additionally, OCFS convenes meetings with stakeholders to assess needs and service provision with an eye on reducing duplication of resources.

Please refer to the [NYS CFSR Statewide Assessment](#) submitted April 14, 2016, pages 96-104 for the complete state response for Items 31 and 32.

Findings from the CFSR rated Item 32 as a strength.

**G. Foster and Adoptive Parent Licensing, Recruitment, and Retention**

**Item 33: Standards Applied Equally**

How well is the foster and adoptive parent licensing, recruitment, and retention system functioning statewide to ensure that state standards are applied to all licensed or approved foster family homes or child care institutions receiving Title IV-B or IV-E funds?

**State Response:**

NYS assesses Item 33 as an area needing improvement. While OCFS reviews and monitors that the child care institutions are applying state standards equally through our ongoing monitoring and voluntary agency review (VAR) process, the agency does not routinely review family foster homes licensed or approved by LDSSs or VAs.

Findings from the CFSR rated Item 33 as an area needing improvement.

**New York PIP Addressing Systemic Factor - Foster and Adoptive Parent Licensing, Recruitment and Retention**

**Goal 7:** Improve the statewide consistency of foster and adoptive parent licensing, recruitment and retention through oversight, monitoring and technical assistance to LDSS and VAs. (Systemic Factor - Foster and Adoptive Parent Licensing, Recruitment and Retention Item 33 - Standards Applied Equally, Item 34 - Requirements for Criminal Background Checks)
Strategy 1: Revise and reissue the foster/adoptive parent application, and home study templates that will be mandated for use by LDSSs/VAs to aid in promoting consistency in the licensing process.

Key Activity 1: OCFS’s home office will develop a standardized application, and home study forms utilizing the input from the Home Finders Summit, and provide guidance to home finders on their use.
Projected Completion Date: February 2018

Key Activity 2: Issue an Administrative Directive to LDSS/VAs requiring the use of the new templates and providing instructions.
Projected Completion Date: March 2018

Key Activity 3: Provide training via webinar or computer based training regarding use of standardized licensing templates in the FAD.
Projected Completion Date: August 2018

Key Activity 4: OCFS’s home office will monitor the consistent application of foster care licensing state standards, including criminal background checks, through LDSS/VA quarterly desk reviews using the desk review instrument. OCFS Regional Offices will share findings with respective LDSS/VAs and require and monitor corrective action when necessary.
Projected Completion Date: September 2018 and ongoing

Strategy 2: Revise and reissue the foster boarding home licensing guide that will aid in promoting consistency in the licensing process and provide practice guidance to home finders.

Key Activity 1: The foster boarding home licensing guide will be revised using input gathered from the Home Finders Summit and distributed to LDSS and VA home finders that will include best practice guidance in addition to regulations.
Projected Completion Date: December 2018

Item 34: Requirements for Criminal Background Checks

How well is the foster and adoptive parent licensing, recruitment, and retention system functioning statewide to ensure that the state complies with federal requirements for criminal background clearances as related to licensing or approving foster care and adoptive placements, and has in place a case planning process that includes provisions for addressing the safety of foster care and adoptive placements for children?

State Response:

NYS assesses Item 34 as a strength, as there is a well-functioning system that complies with federal criminal background clearance requirements for approving foster and adoptive homes.
Findings from the CFSR rated Item 34 as an area needing improvement. ACF noted that even though VAs and LDSSs are meeting the requirements for criminal background checks, the state does not monitor these processes to ensure compliance. The state forwards information on arrests for criminal activity on active foster homes to local offices but does not have a case planning process in place to ensure appropriate follow-up on these concerns to address the safety of foster care and adoptive placements for children.

New York PIP Addressing Systemic Factor - Requirements for Criminal Background Checks

See Goal 7, above

Item 35: Diligent Recruitment of Foster and Adoptive Homes

How well is the foster and adoptive parent licensing, recruitment, and retention system functioning to ensure that the process for ensuring the diligent recruitment of potential foster and adoptive families who reflect the ethnic and racial diversity of children in the state for whom foster and adoptive homes are needed is occurring statewide?

State Response:

NYS regulations require that agencies have a comprehensive recruitment strategy/plan for establishing a pool of waiting foster and adoptive parents that reflects the racial and ethnic diversity of the children in foster care. Permanency Specialists in the OCFS Regional Offices monitor LDSS and voluntary authorized agency implementation of foster and adoptive Comprehensive Recruitment Plan requirements and provide technical assistance to local districts and voluntary agencies to determine their compliance with the Multi-ethnic Placement Act of 1994 (MEPA) as amended by the Interactive Adoption Provisions of 1996, and state regulations. Recruitment efforts in each county of the state are tailored to meet the specific needs in that county. In some counties, foster and adoptive parents are trained to be recruiters and use their experience to provide guidance, direction, and consultation to new foster parents. OCFS takes an active role in disseminating information on foster care and adoption through the use of the media.

Findings from the CFSR rated Item 35 as an area needing improvement.

New York PIP Addressing Diligent Recruitment of Foster and Adoptive Homes

See Goal 4, above.

Item 36: State Use of Cross-Jurisdictional Resources for Permanent Placements
How well is the foster and adoptive parent licensing, recruitment, and retention system functioning to ensure that the process for ensuring the effective use of cross-jurisdictional resources to facilitate timely adoptive or permanent placements for waiting children is occurring statewide?

State Response:

NYS regulations address Title IV-E requirements and state that authorized agencies may not delay or deny the placement of a child freed for adoption with an approved adoptive parent on the basis that the approved adoptive parent resides in a state or county different from the agency with jurisdiction of the child. NYS regulations also address the importance of concurrent planning in order to permit efforts to place a child for adoption or with a legal guardian concurrently with efforts to make it possible for a child to safely return home. The Safe and Timely Interstate Placement of Foster Children Act of 2006 resulted in regulations that require timely home studies for cross-state placements. Additionally, OCFS required the same timeframe for cross-county home studies, as was required by the federal law for cross-state home studies. In April of 2011, recognizing the critical role relatives play as resources for children, OCFS implemented the Kinship Guardianship Assistance Program (KinGAP) to enable a foster child to achieve a permanent placement with a relative who has been the child’s foster parent for at least six months. OCFS regulations require authorized agencies to develop a comprehensive recruitment strategy/plan for establishing a pool of waiting foster and adoptive parents that reflect the racial and ethnic diversity of the children in foster care. OCFS Regional Office staff monitor agency progress in implementation of the Comprehensive Recruitment Plans including reviewing a sample of cases of children waiting for adoption in each agency. The OCFS Child Welfare Practice Model identifies multiple strategies for agencies to use in order to facilitate safe out-of-home placements and rapid permanency including, but not limited to, Permanency Roundtables, Family Finding, Heart Galleries, KinGAP, kinship support, and post adoption education.

Please refer to the NYS CFSR Statewide Assessment submitted April 14, 2016, pages 105-117 for the complete state response for Items 33-36.

Findings from the CFSR rated Item 36 as an area needing improvement.

New York PIP Addressing State Use of Cross-Jurisdictional Resources for Permanent Placements

See Goal 4, above

Use of Data

In addition to the findings of the onsite CFSR review, OCFS has utilized the following data in assessing our performance on the national standards. Individual county performance has been shared with each LDSS.

<table>
<thead>
<tr>
<th>Indicator</th>
<th>National Standard</th>
<th>NYS Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Permanency Indicator 1-Permanency in 12 months for children entering foster care 14A-14B</td>
<td>42.1%</td>
<td>34.9%</td>
</tr>
</tbody>
</table>
### OCFS Performance Indicators

<table>
<thead>
<tr>
<th>Indicator</th>
<th>16A (%)</th>
<th>16B (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Permanency Indicator 2 – Permanency in 12 months for children in care 16A-16B</td>
<td>45.9%</td>
<td>29.8%</td>
</tr>
<tr>
<td>Permanency Indicator 3 – Permanency in 12 months for children in care 24 months or more 16A-16B</td>
<td>31.8%</td>
<td>24.8%</td>
</tr>
<tr>
<td>Permanency Indicator 4 – Re-entry to foster care in 12 months among P1 discharges 14A-16B</td>
<td>8.4%</td>
<td>13.4%</td>
</tr>
<tr>
<td>Stability of Placement 16A-16B</td>
<td>4.44</td>
<td>3.08</td>
</tr>
<tr>
<td>Safety Indicator 1 – Indicated reports involving children in foster care per 100,000 days of foster care 14A-14B</td>
<td>9.68</td>
<td>23.99</td>
</tr>
<tr>
<td>Safety Indicator 2 – Children with at least one indicated report and with another indicated report within 12 months of the initial report FFY14-15</td>
<td>9.5%</td>
<td>23.3%</td>
</tr>
</tbody>
</table>

OCFS submitted its Program Improvement Plan (PIP) to ACF on March 27, 2018, which was approved on May 3, 2018, detailing the goals, strategies and key activities that will be implemented over the next two years to address the state’s performance on Safety Outcome 2, Permanency Outcomes 1 and 2, and Well-being Outcome 1 and the systemic factors.

OCFS submitted its PIP update to ACF in November 2018, and the final report will be submitted May 2019.

**Accomplishments for 2015-2019 included:**

- Implementation of the Child Welfare Practice Model
- New County Planning Process
- Development of the New OCFS Training Center
- Re-Establishment of the Statewide Implementation Team (SIT)

See Plan for Improvement below for additional information.
3. Plan for Improvement

In 2015, OCFS began implementing the Child Welfare Practice Model (Practice Model), which provides the framework for a consistent and recognizable approach to child welfare practice across NYS, and addresses strategies to improve the child welfare outcomes. Vision and outcome driven, OCFS is using this framework as the cornerstone of our child welfare work and to drive performance.

Another key driver of NYS’s child welfare agenda are the six (6) safety and permanency indicators developed by the federal Children’s Bureau as part of the CFSR process. Beginning with the new five-year county plan process, OCFS collaborated with LDSSs to continue to understand key factors that contribute to performance, develop and implement strategies to positively impact the outcomes, and monitor their effectiveness.

Throughout this continuous quality improvement process, the LDSSs have been using a diagnostic process that clarifies and improves its understanding of the underlying factors that contribute to both high and low performance.
Since April 5, 2018, OCFS has been implementing a Program Improvement Plan (PIP) to address the areas found not in substantial conformity with Child and Family Services Review. We have been working on the following seven (7) goals with the noted case review and systemic factors:

Goal 1: Improve New York State’s Continuous Quality improvement (CQI) system and process at the State level (Systemic Factor – Item 25 Quality Assurance)

Goal 2: Develop and implement county plans that include cross-county themes, if applicable, using a CQI model aimed at improving child welfare outcomes, to safety and permanency indicators. (Safety Outcome 2, Permanency Outcome 1 and 2; Systemic Factor – Item 25 Quality Assurance)

Goal 3: Improve on the following casework practices in foster care and preventive services through the implementation of competency based training risk and safety assessments to include:

- Caseworker visits with the parents (including locating and engaging fathers) and child(ren);
- Service need assessments;
- Engagement of youth and parents in case and permanency planning; and improvements to (Safety Outcome 2 – Item 3; Permanency Outcome 1- Item 4, 5, and 6; Well-being 1 – Items 12, 13, 14, 15, 16, 17 and 18; Systemic Factor – Case Review System – Item 20 Written Case Plan; Item 24 Notice of Hearings and Reviews to Caregivers; Item 26 Staff and Provider Training; and Item 27 Ongoing Staff Training)

Goal 4: Improve timeliness of permanency for children placed in out of home care. (Permanency Outcome 1 – Items 5, 6, 7, 8, 9, 10 and 11; Case Review Item – 23 Termination of Parental Rights; Item 35 – Diligent Recruitment of Foster and Adoptive Homes; and Item 36 – State Use of Cross-Jurisdictional Resources for Permanent Placements)

Goal 5: Provide services to families who are at risk of entering the child welfare system by increasing knowledge and protective factors that can help keep children in their home that may otherwise be at risk of maltreatment or neglect and placed in foster care. (Case Review Items 6, 17 and 18; Systemic Factor – Service Array and Resource Development: Item 29 Array of Services and Item 30 – Individualized Services)

Goal 6: Increase the accuracy and timeliness of the data entered into the CONNECTIONS system. (Systemic Factor – Item 19 - Statewide Information System)

Goal 7: Improve the statewide consistency of foster and adoptive parent licensing, recruitment and retention through oversight, monitoring and technical assistance to LDSSs and VAs. (Systemic Factor - Foster and Adoptive Parent Licensing, Recruitment and Retention Item 33 - Standards Applied Equally, Item 34 - Requirements for Criminal Background Checks)

Summary of progress in key areas

Details of each goal and activity can be found in the semi-annual progress reports; last submission was dated May 3, 2019. A summary of the work to date includes the implementation of the Foundations Training in 2018 and the opening of the Human Services Training Center in early 2019. The revised curriculum has been implemented and made available to CPS staff across the state, as well as preventive and foster care staff as availability allows. Additionally, training of
supervisors remains a priority, which supports the individual’s learning and ability to practice key competencies.

During the past year, OCFS has worked with the LDSSs in understanding performance data and using it to analyze underlying factors. Support was provided to counties in the development of their county plan with a focus on enhancing safety and permanency outcomes. This work continues as the counties are implementing strategies and preparing their annual plan updates.

Key collaboration with the Office of Court Administration (OCA) continues on both state and local levels. Working together, OCFS and OCA help LDSSs and Family Court collaboratives use data and develop strategies for expediting permanency. Work has included trainings and the implementation of Lean projects.

Additional permanency work is included in the implementation of Rapid Permanency Reviews with the support of Casey Family Programs. Districts are using the findings from these reviews to analyze key practices and look for ways to streamline the work and as needed revamp existing protocols and policies.

OCFS has developed and implemented a new foster parent home study across the state, in an effort, to bring consistency to the licensing of foster boarding homes. A similar effort is underway regarding the adoption home study.

OCFS has implemented statewide the use of the National Electronic Interstate Compact Enterprise (NEICE) and is seeing the benefits of the system in more timely placements of children in homes outside of New York.

Finally, OCFS has been working closely with LDSSs and VAs on the timely and accurate data entry of key child welfare data elements. Reports have been produced and made available to LDSSs and VAs through the data warehouse, with support being provided by CONNECTIONS implementation staff.

CQI and County Plans:

Throughout 2017, OCFS partnered with counties to implement a data-driven CQI process to improve performance on the federal outcome measures (CFSR). This CQI process was supported through a year-long process that included on-site training, webinars, county-specific data, and draft submissions of the County Plan. The draft submissions included the following:

- An explanation of factors that have the greatest impact on their child welfare measures;
- A listing of strategies and activities that are intended to directly impact those factors; and
- Measures that may be used to make sure the strategies are making a positive difference.

In 2018, OCFS received the counties’ year-one updates. In this update, each LDSS provided information about the challenges identified during implementation and included information about the initial impacts of their strategies.

In addition to the new planning process, OCFS invested in a new web-based County Plan system to streamline the submission, review and approval process. This system creates an
improved user interface and will streamline the statewide County Plan review and approval process. The resulting CFSP will serve as each LDSS’s CFSR PIP.

Data

In 2018, OCFS developed its fifth CFSR Performance packet. Included in each packet were charts displaying state and county level numerators, denominators and performance level for each metric across all four (4) waves of available CFSR data, as well a series of “bright spots graphs.” These graphs rank counties by performance, allowing readers to quickly identify how a county compares to its peers on a given indicator. included in each LDSS’s packet was a series of tables displaying the LDSS’s performance on a given indicator broken out by demographics, including child age at admission, current age, sex, race/ethnicity, and other relevant variables where appropriate (e.g., allegation type, perpetrator). Drill-down files, including the identifiable, child-level data behind each outcome has been made available to responsible LDSSs, to provide local leadership with the tools needed to conduct a more qualitative review of the factors associated with their performance.

The goal of the data packets is to provide LDSSs with accessible, easy to use information on Child Protective Services, Prevention, Foster Care, and Adoption. Within the package there are questions to help frame and interpret the data presented, graphs that display how each locality is performing relative to others, and accompanying tables that provide the numbers behind each LDSSs performance.

The data packets and bright spots were posted on the OCFS website, and were presented via a webinar in fall 2018.

Training

In 2017, OCFS began planning the restructuring of the current training system to address the issue of an ever-increasing demand for caseworker and voluntary agency training. OCFS’s first focus was on the conversion of existing curricula to be more competency-based. OCFS piloted a redesign of the caseworker development training to a competency-based training model (Child Welfare Foundations Program - CWFP) in 2018. To test staff performance, real-life scenarios (simulations) were developed and implemented throughout the CWFP. The development of the simulations was accomplished by a newly established OCFS Instructional Design and Development (IDD) team. The purpose of the IDD team is to work on the development of competency-based curricula that includes performance assessment through skill practices and simulations.

Beginning in 2018, with the dissolution of one of the largest training vendors, OCFS began creating an in-house training team and to date has hired 32 trainers. This will provide flexibility and the capacity to offer more trainings. Additionally, OCFS opened the OCFS Human Services Training Center (HSTC) in January 2019. The HSTC includes 20 training rooms, nine conference rooms that are also used as breakout spaces, work space for 125 trainers, four training labs equipped with 130 PCs, an auditorium that seats 165 and full-scale simulation training spaces for
participants to practice their newly-learned skills in life-like environments. The simulation areas include: a child welfare apartment, a court room, a child care center, a family-type-child care apartment (which is also used for child welfare training), a residential facility for training juvenile justice staff, and a “flex” space that allows us to rearrange the environment based on the training needs of the moment.

**Statewide Implementation Team**

In 2016, OCFS established a Statewide Implementation Team (SIT) to provide a voice from the field to help implement the Child Welfare Practice Model. The team includes representatives from VAs and LDSSs and is co-chaired by OCFS, a VA executive director and an LDSS deputy commissioner.

During 2018, the SIT was expanded to include additional local district and voluntary agency representatives as well as foundation partners, advocates and other stakeholders, for the purpose of assisting OCFS in addressing the newly promulgated federal Family First Prevention Services Act. The expanded SIT convened three (3) times during 2018 and provided guidance towards implementation of the Act. In 2019, the original SIT was re-established with the addition of a court representative, additional voluntary agency representatives and foundation partners. The SIT will continue to focus on planning and implementation of the FFPSA.

**Accomplishments for 2015-2019**

- Supported LDSSs on the implementation of their county plan
- Developed and disseminated CFSR data packets to LDSSs
- Developed a competency based foundational training for all child welfare workers
- Opened a centralized training center
- Expanded the SIT with the focus on implementation of Family First
Update on Service Description
4. **Update on Service Description**

*Child and Family Services Continuum*

OCFS, LDSSs and community-based partners provide an array of services designed to achieve the prevention, safety, permanency and well-being outcomes outlined in the Practice Model. Services are available beginning prenatally and through adulthood, and range from primary prevention to permanency and adult services. Listed below is the continuum of services available beginning prenatally and through adulthood, ranging from primary prevention to permanency. Included is a brief description of some of the significant services on the continuum. Additional information is available on the OCFS website:

**Services available in all LDSSs**

- **Prevention Services** – mandated and non-mandated optional preventive services offered directly by the LDSS and/or through a purchase of service agreement are designed to prevent child abuse and maltreatment and prevent out-of-home placements. Supportive and rehabilitative services for children and adults include, but are not limited to, day care, homemaker services, parenting training, transportation, clinical services, and respite and 24-hour access to emergency services.

- **Protective Services for Children** – investigation, assessment, counseling, therapy, training for adults, emergency shelter, rehabilitation services, case management and other support services as needed for children named in a report of child abuse and/or maltreatment.

- **Foster Care** – assessing needs and providing placement and services to children up to 21 years of age in a foster home or group care facility; medical services, alternatives to placement, counseling, independent living services, therapeutic services, after-care services and support for youth up to age 21.

- **Medicaid State Plan Services** - Children and Family Treatment Support Services (CFTSS): OCFS and its NYS partners developed six (6) new Medicaid SPA services that will be based on Medical Necessity, including Community Psychiatric Supports and Treatment, Other Licensed Practitioner, Psychosocial Rehabilitation Services began January 1, 2019; the service of Family Peer Support Services is scheduled to begin July 1, 2019, and the services of Crisis Intervention and Youth Peer Advocacy and Training is scheduled to begin January 1, 2020. These unique services are intended to be provided in children’s homes and community settings.

- **Home and Community-Based Services (HCBS)** – NYS consolidated six (6) 1915(c) HCBS waivers into a single 1915(c) Children’s Waiver, including the three (3) Bridges to Health (B2H) Waivers. The 1915(c) Consolidated Children’s Waiver will provide a single HCBS benefit package to children meeting institutional level of care (LOC) functional criteria and includes an expanded array of HCBS services.
• Health Homes Serving Children Care Management - Health Homes for children is part of NYS’s “care management for all” strategy. Health home networks include community-based Care Management Agencies (CMAs) which are uniquely positioned to provide care management to meet the social needs of children with health and behavioral health care management needs.

• Adoption Support Services – assistance in securing an adoptive home and the provision of legal services, recruitment and training of adoptive parents, pre-placement planning, counseling, information and referral, respite and crisis services.

• Post-Adoption Services – provided directly by LDSS and through purchase of service agreements, these services address the unique needs of adoptive families and include respite, parenting support, support groups and counseling.

• Independent Living Services – the Independent Living Program for current and former foster care youth is offered directly by the LDSS or through a purchase of service agreement. The program provides youth in facilities with assessment services, counseling, educational, vocational and life skills services and other supports as needed.

• Aftercare Services - assisting children, youth and families to reduce the likelihood of those children or youth returning to either child welfare or juvenile justice placement. Aftercare consists of an array of supervision and support services.

• Youth Development - programs are designed to prevent juvenile delinquency and promote positive youth development through programs which provide general development, recreational and youth services for the young people under 21 years of age.

Services supported through state and federal funds (not funded statewide due to limited resources. Through the use of data, such as poverty rates, recurrence, Medicaid spending, high need areas are identified.)

• Family Resource Centers (child abuse prevention programs) – Through NYS Children and Family Trust Fund dollars and the federal Community-Based Child Abuse Prevention grant, OCFS supports seven (7) Family Resource Center (FRC) programs, with a total of 16 FRC sites across the state. FRCs offer evidence-based parenting training and other formal and informal supports to families. FRCs focus on families with children under five years of age aimed at improving parent resiliency, parenting skills, social connections and child development.

• Healthy Families NY Home Visiting Program (HFNY) – HFNY is an evidence-based prevention program which offers systematic assessments for pregnant women and new parents. Trained paraprofessionals from the community served provide home visiting services weekly for the first six (6) months and less frequently until the child enters kindergarten or Head Start. Services include parenting, family support and linkages to
community supports. HFNY programs are in place in 35 counties and all five (5) boroughs of NYC, including recent expansions into Cortland, Rockland, Chenango, Wayne, Queens, and Monroe counties. In addition, TANF funds were used to serve additional families in Broome, Steuben, Herkimer, Otsego and Delaware Counties.

- **Domestic Violence Services** – emergency shelter and supportive services, including shelter, hotline assistance, information and referral, advocacy, counseling, community education/outreach, children’s services, support groups, medical support, transportation, and translation. OCFS licenses 91 domestic violence shelters, programs and sponsoring agencies and 83 approved non-residential domestic violence programs. federal Family Violence Prevention and Services Act funds support 76 residential and non-residential programs to support evidence informed program models as well as general operating expenses, health and safety improvements, and/or program enhancements. Additionally, TANF funds are used to support the provision on non-residential domestic violence services provided through LDSSs.

- **Kinship Services** – OCFS directly funds 22 Kinship support programs which address the multiple needs of Kinship caregivers, including financial stability, respite, parenting education, family support, and legal information and support groups.

- **Post-Adoption Services** - OCFS administers TANF funds directly to one (1) New York City based program which provides services to post-adoptive families to support finalized adoptions and reduce disruptions. OCFS funds 16 regional Permanency Resource Centers (PRCs) that provide a myriad of services to post-adoption and post-guardianship families. The services from the PRCs will be available to all families who have adopted a child both from child welfare and privately.

- **Parenting Programs** - In partnership with New York State Parenting Education Partnership (NYSPEP), the OCFS Children and Family Trust Fund will continue efforts to improve the quality and access to parenting education and to promote skill development for parenting educators. Dissemination of resources and information on the impact of evidence-based and evidence-informed parenting programs to LDSSs, community-based programs, and other key partners remains a priority. After many years of planning and development involving NYSPEP and the Council on Children and Families, a New Parent Kit was sent to several pilot sites for distribution in 2017. Designed to meet the specific need of parents with newborns to have access to reliable information on parenting, child development and family support resources, the kit offers a cohesive and consistent package of information that will support New York families’ ability to provide their new baby with a nurturing environment that promotes their child’s healthy development. NYSPEP’s kit provides parents with an easy to use guide called *Starting Life Together*, a baby board book and a copy of *What to Do When Your Child Gets Sick*. These materials streamline key information parents need to support their child’s physical, social, and emotional health at a critical time.

- **Multidisciplinary Investigation Team (MDT), Child Advocacy Center (CAC) and Child Fatality Review Team (CFRT)** – Local community coordination of the investigation, prosecution and treatment of child abuse and neglect cases is supported through the
federal Children’s Justice Act Program Grant. The goal of these funded programs is to reduce additional trauma to child victims after they disclose, improve handling of cases for all agencies involved, and improve the skills and knowledge of all professionals involved.

- Public Private Partnerships - OCFS funds collaboration projects in several upstate counties and NYC. The projects are required to include local partnerships with private, non-profit entities working alongside local county entities to achieve mutually identified objectives. Some examples of funded projects include: supporting children who have been terminated from or are at risk of being terminated from child care programs due to challenging behaviors; working with disconnected youth at risk of out-of-home placement; providing funding for at-risk families with children ages 0-3 to provided home visits by teachers and family development specialists; and support work with elementary, middle, and high school students using a restorative justice model.

- Safe Harbour: NY – In 2018, OCFS funded anti-trafficking collaboratives in 46 municipalities. With technical support from OCFS, these collaboratives build and sustain a child-welfare centered, county-wide response to youth who have been victims of or who are at risk of being Commerically Sexually Exploited (CSEC) or trafficked for either labor or sex. These collaboratives, headed by the LDSS or the youth bureau, include local, state, federal, and tribal law enforcement (where appropriate), probation, runaway and homeless youth providers, youth bureaus, mental health, health, immigrant service providers, service providers for lesbian, gay, bisexual and transgender community, among others. Safe Harbour supports counties in building a system to raise awareness, identify youth, and provide services and responses to youth and their non-offending families. 52 municipalities receive funding in 2019.

**Services Coordination**

LDSSs are required to submit annual Child Welfare plans which address Child Protective Services, Preventive Services, Foster Care Services and Adoption Services and in doing so, must consult with other government agencies concerned with the welfare of children residing in the LDSSs, VAs and other concerned individuals and organizations. Examples of these agencies/organizations include: Youth Bureaus, Departments of Probation, Family Court judges, mental health agencies and legal and law enforcement agencies.

As a state-supervised, county-administered system, effective collaboration is imperative. In the upcoming five (5) years, OCFS will focus its resources on those collaborative efforts most likely to achieve the desired outcomes as outlined in the Practice Model.

One of the significant strategies included in the Practice Model is the statewide implementation of a CQI process. For the process to be effective, stakeholders must be informed and the data must be applied to practice improvement. OCFS continued to expand on its communication methods with internal and external stakeholders to inform policy and practice.
OCFS engages many stakeholder groups throughout the year in ongoing consultation to gather major concerns and strengths related to NYS’ performance on key goals, objectives and strategies for improvement. Listed below are various groups OCFS met with during 2018.

**Advocacy Groups**

The OCFS deputy commissioner for CWCS continues to meet with advocacy agencies such as associations representing foster care agencies, as well as advocates representing post adoption services, kinship services and domestic violence programs. These groups meet regularly with OCFS leadership to present their ideas related to funding, services and policy development.

**Citizen Review Panel**

Citizen Review Panel Chairs met with acting OCFS Commissioner Sheila Poole and CWCS Deputy Commissioner Laura Velez on October 30, 2017, to discuss recommendations for the New York State Citizen Review Panels for Child Protective Services 2017 recommendations. The 2017 Annual Report was submitted to OCFS on January 25, 2018, recommending increased funding for home visiting services. OCFS issued a response on March 23, 2018, supporting the recommendations of the panel.

OCFS continues to appreciate the opportunity to meet with the three (3) panels (Eastern, Western and New York City) throughout 2019, as this provides an opportunity to share ideas and get feedback on the initiatives OCFS is implementing.

**Courts and Judicial Staff**

OCFS meets frequently with OCA on three (3) levels. There is the OCFS/OCA Leadership Team, which consists of high-level staff from OCA and OCFS; Specifically, from OCA: deputy chief administrative judge for outside of New York City, the administrative judge for New York City, and the supervising judge of Family Court in the ninth district, the coordinator for the Court Improvement Project; and from OCFS: the acting commissioner, the deputy commissioner for CWCS, the associate commissioner for the Office of Prevention, Permanency and Program Support, the deputy commissioner for the Division of Youth Development and Partnerships for Success, the associate counsel for the Office of Legislation and Special Projects, the assistant commissioner for the Office of Regional Operations and Practice Improvement, and the deputy counsel for the Division of Legal Affairs. This group oversees the implementation of New York State’s collaborative efforts to improve safety, permanency, and well-being at the state level and at the local level through the work of county multidisciplinary collaboration teams. The OCFS/OCA Leadership Team contributes to improved child safety, permanency and well-being by identifying systemic obstacles to improving child welfare outcomes and engaging in joint planning to address these concerns.
The second level is the Statewide Multidisciplinary Child Welfare Work-group – this work group consists of selected commissioners of local departments of social services or their designees, Family Court judges, Court Attorney Referee, attorneys for the parents, attorneys for children, Executive Directors, county attorneys, and coordinators from the counties with the highest foster care populations. Work group members are selected based on their reputation for excellent work and depth of knowledge. The group operates as a “think tank” and strategic planning body, providing information to the Leadership team, as well as to the local collaborative teams, pertaining to improving collaboration between Family Court, LDSS, attorneys for children and parents, and other stakeholders. The work-group identifies systemic issues that need to be resolved at the leadership level and programmatic issues that need to be resolved on the local level. Training and technical assistance to the local collaborations is arranged by the work-group.

The third level is the Regional Collaborative Work that groups representatives from county collaborative teams and composed of administrators and staff from LDSSs, Family Court Judges, attorneys for children and parents and any other local entity that supports the work of the local collaborative from a particular region. Training is often offered at the regional level and includes opportunities for networking with peers from nearby counties. Regional meetings allow county teams to learn from each other and share successes and challenges. The Regional collaborative meetings/events are supported by OCFS and OCA staff relative to training, data, and technical assistance.

The OCFS/OCA Leadership Team met twice in 2018 to discuss the following issues: Family First Prevention Services Act, CFSR PIP implementation, birthparent appeals in adoption cases, increase use of kin, implementation of Raise the Age and data sharing. OCFS met with supervising judges in the fall to discuss OCFS initiatives in expediting permanency for children. The Statewide Multidisciplinary Child Welfare Group met twice in 2018. The topics included understanding implicit bias, implementation of the Statewide System Improvement Project – Better for Families, upcoming training opportunities, and the expansion of the Court Improvement Project to six (6) additional counties. The discussions from these meetings are used to help frame work that is needed by both the child welfare and court systems.

OCFS works collaboratively with OCA and the NYS Division of Criminal Justice Services (DCJS) to address systemic reform for status offenders and juvenile delinquency matters. The collaboration, known as the NYS Partnership for Youth Justice (Partnership), originated as the implementation of state scale of the Annie E. Casey Juvenile Detention Alternatives Initiative (JDAI). The Partnership includes state stakeholders and LDSSs and is inclusive of probation, LDSS, family courts, police and community groups. The Partnership met quarterly and the leadership met bi-monthly. Issues related to reducing the placement of youth who violate of probation, reducing the use of detention and placement for status offenders and increasing the use of alternatives to placement were discussed. The Partnership developed a state-wide approach to improving outcomes for youth, families and communities that will be utilized across the state.
Foster/Adoptive Parents

OCFS funded Fostering Futures NY (FFNY) a nonprofit program in New York's Capital Region that recruits and trains teams of volunteers from the community to provide natural and practical support to foster families. FFNY teams provide stability, enriching experiences, and vital community connections for foster families and children. OCFS continues to work with this program on the feasibility of expanding it throughout New York State.

LDSS Staff

OCFS conducted several sessions at the NYPWA 149th Annual Summer Conference held on July 15 – 18, 2018. Session topics included:

- The Practical Application of Ethical Considerations in APS Casework
- Child Care Updates: Subsidy Regulations and CCDBG
- Every Student Succeeds Act: Collaborating to Improve Educational Outcomes
- Raise the Age LDSS Claiming in ACS
- Safe Harbour: Program Models and Lessons Learned

OCFS conducted several sessions at the NYPWA 150th Annual Winter Conference held on January 22 – 25, 2019. Session topics included:

- The Single Audit – How Changes in Regulations Impact the State & Local Districts
- Tapping into the Power of Data in Planning for Family First Prevention Services Act
- Collaborating to Support Substance Exposed Infants and Their Families; CARA and Plans of Safe Care
- A Call for Action: Addressing Racial Disparities and Promoting Race Equity in Child Welfare
- Raise the Age Aftercare Services: What’s Next?
- Strategies to Influence the Public Narrative in Child Welfare

In addition, monthly calls are held with OCFS and NYPWA. These calls are designed to be learning exchanges in which all parties discuss upcoming initiatives, challenges and successes in our work. Topics so far have included the child welfare workforce, casework documentation, Adult Protective Services, Raise the Age, and Family First.

OCFS Advisory Board

The creation of OCFS was accompanied by a statutorily-created Child and Family Services Advisory Board comprised of 24 members. The board’s purpose is to help OCFS construct a better system of services for New York’s children, families and individuals. The Governor appoints 12 members, and the State Senate and Assembly each appoint six (6) members. Its duties
broadly include consideration of matters related to the improvement of children and family services, review of rules and regulations of OCFS prior to their adoption, advocacy for OCFS programs, and liaisons with local stakeholders.

In 2017, the Advisory Board was briefed on topics including, but not limited to, the CFSR, health homes and foster boarding homes.

**Sister State Agencies**

Since December 2007, a meeting of state agency commissioners (or their designees) serving children is held to discuss the need for cross system collaborations for children with service needs that involve more than one service delivery system. Commissioners/designees from the following agencies attended: OCFS, the Office of Mental Health (OMH), the Office for Persons with Developmental Disabilities (OPWDD), the Office of Alcohol and Substance Abuse Services (OASAS), the Department of Health (DOH), the Division of Probation and Correctional Alternatives (DPCA), the State Education Department (SED).

NYS DOH and OCFS have continued to work collaboratively on prevention of child deaths, and to promote multidisciplinary review of child fatalities. DOH, as lead agency in the National Institute for Children's Health Quality Collaborative Improvement & Innovation Network to Reduce Infant Mortality (CoIIN), has invited OCFS to participate and to co-chair the subcommittee to address unsafe sleep deaths of infants across NYS. OCFS and DOH participate in quarterly conference calls to improve collaboration around efforts to provide safe sleep and abusive head trauma information and education. Conversations include selecting the materials that will be distributed as a result of legislation directed towards the education of parents about these dangers. OCFS collaborated with DOH on a Safe Sleep Pilot project, which involved distributing safe sleep materials to four maternity hospitals in NYS. As part of this project, OCFS developed a “Safe Sleep Kit” which includes: a tote bag; a door hanger with safe sleep information; written information on safe sleep; a board book on safe sleep; safe sleep DVD; and a Halo infant sleep sack. Approximately 1,000 safe sleep kits were distributed to parents during the seven-month study period (August 2016-February 2017). One of the most useful findings for further safe sleep education efforts was that the usual place to sleep is not the only place that babies sleep. For example, 29 percent of babies were moved from their crib/bassinet to the parents’ bed to sleep at least once during the two weeks prior to the survey. The effect of more nuanced conversations between parents and nurses was evident in the increase in the percentage who reported they never moved the infants to the parents’ bed; from 66 percent in the early months of the study to 81 percent in the last few months of the study.

**Technical Assistance Received**

OCFS is collaborating with OASAS on an in-depth technical assistance (IDTA) study received from the National Center on Substance Abuse and Child Welfare. The team is comprised of
OCFS, the New York State Department of Health and other stakeholders for a more comprehensive cross-systems team. The focus of this IDTA study is on pregnant and parenting women with substance use disorders and their substance exposed infants. This population of mothers and babies is particularly vulnerable, and in great need of services. Onondaga County was chosen to participate in this IDTA study because that county reflects a location that is, with the exception of racial composition, representative of NYS. Moreover, Onondaga County has an increasing number of pregnant women admitted to substance use disorder treatment programs, and an increasing number of babies born substance exposed, with Neonatal Abstinence Syndrome. Finally, Onondaga already has the basis of a collaboration to bring in additional stakeholders for a more comprehensive cross-systems team. DOH and OCFS are part of this state team for this project. This team will work together on the following goals: increase universal screening of infants and pregnant women; increase access to treatment for women and infants, including outreach to women in marginalized populations; and develop a scope of practice for the use of peer services with this target population of women, and understanding the current CAPTA implementation and proposed change in the CARA legislation. Workgroups guided by these four (4) goals have been formed and are meeting regularly through conference calls. In the out-months of this project, the plan is to explore expansion to other counties across the state. This work will engage all programs that work with families that may be touched by substance abuse including those programs that are funded by CBCAP.

With support from a federal grant OASAS piloted “Teen Intervene” with a number of our voluntary agencies.

“Teen Intervene” is a tested, evidence-based program (EBP) for teenagers (twelve to nineteen years old) experiencing mild to moderate problems associated with alcohol or other drug use. The program can also include the participation of teens’ parents or guardians. Teen Intervene integrates stages of change theory, motivational interviewing, and cognitive-behavioral therapy to help teens reduce and ultimately eliminate their chemical use.

In 2017-2018, OASAS screened 150 kids and referred 50 kids for services. As OASAS moves into year two of the funding OCFS will again partner with OASAS to expand this work across New York State and develop a sustainable model.

OCFS continued its collaboration with other sister state agencies, in particular DOH, OASAS, and OMH around the development and implementation of Medicaid Managed Care. This work includes three (3) primary areas, Health Homes, new Medicaid services, and the transition of children in foster care into a Medicaid Managed Care environment. This work will be detailed more in Item 29: Array of Services.

**Tribes/Nations**

The OCFS Native American Services (NAS) unit actively interacts with the nine (9) NYS Tribal/Nation leaders through a general forum that is held twice a year for discussions on a variety of
topics, as well as to address specific child/family circumstances and consult with the Tribal/Nation communities. All Tribal Nations are invited to the forums.

Quarterly meetings with Tribal/Nation representatives, which are typically geared towards caseworkers and supervisors, provide the opportunity for ongoing dialogue related to the work of the tribes/nations on the federal Indian Child Welfare Act (ICWA). NAS is active in supporting and sharing feedback from the Tribes/Nations and with OCFS Home Office. These meetings serve to identify training needs for the Tribes/Nations and development of training initiatives; provide input into the CFSP Title IV-B plan; and to strengthen service delivery to Native American children and families. These meetings also provide an excellent forum to introduce other OCFS-supported initiatives such as court collaboration, Protective Services for Adults, John H. Chafee Foster Care Program for Successful Transition to Adulthood (the Chafee Program) to Tribal/Nation and agency staff who need program support to serve their respective Tribal/Nation and urban Native American Communities.

VAs

In 2016, OCFS worked collaboratively with a number of VAs providing enhanced supervision to identified areas of needed improvement within the campus setting. Providing guidance to agencies about strategic planning, improving residential policies, enhanced programing focused upon finding ways to engage youth and families to improve permanency outcomes. OCFS's Division of Child Welfare and Community Services (CWCS) partnered with the OCFS Division of Juvenile Justice and Opportunities for Youth (DJJOY), conducting statewide joint campus visits bringing a different focus upon safety, permanency, and well-being for our youth in residential settings. OCFS partnered with the OASAS and OPWDD to provide additional technical assistance to our voluntary agencies working with a complex population.

In 2017, OCFS partnered with the Council of Family and Child Caring Agencies (COFCCA) and hosted the first NYS Voluntary Agency Summit. This convening brought together some of the OCFS-licensed VAs, a number of state agencies, and national speakers to address the challenges facing in residential care, and strategies to improve outcomes. The work from the convening has continued. OCFS and COFCCA have chaired three work groups designed to develop concrete action steps to improve practice: Workforce Recruitment and Retention; Oversight and Monitoring; and Data and Meaningful Measures.

These workgroups will continue to meet throughout 2019, with a plan to present meaningful results during the 2019 Voluntary Agency Summit as well as future planning for 2020-2024.

Youth

OCFS Youth Advisory Board
At the behest of acting OCFS Commissioner Poole, OCFS created the Youth Advisory Board. Ten current and former foster care youth were recruited from across NYS to become members of this board to provide guidance and input to OCFS on policies and program development. The board met for a two-day training in the summer of 2017 and began to identify a series of issues to address such as normative experiences and youth aging out of care, and will continue to work with OCFS.

In 2017, OCFS hired twelve (12) summer interns, youth in foster care, who were placed across the state in regional offices and in the Rensselaer home office. The interns worked on issues relating to reasonable and prudent parenting. The OCFS summer interns also played a leadership role at the speak-outs.

For additional activities please see Youth Engagement and Normative Experiences listed later in the Program Support section.

Continued and Additional collaborative initiatives planned for 2019 are:

- **Medicaid Redesign**
  
  As part of the transition to Medicaid Managed Care, OCFS continues to work with DOH, OMH, OPWDD and OASAS to align all Medicaid Home and Community Based Waiver Programs into a Consolidated Children’s 1915(c) Waiver benefit package and initiate the implementation of the six (6) new Children and Family Treatment and Support Services (CFTSS) through the Medicaid State Plan by:

  o promoting Health Home enrollment for the foster care population;
  o designating Voluntary Foster Care Agencies (VFCA) and Legacy B2H providers to deliver Home and Community Based Services (HCBS) and CFTSS;
  o implementing the Article 29-I VFCA Health Service License applications required for the provision of Core Health Related Services, to bill Medicaid Managed Care Plans and comply with Corporate Practice of Medicine; and
  o engaging in the Medicaid Managed Care Plan readiness review process.

  By doing so, NYS expects to expand the number of children eligible for the aligned waiver services as there will be no slot limitations.

- **CPS/DV Collaboration Projects** – OCFS will continue to support CPS/DV Collaboration Projects whereby a DV advocate is out-stationed at the LDSS CPS office. These collaborations are designed to improve safety for families experiencing both domestic violence and child abuse/maltreatment. Other anticipated outcomes include preventing recurrence of child abuse/maltreatment and reducing out-of-home placements of children. OCFS will be implementing quality assurance reviews of these programs and will continue to assist in the provision of domestic violence training and guidance for child protective workers and other child welfare workers across the state.
Educational Stability – In December 2015, the federal Every Student Succeeds Act (ESSA) was signed into law, amending the Elementary and Secondary Education Act (ESEA). For the first time in federal education law, ESSA requires state and local education agencies (SEAs and LEAs) to collaborate with child welfare agencies to promote school stability and educational success for youth in care. ESSA recognizes that youth in foster care experience poorer educational outcomes, as compared to their peers not in foster care, including: higher rates of school suspensions and expulsions; lower standardized test scores in reading and math; high levels of grade retention and drop-outs; and far lower high school and college graduation rates.

School Transportation - Pursuant to ESSA, LEAs and child welfare agencies must collaborate on how transportation to maintain children in foster care in their school of origin, when in their best interest will be provided, arranged, and funded. LEAs must include in their local plans, assurances that they have developed and implemented clear written procedures around transportation to ensure school stability. The local school must cover the standard cost of transporting children in foster care to their school of origin for the duration of their time in foster care and until the end of the school year. States are urged to include transportation for extracurricular academic activities that extend beyond the normal school day and for summer programs.

Funding “Additional Costs” of Transportation - If maintaining children in their school of origin results in “additional costs,” agencies must determine how those costs will be funded. “Additional costs” have been defined, in federal guidance, as “the difference between what an LEA otherwise would spend to transport a student to his or her assigned school and the cost of transporting a child in foster care to his or her school of origin.” Federal guidance encourages agencies to collaborate and to use, and maximize, all available funding sources, including federal funds, to pay additional transportation costs.

The federal government encourages states to develop their own models to address “additional costs”, which can include the following:

- Certain federal funds that may be available, including Title IV-E foster care maintenance dollars for those children who otherwise meet the specific eligibility requirements set forth in section 472 of the Social Security Act. Additionally, education agencies are encouraged to use ESEA Title 1 dollars to support transportation costs.
- State or regional contingency funds;
- Standard division of cost responsibility based on common factors such as distance or time in care; and
- Sharing the additional costs between both agencies, using all available funding sources.

Transportation Dispute Resolution - States are encouraged to develop joint dispute resolution procedures for resolving local transportation disputes to address consistency across districts.
SED and OCFS have worked collaboratively to implement ESSA:

- In December 2016, SED and OCFS issued a joint statewide guidance document to education and child welfare detailing the provisions of ESSA.
- Pursuant to ESSA, both SED and OCFS identified Points of Contact (POCs) for both systems. The names of the POCs were shared statewide and local education agencies and county child welfare agencies point of contacts are maintained electronically by both systems.
- In March 2017 SED and OCFS data teams met to enhance existing data sharing efforts.
- In an effort to promote collaboration among POCs, SED and OCFS hosted a joint statewide webinar and cross-system training in Summer of 2017.
- In the fall of 2018, SED and OCFS will issued a joint data report detailing the NYS Blueprint to improve educational outcomes for child in care providing guidance to address transportation needs of youth in foster care.

- **Human Trafficking** - OCFS remains an active partner on the Statewide Interagency Task Force. Together with OTDA, DCJS, NYS Department of Labor and NYS Department of State, OCFS created a website for the Statewide Interagency Taskforce to house information about the Taskforce’s efforts, anti-trafficking laws and referral information (http://ocfs.ny.gov/main/humantraffic/). OCFS continues to chair a child trafficking subcommittee. Additionally, OCFS continues to host annual two-day summits with approximately 200 attendees. Summits are primarily targeted at LDSS but included partners from NY State Police, runaway and homeless youth providers, probation, Children’s Advocacy Centers, and DCJS.

- **Kinship Support Services** - OCFS conducts quarterly conference calls with OCFS-funded Kinship programs and the NYS Navigator in an effort to increase Kinship care, including KinGAP, as a permanency option. There are 22 kinship programs statewide providing services to families providing informal or custodial kinship care. OCFS currently funds 16 regional Permanency Resource Centers providing a statewide network of post-adoption and post guardianship services to families.
  - OCFS engaged the Redlich-Horwitz Foundation, a national consultant, to support and advise OCFS on policy development and provide consultant time to Onondaga and Erie counties to develop strategies to increase kinship care and supports.
  - The training curriculum “Kinship Care Overview – Presenting Options to Kin/Relative Caregivers” was developed with CDHS in 2015 to train regional office, LDSSs and
VA staff on all permanency options available to caregivers and continues to be provided by CDHS and OCFS regional office staff as needed.

- **Parenting Programs** - In partnership with New York State Parenting Education Partnership (NYSPEP), the OCFS Children and Family Trust Fund will continue efforts to improve the quality and access to parenting education and to promote skill development for parenting educators. In 2018, with CBCAP support, NYSPEP issued a request for applications for mini-grants to be awarded for community based initiatives. The grants are intended to expand and enhance quality and the number of parenting education opportunities available to more parents in high need areas. Parents are included in designing responsive parent education and/or supports. The plans address barriers to parenting education (such as implicit bias, quality child care, accessible locations and times) and support the Protective Factors Framework. The Trust Fund RFP was released in 2019, with expected awards to be announced late spring/summer.

In addition to the federal funds which support the mandated child welfare programs, OCFS administers CAPTA funding which includes the Community-Based Child Abuse Prevention Grant Program (CBCAP), the Children’s Justice and Assistance Act (CJA) and the federal Family Violence Prevention and Services Act (FFVPSA) as described below.

**CBCAP**

- OCFS will continue to track child fatality data as it relates to unsafe sleeping practices, requests for our child safety publications, and feedback from family service agencies as a means to monitor the geographic incidence and community response to this child safety issue.

In 2019, CBCAP funds continued to support innovative strategies to meet the needs of individuals served, to build protective factors within families and communities, and to promote the well-being for children by providing both evidence-based and innovative parenting education strategies to build parents’ skills, confidence and knowledge. Family Resource Center (FRC) staff will continue to network and share experiences to strengthen their engagement skills and increase participation by families at high risk for child abuse. FRC’s and child abuse prevention programs continue to implement evidence-based and evidence-informed programs which will be supported with federal funds including the Incredible Years’ (IY), Parents as Teachers, Triple P, the Nurturing Parenting Program, the Parent/Child Home Program, and other parent education programs and strategies. Prevent Child Abuse New York (PCANY) is a long-standing partner of OCFS with a shared mission to promote the safety and well-being of all children and families. The agency addresses individual, community, and societal responsibility through four inter-related strategies: the Parent Helpline, the New York State Parenting Education Partnership, prevention education including the Enough Abuse Campaign, and professional training for parenting educators.

**CJA Recommendations**
The CJA program in collaboration with the New York State Children’s Justice Task Force (CJTF) developed a new set of three-year recommendations for 2018 through 2022:

- To improve the handling of child abuse cases and reduce additional trauma to children through piloting the “Handle with Care” project in three counties.
- Sponsor a statewide training to improve the investigative, administrative and judicial handling of cases of child abuse and neglect.
- Seek training opportunities for judges and Attorneys for the Child to create trauma informed courtrooms in the state.
- Create mobile Child Advocacy Centers (CAC) to provide a child friendly/safe space for child victims who are unable to access a free-standing CAC.
- Organize a medical summit to produce a blueprint on how the state can move forward to guarantee access to specialized medical care for all child victims.

CJA activities in 2018 included:

CJA staff conducted 57 on-site, technical assistance and/or monitoring reviews at CACs during 2018. Some programs required multiple visits to provide necessary program development services. Staff also provided numerous technical assistance phone consultations for MDT/CAC programs as many consultations can be very lengthy and/or require considerable follow up.

CJA staff worked to develop 56 contracts during the year. This included work on the following:
- Forty-five (45) state-funded county or regional work plans, performance targets and budgets
- Three (3) statewide initiatives through the Children’s Justice Act program
- One (1) contract reassignment from one not-for-profit entity to another not-for-profit entity
- Assisting program staff with contract development
- Assisting program staff with spending adjustments
- Assisting in the development of five (5) CAC program expansions statewide; and
- Assisted in the development of contracts for the mobile CAC units

CJA staff continues to collaborate on intra-agency initiatives with OCFS’s Bureau of Training, Office of Regional Operations, and Office of Strategic Planning and Policy Development on the needs of the MDTs as it relates to Forensic Interviewing Training.

In 2017, a new model of forensic interviewing training, Child-First®, was offered in New York State. Child-First® is the name of the forensic interview training conducted at the Gunderson National Child Protection Training Center (Gunderson NCPTC), designed for those who are part of a multidisciplinary team (MDT). This five-day, 40-hour program provides training on the Child-First® Forensic Interview Protocol, child development, memory and suggestibility, testifying in court, legal issues, and preparing children for court by incorporating lecture and discussion as
well as an interview practicum with actors portraying child victims. During the practicum, each student has the opportunity to develop their interviewing skills and receive feedback from experts who are on the faculty.

In 2018, 20 five-day Child Forensic Interviewing Trainings were conducted state-wide as well as nine Advanced Forensic Interviewing trainings and eleven Advanced Issues trainings, specifically related to successful outcomes. In addition to those trainings, seven webinars were held covering topics such as Age of Consent Child Pornography, Interviewing Adolescents and the Psychological maltreatment of Children. A total of 919 MDT members were trained in 2018.

In 2019, 20 Five-day trainings, 18 advanced trainings and issues trainings as well as six webinars on special topics are being scheduled. Team members have the opportunity to request topics for the webinar content. MDTs continue to provide excellent feedback about the training. The new training has also been able to meet the needs of all the counties across the state.

CJA staff also continued interagency collaborations with staff from DCJS, Office of Victim Services (OVS) and the New York State Police (NYSP). CJA staff were actively involved in updating two training initiatives (Less is More and First Responder) supported by the New York State chapter of the NCA and DCJS. CJA staff continue to meet monthly with DCJS, NYSP and OVS to collaborate to provide support to the CACs.

CJA staff continued to work closely with the New York State Police Special Victims Unit to conduct a five-day comprehensive training seminar for professionals on the investigation of sex offenses titled, “Crimes Against Children Training Seminar.” Attendees included law enforcement, child protective services, victim advocates, medical personnel, district attorneys and other multidisciplinary team members. The training was held on May 21-25, 2018, and most recently on April 1-5, 2019. It included topics such as child trafficking, forensic interviewing, victimology, the medical evaluation of child victims, using forensic sciences in child abuse investigations, investigations involving persons with disabilities, crime scene investigations and legal perspectives.

OCFS will continue to support the Citizen Review Panels that review policies, procedures and practices of state and local agencies to evaluate the extent to which the agencies are effectively discharging their child protective responsibilities. The contract for administration of the panels is held by the Welfare Research Institute (WRI). WRI has taken a proactive role in helping the three panels develop specific work plans.

FFVPSA

- FFVPSA funds are allocated to states on an annual basis in accordance with a population driven formula. NYS receives approximately $4.9 million annually, up to five percent of which supports OCFS administrative expenses. OCFS issued a RFP for the FFVPSA funds in 2014, for the first time in over 15 years. The RFP priority models funded include: CPS/DV collaboration projects, trauma-informed services models and services for underserved populations. Funds were allocated on a non-competitive basis to approved providers located in NYS counties in with the smallest overall populations. OCFS plans to issue a non-competitive procurement in 2019.
NYS engages in strong and extensive efforts to include input and consultation with a broad array of stakeholders to assist in informing and improving the child welfare agenda. In addition to those partners noted above, OCFS will continue to participate in regular and on-going coordination with:

- COFCCA – Council of Family and Child Caring Agencies
- NYPWA – NY Public Welfare Association
- YIP - Youth in Progress
- NYSCADV – NYS Coalition Against Domestic Violence
- NYS DDPC – Developmental Disabilities Planning Council
- OCA – Office of Court Administration

Service Description

OCFS allocates Title IV-B, Subpart 2 funds to four categories of services; reunification services, adoption and post-adoption services, family support, and family preservation services. The Title IV-B funds are one of several sources of funding supporting child welfare. These services are provided directly through LDSSs and/or through purchase of services agreements. Twenty percent of the funds are applied to each category with an additional 20 percent applied to Family Support Services.

In an effort to improve safety, permanency and well-being outcomes, services supported through IV-B Part 2 are focused on family engagement strategies. Family engagement work begins with the “knock on the front door” by child protective services. Child protective investigations are usually perceived by families as adversarial since there is, by definition, a questioning of a parent’s ability to adequately care for their children. The caseworker needs to engage the family as partners in identifying the resources and needs of the family, and in securing the safety and well-being of the children.

From the initial contacts and through-out the life of the case, family engagement is at the core of helping a family address their children’s need for safety, permanency and well-being. In addition to the casework relationship itself (including regular and consistent casework contact with the child and parent/caregiver with a focus on assessing safety and risk of the child) and the impact of that relationship on influencing change, several family engagement strategies will be supported and further evaluated over the course of the next five years. These are:

Family Meetings
In a Family Meeting, parents, children if age appropriate, and relevant extended family or others identified as important to finding solutions, come to the table to plan for protecting the children and keeping them safe. Extended family and fictive kin are vital to developing a web of informal supports around the family and the child-(ren) which can be kept in place
long after the case is closed. These meetings will help elicit information from the family which will be used in making better safety decisions and risk assessments both initially and on an ongoing basis. If out-of-home placement becomes necessary, the focus of the Family Meeting will include addressing the child’s permanency and well-being. Once the family has decided what they need to keep their children safe, they can ask the service provider to assist them in achieving their goals. Included in these meetings is the identification of any services the child and parents/caregivers need, a review of the child’s stability, the geographic proximity of the placement, whether it is appropriate to place the siblings together, the appropriateness of the child’s permanency goal, and a review of the child’s educational, medical, and mental health needs. Copies of written case plans and notices of reviews and hearings are shared with the family.

Locating and Engaging Fathers
Fathers, who too frequently have been “invisible” in the child welfare planning process, are an essential resource to their child, not only psychologically but also as a resource for helping a caseworker make better safety and risk assessments as well as being a potential permanency resource. Engaging fathers may begin with locating an absent father. Bringing the father into the case planning process requires sensitivity to complex family dynamics. Once engaged, the father may be able to develop a meaningful relationship with his children, provide a safe home for them, and can model effective parenting to his children. Consideration of not only the father, but his entire extended family, broadens the opportunity for the child to experience meaningful family connections and potential permanency resources.

Coached Family Visiting
When a child is placed in out-of-home care, focused visiting is essential to expediting a successful return home. Utilizing visiting coaches, the caseworker and the parent identify together what the parent needs to learn and use during visiting in order to bring their child safely back home. Coached visiting focuses on the presenting issues that brought the child into care, and may include practicing a skill, developing awareness of child developmental needs, or healing a wounded relationship. An individualized visitation plan is a key part of the overall case plan to support the child’s permanency goal.

Child-Centered, Family-Focused Practice using Solution Focused Techniques
When a child is placed in out-of-home care, the caseworker addresses the child’s need for permanency with a sense of urgency. This requires the caseworker to engage the parents in developing a plan to return the child home, including identifying an alternative placement resource in the event the child is not able to return home. The caseworker must work concurrently, not sequentially, with the parent and with the identified alternative placement resource.

Service Decision-Making process for Family Support Services
Title IV-B, subpart 2 funds are available for all LDSSs to fund family support services. All LDSSs submit claims for expenses incurred which are then reimbursed through the state. As LDSSs determine the need for specific family support strategies, OCFS Regional Office staff will assist in determining county readiness and resource needs and will work the county on an implementation plan. As needed, LDSSs may choose to purchase services from a community-based organization and/or voluntary agency based on a procurement process.

Populations at Greatest Risk of Maltreatment
Populations at Greatest Risk of Maltreatment

NYS utilizes performance and outcome measures to identify children at greatest risk of maltreatment. Child welfare data is made available to LDSSs and VAs for their use in monitoring their own progress towards improving practice.

Many factors are likely to impact maltreatment risk, age, geographic area, cultural risk factors, availability of services, to name a few. Statewide, approximately 3.7 percent of NYS children are involved in a report to the Statewide Central Register of Abuse and Maltreatment (SCR). The percentage of children under 18 years of age with a SCR report in calendar year 2018 from the 11 largest counties is between 1.5 percent and 5.6 percent of the county’s child population and the statewide median was 5.8 percent.

Data indicated that children less than one year of age are most likely to be involved in a report to the SCR, and the allegations within those reports are most likely to be substantiated.
NYS also compiles data on the frequency of risk factors identified during the preliminary risk assessment profile for indicated reports. Statewide, the top five most frequently noted factors that place a child at risk of abuse/maltreatment within the next two-year period are:

- Domestic violence or other dysfunctional adult relationship
- Unreasonable expectations of children by the caregiver
- Primary caregiver’s mental health problems
- Drug problem by caregiver
- Caregiver does not attend/prioritize all children’s needs

During 2018, OCFS implemented learning exchanges with several counties. The purpose of the learning exchanges is to assist participants to identify red flags related to families experiencing DV and to identify practices and interventions to improve safety outcomes and reduce recurrence. It is encouraged to invite a variety of staff to participate – including DV advocates, caseworkers and supervisors from CPS, Provider Services and Foster Care and administration. The idea is for participants to learn from each other and for districts to utilize the process internally moving forward.

The learning exchange is voluntary and cases are selected by the district for review. Some districts choose cases with re-reports or recurrence. Some choose cases that are open or receiving preventive services. By using real time cases, participants can jointly identify challenges and develop next steps to assist the family and provide appropriate services and interventions.
Services for Children Under the Age of Five
OCFS continues to implement Permanency Roundtables and in 2018, began implementation of Rapid Permanency Reviews (RPR) to assist LDSSs in identifying children in foster care who would benefit from a review of their case to assist in identifying activities that can be taken to find permanency for the child. Counties with a large number of children under the age of five in care, and for whom they are struggling to obtain permanency would be included in the roundtable. The following LDSSs participated in RPRs: Fulton, Broome, Dutchess, Erie, and Niagara. A total of 236 children were reviewed. Quarterly reports are generated whereby the LDSS and OCFS can monitor progress being made towards permanency for each child reviewed and at which milestone each child is encountering barriers or bright spots.

Also during this time, Permanency Roundtables were conducted in the following LDSSs and VAs: Erie County, New Directions, Gateway-Longview, Hillside, Glove House, Forestdale, New Alternatives for Children, and Hillside/Crestwood. A total of 52 children were reviewed and their progress towards obtaining permanency is being tracked for a period of 12 months.

OCFS is committed to using preventive programs to reduce risk factors and develop protective factors, thus reducing the likelihood of child abuse and maltreatment. OCFS will continue to fund
Healthy Families New York programs as preventive services to pregnant and parenting mothers and fathers. Additionally, OCFS will continue funding Family Resource Centers (FRC). FRCs are accessible to all families in their communities without screening or other eligibility requirements, with a focus on families at risk with children age five and under. OCFS will continue to work closely with the FRCs to focus on high risk families and to make valuable connections with the LDSS priorities and strategies as funds allow.

OCFS will also continue to offer Bridges to Health waivers for children with serious emotional disturbance, development disability and/or who are medically fragile, in hopes that services will also aid in their being returned to their parent/caregiver or adopted.
Services for Children Adopted from Other Countries
For all adoptive families, including international adoptive families, OCFS maintains the Parent Connection Helpline, 1-800-345-(KIDS). The Helpline continues to receive nearly 300 calls monthly and is available during normal business hours providing information and referral services to foster, adoptive and kinship families. Additionally, the OCFS website has a number of webpages providing information on support services for families. The Adoption tab contains a link to Post-Adoption Help for Families which provides; crisis and hotline numbers, resources and information and services for children and families. Under the “Find Services for Children and Families” heading there is a link to Compendium of Services where services are listed by selecting one’s county.

Describe the activities that the state plans to take over the next five years to support children adopted from other countries, including the provision of adoption and post-adoption supports.

OCFS connects adoptive families in need of support to services on the OCFS Post-Adoption Help for Families webpage (http://ocfs.ny.gov/adopt/post_adoption). The webpage includes crisis links, hotline phone numbers, resource information and a link to the websites of LDSSs. The webpage also provides the name, contact information and core services provided by post-adoption programs funded by NYS. Post Adoption services include counseling, parent education and training, support groups, referrals, mental health services, educational and legal advocacy, respite and recreational activities. The most requested services by Post-Adoption program participants are crisis intervention, support groups and parent training. These services prevent adoption dissolution and disruption.

As of March 2019, there are 16 regional Permanency Resource Centers (PRCs), thereby establishing a statewide network of programs providing post adoption and post guardianship services. The PRCs will increase the state’s capacity to strengthen families by providing critical services to children, parents, caregivers and siblings, and are programs designed based on the unique needs of adoptive, and guardianship families. This funding is based on a provision of the federal Fostering Connections to Success and Increasing Adoptions Act which included a requirement mandating that the State spend an amount equal to the amount of savings, if any, resulting from delinking in Title IV-B or Title IV-E child welfare services. Title IV-E agencies must use the savings to supplement, not supplant, any federal or non-federal funds used to provide any service under Title IV-B or Title IV-E. At least 30 percent of the calculated savings must be spent on post-adoption services, post-guardianship services and services to support positive permanent outcomes for children at risk of entering foster care.
Program Support
5. Program Support

The state’s training and technical assistance provided to counties and other local or regional entities.

OCFS Bureau of Training and Development/OCFS Division of Child Welfare and Community Services (CWCS)

OCFS Bureau of Training and Development and Division of Child Welfare and Community Services (CWCS) maintain ongoing contact with LDSSs and contract agencies through a variety of venues including: meetings with LDSS Directors of Services; Staff Development Coordinators; CPS, Preventive, and Foster Care Supervisors; training contractors and contract agency training directors. Through these contacts, as well as OCFS oversight and monitoring activities, OCFS is able to keep abreast of emerging training needs.

OCFS also has a liaison in each regional office and in the home office. The liaisons are responsible for providing training supports and services to assist OCFS Regional Office, LDSSs and VA staff in the design and implementation of statewide and LDSS-specific training and training support activities. OCFS staff will continue to assist LDSSs to identify areas of practice and performance in need of improvement and to develop and implement change strategies and performance supports.

Establishment of State-of-the Art Human Services Training Center (HSTC)

OCFS has opened a 100,000-square foot state-of-the-art training center near Albany, NY. The HSTC will be the primary location for all child welfare, child care and juvenile justice training for OCFS, LDSS and VA staff. The establishment of the HSTC will

- allow for the creation and use of simulation-based training for all program areas in “sim rooms” built specifically for each program’s needs. The child welfare sim room will be set up as an apartment and will be used for every facet of child welfare training, from foundational to highly specialized. The sim rooms have a glass panel on one wall where participants can watch trainers or colleagues demonstrate their skills. The sim rooms will also have cameras to record the simulations. These recordings will be used as training aids and for direct feedback to the participants so they can see their progress and continue to build their skills;
- increase the number of child welfare trainings we can offer as all trainers will be in one location and able to support each other during staff-intensive skill (sim) days; and
- allow the inclusion of a larger audience of staff (such as LDSS staff who are foster care and preventive workers) to view child welfare training as we will be offering more classes.

After years of planning, OCFS opened the OCFS Human Services Training Center (HSTC) in January 2019. The HSTC includes 20 training rooms, 9 conference rooms that are also used as breakout spaces, work space for 125 trainers, four training labs equipped with 130 PCs, an auditorium that seats 165 and full-scale simulation training spaces for participants to practice their newly-learned skills in life-like environments. The simulation areas include: a child welfare
In 2019, OCFS will continue to look for ways to find savings to reinvest in our training system and to use technology to enhance our training efforts. In mid-2019, OCFS will pilot the use of tablets in the classroom. The use of tablets will not only reduce our printing/copying costs but will enable us to maximize skill building by training staff how to find the information they may need after they leave the classroom, as opposed to having outdated printed materials they take with them.

The training efforts provided by OCFS are a vital component to support and implement its core mission. The focus of these efforts is to:

- Support the delivery of state and OCFS agency mandates;
- Provide core skills, technical and managerial training for all OCFS staff as a foundation for an improved workforce;
- Enhance core skills training and best practice models for case workers, child protective services workers and supervisors;
- Provide foundational supervisory training to OCFS and the child/family welfare workforce to develop and enhance leadership and managerial skills;
- Provide training for the prevention of domestic violence;
- Continue enhancements to adult protective services training;
- Provide continuous improvement in foster and adoptive caregivers training;
- Assist LDSS in preparing their workforce and enhance their proficiency and performance.

Establishment of a Quality Assurance Function for Child Welfare Training

OCFS is in the process of establishing a small group of trainers and program staff whose function will be to monitor child welfare training for fidelity to the training and child welfare policy and program outcomes.

Family Engagement

Throughout 2015-2019, OCFS provided technical assistance to counties in improving practice in conducting family meetings, locating and engaging absent fathers, coaching family visits and child centered family focused practice. The data obtained in the yearly case reviews has helped OCFS identify which strategies will be most helpful to the LDSSs.

In 2018, OCFS provided technical assistance to counties in improving practice around conducting family meetings, locating and engaging absent fathers, coaching family visits and child centered family focused practice. Approximately 1,500 trainees received enhanced family engagement support. The toolkits that were being used to drive this work are being converted into training curriculums. Until the curriculums are complete, the OCFS Regional staff and training liaisons are supporting individual county requests. Many of the engagement practices have been built into the new Foundations program and NYS is seeing evidence of this work in case records.

OCFS continues to support Family Assessment Response through training and technical assistance to the LDSSs. In 2018, training and technical assistance was provided through a contract with the Center for Development of Human Services. This contract has since ended. FAR
training is being provided by the Bureau of Training and coaching and technical assistance through a contract with the Professional Development Program (PDP).

**Youth Engagement and Normative Experiences**

Through the Professional Development Program RC01 contract, OCFS currently works with Columbia University, Young Adult Work Opportunities for Rewarding Careers (YA WORC) program to improve work readiness skills for youth in care. The YA WORC program is currently implemented in various voluntary agencies to improve the youths’ preparedness for the workforce. In addition, there is a Youth Engagement Specialists in every region to focus on seeing that youth in each region are linked to positive youth development activities. Furthermore, OCFS continues to develop its relationship with the SED to improve data sharing.

One of the activities New York State has engaged in to enhance youth engagement and promote normative experiences was form a Youth Advisory Board (YAB). The board launched in 2017 at the Hilton Garden Inn in Troy, New York. It was a powerful experience involving energetic conversations focused on sibling reunification, normalcy, transitional housing and education within the foster care system. In 2018, the board continued to meet quarterly to discuss a range of policy issues that has the potential to create a positive impact on the foster care system. The board also developed case worker guidance documents that was shared across the state. In addition, the board anticipates attending conferences, youth groups, and speak outs where they can engage youth about various foster care related topics. Currently the board consist of up to 15 YAB members and range in age from 18-24 and represent all six regions throughout NYS and represent the diversity of youth in care. They were selected from numerous applicants because of their expertise and willingness to make a change in the foster care system. The YAB meets quarterly to inform leadership, provide insight on foster care policies and collaborate with the executive staff at OCFS. The board’s mission is to make a difference for youth in care by giving them the voice to help create positive changes in the foster care system. In 2018 the YAB spoke at many statewide conferences such as The Home Finders Summit, NYPWA, and the Permanency Summit. In 2019, the board will continue to speak at statewide conference bringing light to the issues that youth in care face.

Normative experiences for youth in foster care are supported by OCFS via policy 15-OCFS-ADM-21 Supporting Normative Experiences for Children, Youth, and Young Adults in Foster Care: Applying a Reasonable and Prudent Parent Standard and through the agency’s trainings. OCFS developed computer-based trainings to support professionals apply the reasonable and prudent parenting standard and has embedded these concepts into other trainings, including those related to human trafficking. The trainings support implementation of the Preventing Sex Trafficking and Strengthening Families Act and reducing youth risk.

**Strengthen caregiver capacity to protect and provide for children**

OCFS staff continues to provide various trainings and strategies to caseworkers to assist them in strengthening caregivers’ capacity to protect and provide for children. OCFS worked with the
statewide foster parent trainers to address consistency in parenting messages, two foster parent conferences and one leaders’ seminar were held. Topics included: Reasonable and Prudent Parenting, Principles of Partnership, working with Amish and Mennonite families, parenting the hurt child, and enhanced adoptions. Additionally, OCFS staff are involved in improving how districts work with families impacted by domestic violence, by facilitating crucial conversations with providers and LDSSs.

See the Training Plan Update for additional information on training of caregivers.

Facilitate safe out-of-home placements and rapid permanency

OCFS staff are also very involved in implementing PRTs. Through the use of PRTs, LDSSs and VAs are able to review the permanency status of children and come up with an action plan that will enhance the child’s prospect of obtaining permanency. LDSSs and VA’s provide progress updates to the OCFS regional office as they use this process.

OCFS staff continue to work with LDSSs on moving more children to permanency through the use of KinGAP. OCFS developed printed resources for caseworkers in explaining the various permanency options to families.

Since 2017, OCFS staff have worked with numerous LDSSs to employ the Foster Parent as Recruiter program. Funds were used to utilize current foster parents in the recruitment of prospective foster parents. Funds were also made available to support LDSS initiatives to recruit foster homes and to promote adoption.

Develop a trauma-informed system

OCFS staff continues to be active in assisting LDSSs in coordinating vicarious resilience training. OCFS staff has continued to support the use of the “Rapid Screening Tool” which is related to screening of youth who may have been victims of sex trafficking, along with the referral process to law enforcement, and documentation in CONNECTIONS to help reduce additional trauma to the youth. The Safe Harbour: NY Program continues to expand and strengthen each year. OCFS continues to improve the forensic interview training to increase capacity of trainings and to increase competency of the interviewers. Trauma-informed training has become standard practice for all new staff.

Support a racially equitable and cultural competent system

Because of the various monitoring and evaluation reviews completed, OCFS staff have identified an increased need to incorporate cultural competencies into practice. OCFS focused resources on the SCR in 2016, offering Race Equity and Cultural Competent customer service. OCFS staff has developed Cross-System Race Equity Learning Communities. OCFS staff has conducted training needs assessments with leadership in different LDSSs and have secured consultants to assist the LDSS to decrease racial/ethnic disparities within their child welfare system. OCFS staff have worked with VAs on how they support individuality – specifically, youth who identify as LGBTQ. OCFS also began creating an infrastructure of coaches and facilitators competent in having crucial conversations about race, culture and equity.
Develop organizational effectiveness

OCFS staff work regularly with the federal performance data. OCFS staff created key performance indicators so LDSSs could report on targeted diagnostics. OCFS is encouraging data driven practice. This intense diagnostic work has stimulated LDSSs to examine underlying conditions and to begin thinking about strategies that will change practice.

OCFS has also brought in consultants to assist with new promising practices. The Raise the Age work has allowed OCFS to develop a strategy and structure to forecast barriers and build solutions into the Implementation strategy. OCFS has also been working on building administrative case consultation in districts struggling with supervision and organizational culture. This work has improved consistency in practice, casework critical thinking and uniformed decision making.

New Competency-Based training system and Continuation of Enhancement of Child Welfare Training to Improve Safety and Permanency Outcomes

As discussed in last year’s submission, findings from the Children and Family Services Review and other case record reviews conducted by OCFS found that training on actual tools did not appear to be an issue but rather, the competency skills of the caseworkers and supervisors using the tools needed to be enhanced. While OCFS has achieved some of our goals in this area, and OCFS is now beginning to roll out the Foundational training program and writing the enhancements to the CPS training.

One of the key components to achieving improved outcomes in safety, permanency and systemic factors, is a well-trained and competent workforce. OCFS had received feedback from the LDSSs that the existing CORE training was not focused on developing skills, and was too academic. It also did not allow for flexibility and was only required for LDSS CPS staff. Additionally, it did not include a supervisory support framework once a caseworker completed the training.

In response, OCFS convened a steering committee of representatives from small, medium and large LDSSs, including commissioners, directors of services, supervisors, and staff development coordinators in the fall of 2015. The committee’s goal was to design a competency-based model for all caseworkers and supervisors. The model needed to allow for improved evaluation of caseworker/supervisor competence, be easily understood by all LDSSs and VAs, to guide staff development plans, and be flexible and nimble to respond to emerging needs. The approach needed to be behaviorally based with capacity to meet the training needs of all staff in child welfare.

The collective efforts resulted in a developmental training framework using adult learning principles to achieve caseworker competency. This approach is expected to result in improvements in casework practice due to greater professional development of staff and supervisory support. It is also expected that this will lead to increased job satisfaction and longer-term retention.

In developing the content of the training, OCFS started with agreed upon domains, competencies, and the defined related performance outcomes.
All child welfare workers from LDSSs and VAs will have training available to them at the Foundational level once the new HSTC is operational. LDSS CPS caseworkers are required to take training within 90 days of being hired in order to maintain a caseload. It should be noted however, in most LDSSs preventive and foster care workers provide on-call CPS coverage and therefore also receive the Foundational-level training. It is OCFS’s expectation that all preventive and foster care caseworkers receive the Foundational-level training once it is staffed to capacity. OCFS will look to enhance our regulations to include this mandate for all child welfare caseworkers.

The domains listed in the chart below are included in the Foundational training. It is expected that through the implementation of the Foundational training, the safety and permanency case review items and systemic factors will improve. The chart below includes those case review items, systemic factors, and outcomes that will be impacted through each domain.

<table>
<thead>
<tr>
<th>Domain and Supervisory Tool</th>
<th>Case Review/Systemic Factor</th>
<th>Outcome</th>
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</table>
| NYS OCFS Child Welfare Practice Model | Item 3 – Risk and Safety Assessment Management  
Item 4 – Stability of Foster Care Placement  
Item 5 – Permanency Goal for Child  
Item 6 - Achieving Reunification, Guardianship, Adoption or APPLA  
Item 12 – Needs and Services of Child, Parent, and Foster Parents  
Item 13 Child and Family Involvement in Case Planning  
Item 14 – Caseworker visits with Child  
Item 15 – Caseworker visits with Parents | Safety, Permanency, and Well-being |
| Critical Thinking | Item 3 – Risk and Safety Assessment Management  
Item 4 – Stability of Foster Care Placement  
Item 5 – Permanency Goal for Child  
Item 6 - Achieving Reunification, Guardianship, Adoption or APPLA | Safety, Permanency, and Well-being |
| Cultural Competence | Item 3 – Risk and Safety Assessment Management  
Item 4 – Stability of Foster Care Placement  
Item 12 – Needs and Services of Child, Parent, and Foster Parents  
Item 13 Child and Family Involvement in Case Planning | Safety, Permanency, and Well-being |
| Strength-based Family Engagement | Item 13 - Child and Family Involvement in Case Planning  
Systemic Factor 20 – Written Case Plan  
Systemic Factor 24 – Notice of Hearings and Reviews to Caregivers | Safety, Permanency, and Well-being |
| Assessment | Item 3 – Risk and Safety Assessment  
Item 12 – Needs and Services of Child, Parent, and Foster Parents  
Item 16 – Educational Needs of Child | Safety, Permanency, and Well-being |
| Interviewing Skills | Item 14 – Caseworker visits with Child  
Item 15 – Caseworker visits with Parents | Safety, Permanency, and Well-being |
Each of the domains is being taught using differing combinations of the four different modalities:

- Skills clinics – trainees will practice what they learn.
- Classroom training – interactive information sharing and learning
- Web-based trainings – comprised of several online learning courses
- On the job learning task – promote growth/ability of what was learned and will rely on supervisory mentoring and coaching

Functional competencies are skills and knowledge specific to a job function, including CPS; prevention; youth and emerging adults; foster care; and adoption; that will be built as the process develops over the next several years. Overlaying the entire system will be a supervisory track.

A cornerstone of this transformation is the On-the-Job Learning (OJL) component. OJL is a type of skill development where a worker learns a new job through hands-on experience. OJL allows the trainee to practice the newly acquired skills in the work environment, with supervisory mentoring and coaching. OCFS is developing a process of on-going coaching for LDSSs to enhance their capacity for onboarding staff to this new program.

To support the OJL, OCFS is providing to supervisors of the participating trainees an overview of the Child Welfare Foundations Program that includes an outline of the domains, tasks, and resources the supervisor can use with the worker to facilitate the skills based practice on the job. Also included in these sessions are the expectations of and the role of the supervisor in supporting the development of trainees. The supervisor session also includes a demonstration of the Supervisor Toolkit and the accompanying resources supervisors can use in their coaching of new workers. In this online resource, supervisors will have access to consistent learning aides, skill assessment matrixes, and solution focused questions to improve casework critical thinking. It is expected that these resources will also enhance the learning of supervisors while simultaneously benefitting new workers and the rest of their unit.

OCFS will complete Evaluations to determine the effectiveness of the training program and to identify areas needing improvement. OCFS will use Kirkpatrick’s four-level model of training evaluation:
Level 1 – Reaction: This level of evaluation uses the Participant Response Questionnaire (PRQ), which measures how the participants reacted to the training – i.e., what they thought about the quality of the training program. This is the most basic level of evaluation. It measures participant satisfaction with the training. The PRQ is conducted after every module and summarized quarterly.

Level 2 – Learning: The evaluation of learning uses the Pre-Test and Post-Test tool to measure the extent to which participants acquired knowledge or improved skills as a result of the training program. The Pre-Test and Post-Test tool is completed before and after every module, either by a cognitive test or a skills checklist. The findings are reported quarterly.

Level 3 – Behavior: The evaluation of behavior examines the extent to which improvement in job performance occurred because the participant attended the training program. This level of evaluation is designed to measure transfer of learning to the workplace. The Foundations Level 3 Behavioral Checklist is being sent to supervisors at 90 and 120 days post training completion. The results of the checklist are entered into the Human Services Learning Center (HSLC) training website and an aggregate report is provided to OCFS. The report will be analyzed quarterly based on the cohort being assessed, and OCFS will use this data to determine the effectiveness of the training and/ or modifications needed. Agencies will be expected to use the individual data to identify additional supports a worker may need and provide those supports or send for additional training.

Level 4 – Results: This level of evaluation assesses the organizational outcomes that occurred because of the training program. OCFS expects to see returns on the training investment in our existing case reviews and will look to isolate/review cases of participants in the training program in the future.

The Foundational-level training, considered as initial training for caseworkers, was implemented as a pilot in November 2017. Revisions were made through December 2017. While this competency based model is evolving, OCFS continues to deliver ongoing trainings. Ongoing training, which includes specialty and advanced training, as well as refresher training for experienced CPS, preventive and foster care caseworkers, supervisors, and administrators will continue. It should also be noted that many LDSSs cross train their caseworkers, so caseworkers with other functional roles are currently participating in the Foundational-level training as well.

**Supervision Training and Foundations Training**

OCFS continues to support effective supervision through KEYS training to new and experienced supervisors. In 2018, three supervisory webinars were held for all supervisors in LDSS and VA’s. Topics were selected based on State CFSR findings. Webinars will continue in 2019. OCFS will also be addressing the coaching needs of counties and agencies to create sustainability internally to support effective supervision implementation work.

**Meeting LDSS Individual Training and Technical assistance needs**
OCFS provides individual training and consultation related to casework practice and organizational strategies to meet state and federal legal and regulatory standards upon request. The focus is on responding to training issues and practice improvement needs identified in statewide and local program improvement plans resulting from state and federal case reviews and audits, as well as from other sources of information regarding LDSS training needs. OCFS provides 150 days of LDSS specific training, technical assistance or coaching to over 2,500 participants.

**Training and technical assistance that will be provided by the state in the upcoming fiscal year**

The child welfare training program will continue to evolve as OCFS refines its training to align more closely with national best practice standards and child welfare policy. In the upcoming year, OCFS will continue offering training and technical support as discussed above to the LDSSs and agencies. The work of the training Steering Committee will result in a new training system/model.

OCFS continues to expand the use of web-based and distance learning technologies to enhance accessibility to child welfare staff.

**Dissolution of Training Vendor effective January 1, 2019**

As referenced in the Training Plan Update, one of OCFS’s major vendors for child welfare training, SUC Buffalo CDHS/ICHP, will no longer be providing those training services as of 1/1/19. OCFS has been working with SUC Buffalo on a transition plan to absorb the training services into OCFS and retain as many CDHS staff as practicable with as minimal disruption as possible.

On April 18, 2019, OCFS officially opened the OCFS Human Services Training Center. This new training center will provide child welfare and family services training to state, county, and voluntary agencies child welfare staff centrally, in addition to web-based and distance learning opportunities.

**Research, Evaluation and Data**

The OCFS Bureau of Research, Evaluation and Performance Analytics (BREPA) provides analytical and data support for OCFS’s programmatic divisions, including the Division of Child Welfare and Community Services (CWCS). Specifically, BREPA designs and conducts research studies in order to: (1) evaluate the effectiveness of policies, programs, and practices in achieving desired agency goals; (2) assess whether a program is consistent with best practices in the field; (3) improve understanding of the extent, nature, causes and effects of particular problems or issues; (4) measure the performance of OCFS in improving outcomes for children, youth, and families; and (5) develop and validate risk and needs assessments.
In addition, BREPA is responsible for all federal data submissions related to child welfare, including AFCARS, NCANDS, NYTD, and casework contacts, and produces annual and quarterly reports documenting child welfare-related performance for public dissemination. BREPA works closely with both CWCS and NYS Office of Information and Technology Services (OITS) to verify that administrative systems incorporate current reporting requirements and promote accurate and comprehensive data entry. BREPA maintains the OCFS Data Warehouse which enables local districts and voluntary agency providers to access predefined monitoring, data quality, and descriptive reports on the children and families they serve. Reports are continuously refined and expanded to promote data-informed practice, and BREPA staff are available to provide technical assistance to systems users.

BREPA also supports the effective translation of research to practice and policy decision-making. BREPA staff coordinate with CWCS staff and other partners to discuss performance data and share the results of research, evaluation, and continuous quality improvement studies. This collaboration provides the opportunity to understand the contextual factors within which the results occur, explore practice and policy implications, identify specific strategies or practices that can be implemented to address needs or challenges, and build internal agency capacity to understand and use data to inform future practice and policy decisions.

Finally, BREPA approves outside research proposals involving children, youth, and families served by programs operated, regulated, or supervised by OCFS, and provides technical assistance on research methodology, sampling, performance measurement, and data collection and analysis to OCFS staff.

*Additional information related to BREPA can be found in the Evaluation and Research Section (below)*

**Technical Assistance Provided by ACF**

During 2018 and early 2019, the federal Administration for Children and Families (ACF) provided technical to OCFS on Candidacy for Foster Care Eligibility and Title IV-E Foster Care Eligibility. The technical assistance related to Candidacy for Foster Care Eligibility included two case record reviews, whereby cases of children determined to be eligible as a candidate for foster care were reviewed. The first review was of 80 children and the second review was of 50 children. In both reviews, ACF provided the findings of the reviews and provided specific guidance on what is required in the form of documentation. ACF also provided support by reviewing OCFS materials that were shared with the field. Additional guidance via phone calls have also been provided and have been helpful as OCFS continues to work with local departments of social services to improve their performance.

The Title IV-E Foster Care Eligibility technical assistance consisted of a review of 20 New York City Administration for Children’s Services cases to review the accuracy of their eligibility determinations. The review was conducted with staff from ACS and OCFS. The findings were
positive, and the process supported the work that ACS has been doing throughout the period that they have been participating in the Title IV- E Demonstration Project.
OCFS Evaluation and Research

*Research, Evaluation and Internal Capacity Building Projects*

**Runaway and Homeless Youth (RHY)/Commercially Sexually Exploited Children (CSEC)**

**Accomplishments for 2015-2019**

In 2018, BREPA staff undertook a review of the research literature to identify studies examining protective factors for Runaway and Homeless Youth (RHY) and Commercially Sexually Exploited Children (CSEC). This review revealed that there are very few studies examining protective factors for these two in-risk, and potentially overlapping, populations. Conversations with CWCS staff revealed that many programs serving these youths did not yet explicitly identify how their services supported the development of individual, relational, or community-based protective factors. Subsequently, CWCS staff began to explore with counties the ways in which their services helped to support the development of protective factors for RHY and CSEC.

**Healthy Families New York (HFNY)**

**Accomplishments for 2015-2019:**

In 2015, OCFS’s BREPA, in collaboration with SUNY Albany’s Center for Human Services Research (CHSR), began work on the HFNY Randomized Controlled Trial 15-Year Follow-Up study to test the long-term impacts of the program on preventing child abuse and neglect, fostering child health and development, improving family functioning, and promoting positive parenting.
Activities through 2018 focused on conducting interviews with 1,128 study mothers still eligible for inclusion and their approximately 15-year-old target children. Interviews were conducted with 830 study mothers, 702 target children, and 29 caregivers. This part of the study was completed in 2018. Analyses utilizing the data from these interviews are currently underway.

Between 2015-2019, BREPA designed and/or supervised a variety of continuous quality improvement activities to support ongoing HFNY services. These activities included: 1) exploring worker’s perceptions of work climate, burnout, and effective service delivery 2) implementing a pilot study to examine the feasibility of new family enrollment strategies, 3) understanding father involvement in home visiting, 4) evaluating effectiveness of the HFNY training system and development of worker competencies, 5) understanding effective service delivery, 6) evaluating the HFNY quality assurance and technical assistance system, 7) examining program relationships and coordination with Women, Infants and Children programs, and 8) assessing program connections to community partners.

Notable accomplishments for this period include:

1) Research Brief: Key Demographic and Organizational Factors in Predicting Healthy Families New York Home Visitor Retention
2) Research Brief: Social Network Analysis of HFNY Referrals
3) Research Brief: Understanding Fathers’ Participation in Home Visits
4) Journal Article: Let’s Talk About Breastfeeding: The Importance of Delivering a Message in Home Visiting
5) Journal Article: Engaging At-Risk Fathers in Home Visiting Services: Effects on Program Retention and Father Involvement

In 2019, BREPA, in collaboration with SUNY Albany’s CHSR, began planning a new evaluation of HFNY (HFNY RCT 2.0). The study will follow a new cohort of HFNY eligible families from enrollment to kindergarten entry to assess whether HFNY continues to be a good investment for NYS given the changes made to the program model and the diversity in strengths and challenges faced by families today.

Evaluation of Community-based Prevention Programs (Trust Fund & Public Private Partnerships)

Accomplishments for 2015-2019

During 2015-2019, OCFS engaged in several key efforts to expand its capacity to collect and utilize data on program services and outcomes across the range of community-based child abuse prevention program models it supports. Specifically, OCFS focused on

- developing instruments to assess participant needs and program outcomes;
• providing technical assistance and support to program sites as they began using the new Community-Based Prevention Programs data management system (DMS);
• soliciting feedback from system users as to DMS functionality and reporting needs;
• updating and enhancing the DMS based on user feedback;
• developing performance indicators that are standardized across program types (i.e., participant engagement, participant retention, service provision, and participant outcomes);
• developing and programming automated reports for the DMS to support monitoring of program practices and outcomes; and
• examining DMS reports/data and facilitating conversations about program practices and activities to support continuous quality improvement efforts.

OCFS’s Bureau of Program and Community Development staff partnered with BREPA and SUNY Albany’s CHSR to provide support for each of these activities.

Notable accomplishments for this period include:

1) development and analysis of the Protective Factors Instrument (PFI) outcomes measure;
2) development and analysis of the Assessment of Participant Strengths assessment tool; and
3) development of 17 pre-programmed reports that can be run by program and state staff to support day-to-day work activities, monitor program performance, and assess program outcomes.

Risk Assessment Profile (RAP) Data Support and Revalidation Study

Accomplishments for 2015-2019:

During the current reporting period, BREPA undertook a new study to revalidate the agency’s actuarial Risk Assessment Profile (RAP). The RAP was initially implemented in 2003 and is designed to assess likelihood of an indicated CPS report within two years. Included in the revalidation study was an item analysis, in which the frequency of each risk factor and the strength of its correlation to a new indicated report within two years was documented and compared to the initial development study. The revalidation study also compared the distribution of families classified as low, moderate, or high risk in the initial versus revalidation samples, and their observed rates of experiencing a new indicated report. Study results indicate that the likelihood of having a subsequent indicated report increases with risk level. However, revalidation sample families classified as low and moderate risk had a higher subsequent indication rate than previously observed, and the high and very high-risk families had fewer subsequent indicated reports than the original study. In addition, the prevalence of some risk factors had changed notably over time. BREPA is analyzing this data to determine if modifications to the scoring of the instrument should be considered.

In 2019, BREPA convened an inter-departmental workgroup to share the study findings and to gather regional and local worker’s input on practice related to the RAP including issues that may
impact data quality (e.g., training, item interpretation, and validity). The workgroup is also considering the use of risk assessment at various points in child welfare cases.

Other accomplishments related to the RAP include providing report-level RAP data and aggregate reports to the CQI-data team, who began to use the risk assessment data with the data teams in the regional and local district offices. To help support this effort, an RAP data mart was completed in 2018. COGNOS reports on the RAP will be finalized and moved to the Data Warehouse production platform in mid-2019.

**Foster Homes with Multiple CPS Reports Study**

Since 2017, BREPA has been systematically identifying foster parents with three or more CPS reports, and sharing those names with CWCS staff for heightened review by the OCFS home office, OCFS regional office, and LDSS staff. The goals of the project include increasing communication between LDSSs, VAs, OCFS regional office, and OCFS home office staff, identifying foster homes that are too risky to allow continued placements, and identifying overwhelmed foster parents who may benefit from additional supports (and/or a reduction in children placed in the home). To facilitate these reviews, BREPA developed a reporting system to capture information gathered during the review process and to connect it information stored in CONNECTIONS about the foster homes and involved children.

The foster home review process system began operation in first quarter 2018. During 2018, 933 CPS reports involving 616 unique foster homes were identified as meeting the 3+ CPS investigation criteria and were referred to the local districts for investigation and the regional offices for oversight. Initial findings from reviews and focus groups conducted during 2018 were promising. Communication and sharing of relevant information among regional office, local investigating districts, certifying voluntary agencies increased, and unsafe foster homes were identified and closed.

In addition, descriptive information about these foster homes reports and outcomes were analyzed and shared on a quarterly basis; and information about the project and early analyses were shared at the First Annual Homefinders Summit held in August 2018.

Other activities stemming from this project include:

- A full-day Learning Exchange organized by the Albany regional office for CPS workers, LDSS and VA Homefinders, supervisors, and family specialists scheduled for April 17, 2019, to focus on learning roles, responsibilities, and collaboration activities of CPS, LDSS and VA Homefinders, and supervisors during a foster home investigation, addressing CONNECTIONS documentation and an overview of the foster homes with three or more CPS reports on the SharePoint site.

- OCFS’s decision to start an agency-wide workgroup on this topic to include members from CWCS, legal, and CONNECTIONS to discuss the various findings and develop solutions to systemic barriers revealed during the monitoring and research projects. The first meeting of the workgroup is expected to be during the Spring of 2019.
Signs of Safety

Accomplishments for 2015-2019:

For several years, OCFS has been exploring how to implement the Signs of Safety approach to safety and risk statewide. BREPA is on the planning committee.

Permanency

Accomplishments for 2015-2019:

During the 2015-2019 period, BREPA provided data and technical support for three programmatic initiatives aimed at increasing permanency: Wendy’s Wonderful Kids (WWK), LEAN, and Rapid Permanency Reviews (RPR). Support for WWK involved helping intervention staff identify children who met the criteria for program participation (e.g., children in care for two or more years, with a goal of adoption, aged 9 years or more and not in an adoptive home). For LEAN and RPR, BREPA developed programming to identify and share information on populations of interest, including those on trial discharge, KinGap eligible, and with petitions to terminate parental rights filed, and freed, and their progression through the system.

Maltreatment in Foster Care

Accomplishments for 2015-2019:

In November 2015, OCFS issued an administrative directive requiring counties to record an incident date for every substantiated allegation involving a child in out of home care. BREPA worked with CWCS to create county level data reports that monitored compliance with this directive.

In 2018, CWCS contracted with Action Research and tasked them with completing an in-depth analysis of maltreatment in foster care during FFY15-FFY17. BREPA prepared and provided the data files given to the consultant group for analysis.

Family First Prevention Services Act (FFPSA)

Accomplishments for 2015-2019:

Since the passage of the Family First Prevention Services Act in March of 2018, BREPA has been working with CWCS, LDSS staff, and foster care provider agencies to develop local capacity to access and analyze data pertaining to congregate care utilization. To help counties understand the potential fiscal impacts of FFPSA, BREPA provided counties with a fiscal analysis of the number of dollars received in Title IV-E funding for children in congregate care settings. Statistical reports showing trends in congregate admissions, utilization, and in-care profiles were also released, and efforts initiated to establish these types of reporting profiles as an on-demand report.
within the Data Warehouse. An FFPSA reporting folder was moved into production with the OCFS data warehouse in April 2019, and is accompanied by tip sheets and technical assistance webinars.

To facilitate local analysis of congregate care business practices, BREPA also experimented with different visualization techniques for illustrating the flow of children into and out of congregate care over the course of a calendar year. Relevant information was shared with county and agency representatives who participated in CWCS’s FFPSA planning team between August and December of 2018.

One particularly effective analysis tool that was well received. Nicknamed “FFPSA Bubble Charts. Dubbed “bubble charts” because of the use of connected circles to show movement over time, the bubble charts map children’s status at key flow points and timeframes associated with FFPSA’s congregate care provisions for two main categories of children: children who enter congregate care at foster care entry and children who step-up into congregate care during a foster care episode. Each subgroup is then further divided into three pathways based on the petition type at congregate care entry (e.g., abuse and neglect, delinquency, person in need of supervision). Connected bubbles showing the size of the population at each flow point (e.g., admission type, level of congregate care at entry, exits within 30 days, exits within 60 days, and in-care status at one-year post admission) illustrate common pathways for children served.

In planning group discussions, counties and agencies found the bubble charts to be extremely useful for understanding how congregate care is used and for identifying potential opportunities and vulnerabilities under FFPSA. For example, charts allow users to assess the potential number of QRTP slots and assessments might be needed each year, how many children currently experience extended lengths of stay, and which types of congregate care settings are used most often. Charts can also be used to identify children stepping into congregate care from foster homes, which may generate insight into how upward moves maybe prevented.

**Raise the Age (RTA) Accomplishments for 2015-2019:**

In NYS, children adjudicated as juvenile delinquents can be placed into foster care under the care and supervision of LDSS commissioners. Historically, the age of criminal responsibility in NYS was 16; thus, foster care placements for delinquency petitions were limited to youth who were 15 or younger at the time of offense. In 2014, the Commission on Youth, Public Safety, and Justice was created by Governor Cuomo and charged with developing a plan for raising the age of criminal responsibility in NYS. BREPA was assigned to staff the commission, and provided extensive research and analytical support to the state’s overall RTA planning efforts between 2014 and 2017. Products completed during this period included a series of research briefs on key topic areas (e.g., adolescent development, impact of juvenile versus adult processing on recidivism, health impacts of adult incarceration, current youth profiles, etc.), as well as system models designed to estimate the impact of proposed policy changes on existing system flow, including usage of foster care services.
In 2017, legislation raising the age of criminal responsibility was passed. Implementation was set to take place in two phases, with the age of criminal responsibility rising to 17 on October 1, 2018 and to 18 on October 1, 2019. BREPA worked closely with program and policy partners to estimate the number of foster care beds needed to accommodate the influx of 16- and 17-year-old delinquency placements. Projections were generated at the state, regional, and individual county level, and used to inform the recruitment of agencies interested in starting up new, residential care programs specifically for the treatment of 16- and 17-year-old offenders.

In 2018-2019, data support shifted to the development of monitoring systems and outcome metrics for the soon to be opening RTA programs. To establish a common understanding of current performance and identify future performance targets, BREPA analyzed agencies’ pre-RTA practice. Metrics examined lengths of stay and reasons for program exit (e.g., lateral transfer, step-down to foster boarding home or trial discharge, step-up to higher level of care). As there was no existing infrastructure for monitoring incidents while in care, research, program and ITS services partnered to create a business practice and database for incident reporting. The pilot project is slated to begin in spring 2019 and will likely run through the first two years of RTA implementation.

**Performance Monitoring/CFSR Administrative Metrics**

**Accomplishments for 2015-2019:**

Following the Children’s Bureau’s release of the federal syntax used to create the CFSR administrative metrics, BREPA adapted the programming to support the production of county level outcomes. Since 2015, BREPA has provided counties with annual data packages displaying state and county level performance on each of the permanency and safety metrics for which NYS performance fell below the national average. In addition, each county receives an individualized workbook that provides county specific results on each of the indicators broken out by demographics. The tables included in the workbook allow counties to “drill down” on their own data and examine how performance varies across gender, age and race/ethnicity. To date, counties have been provided with five successive CFSR packets, allowing them to track changes in performance over time.

**Performance Monitoring/Bright Spots**

*Bright Spots:* In September 2017, BREPA released a new data reporting package designed to engage and support counties in their on-going efforts to monitor and improve local practice. Named “Bright Spots,” the new package contains practice and performance outcomes across six content areas: CPS reports, preventive services, safety, foster care, permanency, and adoption. Examples of metrics include: rate of children named in a CPS report, rate of preventive service openings, percentage of children with preventive service openings entering foster care, rate of foster care admissions, relative placements, and time to adoption. For each metric outcomes are displayed as a bar chart showing performance at the state, regional and individual county level;
when appropriate outcomes were ordered from low to high performance, to facilitate cross-district comparisons. In addition, for counties looking to develop and/or test hypotheses regarding the factors associated with their performance on any given measure, BREPA provides the county specific, child-level data files behind each analysis.

The pilot package was very well received; as a result, BREPA released the second annual Bright Spots package in November 2018. Release of the package was accompanied by a webinar comparing outcomes across the two releases. BREPA and CWCS regional office staff are available to support counties in interpreting and utilizing the data.

Performance Monitoring/ Meaningful Metrics for Voluntary Agencies

Accomplishments for 2015-2019:

BREPA staff is part of the Data and Meaningful Measures Workgroup conceived in the first NYS Voluntary Agency Summit (2017). The workgroup is tasked to promote data utilization, increase data capacity of the voluntary agencies, and develop performance measures for congregate care programs. In 2018-2019, BREPA staff worked with workgroup members to develop and pilot a potential outcome report format. Pilot measures were designed to mirror the CFSR permanency metrics, and track the permanency outcomes, lengths of stay, and movements of three distinct groups of children. The “new admission” or P1 group, includes all children residing in congregate care on a given day that had been in foster care for less than one year. P2 includes all children residing in congregate care on a given day that had been in foster care for 12-24 months; and the P3 group includes children in foster care for two years or more. Each group is tracked for a twelve-month period. Metrics included in the proof of concept include

- descriptive statistics of the congregate care in-care population, such as children’s demographics, program setting, case type, prior foster care / congregate care experience, and length of time in current program or foster care. These measures provide a snap-shot of the congregate care population at a particular point of time; and
- first movement in the subsequent 12-month period, tracking the proportion of children stepped down into lower level of care, stepped up into higher level of care, lateral transferred into another congregate care program, discharged into permanency, or remained in the same program. These measures provide a longitudinal view of how the congregate care population moved.

Kinship Care

Accomplishments for 2015-2019:

In 2018, OCFS was awarded federal funds to expand and evaluate OCFS’s funded supports for kinship caregivers. BREPA has acted as a consultant on the project, offering feedback on potential evaluation designs and outcome metrics.
Adoption and Foster Care Analysis and Reporting System (AFCARS)

Accomplishments for 2015-2019:

In accordance with the OCFS’s AFCARS Performance Improvement Plan (PIP), BREPA continues to make improvements to the system extraction and coding rules that serve as the foundation for the AFCARS data submissions. System changes completed during the current period include adding a drop down to capture children in care for less than 24 hours, and capturing children in respite care. In addition, the programming used to extract and create the AFCARS files was modified to address issues with the following items:

- Periodic reviews
- Clinical diagnosis of children in care
- Date of first removal from home
- Total number of removals from home
- Excluding children in care for less than 24 hours
- Current foster care setting
- Most recent case plan goal
- Caretaker family structure
- Mother/father’s termination of parental rights
- Discharge reason
- IV-E foster care payments
- IV-E adoption assistance payments
- Adoption subsidies

Other major accomplishments during the 2014-2019 period include efforts to get OCFS AFCARS 2.0 ready. BREPA convened an AFCARS 2.0 work group in January 2017. The workgroup was comprised of representatives from multiple areas within OCFS, including: The Division of Child Welfare and Community Services, Native American Services, Bureau of Permanency, Bureau of Policy Development, Division of Legal Affairs, Bureau of Finance Operations, and BREPA, as well as our sister agency, the New York State Office of Information Technology Services (OITS). The group met on a regular basis throughout 2017 to evaluate gap(s) between the new federal requirements and existing system capacity/practice, and to formulate recommendations and timelines for addressing said gaps. This analysis was completed in the fall of 2017, at which point work shifted toward developing the business rules and system specifications for recommended system changes. To date, specifications related to person demographics (e.g., race/ethnicity, tribal affiliation, sexual orientation, parenting and marital status, etc.) have been articulated and approved for development.

Additional work on AFCARS 2.0, is currently on hold as OCFS awaits further guidance from the Children’s Bureau regarding the composition of the new file.
National Youth in Transition Database (NYTD), On-Site Review and Changes

Accomplishments for 2015-2019:

The most notable achievement for this period was improvement in the quality of the data submitted. Initially, OCFS received the maximum 2.5 percent penalty on Chafee Program funds. The last three NYTD submissions (FFY 2017 B, 2018 A & B) were penalty-free due to improvements made in both data collection and survey efforts. System changes include improving the collection of race and ethnicity, tribal affiliation, and independent living services. Those related to the survey included changes to the follow-up survey and changes to the survey instrument itself. OCFS also strengthened the set of quality checks that are conducted on the survey file received from the contractor administering the survey as well as the internal file compiled by OCFS. While we are still waiting for the final report from ACF, OCFS continues to make other changes to address feedback from the on-site review.

National Child Abuse and Neglect Data System (NCANDS)

Accomplishments for 2015-2019:

In response to the Justice for Victims of Trafficking Act of 2015 (JVTA) and the Comprehensive Addiction and Recovery Act (CARA) of 2016, OCFS is in the process of making changes to CONNECTIONS to meet the reporting requirements. In response to JVTA, a new allegation will be added to the system. In response to CARA, information on risk factors and plans of safe care will be incorporated into CONNECTIONS.

On June 30, 2013, a new state agency, the Justice Center for the Protection of People with Special Needs (Justice Center) became operational after having been established via legislation. The purpose of this agency is to transform how the state protects over one million New Yorkers in state-operated, -certified or -licensed facilities and programs. Investigative responsibility for all institutional abuse or neglect (IAB) allegations occurring on or after June 30, 2013, was transferred from the New York State Office of Children and Family Services to the new Justice Center. These reports from the Justice Center have been incorporated into the NCANDS file.

There were some data quality issues associated with the NCANDS file; those issues were addressed and included the following: (a) excluding duplicate fatality reports; (b) changing coding to capture missing residence and report county; (c) adding incident date; and (d) coding issues associated with child age at report.

Data Warehouse and Quality Assurance Activities

Accomplishments for 2015-2019:

In 2018, 57 new reports were added to the OCFS data warehouse to assist counties in monitoring and supervision activities. Additionally, modifications were made to 48 existing reports. These
reports include case work contacts, monitoring and supervision reports to comply with the Preventing Sex Trafficking and Strengthening Families Act, adoption reports, Family Assessment Response, reports to assist with Rapid Permanency Reviews, reports on the number of facilities and beds certified, education reports, reports to monitor candidacy determinations, reports requiring annual updates as well as drill through reports associated with the new reports. Additionally, 29 data warehouse reports were added to the internal folder in responding to OCFS data needs.

Among the OCFS data warehouse reports are three new, county-level reports with drill down capacity to assist counties in identifying children with missing data on key variables, such as removal reason, prior adoption, permanency planning goals, race, ethnicity, sex and date of birth. These reports were further refined in 2018. To facilitate report usage, tip sheets have been developed and disseminated in conjunction with the OCFS CONNECTIONS implementation teams, and webinars describing the new reports have been held.

Data Warehouse reporting portion utilizes COGNOS software and a migration from COGNOS 10 to 11 (COGNOS analytics) was made. As part of the migration, all reports had to be tested as where necessary modifications had to be made. We achieved a smooth transition without any break in reports. Training and technical assistance to users was provided.

Operational Data Store (ODS) provides a dump of selected CONNECTIONs data to approved LDSSs and VAs. Once approved, they receive a one-time push of historical data and then a daily refresh. Two new counties and one agencies was approved for ODS access and provided the data. Given the number of requests have increased recently a new process to transmit data with access provided to approved individuals was developed.

BREPA provided data and analytical support with reports while not pre-defined reports. These include: (a) providing a monthly report on three child protective services (CPS) indicators (percentage of workers with more than 15 CPS investigations, percentage of overdue investigations and percentage of safety assessments completed within seven days) that is disseminated to all LDSSs; (b) data on direct placements to assist in oversight activities, (c) reporting on fatalities; (d) relative placement trends package, (e) Monitoring and Analysis Profiles (MAPS), (f) quarterly comprehensive reports, and (g) day to day data request support. A new quarterly newsletter to all users was implemented. That contained a description the most recent reports and their location is the Data Warehouse as well as a tip sheet make change the landing page.

Finally, BREPA staff have partnered with CWCS to develop a series of county level reports that flag cases where records may need updating and/or correction. These include pilot reports that identify children with active foster care cases who are age 21 or older, children remaining on trial discharge status for extended periods of time, and children aged 14 to 21 who have no independent living services listed. OCFS is currently working on incorporating this into the data warehouse to allow counties and agencies to pull the data on demand.
Data Governance Activities

Accomplishments for 2015-2019:

In 2019, a new Data Warehouse Prioritization Board was formed to review and prioritize Extract Transfer Load (ETL) activities to create data marts, reports, and data requests. 80 percent of the requests are child welfare related. This new board has agency wide representation and the objective is to provide transparency and stakeholder involvement in processing requests. A SharePoint site was developed to update and track all requests and this is being used in conjunction with the OCFS Data Request System. The SharePoint site hold the status of all requests and is updated weekly; all board members have access. There will be quarterly meetings to discuss outstanding issues. The first quarterly meeting was held in January 2019.

As part of CCWIS planning, inputs regarding Data Warehouse activities were provided.
Consultation and Coordination Between States and Tribes
6. Consultation and Coordination Between States and Tribes

As indicated in the CFSP, OCFS has used several means to consult and coordinate with, as well as gather input from New York’s federally recognized tribes. These tribes are identified in the CFSP, as well as the outcomes and activities accomplished. Additionally, this report update provides a description of the child welfare services provisions for Indian children.

OCFS Bureau of Native American Services (NAS) continues to host quarterly stakeholder meetings with tribal/nation and LDSS caseworkers in both urban and reservation settings. The primary purpose of these meetings is to support and improve compliance with the federal Indian Child Welfare Act (ICWA). These meetings also serve in the development of training initiatives; provide input into the CFSP Title IV-B plan and to strengthen service delivery to Indian children and their families. The quarterly meetings provide an excellent forum to introduce other OCFS-supported initiatives such as Court Collaboration, Protective Services for Adults, and Chafee Program Services to tribal/nation and LDSS staff who need program support to serve their respective tribal and urban Indian communities.

Site visits are also planned to continue to the individual Indian Reservations in New York by the NAS Specialist. The primary purpose of the site visits is to assess the needs of the Indian Tribes/Nations and to address concerns related to the delivery of child welfare services.

The interactions that take place through NAS are complemented and strengthened by ongoing interactions between the LDSSs, OCFS and those who provide services to Native Americans.

OCFS will look to continue to improve its data collection within CONNECTIONS to assess ongoing compliance with ICWA.

Consultation with tribes will continue to address the following:

- Notification of Indian parents, Indian custodians and tribes/nations of state proceedings involving Indian children and their right to intervene
- Placement preferences of Indian children in foster care, pre-adoptive, and adoptive homes
- Active efforts to prevent the breakup of the Indian family when parties seek to place a child in foster care or for adoption
- Tribal right to intervene in state child custody proceedings, or transfer proceedings to the jurisdiction of the tribe/nation
- Chafee Program, ETV, services for tribal youth in foster care or formerly in foster care
- Permanency Planning and Reunification of children placed in foster care
- Sharing of NYS CFSP and/or county plans

Assessment of Need and Current Status Highlights
Based on a review of data collected on Indian children in out-of-home placement as of November 30, 2018, it was found that 19 children were found to be subject to the provisions of ICWA. These children lived in various parts of NYS, both on and off reservation territories. The geographic breakdown of these placements is as follows: 52 percent of these placements were in Western New York counties adjacent to or near Indian Nation reservations (Tuscarora, Seneca, and Tonawanda Seneca Nations). An additional 29 percent of the placements were in the Syracuse and Albany geographic regions. With the knowledge that our largest Native American population resides in the five boroughs of New York City and Long Island, OCFS found 0 percent of the Indian child placements in this area of the state. The total number of Indian child placements represents 0.09% percent of the total foster care population of New York State.

During 2019, OCFS reviewed 17 of the 123 possible Indian child placements. Of the 17 Indian children remaining in out-of-home placement, two Indian children required a higher level of care group home institutional setting. The remainder of the foster care placements of Indian children is as follows; there are eight in kinship placements and seven in certified foster homes that were consistent with ICWA placement preferences.

OCFS is supporting this goal by involving tribal representatives in collaborative meetings with our administration, court personnel, and regional initiatives for Family Assessment Response and Disproportionality Minority Representation trainings and education. New York tribes and tribal staff have been invited to participate in CORE Fundamentals and other training opportunities to strengthen their skills in the child welfare field and to develop better partnerships with local districts involved in their communities. OCFS also continues to build strong networking activities among tribal staff through quarterly stakeholder meetings sponsored by the OCFS NAS Unit.

Performance Targets

Indian Child Welfare

- Increase to 50 percent the number of Indian children who are placed in foster care families of the same ethnicity over a five-year period.

Baseline: The number of Indian children who are placed in foster boarding homes or adoptive homes of Native American ethnicity in 2017.

Data Analysis:

2013: 42 Indian children of the 93 in placement (45.1 percent)
2014: 35 Indian children of the 90 in placement (38.8 percent)
2015: 18 Indian children of the 55 in placement (32.7 percent)
2016: 18 Indian children of the 46 in placement (39 percent)
2017: 22 Indian children of the 52 in placement (42 percent)
2018: Seven Indian children of the 17 in placement (41 percent)
Projected Targets:

2019: Not below 50 percent *

*It is anticipated that the identification of Indian children will continue to increase based on ICWA trainings in 2018-2019. It is not known if the number of licensed Native American foster homes will meet such increase of identified Indian children. Improved preventive efforts and kinship placements may factor into the performance targets.

Placement of Indian children and youth in Native American homes and programs whenever possible remains a state policy. Some of the data reported in this target comes directly from the field including contacts with LDSSs in NYS. As demonstrated by the data, OCFS has been successful in its efforts to increase the proper identification of Indian children. The data demonstrates a drop-in placement resources that match the child’s tribal/nation heritage. Of the 17 Indian children in placement, seven were matched with placements to support their tribal/nation heritage. An additional seven youth were placed in residential placements, which met their higher level of need. Factoring in the higher level of care required and the increased number of kinship placements, New York State is at 52 percent compliance rate in meeting ICWA requirements without factoring the application of the good cause exception in ICWA.

Some Indian children are not placed in Native American homes because of the type of placement required. These placements are often for youth and children with special needs. Some placements in non-Native homes have been reviewed by either tribal/nation staff or Native American services agencies, which have approved the placements. These placements, as well as “relative or kinship placements” are included in the data above. The specific training activities and quarterly stakeholder meetings have also strengthened the ability to serve tribal/nation families under ICWA.

Data Source to measure progress for the performance target above: OCFS Native American Services Unit*

State and Local Activities

State/Tribal Relationship

The St. Regis Mohawk entered into a state/tribal agreement with the predecessor of OCFS in August 1993 that was effective April 1, 1994. That agreement contained two specific components: legal terms and conditions; and a service plan for the provision of foster care, preventive services and adoption services. The plan contained in the agreement outlines strategies to: reduce the need for foster care through intensive preventive services; increase recruitment and certification of foster homes on the reservation; and promote the provision of foster care services in a way that maintains cultural and tribal values and permit the earliest return of the child to natural family. Children freed for adoption will be placed in adoptive homes that will meet their personal and cultural needs. The delivery of child and adult protective services is addressed through an amendment to the state/tribal agreement and the tribe’s updated services plan that became
effective in April 2005. On-going meetings between the St. Regis Mohawk Tribe and OCFS to improve and expand services take place on a regular basis.

The St. Regis Mohawk Tribe also submits its Child and Family Services Plan (County Plan) and Annual Plan Updates (APU) to OCFS for approval. OCFS will maintain the New York State 2010-2014 Final Report and 2015-2019 CFSP, along with subsequent APSRs on OCFS website, as well as make it available upon request.

The Seneca Nation of Indians and their various administrations have expressed an interest in improving their working relationship with LDSSs. OCFS NAS Unit has been involved in an ongoing dialogue regarding such a relationship. OCFS arranged for several training events to meet the needs identified by Seneca Nation. In 2002, the Seneca Nation developed and endorsed a tribal protocol for child protective services. Meetings between OCFS, LDSSs and the Seneca Nation continue to refine this protocol and meet the child welfare staff development needs. OCFS continues to support the Seneca Nation of Indians in the development of their tribally approved foster homes. The tribally approved foster homes are exclusively funded and regulated by the tribal nation, and service only those children under their jurisdiction. Seneca Nation of Indians continues to recruit tribally approved foster homes to service their families.

The Seneca Nation Child and Family Services Program provides a variety of child welfare services including preventive and foster care services. In addition, Indian Health Services provides state-of-the-art health clinics on both reservations. Mental health, alcohol and substance abuse, domestic violence, job training, Head Start and day care programs, Indian education, housing, and a senior nutrition program are provided through staff that spends time alternating between the Cattaraugus and Allegany reservations.

The Onondaga County DSS has assigned a liaison to work directly with the Onondaga Nation ICWA cases. The Onondaga Nation Family Protective staff has participated in OCFS Core Training for caseworkers and other staff development trainings offered by OCFS. They also participate in OCFS quarterly trainings and Tribal Consultation meetings. Onondaga Nation hired staff to support at-risk families on their tribal territory in 2010. They do not wish to enter into a formal agreement with the state at this time. In 2018, Onondaga Nation Family Services ceased operations for a period. It is now operating on a part-time basis. The new staff have asked the NAS unit for assistance on various child welfare issues. Onondaga Nation continues to work with Onondaga County DSS to strengthen its working relationship.

Although the Oneida Indian Nation no longer accepts federal Indian Child Welfare funding, it staffs a Family Services Program and has continued to work with the OCFS NAS on ICWA issues. OCFS continues to include Oneida Nation in our training initiatives.

Neither the Tuscarora Nation nor Tonawanda Seneca Nation accepts available federal funding to operate ICWA programs on their reservations. In most instances, the tribal leadership, including clan mothers of these Nations, engage the services of OCFS NAS. The specialist serves as a liaison to the LDSSs and courts, to support ICWA compliance.
Of the two Long Island tribes, the Unkechaug Nation is not eligible to receive federal funds to operate ICWA programs. However, since the Shinnecock Nation received federally recognized tribal status, OCFS continues to support their development of child welfare services. Most of the OCFS training initiatives on Long Island support the cultural needs of children from both tribes.

The interactions that take place through the OCFS NAS are complemented and strengthened by ongoing interactions between LDSS, OCFS and those agencies that provide services to Native Americans.

To support compliance with ICWA, an ICWA desk aid was developed by OCFS for use by LDSS and voluntary authorized agencies. Copies were distributed to the Indian Tribes/Nations and OCFS regional offices. An update to include information on use of a Qualified Expert Witness was added to the desk aid along with an updated list of tribal contacts. The ICWA desk aid is continuously maintained and updated to provide correct tribal contact information. The OCFS website also contains the ICWA desk aid.

In January of 2017, NAS staff, along with OCFS legal presented a session on ICWA at the Winter Conference of the NYPWA.

In February 2017, OCFS also promulgated an amendment to 18 NYCRR 431.18 to reflect the amended ICWA standards. OCFS issued 17-OCFS-ADM-08, implementing federal and corresponding state ICWA regulations, to address the revised federal standards including a revised notice letter and ICWA FAQs on July 31, 2017.

Description of Native American Population in New York State

The Native American population in New York State resides in every county across the State in urban and rural areas, with concentrations near urban areas and near reservations. Approximately 10 percent of the Native American population resides on reservations. The Urban Centers are located in New York City, Buffalo and Niagara Falls, and Rochester. Available data also reports that over 50 percent of the Native Americans living in New York State resides in the five boroughs of New York City.

The Native Americans who live outside of the reservations seek services and social interaction at the urban centers or with other Indian tribes/nations, if they are not located in close proximity to their own tribe/nation.

Native American Population in New York State as Reported by the Indian Nations/Tribes
<table>
<thead>
<tr>
<th>Indian Nation/Tribe</th>
<th>Reservation</th>
<th>Enrollment</th>
<th>Resident Population</th>
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</thead>
<tbody>
<tr>
<td><strong>IROQUOIS:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cayuga Nation of Indians</td>
<td>Seneca Falls Territory</td>
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<td>Oneida Indian Nation</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shinnecock Tribe</td>
<td>Shinnecock Reservation</td>
<td>250 *</td>
<td>500 *</td>
</tr>
<tr>
<td>Unkechaug Nation</td>
<td>Poospatuck Reservation</td>
<td>128 *</td>
<td>250 *</td>
</tr>
</tbody>
</table>

*Approximate estimates based on previous data. OCFS does not collect tribal census figures from these Indian nations.

**St. Regis Mohawk Tribe**

The St. Regis Mohawk territory, known as Akwesasne, "Land Where the Partridge Drums," is located in northern New York State and crosses the international border and the St. Lawrence River, extending into Canada. The St. Regis Mohawk Tribal Council is the duly-elected and recognized government of the Mohawk people. The tribe provides comprehensive services to the community through 10 basic divisions: Education, Economic Development, Environment, Community and Family Services, Planning, Justice, Health, Office of the Aging and Department of Social Services.

Education programs include support for students enrolled in the public schools to encourage their continuation, Head Start, GED programs, higher education and vocational training, including college extension services and Workforce Investment Act Program services. Health Services include a medical clinic, a Dental Clinic, WIC, alcohol/chemical dependency program,
teen/women health program, nutrition services and mental health services, and a program to empower young mothers. Community and Family Services staff addresses the needs of developmentally disabled children, families and disabled residents in the community while maintaining the integrity of the Mohawk family unit. The Community and Family Services program provides respite services for families of the developmentally disabled and supportive apartments provide services to allow residents who are developmentally disabled to transition from home to a sheltered, independent environment. The Department of Social Services provides support services for families at risk of dissolution, providing a vital link to families while insuring the maintenance of cultural values. The social services programs provide intensive preventive, foster care, adoption, child protective services and adult protective services on the Reservation through the state/tribal agreement with OCFS. The St. Regis Mohawk Tribe has incorporated the Family Assessment Response (FAR) as an alternative approach to providing protection to children by focusing on engaging families in support services to increase their ability to care for their children. OCFS has licensed the tribally operated Akwesasne Youth Group Home to serve 12 at-risk Native American youth which also operates under the tribe’s Department of Social Services. The tribe’s ICWA staff advocates for Mohawk children throughout New York State and the United States.

Seneca Nation

The Seneca Nation operates with an elected form of government. Elections for Tribal Council members and officers including president, treasurer and tribal clerk occur every two years. The Seneca’s judicial elections for surrogate judges, peacemakers, and a court of appeals take place every two years opposite the general elections. Most judges serve four-year terms. The Tribal Council administers all tribal programs on both the Cattaraugus and Allegany reservations.

The Seneca Nation Child and Family Services Program provide a variety of child welfare services including preventive and foster care services. In addition, Indian Health Services provides state-of-the-art health clinics on both Reservations. Mental health, alcohol and substance abuse, domestic violence, job training, Head Start and day care programs, Indian education, housing, and a senior nutrition program are provided through staff that spends time alternating between the Cattaraugus and Allegany reservations.

In addition to the above, the following Indian nations or Indian organizations provide limited Indian Child Welfare services. Within New York State, all of tribes/nations receive tribal notification letters.

Cayuga Nation

The Cayuga Nation operates a traditional form of government and provides limited ICWA services. When the Cayuga Nation receives official tribal notification, they attend court proceedings involving Cayuga children entering foster care or being freed for adoption. The OCFS NAS unit also distributes tribal annuity payments three times a year.

Onondaga Nation
The Onondaga Nation initiated a Family Protective Services program approximately seven years ago. The nation staff assigned to provide protective and support services to families residing on the Onondaga Nation territory, participate regularly on child welfare training offered by OCFS. The tribal staff also participates in quarterly workgroup meetings and OCFS Tribal Consultation Meetings.

Summary of Governmental Structures

The Indian tribes/nations in New York State have adopted a number of different forms of governmental and administrative structures. There is interaction and consultation between these structures in the decision-making process which also includes the clan mothers. This respect and inclusiveness of differences within the communities has an impact on the decision-making process.

<table>
<thead>
<tr>
<th>Indian Nation/ Tribe</th>
<th>Governing Structure</th>
<th>Administrative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cayuga Nation of Indians</td>
<td>Hereditary Chiefs</td>
<td>Council of Chiefs</td>
</tr>
<tr>
<td>Oneida Indian Nation</td>
<td>Tribal Appointment</td>
<td>Men’s Council</td>
</tr>
<tr>
<td>Onondaga Nation</td>
<td>Hereditary Chiefs</td>
<td>Council of Chiefs</td>
</tr>
<tr>
<td>St. Regis Mohawk Tribe</td>
<td>Tribal Elections/Chiefs</td>
<td>Chiefs Council</td>
</tr>
<tr>
<td>Seneca Nation of Indians</td>
<td>Elections/ Tribal Council</td>
<td>Tribal Council with President</td>
</tr>
<tr>
<td>Tonawanda Band of Senecas</td>
<td>Hereditary Chiefs</td>
<td>Council of Chiefs</td>
</tr>
<tr>
<td>Tuscarora Nation</td>
<td>Hereditary Chiefs</td>
<td>Council of Chiefs</td>
</tr>
<tr>
<td>Shinnecock Tribe</td>
<td>Elections/Tribal Council</td>
<td>Tribal Council with Chairperson</td>
</tr>
<tr>
<td>Unkechaug Nation</td>
<td>Tribal Elections/Trustee</td>
<td>Trustees Elected to 1, 2, 3-year terms</td>
</tr>
</tbody>
</table>

ICWA Funding:

Three of the Indian nations receive federal ICWA funds to provide Indian Child Welfare Services. The following outlines the Indian nations/tribes/reservations that operate ICWA programs and the counties that are included in their service area.

<table>
<thead>
<tr>
<th>Indian Tribe/Nation/Reservation</th>
<th>County Service Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>St. Regis Mohawk Tribe</td>
<td>Franklin, St. Lawrence counties</td>
</tr>
<tr>
<td>-----------------------</td>
<td>-------------------------------</td>
</tr>
<tr>
<td>St. Regis Mohawk Reservation</td>
<td>primarily, but also statewide for Mohawk children</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Seneca Nation of Indians</th>
<th>Erie, Cattaraugus and Chautauqua counties</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allegany Reservation</td>
<td></td>
</tr>
<tr>
<td>Cattaraugus Reservation</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cayuga Nation</th>
<th>Cayuga members only, statewide,</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seneca Falls Territory</td>
<td>are served through administrative staff;</td>
</tr>
<tr>
<td></td>
<td>designated tribal territory Seneca Falls</td>
</tr>
</tbody>
</table>

**Urban Indian Centers**

Local non-profit urban centers provide a wide range of programs, including job training, alcohol and substance abuse and services for the developmentally disabled. The New York City Urban Center programs provides health and social services. The Buffalo/Niagara Falls Urban Centers provide ICWA services, including preventive counseling, foster care recruitment and certification, intervention, a program for seniors, youth and cultural programs.

Since 1997, the urban centers do not receive federal Indian Child Welfare Act funding, but do provide some support services to the following areas:

<table>
<thead>
<tr>
<th>New York City</th>
<th>Queens, Bronx, Brooklyn, Manhattan, Staten Island, Nassau, Suffolk, Putnam, Westchester and Rockland counties.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Buffalo/Niagara Falls</td>
<td>Niagara, Erie counties (off-reservation)</td>
</tr>
<tr>
<td>Rochester</td>
<td>Orleans, Genesee, Wyoming, Livingston counties</td>
</tr>
</tbody>
</table>
The Buffalo Urban Center provides ICWA services including preventive counseling, foster care recruitment and certification, and intervention through a purchase of services contract with the LDSS.

Accomplishments for 2015-2019:

Throughout 2017, the OCFS NAS specialist met on a formal basis with various Tribal/Nation Representatives across New York. A formal protocol for regular and on-going dialogue and consultation with Tribal Leaders was established in 2002.

In early 2017, OCFS updated its “A Family’s Basic Guide to ICWA” brochure. This brochure was distributed to all nine tribes/nations and urban centers in Buffalo, Niagara Falls and New York City. The largest dissemination of the informational brochure was sent to New York City for use by the Legal Information for Families Today (LIFT) staff that provide advocacy in New York City’s Family Courts.

OCFS NAS also continued hosting quarterly meetings of the Native American Family Services Commission, which provides consultation with tribal stakeholders in both urban and reservation areas throughout New York State. These meetings helped to develop the training initiatives, provide input into the CFSP Title IV-B plan and to strengthen service delivery to Native American children and families. The quarterly meetings provide an excellent forum to introduce other OCFS supported initiatives such as Court Collaboration, Protective Services for Adults, and Chafee Program Services to Tribal and agency staff who need program support to serve their respective tribal and urban Indian communities. More recently, two formal Tribal Consultation meetings were held in April and October 2018, with the OCFS assistant commissioner for CWCS presiding.

OCFS NAS also continues to be involved in supporting OCFS racial equality and cultural competency and addressing disproportionality minority representation in the foster care system. OCFS NAS has provided cultural competency trainings to various state agencies and local service providers.

Site visits are conducted to Indian reservations in New York by the OCFS NAS specialist. The primary purpose of the site visits is to assess the needs of the Indian Tribes/Nations and to address concerns related to the delivery of child welfare services.

From March 2018 – March 2019, OCFS participated in site visits to the Shinnecock, Ukechaug, and Seneca Indian nation territories. As a result of the site visits, child welfare protocols were strengthened, staff training needs were identified and family court personnel were introduced to tribal officials.

OCFS NAS continued to host quarterly meetings with tribal and LDSS caseworkers in both urban and reservation settings. The primary purpose of these meetings was to support and improve compliance with ICWA. Such meetings were held in Buffalo in March, in Syracuse in June, again
in October, and again in Syracuse in December. OCFS hosted the first 2019 quarterly meeting at the Tuscarora Nation Community Building in March.

In 2018-2019, OCFS supported ICWA compliance through trainings offered at various forums including LDSSs, voluntary authorized agencies and OCFS regional meetings. Approximately 200 workers attended the various trainings.

OCFS NAS offered technical assistance and compliance support to over 157 calls for assistance on possible ICWA cases identified by LDSSs, voluntary authorized agencies and Tribal/Nation staff in 2018-2019. OCFS distributed over 500 desk aids.

**Tribal Recruitment and Retention Activities**

OCFS recognizes that the lack of certified or approved Native American foster homes can hinder compliance with ICWA. OCFS will continue to support recruitment efforts with Tribal/Nation Stakeholders.

The Tuscarora Nation, continues to collaborate with Niagara County Department of Social Services for foster care recruitment. The OCFS NAS specialist is available to the Nations to address any concerns.

As the OCFS NAS Specialist provides ICWA training to LDSSs and regional consortiums in 2018-19, the importance of recruitment of Native American foster and adoptive families will be presented. More than half of the previous year’s trainings emphasized the need for recruitment of tribal/nation families.

- OCFS will continue to promote interaction with directors of services from LDSSs to reiterate and strengthen awareness regarding the need to identify Indian children and to make the appropriate notifications with assistance from the NAS staff.

- OCFS’s NAS Unit will continue to facilitate the Family Service Commission quarterly meetings with tribal/nation and LDSS representatives in both urban and reservation settings to improve ICWA services to this population.

- OCFS will be available to support efforts of tribes/nations interested in establishing or expanding services under a state/tribal agreement.

- OCFS will continue to utilize existing structures to promote ICWA goals that can be identified in consultation with the tribal leadership. There continues to be a need to support LDSSs to inform tribes/nations of Indian children and their families in preventive and child protective caseloads.
OCFS will continue to support regional and statewide training to LDSSs, other public and private agencies, tribal/nation staff and community members to develop strategies to keep Native families intact and to identify resources to support at-risk families.

OCFS will continue to make the NYS CFSP available to tribes/nations, as it will continue to support and aid the St. Regis Mohawks Tribe in its CFSP-County Plan submission.

OCFS will continue efforts to improve child welfare services in Native American families. Regional training events are being planned to address cultural competency and ICWA related issues.

St. Regis Mohawk Tribe has previously participated in CFSR review process and is encouraged to continue. ICWA trainings are provided by OCFS throughout the state as requested.
Monthly Caseworker Visit Formula Grants and Standards for Caseworker Visits
7. Monthly Caseworker Visit Formula Grants and Standards for Caseworker Visits

New York State has specific regulations on casework contacts with the parent or relative, with the foster child and with the child’s caretakers.

**Casework Contact with Parent or Relative**

*Content and purpose:* Casework contacts are for the purpose of assessing whether the child would be safe if he or she was to return home and the potential for future risk of abuse or maltreatment if he or she was to return home. These contacts are also for the purpose of guiding the child's parents or relatives towards a course of action aimed at resolving problems or needs of a social, emotional, developmental or economic nature that are contributing to the reason(s) why such child is in foster care. In the case of children with the permanency planning goal of another planned living arrangement with a permanency resource or adult residential care, such contacts are for the purpose of mobilizing and encouraging family support of the youth's efforts to function independently, and to increase his/her capacity to be self-maintaining; evaluating the ability of the parents or relatives to establish or reestablish a connection with the youth and serve as a resource to the youth; and, where appropriate, encouraging an ongoing relationship between the parents or relatives and the youth.

*Casework contacts must be made by one of the following individuals:* (a) the case manager; (b) the case planner; (c) a caseworker assigned to the case, as directed by the case planner; or (d) a parent advocate when the contacts are directed, arranged, or otherwise coordinated by the case planner.

*Frequency:* (a) During the first 30 days of placement, casework contacts are to be held with the child's parents or relatives as often as is necessary but at a minimum, must occur at least twice unless compelling reasons are documented why such contacts are not possible. Such initial casework contacts within 30 days of placement must be made by the case manager, the case planner or a caseworker assigned to the case, as directed by the case planner; (b) After the first 30 days of placement, casework contacts are to be held

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2 The case planner is the caseworker with the primary responsibility for providing or coordinating and evaluating the provision of services to the family. Case planning includes referring the child and his or her family to providers of services as needed, and delineating the roles of the various service providers. The case planner also must require collaboration among all the case workers assigned to the case so that a single-family assessment and service plan is developed. Case planning responsibility also includes documenting client progress and adherence to the service plan by recording in the uniform case record that such services are provided, and making casework contacts or arranging for casework contacts as required.

3 Case worker is any additional department or agency staff other than case manager or case planner directly involved in a child welfare case who provides services to any family member, or assesses, evaluates, makes casework contacts, and/or arranges or coordinates one or more aspects of service delivery. The case worker contributes to the development of the family assessment and service plan as directed by the case planner. There may be multiple case workers assigned to a family services stage.

4 Parent advocate means a person who has previously been a recipient of child welfare services, has successfully addressed the issues which brought the family to the attention of child welfare, has been reunified with his or her children, if applicable, and has subsequently been trained as a parent advocate to work within the child welfare system. The parent advocate is only authorized to make casework contacts with the child’s parent or relative.
with the child’s parents or relatives at least once every month unless compelling reasons are documented why such contacts are not possible. Such monthly casework contacts made after the first 30 days of placement must be made by one of the approved types of individuals listed above. However, no more than two of the monthly casework contacts in any six-month period may be made by a parent advocate.

**Casework Contact with Child**

**Content and purpose:** The purpose of the contacts is to access the child’s current safety and well-being, to evaluate or re-evaluate the child’s permanency needs and permanency goal, and to guide the child towards a course of action aimed at resolving problems of a social, emotional or developmental nature that are contributing towards the reason(s) why such child is in foster care. The focus of the initial contacts with the child must include, but need not be limited to, determining the child’s reaction to the separation and his/her adjustment to the out-of-home placement and arranging for services necessary to meet his/her needs.

**Casework contacts must be made by one of the following individuals:** (a) case planner; (b) the caseworker assigned to the child, as directed by the case planner; or (c) the case manager. These should be individual or group face-to-face contacts with the child.

**Frequency:** (a) During the first 30 days of placement, casework contacts are to be held with the child as often as is necessary to implement the services tasks in the family and children’s services plan but must occur at least twice. At least one of the two contacts must be held at the child’s placement location. The focus of the initial contacts with the child must include, but need not be limited to, determining the child’s reaction to the separation and his/her adjustment to the out-of-home placement and arranging for services necessary to meet his/her needs. After the first 30 days of placement, casework contacts are to be held with the child at a minimum of once a month. At least two of the monthly contacts every 90 days must be at the child’s placement location.

Where a foster child is placed in a home or facility located outside of the State of New York, the monthly casework contact requirements set forth above apply to such child. Such contacts must be made either by the authorized agency with case management and/or case planning responsibility for the child, a public agency in the state in which the foster home or facility is located or a private agency under contract with either the authorized agency or the other public agency.

**Casework Contact with Child’s Caretakers (Person Immediately Responsible for the Child’s Day-to-day Care)**
Content and purpose: The purpose of these contacts is obtaining information as to the child’s adjustment to foster care and for facilitating the caretaker’s role in achieving the desired course of action specified in the child and family services plan.

Casework contacts must be made by one of the following individuals: (a) the case planner; (b) the caseworker assigned to the child, as directed by the case planner; or (c) the case manager. These must be face-to-face contacts.

Frequency: (a) During the first 30 days of placement, casework contacts are to be held with the child’s caretaker as often as is necessary, but at a minimum must occur at least once at the child’s placement location. (b) After the first 30 days of placement, casework contacts must be held with the child’s caretaker at least monthly, and at least one of the monthly contacts every 90 days must be at the child’s placement location.

State Accomplishments from the use of the Monthly Caseworker Visit Grant FY 2015-2019

NYS will utilize the funding provided for monthly casework contact visits to improve caseworker engagement and decision-making skills, as well as to provide IT support, in order to accurately capture and report on caseworker visits so that compliance with federal standards can be documented.

OCFS is also contracting with six business analysts to promote accurate, consistent documentation of caseworker contacts. Counties covered by the OCFS New York City (NYC) and Spring Valley Regional Offices account for the largest percentage of the statewide foster care population, and, thus, the largest percentage of the state’s compliance with the mandatory 95 percent caseworker contact rate. Numerous VAs, each with its own business processes, are contracted to provide caseworker services for NYC and Spring Valley. Five business analysts will work with the NYC OCFS Regional Office (NYCRO) and one business analyst will work with OCFS’s Spring Valley regional office to coordinate and oversee the LDSSs and voluntary authorized agencies’ compliance with federal requirements. Business analysts focus on providing training, technical assistance, business process analysis/enhancement, etc. to achieve standardization in documentation and reporting.

OCFS is contracting with a seventh business analyst to work with OCFS staff to improve the accuracy and functionality of the foster care data in the data warehouse. This person is tasked with improving the processes to extract and import data, define requirements for data and reporting, develop data design and modeling, create custom data extracts, and develop reports.

16-OCFS-ADM-16, Casework Contacts for Children in Foster Care
The purpose of this Administrative Directive (ADM) is to advise local departments of social services (LDSSs) and voluntary agencies (VAs) of recent amendments to 18 NYCRR §§
428.3, 430.11, 430.12 and 441.21. The amendments relate to casework contacts with children in foster care placed in foster boarding homes or facilities located outside of New York State (NYS) and those in foster care who are 18 years of age or older and attend educational or vocational programs within NYS.

OCFS is contracting with an additional business analyst to prepare data reports that will assist LDSSs and VAs as they work to understand the strengths and challenges related to their current performance; assist localities with the assessment phase of their 2018-2022 County Plan process; and assist regional offices, LDSSs, and voluntary agencies with applying CQI concepts to improve outcomes.
Adoption and Legal Guardianship Incentive Payments
8. Adoption and Legal Guardianship Incentive Payments

Beginning in 2017, OCFS has annually aligned adoption targets with the structure of the adoption incentive categories established in the federal Preventing Sex Trafficking and Strengthening Families Act (P.L. 113-183). A file identifying every child freed for adoption with a goal of adoption as of the end of 2016 was developed. The subsets of the file are: children under age nine, children nine to 14 years old and children older than age 14. Targets of 90 percent finalizations in each category were established and each LDSS received a county-specific list. Additionally, OCFS established similar target categories based on a file of the children residing with approved/certified relatives for a period of six months or more. These are children who do not have a goal of adoption or return to parent. OCFS regional office staff support the LDSS work in achieving target goals especially in cases where barriers are identified that require intervention and or collaboration at a higher level. OCFS also revised the timeframe for targets to align with the federal fiscal year time period.

In 2019, OCFS focused efforts on KinGAP as a permanency option through:

- **Data:**
  - OCFS made available data to the counties demonstrating their usage of relative foster homes and 1017 direct placements. OCFS supported the data share with training to the LDSSs on the use of data and the Continuous Quality Improvement (CQI) process for development of strategies to optimize practice.
  - Counties have been given KinGAP targets to achieve annually.

- **KinGAP Statutory Change**
  - Chapter 384 of the Laws of 2017 (Chapter 384). Chapter 384 was signed by Governor Andrew Cuomo on October 23, 2017. This law expands the Kinship Guardianship Assistance Program (KinGAP) related to who may be eligible as a relative guardian to receive KinGAP payments, and extends the duration of certain KinGAP payments until the child reaches 21 years of age.
  - In early 2018, OCFS issued 18-OCFS-ADM-03 to the field providing guidance on the changes and required action. OCFS updated manuals and publications to reflect this expanded definition.

- **Redlich-Horwitz Support**
  - Foundation continues to collaborate with OCFS and provide national consultant support to advise OCFS on policy development.

All items below will either be completed or ongoing in 2019 and beyond

- **Kinship Plan**
  - LDSSs were required to develop a policy to address providing relatives with accurate and timely information, and placement of children into kinship homes.
  - LDSSs developed plans to improve their performance related to relative foster homes and support for kinship homes in the years ahead.
• **Funding and Collaboration with the Kinship Navigator (KN)**
  
  o Through a federal grant the KN will provide virtual case assistance services in six counties including enhanced services for caregivers, as well as establish peer-to-peer support groups in six communities where no support groups currently exist. KN is working with an evaluator to provide these services via an evaluation structure with a goal of meeting a model of promising practice.
  
  o OCFS in collaboration with KN presented the webinar, “Kinship 101.” Designed for LDSSs and VA staff, the webinar provides a review of kinship care, kinship family needs, available resources and assistance and provide information on kinship laws and services.

• **Collaboration with OTDA**
  
  o OCFS issued a policy informing LDSSs and VAs of the requirement to provide publications to potential and current caregivers of children removed from their homes and introducing a new brochure that provides information to non-parent caregivers. *Know Your Resources: Non-Parent Caregiver Benefits (Pub. 5194)* is available on the OCFS website.

• **Kinship Care Overview Training**
  
  o OCFS Permanency Specialists provide the *Kinship Care Overview Train-the-Trainer* to LDSSs and VAs as needed.

• **Maintaining Connections Between LDSSs and Programs**
  
  o LDSS staff are invited to site visits with the 22 OCFS-funded Kinship and the 16 OCFS-funded regional Permanency Resource Centers.
  
  o These programs provide support services to kinship and guardianship families.

• **Wendy’s Wonderful Kids**
  
  o The agency’s partnership with the Dave Thomas Foundation for Adoption through the Wendy’s Wonderful Kids program, brought 24 family recruiters to NYS to work with 35 counties. Counties are referring children who have been in care two or more years, who are nine years of age and are freed, and youth 16 years of age, who are freed with a goal of APPLA. Since July 2017, a total of 18 children who WWKs have worked with have been adopted. OCFS is consulting with WWK to expand the target population that will include all children who are freed and not placed in a pre-adoptive home. It is believed even more adoptions will result.
Child Welfare Waiver Demonstration Activities

NYS and ACS publicly announced, upon approval by ACF on 9/30/2013, the full launch of its IV-E waiver initiative, which it has named Strong Families NYC. Strong Families NYC consists of the four waiver interventions in the NYC’s foster care system, including: 1) reductions in caseloads and supervisory ratios; 2) use of New York’s Child and Adolescent Strengths and Needs assessment tool (CANS-NY) for all children in family foster care; 3) Partnering for Success (PfS), a framework for the effective use of behavioral health care and evidence-based, trauma-focused Cognitive Behavioral Therapy; and 4) Attachment Bio-behavioral Catch-up (ABC) to secure nurturing care and healthy development of infants and toddlers.

ACS continues to work with 22 of its contracted VAs to maintain targets for caseload and supervisory ratio reductions and continue improving the compliance and quality of the CANS-NY. To date, all VA locations in New York City have begun PfS implementation. The ABC model offering was expanded to the borough of the Bronx in addition to Brooklyn. Additionally, ABC services are now offered in both an Infant and Toddler version, serving children in both boroughs who are between the ages of six months and 48 months.

Since 2016, NYS and ACS have focused on strengthening the implementation of Strong Families NYC by enhancing the quantity and quality of technical assistance provided to agencies and expanding the providers’ capacity to implement the two evidence-based models. The Super User Learning Collaborative, robust monthly provider meetings, development of internal model-focused workgroups, and the introduction of Implementation Science Learning Modules were activities strengthened or put in place to support overall implementation of SFNYC.

As during previous reporting periods, the 22 VAs continued to participate in monthly calls, facilitated by ACS staff, to review their progress with model implementation, highlight bright spots in practice and address challenges as they arise. Using reports from agencies and a data dashboard, the following progress has been made:

- As of January 19, 2017, 68.6 percent of case planner caseloads were in compliance, meaning they did not exceed 12 cases. While this is a drop from the percentage in compliance from the previous reporting period (78.2 percent), the average caseload per case planner across the system is 11 cases, which is still below the system goal. VAs continue to experience turnover, and these vacancies impact caseloads. Several high-profile child welfare events have impacted the number of children being placed in foster care. VAs are in the process of hiring staff to keep up with the pace of increased foster care placements. The supervisory ratio average is 3.7 case planners per supervisor, with a 95.1 percent compliance rate. The number of vacancies is far lower among the supervisors as compared to case planners.

- The December 2016 data dashboard reported 80 percent of all children in foster care had at least one CANS-NY completed within the last six months. Of those CANS-NY completed, 78.4 percent had been reviewed and approved by their supervisor. Both of
these data represent a decline from the last reporting period; however, a revised methodology was implemented starting June 30, 2016. This methodology eliminated a data entry grace period and is better aligned with the timeframes for children in family foster care settings.

In October 2016, ACS transitioned to a new CANS-NY tool, in a move to align with the Medicaid CANS-NY, which will be used at part of Medicaid redesign in New York State. The new version of the CANS-NY tool has been revised into two separate tools, one for ages 0-5 and another for ages 6-21. These two tools allow for more age-specific domains and items to be covered in each tool. Both of the new CANS-NY versions also include an Adverse Childhood Experiences domain with expanded items applicable to children in care. The language has also been refined for clearer understanding of the items and scoring. On October 26, 2016, ACS revealed a new Electronic CANS-NY (eCANS) database. This upgraded eCANS database had several enhanced features which created a more user-friendly experience for the user. Building on feedback from the providers, the new eCANS is able to:

- email case planners’ due dates for upcoming CANS based on service plan review dates and child movement; and
- email supervisors when to approve CANS, CBT+ referrals or tracking information.
- It is equipped with enhanced search options to locate a child or a particular CANS-NY; and
- allows case planners to print a summary of needs and strengths.

Several of the challenges identified in the previous system have been corrected. Most helpful is that this version is directly linked to CONNECTIONS, NYS’ SACWIS, making it easier to determine when a CANS should be completed. To support this transition, ACS worked cross-divisionally to provide various opportunities to learn more about the new tools and database. In-person and web-based trainings were created to support providers during this transition.

- Partnering for Success completed the training of all staff working from VA office locations in Queens and Manhattan during this reporting period. With the completion of staff trainings in these two boroughs, ACS has now completed the initial training of staff across all Strong Families NYC involved VAs. Monthly training for new staff is ongoing. To date, 720 child welfare staff have been trained in Partnering for Success. A total of 122 mental health clinicians have completed the in-person training.

ACS, in conjunction with our City University of New York (CUNY) partners, worked diligently to refine the PfS data collection and reporting process. Due to challenges in compiling PfS data, it was difficult to share monthly updates with VAs to measure staff’s completion and participation in consultation and practicum activities. Now that PfS data will be shared regularly with providers, strategies to better track these activities will be developed and reviewed. The PfS developers at the University of Maryland, Baltimore
School of Social Work (UMB-SSW) are providing ongoing guidance and consultation on the implementation and NYC adaptation of the model.

As a result of PfS training and improved knowledge of identifying mental health needs, 236 children and youth have been referred to Cognitive Behavioral Therapy Plus (CBT+) (including Trauma-Focused Cognitive Behavioral Therapy, TF-CBT). Using features in the eCANS database a case planner can screen and refer children to CBT. As of January 17, 2017, 4,240 children and youth had an approved CBT screening. Of those screened, 545 children or youth met the criteria, via the database, to receive CBT services. Of those referred 238 children started services, 46 successfully completed services, and 26 discontinued/dropped out of services. The providers continue to struggle with properly tracking and documenting service provision in the database. Efforts to improve their ability to track this information were discussed during monthly conference calls and borough based meetings. The more user-friendly eCANS database will make the ability to navigate these fields easier.

- As previously mentioned, the ABC intervention, offered by a firm called Power of Two has been expanded geographically and in target population. Starting in October of 2017, children residing in the Bronx became eligible to receive this intervention in addition to the children living in Brooklyn. Furthermore, ABC is now offered to infants and toddlers between the ages of six months and 48 months. Power of Two hired additional parent coaches to service the Bronx and promoted successful parent coaches to deliver the toddler model. With the expansion to children residing in the Bronx and toddlers, an additional twelve VAs joined the ABC service continuum. As of December 31, 2017, a total of 423 case planners, 123 supervisors, and 20 other VA staff were trained in ABC.

As of December 31, 2016, there were 1,098 children eligible to receive the ABC intervention. Of this number, 248 infants/toddlers or 22.6 percent have been referred. Of those referred, 170 children began ABC services, 91 of whom are currently receiving services. Sixty-three children successfully completed the ABC interventions and fifteen discontinued. To increase referrals and support the VAs to engage families in this model, ACS provided each agency with a referral target, or the number children they should refer by October 30, 2017. For several VAs, the referral targets have been used as a guide to gauge referrals appropriately. Even with referral targets, ABC referrals remain lower than expected. In sections below, the steps ACS is taking to address this challenge is further explained.

In addition to working with the partners mentioned above, CUNY, University of Maryland and Power of Two, ACS continues to take a cross-divisional approach to implementing Strong Families NYC. Weekly Governance Team meetings, consisting of top ACS leadership are held to discuss model design and implementation progress. Through these meetings, steps to address challenges and continue forward are made.
In 2017, the PfS Workgroup will continue holding internal discussions on which additional transfer of learning activities should be created to further embed PfS skills within case practice. While not part of the PfS curriculum, ACS, CUNY and agencies alike feel case planners, supervisors and mental health clinicians need more support to strengthen the collaboration between child welfare and mental health professionals.

In 2017, ACS will work with Dr. Allison Metz, associate director and scientist with the National Implementation Research Network, Frank Porter Graham Child Development Institute, at the University of North Carolina at Chapel Hill, to continue conducting Implementation Science Learning Modules. The focus of these modules will be on improving communication between the VA staff, VA implementation teams, VA leadership and ACS. The modules will address how to set up an effective coaching service delivery plan.

ACS and the Workforce Institute will assume the responsibilities of the ABC training for VA staff. After the completion of the TOT, ACS trainers will work with an instructional designer to develop participant and facilitator training guides.

As mentioned above, ABC conferences are being held to address cases that have not been referred for the intervention. It is hoped that by reviewing cases individually with the VAs, ACS will be able to better understand referral barriers and provide technical assistance to address the challenges.

OCFS has requested and received approval for the extension of the waiver until September 30, 2019. ACS will continue implementing the evidenced based interventions, along with doing the CANS-NY screening tool, and reduction in caseloads and supervisory oversight. For more details, please see Appendix “H” for additional Child Welfare Waiver Demonstration information.
10. Quality Assurance System

NYS’s Quality Assurance (QA)/Continuous Quality Improvement (CQI) system is a collaborative process that is grounded in a CQI structure.
in 2013, OCFS participated in a CQI assessment conducted by the federal Children’s Bureau. While many areas of strength were noted, several areas for improvement were also identified. OCFS has worked over the last several years to enhance our CQI system to help us better assess our implementation of the Child Welfare Practice Model.

In 2017, NYS OCFS entered an intensive work plan with the Capacity Building Center for States, the Children’s Bureau’s Technical Assistance body, to pilot a Continuous Quality Improvement Assessment tool. OCFS closed out its work plan by developing a Theory of Change in conjunction with the Center and agency stakeholders, and presented this theory to agency leadership in December 2017.

In 2018, OCFS worked to operationalize the action items that came out of subsequent Theory of Change. These action items include, need for improved leadership support and modeling, staff and stakeholder involvement, communication and the strengthening of the foundational CQI structure within the agency. Goal 1 of the New York State Child and Family Services Review Program Improvement Plan addresses the implementation of the Theory of Change.

**Goal 1: Improve New York State’s Continuous Quality improvement (CQI) system and process at the State level (Systemic Factor – Item 25 Quality Assurance)**

**Strategy 1:** OCFS will implement a plan to develop and enhance the following CQI subdomains within the State’s CQI system: Leadership Support and Modeling, Staff and Stakeholder Engagement, Communication, Foundational Administrative Structure.

**Key Activity 1:** OCFS CQI Advisement Team will develop and implement a formal CQI Plan that includes a structure to formalize the following prioritized CQI sub domains: Leadership Support and Modeling, Staff and Stakeholder Engagement, Communication, Foundational Administrative Structure.

**Projected Completion Date:** CQI Plan for initial subdomains - December 2018 – Ongoing CQI Plan for all subdomains – December 2019

The following summary details the ways in which New York State’s CQI system is currently functioning:

1) The CQI system is operating in the jurisdictions where the services included in the CFSP are provided.

**Foundational Requirement**

The NY Social Services Law gives OCFS the authority to oversee and monitor the performance of LDSSs and VAs. In part, OCFS does this through the distribution of consistent performance data for, the review of case records, fatalities, and compliance. This information is used to assess compliance with state and federal statutes, regulations, and case practice related to safety, permanency and well-being. It is also used to inform training and technical assistance needs, as well as to evaluate the effectiveness of implemented strategies. On the LDSS and VA, the feedback provided is used to determine underlying conditions for performance and to develop
corrective action plans, if warranted, which can include the implementation of new or enhanced strategies.

Monitoring of LDSSs and VAs is done through OCFS’s regional offices with support from the OCFS Home Office. OCFS regional office and home office staff review performance data, complaints, and fatalities for the purpose of analyzing trends and identifying areas of strength and areas needing improvement. Additionally, case record reviews are performed to review compliance with statutes and regulations and to promote quality case work practice. A description of each of the reviews is included at the end of this section. In 2018, the following case reviews were conducted:

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Additionally, all OCFS regional office staff were trained in early 2018 in the Rapid Permanency Review process. Rapid Permanency Reviews (RPR) are purposefully designed to quickly identify “bottlenecks” and systemic, or court barriers for permanency by reviewing steps along the continuum where the process is slowed or stalled. In 2018, OCFS regional offices completed 5 Rapid Permanency Reviews that included reviewing over 200 hundred children. Action plans have been created for each child reviewed. Additionally, the RPR Executive Cadence team has been charged with analyzing the effectiveness, barriers and bright spots at the local and statewide level. Also, identify areas for follow up internally and at a statewide systems level with other relevant stakeholders.

Increasing the capacity for OCFS and LDSS staff to utilize data within a CQI context continues to be a priority for OCFS. Onsite training is provided to state, local and voluntary agency staff related to the use of data.

OCFS continued to provide on-site data training in 2018 to OCFS regional offices and LDSSs, mostly in the context of monitoring the effectiveness of strategies implemented in from the 2018-2023 Child and Family Services Plan. Please see the section entitled “Identifying Strengths & Needs of the Service Delivery System” for more information on the content of this training.

Furthermore, OCFS’s Data Leaders team, made up of OCFS Regional Office practice staff, Home Office staff, and business CONNECTIONS leads, continued to meet quarterly in 2018 to work on data-related issues facing the state. This team uses a “training of trainers” model, and takes back insights and deliverables to site. Examples of some ongoing Data Leaders Team projects are as follows:

- Supporting LDSS in their strategic planning around improving safety, permanency, and wellbeing outcomes for youth
- Analysis of long-stayers in congregate care settings and an examination of how to mitigate this
- Identification and development of data reports to be used in conjunction with qualitative case reviews for monitoring LDSS practice

**Quality Data Collection**

NYS has a robust data collection system contained in CONNECTIONS. Information from the CONNECTIONS system can be used to monitor compliance with federal and state statutes and regulations. In addition, OCFS collects data for quality assurance purposes through case record reviews, fatality reviews, and complaints. This data is made available to LDSSs and VAs.

To improve on data quality issues, OCFS has worked with LDSSs on improvements by sending various child specific lists to them when data reports indicated there is a high percent of
OCFS is continuing to work on data collection related to training of staff. LDSSs and VAs are encouraged to enter all new staff into the training system (HSLC) in order to track and monitor compliance with required training.

Case Review Process

OCFS has written guidance documents for case record reviews and PRTs. The Case Record Review process provides basic expectations for uniformity in the implementation of those activities through training and written procedures. The number of cases reviewed is determined by the size of the county (10 cases for small counties, 20 cases for medium counties and 30 for large counties).

In 2017, OCFS rebuilt and expanded its Oversight and Monitoring SharePoint website, which acts as a secure, efficient conduit to track key case review deliverables. This site allows for shared access to tools and information pertaining case reviews. Additionally, OCFS is better able to monitor the timeliness of completion for our own QA activities. In 2018, OCFS developed a process for enhanced monitoring of LDSS if practice is identified as requiring additional oversight and support.

Analysis and Dissemination of Quality Data

NYS provides access to a multitude of pre-defined reports via the OCFS Data Warehouse and through participation in Chapin Hall Center for Children’s Multi-State Foster Care Data Archive database. In addition to the availability of core pre-defined reports, there is an ability to create ad-hoc data reports. Electronic access to this data, including the ability to create reports, is available to external partners (LDSS, voluntary authorized agencies). Additionally, key data reports are updated weekly and are accessible through the “Commissioner’s Dashboard.” This Dashboard contains a full range of management reports, including child welfare, child care, and public assistance–related data.

OCFS also periodically provides OCFS leadership and LDSSs with one-page demographic reports related to key safety and permanency performance indicators. These one-pagers provide a high-level overview of an LDSS’s annual trends and comparison to the NYS performance. OCFS creates a similar performance report for each licensed VA, and uses it as an evaluative resource and educative tool when engaging these stakeholders.

Feedback to Stakeholders

NYS has a variety of opportunities to develop feedback, including through the OCFS Regional Office quarterly meetings with each LDSS and VAs, court collaboratives, and through the LDSS plan-development process. OCFS also solicits active stakeholder engagement via such
initiatives as: The Commissioner's Advisory Board, the Statewide Implementation Team (LDSS commissioners and VA representatives), Family Court Leadership Team, and Advocacy Group report-outs (i.e., Citizens Review Panel, NYS Tribes, etc.) who provide input into agency initiatives.

Furthermore, OCFS intentionally rolls out key changes to policy and practice to stakeholders via various annual, targeted summits, symposiums, and WebEx series. For example, in November 2018, OCFS hosted the second annual Voluntary Agency Summit, which brought VAs from across the state together for two full days for various workshops, including a two-day focus on revamping residential (congregate) care for better outcomes. OCFS engaged the Building Bridges Initiative (BBI is a national initiative working to identify and promote practice and policy that will create strong and closely coordinated partnerships and collaborations between families, youth, community - and residentially - based treatment and service providers, advocates and policy makers to ensure that comprehensive mental health services and supports are available to improve the lives of young people and their families.)

Several work groups were borne out of the Voluntary Agency Summit surrounding issues that matter most to the VA community, including: Data and Meaningful Measures and Staffing Retention.

As noted above, data and case review results are used by the OCFS Regional Office and LDSS to inform planning, monitoring, and adjustment at the local level with the primary focus on practice. One primary method of feedback and adjustment is through the development and implementation of a local Improvement Plan, which was streamlined in 2016 and used in conjunction with the county planning process in 2017 to provide vital operations feedback to LDSSs. This new PIP development process continued to be piloted throughout 2018.

2) Standards to evaluate the quality of services

NYS CQI system has standards in place to evaluate the quality of services, including standards to promote that children in foster care are provided with quality services that protect their health and well-being. Within the Safety and Permanency Assessment (SPA) case record reviews, questions are included to assess the LDSS’ performance on the provision of services to the child and their family. The SPA includes the following questions related to service provision:

- Does the case record indicate that the parents/discharge resources are being provided with the services necessary to achieve permanency for the child?
- Does the case record indicate that the foster parents are being provided with the services necessary to achieve permanency for the child?
- Does the case record indicate that the child is being provided with the services necessary to achieve permanency?

Additionally, questions are included to assess the safety of the child:
● Do any safety issues exist for this child?

● Does the case record document that the child is safe in relationship to the foster care setting?

● In addition, using the onsite review instrument (OSRI), similar questions are asked. Data for these SPAS and OSRI related questions can be found under Safety Outcome 2 and Well-Being Outcome 1.

NYS also has standards related to monthly caseworker visits to verify that children in foster care are visited and monitored monthly. Through the federal Every Child Every Month Program, the expectation is 95 percent compliance with monthly caseworker visits. In FFY 2018, NYS achieved 95.7 percent compliance with this standard.

3) **Identifies strengths and needs of the service delivery**

NYS’s CQI system identifies both the strengths and needs of the service delivery system through the review of each county’s Child and Family Services Plan (county plan). NYS LDSSs are required to submit a single comprehensive five–year county plan, with annual updates. The county planning process is designed to support and acknowledge a local collaborative planning process that includes broad stakeholder involvement and support a process that focuses on outcomes for children, youth, families, adults, and communities.

Throughout 2018, with the assistance of OCFS, counties implemented and tracked the effectiveness of the strategies identified within their county plan. OCFS worked through a year-long process with counties providing technical support around data and modes of tracking strategy implementation to assist with monitoring the implementation of strategies intended to impact Safety, Permanency and Prevention Outcomes. The process each district implemented and the effectiveness of their strategies will be reported through the county plan annual update in April 2019.

The annual plan update is built upon the following tenants of CQI:

1. On-going Assessment of Strengths and Needs
2. Implementation of Strategies
   a. Implementation of the solution as planned
3. Testing and understanding the effectiveness of the solution
4. Revising strategies when needed

During 2018, OCFS provided technical assistance and data to counties to assist with the preparation of the annual plan update. On April 12, 2018, OCFS hosted a webinar for counties. The webinar

● recapped the 2017 County Planning Diagnostic Process;
identified which counties align with each of the eight Safety and eight Permanency themes that OCFS identified during the 2017 county plan process; *
introduced child level data files that would be produced by OCFS and distributed to counties quarterly to assist with tracking strategies;**
introduced tracking sheets that could be used by counties to track the implementation of strategies;*** and
offer support by way of “office hours” that counties could take advantage of for personalized technical assistance.****

* Themes: Through the 2017 county plan diagnostic phase, OCFS identified eight Safety and eight Permanency themes. OCFS provided the list of themes to counties and asked that counties identify which theme they believe their strategy was most closely aligned with. During the webinar, OCFS provided the counties the list of all of the themes and the counties addressing each theme. The intention was to provide counties the information they would need to collaborate with counties with similar focus.

** Child level data: OCFS created and distributed child level CPS and Permanency data to each county throughout 2018. This data was distributed to assist counties with tracking the effectiveness of the strategies being implemented.

- **CPS Data:** Each LDSS received a list of children who experienced an indicated report or had an open case on or after October 1, 2017. Each child’s record contained their name and almost 20 additional variables to be considered during the implementation/monitoring phase. Examples of the variables are child’s demographic information (age, zip code, gender, race, etc.), reporter, number of indicated reports during the time period, and case identification information. This file was updated and distributed quarterly to assist counties with tracking children involved in multiple indicated reports throughout the time period.

- **Permanency Data:** This child-level data included a list of all children in care on December 31, 2017 and all of the children who entered care in 2018. Each file contained the names of children in that cohort and a significant amount of demographic and placement information. This file was updated and distributed quarterly to assist counties with tracking the movements of children within the cohort.

***Tracking sheet: OCFS developed tracking sheets that are companions to the data files that can be used by counties to identify and track children, whether they implemented their strategy with that child and if that strategy was effective. The tracking sheets were developed by theme and suggestions where provided about the types of variables that could be tracked to monitor impact.

****Office hours: Counties were offered the opportunity for 1:1 support with OCFS with use of the data files, strategies for monitoring their strategies and suggestions on ways to identify the children to be tracked. Six counties took advantage of the office hours provided by OCFS.

4) Provides Relevant Reports

NYS’s CQI system makes available to LDSSs and VAs reports through the Data Warehouse as well as customized, county-specific reports those distributed monthly, quarterly, and semi-
annually. Data from case reviews are provided to the LDSS and VA detailing the findings, and noting strengths and areas needing improvement. Aggregate data from case record reviews are shared with Senior Managers as OCFS continues to assess the overall state training and technical assistance plan, and where additional funding may be needed to provide additional services.

CFSR performance data is also provided to districts for their use with staff and stakeholders (Family Court, attorneys for children, attorneys for parents, and service providers). Additional data reports to assist in improving outcomes are regularly distributed, for example, OCFS prepared and distributes data on disproportionality for each county annually. OCFS also shares state aggregate data with state stakeholders such as advocacy groups, Casey Family Programs, Citizen Review Panels and our training partners.

5) Evaluates implemented program improvement measures

A result of monitoring activities by OCFS regional offices, most counties have Program Improvement Plans that are monitored by OCFS. Regional offices monitor these program improvement plans at least quarterly during site visits. In addition, in 2018, counties began the implementation of the strategies identified in their county plan. Regional offices monitored the implementation of these strategies throughout the year during their quarterly visits. In the 2019 county plan update, LDSSs will address the effectiveness of their strategies. OCFS regional offices approve the submission of these plans.
Child Abuse Prevention and Treatment Act (CAPTA)  
State Plan Requirements and Update

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**Overview**

New York State CAPTA Coordinator:

Melaney Szklenka  
52 Washington Street  
Rensselaer, NY 12144
CAPTA Initiatives and Accomplishments  2015-2019

The federal Child Abuse Prevention and Treatment Act (CAPTA) (42 USC 5101, et seq.) supports a number of activities designed to develop and strengthen child abuse and neglect prevention programs in NYS. CAPTA funds continue to support the federal Children's Justice Act programs, and the William B. Hoyt Memorial Children and Family Trust Fund (Trust Fund) and the federal Community-Based Child Abuse Prevention program. In addition, funds supported scientific research; training and technical assistance, public awareness, and data collection and analysis to support development of best practices and to better serve children and families of NYS.

Through CAPTA project coordination, OCFS verifies that the state's utilization of CAPTA funds is in compliance with federal requirements and guidelines and that CAPTA projects meet stated objectives. The CAPTA coordinator assumes the role of state liaison officer and works with OCFS’s policy, legal and regional office staff to fulfill that responsibility. The CAPTA Coordinator oversees the Children’s Justice Act Fund and is the coordinator for the Children’s Justice Task Force, and the HFNY program as needed. In this capacity, the CAPTA coordinator is able to facilitate collaboration and integration with other child welfare and other services for children and families, respond to individual requests for information on programs available in NYS, and respond to complaints from individuals that are brought to the attention of the Department of Health and Human Services, Administration for Children and Families (ACF). Additionally, as
previously indicated OCFS is the state agency responsible for the administration for both the Title IV-B and the CAPTA Grant funds, allowing for improved coordination and collaboration.

**Accomplishments for 2015-2019:**

OCFS continued a variety of strategies and initiatives to prevent and treat child abuse and maltreatment which are described below.

**Child Welfare Data System**

Chapin Hall Center for Children (Chapin Hall) provides the OCFS with access to information management and research tools that can improve outcomes for the children and families OCFS serves. Chapin Hall provides a service in which certain information regularly maintained by OCFS (and other NYS state welfare agencies) is reformatted into a database for tracking child welfare service careers longitudinally. Chapin Hall offers computer programs and internet-based tools it has developed for accessing the database and generating reports, including reports amenable to such federal outcomes as: time to adoption, time to reunification, placement stability, and foster care reentry. Chapin Hall provides technical assistance on extracting, interpreting and using information from the database to help understand child welfare system performance. Chapin Hall provides OCFS with up to five hours of training and technical assistance annually on how to access and read the database, and to generate and interpret reports.

**Healthy Families New York Randomized Controlled Trial (RCT) 15-Year Follow-up**

During 2017, BREPA continued its evaluation of the Healthy Families New York (HFNY) project. HFNY is an evidence-based prevention program that seeks to improve the health and well-being of children in targeted high-risk communities through the provision of intensive home visitation services to expectant and new parents.

In 2017, BREPA continued collecting data for the HFNY 15-year follow-up RCT. Activities focused primarily on conducting interviews with 1,128 study mothers still eligible for inclusion and their approximately 15-year-old target children. Since the study began in 2015, interviews have been conducted with 830 study mothers, 702 target children, and 29 caregivers. This part of the study is now complete. OCFS is currently focusing on obtaining administrative data from various state agencies, including the juvenile justice system. Preliminary results are expected in 2019.

OCFS also designed and/or supervised a variety of continuous quality improvement activities to support ongoing HFNY services during 2017. These activities included: 1) ongoing analyses of fathers’ involvement in home visits and development of programmed reports to support improvement of program practices with fathers, 2) implementing a pilot study to examine the feasibility of new family enrollment strategies, 3) evaluating effectiveness of HFNY core training, 4) understanding effective service delivery, and 5) evaluating the HFNY quality assurance and
technical assistance system. The Healthy Families New York evaluation continues as an active project in 2019.

Federal Family Violence and Prevention Services

Federal Family Violence and Prevention Services Act funding continues to provide financial support to residential and non-residential programs experiencing low occupancy or needing health and safety enhancements to their residential program. In 2017-18, OCFS funded a total of 76 Domestic Violence (DV) programs using federal Family Violence funds. These programs began providing services in April 2015 and include Child Protective/Domestic Violence Collaboration Projects, serving underserved populations, trauma-informed programs and supervised visitation.

Children’s Justice Act

The federal Children’s Justice Act (CJA) Grant continues to enhance OCFS’s ability to develop, establish, and operate programs designed to improve (1) the handling of child abuse and maltreatment cases, particularly cases of child sexual abuse and exploitation, in a manner which limits additional trauma to the child victim; (2) the handling of cases of suspected child abuse and maltreatment-related fatalities; (3) the investigation and prosecution of cases of child abuse and maltreatment, particularly child sexual abuse and exploitation; and (4) the handling of cases involving children with disabilities or serious health-related problems who are victims of abuse or neglect.

Children’s Justice Act funds are primarily used to promote start-up and/or improved functioning of local community coordination of the investigation, prosecution and treatment of child abuse and neglect cases. Through the implementation of local multidisciplinary investigation teams (MDTs), child advocacy centers (CACs) and child fatality review teams (CFRTs), child protective services, law enforcement, prosecution, medical, mental health, and advocacy agencies are better able to coordinate, collaborate and communicate on cases. The goals of all funded programs are to reduce additional trauma to child victims after their disclosure, improve the handling of cases for all agencies involved, and improve the skills and knowledge of all professionals involved.

The CJA grant allows OCFS to expand its efforts to develop and maintain MDTs, CACs and CFRTs across the state.

In 2018, 62 counties have an existing or developing CAC in county. The counties served include those with expansion projects which were implemented in 2017, covering an additional 11 counties and four additional counties that came on board in 2018. The state will have a CAC in every county except for one. CAC’s served almost 22,000 physically and/or sexually abused child victims. The National Children’s Alliance (NCA) has accredited 36 of the programs as meeting their national standards. CJA staff continues to provide technical assistance to the remaining programs that are seeking accreditation.
OCFS partnered with the Office of Victim Services (OVS) to develop CACs in the remaining counties. Four additional counties have begun the process to establish a program in county. The following counties are currently developing programs that did not have services in county: Wayne, Tioga, Sullivan and Steuben. In addition to creating CACs in the remaining counties, the OVS partnership allowed CJA staff to develop CAC mobile units. Seven mobile units were custom built to mirror a CAC. The seven largest counties in the state were targeted to bring services to children that live in rural and underserved communities. Despite having a CAC in county, many of these areas are so geographically large it remains a burden for families to reach the CAC. The addition of mobile units to these large and rural areas allows MDTs to bring the CAC to the child. The units are scheduled to roll out beginning late spring 2019.

All MDT/CAC programs are required to submit a Program Standard Evaluation Instrument to OCFS annually. The instrument is a key tool in the annual evaluation and assessment process conducted by CJA staff. CJA staff conduct a comprehensive review of these programs, which includes attendance at an MDT case review meeting, individual interviews with MDT members, and a follow up letter that identifies the strengths and weaknesses of the program. This letter is then used as a foundation for performance targets and/or the need to submit a program improvement plan.

One of the primary programs funded through CJA has been the Child Advocacy Resource and Consultation Center (CARCC) Program. In 2016, OCFS issued an Invitation for Bids (IFB) for this program and the New York State Children’s Alliance (NYSCA) was the successful bidder. NYSCA is the state chapter for CACs. OCFS began a new contract with NYSCA on May 1, 2016, to provide technical assistance, resources and training for child advocacy centers across the state.

As in previous years, NYSCA has been instrumental in assisting CJA staff with the provision of technical assistance for many innovative programs as well as with the provision of support and consultation services, a mentoring program, assistance with marketing, the NYSCA listserv, the National Children’s Alliance Database (NCAttrak), and training offerings. These activities are described in more detail below.

**Evaluation and Assessment**

- In partnership with OCFS, NYSCA covers the cost of the NCAttrak database for all accredited child advocacy centers to use. NYSCA continues to provide technical assistance on NCAttrak to CACs as needed throughout the year.

- NYSCA requires all member CACs to utilize the Outcome Measurement System (OMS) and monitors the usage of the system, provides technical assistance on an as-needed basis, and provides reports as needed.

- NYSCA provides on-site assistance with evaluation of programs and services to over 40 CACs in New York State on an on-going basis.

- NYSCA continues to provide training and technical assistance based on needs assessments of the membership which are done at least once a year.

**Collaborations**

- NYSCA hosts a listserv where CACs can post information and OCFS information is provided. In 2018, over 100 postings were made.
• New York State is divided into eight regions which hold combined, regional in-person meetings and conference call meetings to increase collaboration and to network among the CACs. This also helps CACs and NYSCA share information and resources. Nine regional meetings were held in 2018, with one in each region that included representatives from OCFS.

Advocating and Supporting
• NYSCA provides technical assistance to all CACs in the state on an on-going basis. This includes in-person assistance on-site, phone/conference calls or email communication.
• OCFS communicates with NYSCA after completed site-visits with recommendations on support needed by a CAC. NYSCA then works with individual CACs with technical assistance and support to address areas of need.

Sustainability
• The NYSCA board and staff continually seek funding opportunities to continue providing support, advocacy and technical assistance to all CACs in New York State.
• Staffing for NYSCA has increased due to the financial support of OCFS, allowing the Chapter to provide needed resources and assistance to CACs.

Community Awareness
• NYSCA hosts a website that provides information on child abuse in the state and country, promotes events pertinent in the field of child abuse and job postings. A new site was re-launched in 2018.
• NYSCA publishes e-newsletters for the listserv including information on upcoming events and conferences, spotlights CAC news, and provides updates on funding opportunities and the executive director sends a monthly NYSCA update to CAC directors.

MDT and CAC Training
• NYSCA continues to offer trainings throughout the state meeting the needs of CACs. In 2018, an MDT Academy was offered for four teams in collaboration with the Northeast Regional Children’s Advocacy Center (NRCAC).
• Additional trainings that were coordinated by NYSCA included an NRCAC Victim Advocacy training and a Medical Summit. Trainings such as those listed, as well as others requested by CACs will continue to be offered throughout the year. In 2019, NYSCA will be offering numerous trainings statewide, as well as regionally.
• NYSCA held its annual conference in October 2018 offering keynote presentations, breakout sessions and allowing participants to dialogue with others on specific topics.

Accomplishments for 2015-2019

CJA staff conducted 57 on-site technical assistance and/or monitoring reviews at CACs during 2018. Some programs required multiple visits to provide necessary program development services. Staff also provided numerous technical assistance phone consultations for MDT/CAC programs. Many consultations can be very lengthy and/or require considerable follow up.
CJA staff worked to develop 56 contracts during the year. This included work on the following:

- Forty-five state-funded county or regional work plans, performance targets and budgets
- Three statewide initiatives through the Children’s Justice Act program
- One contract reassignment from one not-for-profit entity to another not-for-profit entity
- Assisting program staff with contract development
- Assisting program staff with spending adjustments
- Assisting in the development of five CAC program expansions statewide
- Assisted in the development of contracts for the mobile CAC units

CJA staff continues to collaborate on intra-agency initiatives with OCFS’s Bureau of Training, Office of Regional Operations, and Office of Strategic Planning and Policy Development on the needs of the MDTs as it relates to Forensic Interviewing Training.

In 2017, a new model of forensic interviewing training, Child-First®, was offered in New York State. Child-First® is the name of the forensic interview training conducted at the Gunderson National Child Protection Training Center (Gunderson NCPTC), designed for those who are part of a multidisciplinary team (MDT). This five-day, 40-hour program provides training on the Child-First® Forensic Interview Protocol, child development, memory and suggestibility, testifying in court, legal issues, and preparing children for court by incorporating lecture and discussion as well as an interview practicum with actors portraying child victims. During the practicum, each student has the opportunity to develop their interviewing skills and receive feedback from experts who are on the faculty.

In 2018, 20 five-day Child Forensic Interviewing Trainings were conducted state-wide as well as nine Advanced Forensic Interviewing trainings and eleven Advanced Issues trainings, specifically related to successful outcomes. In addition to those trainings, seven webinars were held covering topics such as Age of Consent Child Pornography, Interviewing Adolescents and the Psychological maltreatment of Children. A total of 919 MDT members were trained in 2018.

In 2019, 20 Five-day trainings, 18 advanced trainings and issues trainings as well as 6 webinars on special topics are being scheduled. Team members have the opportunity to request topics for the webinar content. MDTs continue to provide excellent feedback about the training. The new training has also been able to meet the needs of all the counties across the state.

CJA staff also continued interagency collaborations with staff from DCJS, Office of Victim Services (OVS) and the New York State Police (NYSP). CJA staff were actively involved in updating two training initiatives (Less is More and First Responder) supported by the New York State chapter of the NCA and DCJS. CJA staff continue to meet monthly with DCJS, NYSP and OVS to collaborate to provide support to the CACs.

CJA staff continued to work closely with the New York State Police Special Victims Unit to conduct a five-day comprehensive training seminar, for professionals, on the investigation of sex offenses: “Crimes Against Children Training Seminar.” Attendees included law enforcement, child protective services, victim advocates, medical personnel, district attorneys and other multidisciplinary team members. The training was held on May 21-25, 2018, and again on April 1-5, 2019. It included topics such as sex trafficking, forensic interviewing, victimology, the medical
evaluation of child victims, using forensic sciences in child abuse investigations, investigations involving persons with disabilities, crime scene investigations and legal perspectives.

Activities addressing amendments to CAPTA made by P.L. 114-198, the Comprehensive Addiction and Recovery Act of 2016 (CARA)

Update on the steps the state has taken since the submission of the Annual CAPTA Report and 2018 APSR related to the passage of CARA.

NYS’s 2018 Annual Progress and Services Report, submitted to the federal government on June 30, 2017, specifies the state laws, regulations, and procedures that place NYS in compliance with CAPTA. The CAPTA State Plan submitted in June 2011 previously specified policies and procedures to address the needs of infants affected by illegal substance abuse or withdrawal symptoms resulting from prenatal exposure, or Fetal Alcohol Spectrum Disorder. These included appropriate referrals to child protective services and other appropriate services, and a requirement that health care providers involved in the delivery or care of such affected infants notify the child protective services system. It also addressed the development of a plan of safe care for the infant born and identified as being affected by substance abuse or withdrawal symptoms or Fetal Alcohol Spectrum Disorder.

As noted in the 2018 APSR submission, the following laws, regulations and policy or procedural documents demonstrate our compliance:

- Family Court Act (FCA) §1012(f) – Neglected Child;
- SSL §412(2) – Maltreated Child;
- SSL §413 – Persons and Officials Required to Report Cases of Suspected Child Abuse or Maltreatment;
- SSL §415 – Reporting Procedure;
- SSL §424(13) – Duties of Child Protective Services Concerning Reports of Child Abuse and Maltreatment (Coordination, Provision or Arrangement and Monitoring of Rehabilitative Services);
- 18 NYCRR 432.2(b)(3) - (5) – Child Protective Service: Responsibilities and Organization – Investigation/Assessment, Providing, arranging for and/or Coordinating Services and Monitoring;
- 18 NYCRR 432.3(m) and (n) – Child Protective Services: Duties Concerning Reports of Abuse or Maltreatment;
Local Commissioners Memorandum (LCM), 17-OCFS-LCM-03 Amendments to the Federal Child Abuse Prevention and Treatment Act by the Federal Comprehensive Addiction and Recovery Act of 2016 and Corresponding State Requirements. The purpose of this LCM is to inform LDSSs of the amendments made to the CAPTA by CARA [Public Law 114-198]. The amendments relate to the needs of infants born and identified as being affected by prenatal substance and alcohol exposure. The release also addressed the CARA amendment relating to elimination of the reference to “illegal” substance abuse, which had already been part of NYS law. This LCM also serves to remind LDSSs of the procedures already in place that constitute NYS’s compliance with the CAPTA amendments.

During this past year, OCFS, OASAS and DOH have also been meeting to develop and implement a consistent Plan of Safe Care that can be used not only by CPS, but also the treatment provider agencies and hospital staff. The Plan of Safe Care template has been developed and approved to be used by all three systems. The implementation of the Plan of Safe Care is being done in three stages.

The first stage is through the child welfare system. OCFS will be requiring the completion and monitoring of the Plan of Safe Care by the local department of social services for those reports registered by the NYS Statewide Child Abuse and Maltreatment Hotline that involve infants under the age of one who are born prenatally exposed to substances (both legal and illegal) and for their caregiver. OCFS is working on making system changes that will allow for the collection of data specific to the Plans of Safe Care. OCFS has developed and published a Local Commissioners Memorandum (LCM), 18-OCFS-LCM-06, Plan of Safe Care Forms, that informed LDSSs of the requirement to use the approved template when developing the Plan of Safe Care.

OCFS also updated the New York State Child Protective Services Manual to include a section specifically devoted to the Plan of Safe Care. This section of the manual explains the purpose and requirements of the Plan of Safe Care. The Plan of Safe Care template can be easily located in the Appendices section (chapter 14) of the manual.

The next phase involves women who are pregnant and receiving substance abuse treatment from a service provider. OASAS will work with service providers to implement and monitor the Plan of Safe Care so upon giving birth the mother and her child will have a Plan of Safe Care already developed.

The third phase involves women who are under the care of a doctor, who have been prescribed medications during her pregnancy that may impact the infant upon birth. If a Plan of Safe Care has not been developed by the physician prior to giving birth, the birthing hospital will develop the
Plan of Safe Care and forward the Plan of Safe Care to the mother’s physician and/or the child’s pediatrician for monitoring.

*Information on any changes to laws, policies, or procedures relating to the identification and referral to CPS of infants identified as being affected by substance abuse or withdrawal symptoms resulting from prenatal drug exposure, or a Fetal Alcohol Spectrum Disorder.*

**New York State did not require changes to law, policy, or procedure.**

*Update on the state’s policies and procedures regarding the development of plans of safe care to address the health and substance use disorder treatment needs of substance-exposed infants and their families or caretakers.*

The release and publication of 17-OCFS-LCM-03 informs LDSSs of the amendments made to the CAPTA by CARA [Public Law 114-198]. The amendments relate to the needs of infants born and identified as being affected by prenatal substance and alcohol exposure. The release also addressed the CARA amendment relating to elimination of the reference to “illegal” substance abuse, which had already been part of NYS law. This LCM also serves to remind LDSSs of the procedures already in place that constitute NYS’s compliance with the CAPTA amendments. As Identified above, NYS released 18-OCFS-LCM-06, which requires LDSSs use the Plan of Safe Care Form, OCFS-2196 when developing a plan of safe care.

New York State highlighted the requirements and expectations for plans of safe care. Commissioners of local departments of social services were notified that the plan of safe care must address not only the immediate safety needs of the affected infant, but also the health and substance use disorder needs of the affected family or caregiver. A plan of safe care must also include referrals to appropriate services that support the affected infant and family or caregivers.

The plan of safe care should be developed with the input from the parents and caregivers, as well as from other professionals, and agencies involved in serving the affected infant and family.

As for the development of a plan of safe care for the infant and the family or caregiver as being affected by substance abuse or withdrawal symptoms or Fetal Alcohol Spectrum Disorder (section 106(b)(2)(B)(iii) of CAPTA), the following continues to demonstrate NYS compliance:

- SSL §424(13) – Duties of Child Protective Service concerning Reports of Abuse or Maltreatment – Coordination, Provision or Arrangement and Monitoring of Rehabilitative Services
- 18 NYCRR 428.1 – General Statement (Uniform Case Recording for Indicated CPS Reports)
- 18 NYCRR 428.6 – Family Assessments and Service Plans
- 18 NYCRR 432.2(b)(3) – (5) Child Protective Service: Responsibilities and Organization – Investigation/Assessment; Providing, arranging for and/or Coordinating Services and Monitoring
Addiction to heroin and other opioids continues to be at crisis level for many counties of NYS. As stated in the 2017 APSR, Governor Andrew Cuomo reconvened a special advisory group comprised of representatives from treatment and service provider agencies, former addicts and representatives New York State Department of Health (DOH), Office of Alcoholism and Substance Abuse Services (OASAS), Office of Mental Health (OMH), Division of Criminal Justice Services (DCJS), the Office of Court Administration (OCA), and Probation and Correctional Alternatives (PCA). The advisory group conducted “town hall” meetings around the state and heard from multiple stakeholders, including health care providers, law enforcement officials, and community members to ascertain the prevalence of the opioid addiction problem in several regions. The advisory group reported back to the governor on June 9, 2016. Its report, *Combatting the Heroin and Opioid Crisis*, outlined a comprehensive plan to combat the state's heroin and opioid crisis.

In 2016, Governor Cuomo signed into law a comprehensive legislative package that limits opioid prescriptions from thirty to seven days, requires mandatory prescriber education on pain management to help prevent addiction, and eliminated burdensome insurance barriers to treatment and expanded supports for New York residents in recovery. Further information is available here: [Legislation to Combat the Heroin and Opioid Crisis](#).

OCFS continues to collaborate with DOH, OMH, OCA and OASAS to provide training for child welfare caseworkers on working with opioid-involved families. OCFS has also collaborated with the aforementioned agencies to: explore case practice models which incorporate the use of medically assisted treatment, target expansion of treatment services, encourage local collaboration between family courts and LDSSs, and encourage LDSSs to utilize kinship care and other interventions which promote family involvement, and concurrent planning to achieve permanency if needed. Ongoing hands-on technical assistance is provided to LDSSs regarding the opioid crisis through OCFS’s regional offices.

OCFS’s website contains a webpage [http://ocfs.ny.gov/main/Opiate_Abuse/](http://ocfs.ny.gov/main/Opiate_Abuse/) to provide resources to case workers and the public regarding heroin and other opioid topics. The webpage contains links to various state and/or federally sponsored training and technical assistance on the topic of heroin and other opioids; current expert articles and case practice, and links to other statewide resources available through Governor Cuomo’s New York State Combat Heroin and Prescription Opioid Abuse campaign and the [Combat Heroin](#) website.

OCFS’s webpage has also publicized the following support made available by OASAS:

The **OASAS HOPEline** (1-877-846-7369) offers free, confidential help for alcoholism, drug abuse, and problem gambling 24 hours per day, seven days per week. Clinicians offer crisis and motivations interviewing for callers in need, and refer callers to more than 1,500 local prevention and treatment providers.

Describe the procedures the state has developed to monitor plans of safe care.

**Monitoring:**
• OCFS will continue to access information from CONNECTIONS on infants with the following designated safety factors:
  ● Child has a positive toxicology for legal or illegal drugs and/or alcohol
  ● Caretaker(s) currently abuses alcohol, to the extent that it seriously affects his/her ability to supervise, protect or care for the child(ren)
  ● Caretaker(s) currently abuses legal or illegal drugs, to the extent that it seriously affects his/her ability to supervise, protect or care for the child(ren)

• OCFS will also monitor case documentation on the development and implementation of the plans of safe care through the review of child protective services cases using the Ongoing Monitoring Assessment (OMA) process. During this past year, OCFS, OASAS and DOH have been meeting to develop and implement a consistent Plan of Safe Care that can be used not only by CPS, but also by the treatment provider agencies and hospital staff. The Plan of Safe Care template has been finalized, and OCFS is working on making additional system changes that will allow for the collection of the required data elements.

*Describe any multi-agency outreach, consultation or coordination the state has taken to support implementation.*

In addition to information shared above, OCFS has been in communication with OASAS on a regular basis. OCFS, OASAS, and DOH participate in a standing monthly meeting for the Core Team of the New York State In-Depth Technical Assistance for Pregnant and Parenting Women with Substance Use Disorders and their Substance Exposed Infants (IDTA SEI).

This collaborative effort is the result of an OASAS application for an 18-24-month period of in-depth technical assistance (IDTA) from the National Center on Substance Abuse and Child Welfare on behalf of Onondaga County in NYS. The focus of this IDTA is on pregnant and parenting women with substance use disorders and their substance exposed infants.

This population of mothers and babies is particularly vulnerable, and in great need of services. Onondaga County was chosen to participate in this IDTA because they reflect a location that is, with the exception of racial composition, representative NYS. Moreover, Onondaga County has an increasing number of pregnant women admitted to substance use disorder treatment, and an increasing number of babies born substance exposed, with Neonatal Abstinence Syndrome.

Finally, Onondaga already has the basis of a collaboration to bring in additional stakeholders for a more comprehensive cross-systems team. Stakeholders in Washington and Warren counties have also begun to work on increasing screening and referring to treatment when indicated. DOH and OCFS are also part of this state team for this project. This team will work together on the following goals: first, increase universal screening of pregnant women, as well as infants, second, increase access to treatment for women and infants, including outreach to women in marginalized populations, third, develop a scope of practice for the use of peer services with this target
population of women. The group in both Onondaga and in the Albany region have had three on-site visits from the technical assistance team.

In the out-months of this project, the plan is to explore expansion to other counties across the state.

**Update on activities to address P.L. 114-22, the Justice for Victims of Trafficking Act of 2015**

OCFS has addressed P.L. 114-22 through its provisions and procedures in addressing the requirements of P.L. 113-183, of identifying and assessing all reports involving known or suspected child sex trafficking through policy and OCFS regulation. OCFS released 15-OCFS-ADM-16 *Requirements to Identify, Document, Report, and Provide Services to Child Sex Trafficking Victims* on September 1, 2015 (Revised March 30, 2016), updated accompanying form OCFS-3922 (Revised 07/2017), and OCFS regulation 18 NYCRR 431.8(b)(3) and (g) was promulgated to meet the requirements of P.L. 113-183.

OCFS also began to address sex trafficking prior to the passage of the P.L. 113-183 and P.L. 114-22 with 09-OCFS-ADM-01 New York State Anti-Trafficking Statute which was passed as part of Chapter 74 of the Laws of 2007, which was a joint policy with the NYS Office of Temporary and Disability Assistance (OTDA). This policy requires that all LDSSs designate a human trafficking liaison in their district to receive referrals for services for state-confirmed human trafficking victims.

OCFS has also developed the following policy and guidance to address sex trafficking and provide services to victims, 15-OCFS-INF-08 Promoting Awareness and Best Practices to Address Human Trafficking, 16-OCFS-ADM-09 Protocols and Procedures for Locating and Responding to Children and Youth Missing From Foster Care and Non-Foster Care (discussed further below), and with OCFS regulation 18 NYCRR 431.8 procedures in cases of children absent without consent from foster care placement.

Further, OCFS is providing training to assist workers in becoming more knowledgeable on what human trafficking is and what is required by workers in assessing, identifying, documenting and responding to child sex trafficking victims as prescribed in this directive. These trainings were made available in September 2015 on the Human Services Learning Center (HSLC) https://www.hslcnys.org/hslc/ and through an "On Demand" internet link in September 2015.

The training on the requirements in this policy, entitled *Child Welfare Requirements for Identifying and Working with Sex Trafficking Victims*, is mandatory. The computer-based training (CBT) entitled, *Human Trafficking/Commercially Sexually Exploited Children (CSEC): An Overview*, will be a prerequisite to the training on the policy and protocol. All new foster care, child protective and preventive staff, and new hires are required to take the course within six months (180 days) of their start date. The mandatory course will count towards CPS in-service training.
The addition of a *victim of sex trafficking or severe forms of trafficking* to the definition of child abuse and neglect and to sexual abuse, required an amendment to NYS law in order to meet the federal requirement of May 29, 2017. To remain in compliance with CAPTA requirements OCFS began developing two new allegations in 2018: sex trafficking and labor trafficking. The allegations will be available to staff, along with training and technical assistance resources on using the allegations, later in 2019.

An abused child is defined in law at section 412(1) of the Social Services Law. That definition refers to the definition of an abused child in section 1012(e) of the Family Court Act (FCA). On April 10, 2017, section 1012(e) of the FCA was amended to include within the definition of an abused child, a child less than eighteen years of age whose parent or other person legally responsible permits or encourages such child to engage in any act or commits or allows to be committed against such child any offense that would render such child either a victim of sex trafficking or a victim of severe forms of trafficking in person pursuant to 22 U.S.C. 7102 as enacted by PL 106-386 or any successor federal statute.

NYS did not opt to apply the sex trafficking portion of the definition of child abuse and neglect and sexual abuse to a person who has not attained the age of 24.

In January 2016, to inform the field, OCFS created a question and answer Prezi presentation for the January 2016 NYPWA conference to provide a brief overview of the requirements for some of the policies that were released for policy implementation of the federal Preventing Sex Trafficking and Strengthening Families Act (P.L.11-183).

In April 2016, OCFS developed and posted a *Preventing Sex Trafficking and Strengthening Families Act (P.L. 113-183) FAQ* This FAQ is to provide some of the frequently asked questions from the package of policies that were issued for the Preventing Sex Trafficking and Strengthening Families Act (P.L. 113-183). The policies in their entirety, as well as, associated desk aids, forms and other tools can be found on the OCFS Strategic Planning and Policy Development webpage at [http://ocfs.ny.gov/main/sppd/federal_acts.asp](http://ocfs.ny.gov/main/sppd/federal_acts.asp) and on the OCFS policy webpage at [http://ocfs.ny.gov/main/policies/external/](http://ocfs.ny.gov/main/policies/external/).

On May 5, 2016, OCFS issued 16-OCFS-ADM-09 *Protocols and Procedures for Locating and Responding to Children and Youth Missing from Foster Care and Non-Foster Care* to inform LDSSs and voluntary authorized agencies of the requirements regarding the response to youth who are absent without consent, missing or abducted from care or home as set forth in the federal Preventing Sex Trafficking and Strengthening Families Act (P.L. 113-183) and OCFS regulation 18 NYCRR 431.8, and who are

- in foster care (care and custody or guardianship and custody of LDSS or OCFS);
- in an open child protective services or preventive services case;
- receiving federally funded independent living services;
- under the supervision of the LDSS pursuant to a court order; or
• under 21 years of age, discharged to another planned living arrangement with a permanency resource (APPLA), or deemed to have been discharged to APPLA, and under the supervision of the social services district.

While responding to youth who are absent without consent, missing, or abducted is pertinent for securing the safety, permanency, and well-being of children, it is also connected to the other critical components of (P.L. 113-183) – specifically, preventing and responding to children who are victims of sex trafficking, applying a reasonable and prudent parent standard, and supporting a transition to a successful adulthood. Each of these areas must be addressed when making decisions regarding the response to and support of children who are absent without consent, missing, or abducted.

In developing 16-OCFS-ADM-09, OCFS engaged several different stakeholder groups — youth in foster care, foster parents, LDSSs, and voluntary authorized agencies — to obtain their perspective on the creation and implementation of procedures and protocols for preventing and reporting children who are absent without consent, missing, or abducted, working with these children upon their return to identify the reasons for their leaving and their experiences while gone, and taking steps to prevent this from occurring again.

In moving forward with implementation, OCFS will explore lessons learned from states throughout the country with comprehensive policies for responding to children who are missing from care, as well as seek guidance from ACYF on implementation strategies.

To assist LDSSs and voluntary authorized agencies, OCFS released Informational Letter (INF) 17-OCFS-INF-03, New York State Processes Related to Notifications of Victims of Human Trafficking on March 17, 2017. The purpose of this INF is to explain differences between certain requirements (detailed in 15-OCFS-ADM-16) to identify, document, and report child victims of trafficking, and the process of confirming human trafficking victimhood; a process managed by the New York State Division of Criminal Justice Services (DCJS) and New York State Office of Temporary and Disability Assistance (OTDA).

As per ACYF-CB-PI-16-03, OCFS submitted NYS’s Attachment F – CAPTA Assurance, signed by Governor Andrew M. Cuomo, to the ACF regional office on January 17, 2017.

Additional and Ongoing Activities

Safe Harbour: NY
CJA staff are actively involved with supporting the state’s Safe Harbour: NY program. OCFS continued to receive funding in the NYS Budget to support the Safe Harbour for Exploited Children Act, which protects sexually exploited children by recognizing them as victims, and offers services that pave the way for better outcomes.
Through this funding, OCFS has launched the Safe Harbour: NY program, a statewide child welfare-based response to the commercial sexual exploitation of children (CSEC) and trafficking. In 2019, OCFS funds 52 municipalities through LDSSs and Youth Bureaus. To implement Safe Harbour: NY locally, counties are expected to implement all elements of the Blueprint for Building a Child Welfare Response to Commercially Sexually Exploited and Trafficked Youth. Through this coordinated, statewide response, Safe Harbour: NY aims to increase identification of CSEC and trafficking victims and provide services through NYS’s child welfare and allied youth service systems.

Key elements of Safe Harbour: NY include the following:

- Developing a county-based action plan to enhance or create specialized services for child victims of CSEC and trafficking
- Training child welfare professionals and key responders on identifying and providing services to victims of child trafficking
- Providing ongoing technical assistance to professionals and organizations on building a county-based system response to identifying, assessing, and providing services to child and youth CSEC and trafficking victims as well as topic and case-specific technical assistance as needed
- Increasing services across the state responsive to the needs of youth with CSEC/trafficking histories and experiences
- Developing technical assistance documents including the Blueprint for Building a Child Welfare Response to Commercially Sexually Exploited and Trafficked Youth (a road map for LDSSs to respond to the needs of trafficked and sexually exploited youth and their non-offending family members in their localities) and the Responding to Commercially Sexually Exploited and Trafficked Youth: A Handbook for Child Serving Professionals (a to guide for direct-care professionals working through many of the common issues that arise when working with a youth who is vulnerable, trafficked, or sexually exploited). These and many other resource guides are available on OCFS’s recently revised website at: https://ocfs.ny.gov/main/humantrafficking/
- Developing the OCFS Initial Trafficking Tool for Youth, a rapid screening tool to aid providers in quickly and accurately interviewing youth to identify victims of CSEC and child trafficking
- Incorporating relevant elements of OCFS’s response to the Preventing Sex Trafficking and Strengthening Families Act into the Safe Harbour: NY program

In 2017, CJA staff assisted in the planning and development of five regional trainings targeted at MDT members to train them on CSEC and Human Trafficking. CJA staff also met periodically with program staff for implementing the Safe Harbour: NY program to identify additional program areas where anti-CSEC and trafficking work can be integrated into CJA activities. Ideas for consideration include incorporating child trafficking information into forensic interviewing training and inviting Safe Harbour: NY partners to CJS-sponsored events.
CJA staff continues to collaborate on intra-agency initiatives with OCFS’s Bureau of Training, Office of Regional Operations, and Office of Strategic Planning and Policy Development on the needs of the MDTs as it relates to Forensic Interviewing Training.

In 2017, a new model of forensic interviewing training, Child-First®, was offered in New York State. Child-First® training, conducted at the Gunderson National Child Protection Training Center (Gunderson NCPTC), is designed for those who are part of a multidisciplinary team (MDT). This five-day, 40-hour program provides training on the Child-First® Forensic Interview Protocol, child development, memory and suggestibility, testifying in court, legal issues, and preparing children for court by incorporating lecture and discussion as well as an interview practicum with actors portraying child victims. During the practicum, each student has the opportunity to develop their interviewing skills and receive feedback from faculty experts.

In 2017, 16 five-day Child Forensic Interviewing Trainings as well as eight Advanced Forensic Interviewing trainings and four Advanced Issues trainings, were conducted statewide. In addition to those trainings, four webinars were held covering topics such as Adverse Childhood Experiences (ACE), Interviewing Children with Disabilities, Understanding the Impact of Trauma on Children, and Working with LGBTQ Populations. A total of 838 MDT members were trained in 2017.

In 2018, 20 five-day Child Forensic Interviewing Trainings and 18 Advanced Forensic Interviewing Trainings are planned. In addition, as part of the trainings, six webinars will be conducted on emerging issues in the field and those requested by the MDTs.

For those MDTs that have adopted the Child-First® Forensic Interview Protocol model, the transition process has been reported to be very smooth. Some MDTs are choosing to continue with the Forensic Interviewing Best Practice (FIBP) protocol, this was the previous model offered by OCFS’s Bureau of Training. The MDTs have the option of adopting a specific model of forensic interviewing as OCFS does not require a specific protocol. MDTs must however utilize a nationally recognized and generally accepted model that is consistent with OCFS program standards.

CJA staff continued inter-agency collaborations with staff from DCJS, OVS, and NYSP. CJA staff were actively involved in updating two training initiatives (Less is More and First Responder) supported by the New York State Chapter of the National Children’s Alliance (NCA) and DCJS. CJA staff continue to meet monthly with DCJS, NYSP and OVS to collaborate and provide support to the CACs. OVS continues to collaborate with CJA staff to reach counties that are currently not served by an MDT/CAC. In 2018, it is anticipated that with the assistance of OVS, all counties will have an active MDT and access to a CAC either through a stand-alone CAC, satellite location or mobile unit.

OCFS has actively addressed the commercial sexual exploitation of children (CSEC) and human trafficking through the implementation of the federal Preventing Sex Trafficking and Strengthening Families Act and development of resources for statewide use. Key technical assistance
documents include *Responding to Commercially Sexually Exploited and Trafficked Youth: A Handbook for Child Serving Professionals*, and *Responding to Commercially Sexually Exploited and Trafficked Youth: A Blueprint for Systems of Care in New York State (The Blueprint).* The handbook contains practical guidance for professionals who work directly with trafficked, exploited and at-risk youth. The “Blueprint” provides formal guidance to child welfare systems, voluntary agencies, legal and victim advocates, law enforcement and the courts system and other organizations that work with trafficked, exploited and at-risk youth. These and many other technical assistance resources are available on OCFS’s human trafficking webpage, revised in January of 2017: http://ocfs.ny.gov/main/humantrafficking/default.asp.

In 2017, OCFS launched a CSEC Train-the-Trainer training for professionals. The training was delivered four times in 2018. Participants are now capacitated to deliver awareness and skill-building training on how to identify and serve CSEC and at-risk youth. Additional sessions will be held in 2019. Additional OCFS trainings on CSEC and Human Trafficking are available to the public through the Human Services Learning Center (https://www.hslcnys.org/hslc/). Training and technical assistance is also supported via the annual OCFS Anti-Trafficking Summit. In 2018, this event was attended by approximately 200 youth-serving professionals from across the state; in 2017 a keynote was delivered by Katherine Chon, Director of the Office on Trafficking in Persons within the Administration for Children and Families at the US Department of Health and Human Services.

In 2019, OCFS continued to receive funding through the enacted New York State budget to support the Safe Harbour for Exploited Children Act that protects commercially, sexually exploited children (CSEC) by recognizing them as victims, and offers services that pave the way for better outcomes.

2019 funds will support efforts in 52 partner jurisdictions, led by LDSSs and youth bureaus.

Through this coordinated response, *Safe Harbour: NY* aims to increase the identification of CSEC and trafficking victims and provide services through New York’s child welfare and allied youth service systems.

*Safe Harbour: NY* implementation is guided by the Blueprint for Building a Child Welfare Response to Commercially Sexually Exploited and Trafficked Youth and focuses on the following elements:

- Development of a critical multidisciplinary partner team to guide county efforts
- Enhancement of existing service systems to best meet the needs of trafficked, sexually exploited, and at-risk youth by developing policies and protocols to more effectively and efficiently support trafficked, sexually exploited, and at-risk youth
- Consider available service assets, alleviate gaps in services and supports in order to better meet the needs of trafficked, sexually exploited, and at-risk youth
- Develop a comprehensive, local plan to train relevant professionals to identify and address child trafficking and sexual exploitation
- Raise public awareness of human trafficking as a local issue
- Engage trafficked, sexually exploited, and at-risk youth in supportive services to promote their recovery from victimization
- Collect data on youth identified and served through program efforts

CJA staff assisted in the development of several specialized training initiatives for MDT/CAC members, and for the treatment, management and prosecution of child abuse cases, particularly those involving sexual abuse and exploitation. CJA funds supported the 2017 Bivona Summit, attended by over 750 professionals from various disciplines across the state; the first annual “Hope Changes Everything,” conference in Plattsburgh, NY; the “Stand Against Child abuse” conference in Syracuse, NY and the “Believe” conference in Geneva, NY.

CJA staff continued to establish and maintain linkages with other national, state and local organizations that support inter-agency and multidisciplinary collaboration on child abuse cases, particularly child sexual abuse cases. These collaborations included attending meetings and/or teleconferences with the following:

- NYS Coalition Against Sexual Assault
- NYS Association for Treatment of Sexual Abusers
- NYS Alliance of Sex Offender Service Providers
- New York State Children’s Alliance
- Prevent Child Abuse New York
- National Center for Missing and Exploited Children
- Child Abuse Medical Provider Program
- National Children’s Alliance
- American Prosecutors Research Institute/National Center for Prosecution of Child Abuse
- National Child Protection Training Center
- International Organization for Adolescents
- National Children’s Justice Act Program Coordinators
- NYS State Police Sex Offense Training Seminar

Further, CJA staff assisted in the development of several specialized training initiatives for MDT/CAC members, and for the treatment, management and prosecution of child abuse cases, particularly those involving sexual abuse and exploitation. CJA funds also supported the 2017 Bivona Summit, which was attended by over 750 professionals from various disciplines across the state, the first annual Hope Changes Everything conference in Plattsburgh, NY, the Stand Against Child Abuse conference in Syracuse, NY and the Believe conference in Geneva, NY.

CJA staff worked closely with the New York State Police Special Victims Unit to conduct a five-day comprehensive training seminar for professionals on the investigation of sex offenses titled, “Crimes Against Children Training Seminar.” Attendees included: law enforcement; child protective services; victim advocates; medical personnel; district attorneys; and other multidisciplinary team members. The training was held on May 22-26, 2017. It included topics such as sex trafficking; forensic interviewing; victimology; the medical evaluation of child victims; the use of forensic sciences in child abuse investigations; investigations involving persons with
Sexual Abuse Dynamics and Intervention Training

Statewide training provided to child welfare staff on the dynamics of sexual abuse as well as on the treatment modalities currently utilized to protect and support victims, and to treat and support the family. This course is provided to a combined audience of Child Protective Services and other Child Welfare caseworkers. This training is provided by University Partners SUNY Stony Brook/Fordham University.

New York State Citizen Review Panels

CJA staff manages the contract for the New York State Citizen Review Panels. New York State has three Citizen Review Panels (CRP), meeting CAPTA requirements. One panel was established specifically for New York City to address the issues particular to the City. The New York City panel also established one subcommittee for each borough. The other two panels meet in Buffalo and Albany with jurisdictions representing the rest of the State. Panels are required to examine the practices (in addition to policies and procedures) of State and local agencies to evaluate the extent to which the agencies are effectively discharging their child protective responsibilities. The panels are authorized to

- review the procedures, policies and practices of the State and local agencies relating to child protective services;
- examine specific cases to evaluate the effectiveness of the agency's discharge of its duties and responsibilities;
- have access to pending and indicated cases reported to the Statewide Central Register of Child Abuse and Maltreatment;
- have reasonable access to public and private facilities providing child welfare services within their respective jurisdictions. OCFS is required to assist the panels to have reasonable access to public facilities that receive public funds and are providing child welfare services;
- provide for public outreach and/or call public hearings on issues within their jurisdiction;
- review and evaluate any criteria that the panel considers important to provide for the protection of children; and
- issue an annual report, setting forth a summary of the panel activities and the findings and recommendations of the panels.
The panels provide for public outreach and comment in order to assess the impact of current procedures and practices upon children and families in the community. The panels also submitted their 2018 recommendation. This year, the New York State Citizen Review Panels for Child Protective Services have focused their advocacy voice on one recommendation: **significantly increase funding for home visiting programs.** This recommendation was submitted by required statutory deadline of February 1, 2019. This is attached as Appendix “A”. The response from OCFS, Appendix “B”, describes how the state will address the recommendation of the panel (where appropriate) to make measurable progress in improving the State and local CPS systems.

**New York State Children and Family Trust Fund (Trust Fund) and Federal Community-Based Child Abuse Prevention Program**

**Accomplishments for 2015-2019:**

In December 2012, OCFS released the Trust Fund Request for Proposals (RFP), combining state-allocated funds to the Trust Fund and federal Community-Based Child Abuse Prevention (CBCAP) grant funds aimed at improving the safety and wellbeing of children and families who may be at risk of and/or experienced some form of family violence. A new RFP was released in 2019. Awards will be announced in Spring/Summer 2019.

Due to the complex issues facing families, better aligning public and private resources to support effective neighborhood-based interventions can create a continuum of care to improve outcomes for all community residents. OCFS relies on both community-based services and the LDSS to help strengthen and support families. This partnership is critical to improving the safety and well-being for children, adults and families in New York’s highest need communities.

In keeping with the mission of the Trust Fund to engage families before the system intervenes, funded programs address the following outcomes:

- To strengthen families by building protective factors to reduce the risks of child abuse and maltreatment
- To improve safety and well-being of children and families affected by domestic violence
- To improve the safety and well-being of the elderly at risk of abuse by family members

CBCAP funding is in keeping with the mission of the Trust Fund, which administers the federal program to support child abuse prevention and include families affected by domestic violence. Trust Fund initiatives also support some of the strategies of the OCFS CFSR such as increased efforts to support strength-based and family-centered practices that engage parents, evidence-based and evidence-informed programs and practices, and efforts to promote safety, permanency and child wellbeing through enhanced family support services.

The 2018 CBCAP federal grant award of $2,035,515.00 allows OCFS to fund programs that will be awarded grants under the 2019 Trust Fund RFP, including the Family Resource Centers
and other evidenced-based parenting education programs engaged in efforts to support high risk families and work collaboratively with local departments of social services, where appropriate. Funds will also support the Prevent Child Abuse New York (PCANY) Prevention and Parent Helpline, along with providing training and technical assistance.

In 2018, more than 164,000 adults and children accessed crucial support and resources from 25 program providers who received funding from the Trust Fund. Outcomes attained by those individuals include the following:

Improved factors that protect against child abuse and maltreatment
Improved safety for children, adults, and elders exposed to family violence
Reduced incidents of abusive head trauma (Shaken Baby Syndrome)
Increased knowledge of safe sleep environments for infants
Increased awareness of elder abuse

These outcomes align with efforts at the local, state and federal level to promote the safety, permanency, and well-being of children and families.

State and federally funded child abuse prevention programs funded through July 2019 include:


These funded programs serve families from a wide range of educational and ethnic backgrounds, language capacities, and economic conditions.
The Trust Fund recognizes the multi-generational nature of family violence and emphasizes primary prevention by supporting domestic violence and elder abuse prevention and intervention programs. Domestic violence prevention programs focus on therapeutic visitation and abusive partner intervention services, and child protective services and domestic violence collaboration and joint safety planning. Elder abuse prevention programs focus on educating both seniors and communities regarding the problem/risks of elder abuse, special outreach to the Hispanic community, and coordination, counseling, and advocacy services to victims of elder abuse. Programs funded in 2018-19 include: (1) Orange County Safe Homes Project, Inc., Newburgh, (2) The Children’s Aid Society, New York City, (3) Family Services of Westchester, Inc., Mt. Vernon, (4) Lifespan of Greater Rochester, Inc., Rochester, (5) Victims Information Bureau of Suffolk, Inc. (VIIBS), Long Island and (6) My Sister’s Place, Mt. Vernon.

OCFS brought to a close the Safe Babies New York (SBNY) program, a hospital-based education program with targeted outreach to all maternity hospitals in New York State. This program reached parents of newborns with critical information about the dangers of shaking a baby and tips on coping with infant crying, as well as what a safe sleeping environment looks like. The Trust Fund began supporting the project, then known as the New York State Shaken Baby Prevention Project, in 1998 in a few counties in western New York. After research documented a 50 percent decrease in abusive head trauma in those counties, the project expanded and now covers all of New York State. These projects target all maternity hospitals in New York State by providing training and orientation to staff and provide parent educational materials for families. In conjunction with educational videos, nurses distribute A Guide for Parents, which delivers both the “safe sleep” and the “never shake a baby” messages, to support these strategies for keeping children safe. Since the inception of SBNY, legislation was passed in New York requiring DOH to ensure that hospitals offer parents of newborns the option of viewing a video on the dangers of shaking a baby, as well as ways to cope with a crying child. More recently, legislation has been expanded to require hospitals to review information with parents regarding safe sleep practices. This information is to be offered to parents before being discharged from the hospital. OCFS continued to provide leadership in these areas through lessons learned and by bringing together the SBNY programs and DOH to identify effective information delivery methods for hospitals to meet the legislative requirements, while retaining the quality of the SBNY service delivery.

In an ongoing effort to enhance public education around critical child safety issues, the Trust Fund facilitates the distribution of publications and videos to local departments of social services, health agencies, child care agencies and community programs. These materials include tip sheets, brochures, and other items with information about safe sleep environments, coping with crying and additional topics. Helpful Tips to Keep Your Baby Safe are posted on the OCFS website and available in six languages. Other materials developed include Personalized Safety Tips and Emergency Contact Sheet for Caregivers, a Helpful Strategies...
for Keeping Infants and Young Children Safe video, and a Keeping Sleeping Babies Safer brochure. These are both available in English and Spanish.

In its commitment to keeping children safe and recognizing the financial hardship for some families to purchase a new car safety seats for young children, OCFS purchased four hundred and thirty-one car seats in September 2018. The car safety seats were distributed by LDSSs to families in their communities. The seats are for infant and toddlers weighing up to 50 pounds and can be used rear or forward facing. A link to resources, including installation locations, from the National Highway Traffic Safety Administration were shared as well.

In 2018, 50,834 publications and videos were provided, reaching families throughout NYS. Publications can be ordered or downloaded from the OCFS website at: http://ocfs.ny.gov/prevention. Efforts to identify and promote child safety issues will continue as resources allow.

OCFS/Trust Fund continued to co-lead the New York State Parenting Education Partnership (NYSPEP) along with the New York State Council on Children and Families, Prevent Child Abuse New York (PCANY), and the New York State Office of Mental Health. NYSPEP, which was created to: increase the availability of high quality parenting education programs; and provide information, support and professional development opportunities to parenting educators, direct service providers from community based organizations, state agencies, and other organizations across the state that serve families and children.

In 2018, the Trust Fund provided support to the New York State Parenting Education Partnership (NYSPEP) engagement of four communities in parenting education work. These community initiatives were in the following counties:

- Kids on Track Steuben (Steuben County)
- Tompkins Families! (Tompkins County)
- State Island Perinatal Network (Richmond County)
- Orange County Parenting Coalition (Orange County)

Through a competitive bid process, communities were awarded $5,000 to support their work. The communities have been immersed in the Protective Factors Framework and have been trained by NYSPEP to conduct Community Cafés in their community. Community Cafés provide a safe space for parents to connect with one another through guided conversations on current topics within their community. NYSPEP continues to provide technical support throughout the grant period by hosting monthly Learning Collaborative calls with the community leads and providing assistance in developing their respective “Strong Roots” trainings. The trainings will be held in 2019 in Orange, Steuben, Tompkins and Richmond county. Four professional development webinars have been scheduled, on topics including Nurturing Fathers, Designing and Leading Parenting Classes for Expectant Parents, Toxic Stress in Young Children and Family Strengthening and Support.

Prevent Child Abuse New York (PCANY) is a long-standing partner of the Trust Fund with a shared mission to promote the safety and well-being of all children and families. The agency
addresses individual, community, and societal responsibility through inter-related strategies: the Parent Helpline, the New York State Parenting Education Partnership, prevention education, the protective factors framework and the Enough Abuse Campaign (EAC).

The Helpline provides direct assistance, in the form of information and referrals, to parents, family members, service providers and other community members and assisted 836 individuals. The most frequent requests for information or assistance received in 2018 included the following:

- Parenting classes or supports, including those connected to home visiting, court, CPS/ACS mandates, custody concerns, and parental rights
- Family counseling services and preventive services, including combinations of services recommended by CPS/ACS and anger management services
- Services for “out of control” adolescents and questions about child custody and legal information
- Questions and complaints about CPS/ACS or navigating the CPS/ACS system
- Emergency services or basic needs unmet for their families

PCANY’s public education efforts include a variety of outreach strategies, including literature development and distribution, presentations and exhibits, media activities, a parenting education and services database, and websites. PCANY will continue its efforts to identify outcomes for Helpline callers and systemic gaps in services needed, increase the knowledge and skills of those attending the annual training conference, and educate the public to take action to prevent child abuse and strengthen families.

PCANY fulfilled the role of convener and offered training opportunities as well as provided staff support for ongoing community efforts. The existing Enough Abuse community coalition provided support with the work and assisted in identifying key participants in each of the regions. The participants included Healthy Families New York, Family Resource Centers (FRCs), Parent Leadership Initiatives, intimate partner violence, Community Based Programs, Child Advocacy Centers, Child Care Resource and Referral Programs, school districts, early childhood providers, county departments of social services, BOCES, and other partners.

The three regions in which these efforts were focused include the North Country (centered in Jefferson/St. Lawrence Counties), Erie County and Albany County. The regional focus was developed around the four primary prevention strategies. Staff worked with both parent leaders and professionals to assess current efforts, identify appropriate prevention approaches and implement strategies for achieving these approaches. Training needs of these communities were assessed and found that trainings specific to education on the Protective Factors was not readily available. This expressed need resulted in thirty-six trainings related to the Protective Factors. The trainings varied with intensities based on the needs of the audience. A total of 2,660 professionals and parents received education about the protective factors.

The Trust Fund partnered with PCANY to implement EAC to address the epidemic of child
sexual abuse. The campaign focuses on building adult and community responsibility to prevent child sexual abuse, through comprehensive public education and citizen mobilization. Initial work began in 2012. There are currently eight EAC sites in NY servicing thirteen counties. Each site receives guidance and support from a local partnership of community programs and agencies, the statewide New York Partnership for Child Sexual Abuse Prevention, and its Community Site Support Committee. In 2018, one hundred and twenty-six trainings were delivered and one thousand nine hundred and seventy-seven individuals received education. The campaign also hosted five training of the trainer sessions, resulting in forty additional trainers to support the campaign.

Family Resource Centers (FRCs) are supported by the Trust Fund and have services available to any family, with an emphasis on those with children five years of age and younger, with stressors that place them at higher risk of child abuse or maltreatment. FRCs are embedded in their communities, working closely with families, LDSSs, and other organizations serving families. The Trust Fund supports the Family Resource Center Network, bringing programs together to share strategies and solutions, coordinate services, and provide peer support. The Network meets quarterly and at regular regional meetings that enable staff to participate in discussions focused on local and county issues. Regional meetings allow for deeper discussions and opportunities to include local partners and LDSS staff to focus on specific issues. Additionally, more FRC staff can participate in regional meetings than statewide meetings because of reduced travel expenses. OCFS regional office staff and other experts in the field are included in these regional discussions.

Core services at FRCs include the following:
- Parent education and support
- Parent/child/family activities
- Creative outreach to families at high risk
- Information and referral to other community services
- Parent leadership and peer support opportunities

Depending on the needs of the community, FRCs may offer services themselves or link to other supportive services, including home visiting, food pantries, supervised visitation, early intervention, mental health services, clothes closets, and substance abuse services.

In 2018, 82 percent of families served in FRC programs had household incomes below two-hundred percent of the federal poverty threshold. Twenty-nine percent of FRC participants had household incomes below $10,000, regardless of family size. The proportion of participants with incomes below $15,000 was 39 percent, and 51 percent of families had incomes below $25,000. Forty-nine percent of participants reported not having additional education beyond a high school diploma or GED. Seventeen percent of participants report not having completed high school. A review of utilization data from FRCs indicates that the centers have successfully engaged families with the following risk factors: Those with low income, low educational attainment, those coping with unemployment, single parents, teen parents, families with a parent/guardian with a disability and those with a child with a disability, and those concerned
about meeting basic needs for food, housing, and safety. In 2018, 29 percent of families registered at FRCs reported at least one of these risk factors; 57 percent reported two or more.

The Trust Fund continues to support innovative strategies to meet the needs of individuals served, to build protective factors within families and communities, and to promote well-being for children by doing the following:

- Providing both evidence-based and innovative parenting education strategies to build parents’ skills, confidence and knowledge
- Bringing families together to reduce social isolation, and provide opportunities to build supportive networks
- Empowering parents to take leadership roles by serving on advisory boards and planning and leading program activities
- Reaching out across systems to educate the community, collaborate, and find safety for elder abuse victims
- Providing therapeutic counseling services for children, teens and adult survivors of intimate partner violence
- Collaborating with providers of concrete services to expand access to needed resources, including food pantries, facilitated enrollment for health insurance, developmental screenings and early intervention

Trust Fund programs acknowledge the challenges facing families daily. These challenges often include multiple obstacles such as poverty, domestic violence, and mental health concerns. The Trust Fund supports both primary and secondary prevention work. Primary prevention efforts strengthen families to prevent family violence before it takes place. Secondary prevention work addresses early signs or risk factors of family violence to prevent system intervention and/or further harm. Programs partner with families to identify strengths and skills, build capacities, and assist with challenges. Trust Fund programs employ a universal approach of building on individual strengths in the context of their communities and culture. Program staff partner with families to build skills, avoid harm, reduce the need for costly interventions and create brighter futures. Research has shown that the presence of certain protective factors within families and communities can help prevent child abuse and maltreatment. Trust Fund child abuse prevention programs work to promote these protective factors which include the following:

- Nurturing and attachment—Building a close bond helps parents better understand, respond to, and communicate with their children.
- Knowledge of parenting and of child and youth development—Parents learn what milestones to look for at each age and how to help their children reach their full potential.
- Parental resilience—Recognizing the signs of stress and enhancing problem-solving skills can help parents build their capacity to cope.
- Social connections—Parents with an extensive network of family, friends, and neighbors have better support in times of need.

Concrete supports for parents—Caregivers with access to financial, housing, and other concrete resources and services that help them meet their basic needs can better attend to their role as parents.
The Trust Fund remains committed to ongoing program improvement efforts outcomes for families. OCFS has key efforts to expand its capacity to collect program services and outcomes across program models it supports. Specifically, following:

- Providing technical assistance and sites using the Prevention Programs data
- Soliciting feedback from system users as reporting needs
- Updating and enhancing the data management system based on user feedback
- Developing and programming automated reports to support monitoring of program practices and outcomes
- Examining program activities to better inform the development of performance indicators and targets and to support quality improvement efforts.

The Bureau of Program and Community Development staff partnered with the OCFS Bureau of Research, Evaluation, and Performance Analytics (BREPA) and Center of Human Services Research (CHSR) to provide support for each of these activities. Together, this work group has developed 12 reports with documentation for each. CHSR continues to provide one-on-one telephone and email support to address any data management system issues that arise.

Program results and outcomes are evaluated at the end of each quarter and annually. As shown in the figure below, there were substantial increases in each of the four categories of the Protective Factors Instrument (PFI) indicating that program services were effective in increasing protective factors for families.

![Protective Factors Instrument Scores](image-url)

Trust Fund programs secured more than $1,763,532 of their budgets from sources outside of the Trust Fund, using data to support and for improving engaged in several and utilize data on the wide range of OCFS focused on the support to program management system to functionality and
Given the diversity in activities that it assesses, Knowledge of Parenting and Child Development is not measured in the same manner as the other categories. However, examination of this area suggests that program services are also very effective in developing families’ capacity to support their children in a positive way. Some of the greatest improvements in scores from pretest to post-test were for items such as “I understand why my child behaves the way he/she does” (18.9 percent), “I know what behaviors and abilities are normal for my child’s current developmental stage” (17.9 percent), and “I read to or with my child” (16.2 percent). See the figure below for additional items.

![Protective Factors Instrument Knowledge of Parenting & Child Development Items](chart)

<table>
<thead>
<tr>
<th>Item</th>
<th>Pre</th>
<th>Post</th>
<th>% Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Know how to help child learn</td>
<td>15.0%</td>
<td>15.0%</td>
<td>0%</td>
</tr>
<tr>
<td>Understand why child behaves</td>
<td>15.0%</td>
<td>15.0%</td>
<td>0%</td>
</tr>
<tr>
<td>Know what behaviors and abilities are normal for my child’s current</td>
<td>6.8%</td>
<td>8.8%</td>
<td>33.3%</td>
</tr>
<tr>
<td>developmental stage</td>
<td>9.5%</td>
<td>10.0%</td>
<td>5.3%</td>
</tr>
<tr>
<td>Praise my child when they are successful</td>
<td>12.5%</td>
<td>10.0%</td>
<td>-20.0%</td>
</tr>
<tr>
<td>Discipline child without losing</td>
<td>12.5%</td>
<td>10.0%</td>
<td>-20.0%</td>
</tr>
<tr>
<td>Read to or with child</td>
<td>6.8%</td>
<td>9.8%</td>
<td>44.4%</td>
</tr>
<tr>
<td>Help child figure out a task when needed</td>
<td>12.5%</td>
<td>12.5%</td>
<td>0%</td>
</tr>
<tr>
<td>Provide activities for child that are challenging</td>
<td>12.5%</td>
<td>10.0%</td>
<td>-20.0%</td>
</tr>
</tbody>
</table>

Each funded program is required to use some form of a participant satisfaction survey, and programs include feedback from surveys in their quarterly program reports. The PFI post-test survey also includes questions on participant satisfaction with the program. Responses are entered into the Community-Based Prevention Programs Data Management System. A report is currently being programmed that will allow individual program sites and OCFS to summarize this information.

OCFS continues to utilize the Standards of Quality for Family Strengthening and Support (The Standards) for child abuse prevention programs funded by the Trust Fund. The Standards integrate the Principles of Family Support practice and the research-based, evidence-informed Protective Factors Framework. The Standards are designed to be used by various types of family strengthening and support programs. The program self-assessment tool addresses the following areas: family centeredness, family strengthening, embracing diversity, community building and evaluation. The tools are used for planning, providing and assessing quality
practice. The Standards provide a common language and expectations in the various prevention models, including FRCs, home visiting programs, parenting education programs and clinical program that receive funding from the Trust Fund.

The Standards program self-assessment tool is completed by teams of program staff and stakeholders, including parents. The tools determine the level of quality of the services that are being provided to families. In addition, the tool provides guidance as to how the program can increase quality of services. The assessments are submitted to OCFS program managers on an annual basis for review and feedback. Programs develop an implementation plan based on the findings of the self-assessments to increase the level of quality of services being offered. When completed, programs implement the necessary elements to move the quality of services to a higher standard. The majority of program staff became certified in the Standards in 2017, and with the certification being valid for two years, there was less of a need for trainings in 2018. Two trainings were held and an additional thirty-four participants became certified. Based on feedback from programs, there have been an expressed need for training on developing parent advisory committees. In September 2018, the Trust Fund hosted Developing and Sustaining Effective Parent Advisory Committees training. Twenty-eight participants attended.
John H. Chafee Foster Care Program for Successful Transition to Adulthood (the Chafee Program)
Agency Administering the Chafee Program

The OCFS is the state agency responsible for the John H. Chafee Foster Care Program for Successful Transition to Adulthood (the Chafee Program), as identified here as the Chafee Program, including the federal ETV program carried out under this plan. OCFS has a strong commitment to supporting positive youth development and assisting youth in their transition from foster care to self-sufficiency. OCFS and its predecessor agency have been responsible for the federally funded Title IV-E Program for foster care youth in NYS since the program’s inception in 1987.

Program Design and Delivery

The Chafee Program for current and former foster care youth who have experienced foster care at age 14 years of age or older, and is directly administered by OCFS for the facilities it operates, each of the 58 LDSSs, and the St. Regis Mohawk Tribe (hereinafter included in the reference to LDSS) in NYS. In addition, LDSSs have the option of providing independent living services to foster care youth who are between the ages of 18-21 years old and former foster care recipients who are between the ages of 18 and 21 years old either directly or through a purchase of services contract. Each LDSS’ Independent Living Program must have available the array of services described below for youth who have experienced foster care at age 14 or older. See the Tribal Consultation section beginning on page 113 for other tribal information.

The Chafee Program provides youth in OCFS direct care facilities, which are found in several locations throughout the State, twice-weekly life skills training sessions. In addition, youth returning to the community continue to receive community living skills training.

The ETV program for foster care youth and former foster care youth, including youth currently in or discharged from OCFS direct care facilities, is currently administered by Orphan Foundation of America on behalf of OCFS in accordance with the terms of a contract.

Chafee Program

NYS has a state-supervised, locally administered child welfare system. NYS’s Chafee and ETV Programs for foster care and former foster care youth are administered by LDSSs. In addition, OCFS has direct service responsibilities for the Chafee Program for youth adjudicated as juvenile delinquents receiving care in its direct care residential facilities.

NYS’s Chafee Program for foster care youth, which is operational on a statewide basis, is designed to help youth who are under the responsibility of LDSSs or the state to develop skills in areas that promote self-sufficiency. The Chafee program is designed to engage youth in age and
developmentally appropriate activities, positive youth development and experimental learning that reflects what youth experience in families that are intact.

NYS addresses the needs of youth of various ages and at various stages of achieving independence through the following activities/services: assessment and case planning activities, after care services, self-sufficiency training and room and board services.

The Chafee Program consists of the following service components:

A. Assessment Services and Case Planning activities include the setting of a permanency planning goal and documentation of case planning and service provision in the Uniform Case Record, self-identified goals and activities of the foster child and at a minimum, joint discussion of the plan semi-annually. Assessment services must include educational and vocational assessments as well as documentation of Life Skills competencies as a minimum, with semi-annual assessments and modifications of the plan to reflect continued growth and learning.

Upon discharge, the LDSS, in consultation with the youth, must identify any persons, services or agencies that would help the child maintain and support him/her and must assist the child to establish contact with such agencies, service providers, or persons by making referrals and by counseling the child about these referrals prior to discharge. In addition, each youth who will be discharged to Independent Living must receive a written 90-day notification of discharge, including the established transition plan. The transition plan developed in consultation with the youth also outlines coordination of services otherwise available to the youth.

B. Educational Services are integral parts of the Independent Living plan in helping youth receive the education, training and services necessary to obtain employment.

   1. Academic Support Services are provided to assist youth in achieving literacy and basic academic skills required for completing a high school degree program or equivalency or, where appropriate, to help youth prepare for, enter and maintain in post-secondary education institutions. Academic Support Services include, but are not limited to, educational and career assessment and counseling, tutorial and mentoring services, examination preparation and resource and referral services. These services, particularly the mentoring services, should provide personal and emotional support to youth and promote interactions with dedicated adults.

   2. Employment/Vocational Training, which should be selected based on assessments of interests and aptitudes, is provided, where appropriate, to those youths in foster care who will not pursue post-secondary education or who may not graduate from high school before their 20th birthday. Remedial education is required prior to the provision of the vocational training for youth with limited academic proficiency. Vocational training includes, but is not limited to, training
programs in a marketable skill or trade or formal on the job training. Vocational training may include two-year college programs with specific vocational objectives, occupational training supported by other state or federal funds or provided by organizations, which have demonstrated effectiveness in providing such training. Agencies will advocate and arrange for youth with special needs to receive specialized assessments in order to qualify them as eligible for Vocational and Educational Services for Individuals with Disabilities (VESID), mental health or other specialized services.

3. **Daily Life Skills Training** offers, at a minimum, job search, driving instruction, career counseling/preparation, locating housing/apartments, budgeting and financial management and literacy skills, alcohol and substance abuse prevention, health education and risk prevention activities, home management skills including but not limited to, shopping, cooking and house cleaning, and family support and healthy marriage education training.

Youth should be provided with experiential learning or practice opportunities in all areas under the guidance of coaches or mentors.

C. **Independent Living Stipends** are provided to foster care youth who are actively participating in the independent living programs and serve as an incentive to participate in the program; provide money management experience; and provide the means where savings can accumulate to assist in the transition to independent living.

D. **Aftercare Services** are provided to youth who are between the ages of 18 and 21 years and include financial, housing, counseling, employment, education and other appropriate support and services. Aftercare services are required for any foster care youth over the age of 16 who is discharged to Independent Living through a trial discharge period. Trial discharge is required for every child discharged to independent living. Custody of the youth is retained for at least six months and certain requirements for casework contacts and service provision apply. The trial discharge period may continue until a youth reaches the age of 21. If a youth loses housing during the period of trial discharge, the LDSS must assist the youth to find other appropriate housing or replace the youth in a foster care setting, if necessary. In addition, when the youth remains in the custody of the LDSS, the LDSS must maintain supervision of the youth until the youth is 21 years of age. Supervision includes casework contacts, referral to needed services, including income and housing services, with sufficient follow-up so that the youth has begun to receive the necessary services.

E. **Room and Board Services** as defined include, but are not necessarily limited to, money for rent, ongoing maintenance (e.g. utilities), furnishings and start-up costs generally associated with renting an apartment, (e.g. money for security deposits on apartments or a utility deposit). For a residence to be considered appropriate under room and board services there needs to be a reasonable expectation that the housing the youth enters will be available to the youth for at least 12 months. Appropriate residence proposed will
exclude shelter for adults, shelter for families, or any other congregate living arrangement that houses more than 10 unrelated persons, with the exception of college dormitories or new, innovative models which provide intensive employment or other supportive services in residential settings. In addition, youth receiving room and board services will be required to be supervised. Supervision will include at least monthly contact with the youth if the youth has not sustained adequate housing and income continuously for six months. Additionally, face-to-face quarterly contacts would be required. Quarterly casework contacts are required to be maintained for youth who have sustained adequate housing and income continuously for the past six months.

NYS’s approach to room and board services affords LDSSs the flexibility to determine how much of their Chafee Program federal allotment (up to 30 percent) they will spend on room and board services and whether they will provide limited housing assistance (e.g. security deposits on apartments) or a more complete package of housing services. This approach will support the development of creative strategies to assist youth in a successful transition to adulthood. LDSSs that choose to provide room and board services must establish written policies and procedures for room and board services that address

- the categories of youth that will be provided room and board services; including if room and board will be provided to the optional category of eligible youth who left care before attaining the age of 18; the maximum levels of funding for the provision of room and board assistance to former foster care youth who aged out of foster care at 18, 19 or 20, but who have not attained the age of 21; and the expenses that will be covered under the room and board program; and

- the maximum dollar amount that will be paid to any youth for room and board assistance; the length of time room and board assistance can be provided to eligible youth; and any stipulations related to employment or school for the provision of room and board.

In addition, NYS provides preventive housing services, including rent subsidies of up to $300 per month, and up to three years, to youth in foster care who have a goal of independent living when the acquisition of housing is needed to complete the discharge.

In NYS, LDSSs have the option of providing room and board services for youth who left foster care because they attained 18 years of age, but have not yet attained 21 years of age. These services may be provided for youth upon discharge from foster care or at a later point in time, provided the youth has not yet attained the age of 21. In addition, social services districts have the option to provide room and board services to former foster care youth who were in foster care and eligible for Independent Living Services while in care, but who left foster care before they attained the age of 18.

NYS’s Supervised Independent Living (SILP) Program assists older youth in making the transition to self-sufficiency. On February 13, 2008, new OCFS regulations were adopted governing the
approval and operation of Supervised Independent Living Programs and Supervised Independent Living units. The regulatory amendments implemented the legislative change enacted by Chapter 160 of the Laws of 2004. The regulations enable authorized agencies that operated supervised independent living programs approved by OCFS to certify homes or apartments as supervised independent living units. The benefit of authorized agencies operating supervised independent living programs and certifying supervised independent living units, is to facilitate expanded use of supervised independent living programs and increase the number of older youth having access to and placed in these programs. In addition, the regulatory change adds the definition of a Supervised Independent Living Unit. Supervised Independent Living Unit means a home or apartment certified in accordance with OCFS regulations by an authorized agency approved by OCFS to operate a supervised independent living program for the care of up to four youth, including their children. Each unit must be located in the community separate from any of the authorized agency’s other congregate care dwellings. Youth under supervision live on their own in the community in apartments or homes that more closely approximate the type of living quarters youth will be residing in after they are discharged. To participate in the program, youth must be between 16 and 21 years of age, have been in foster care for at least 45 consecutive days immediately preceding the placement in the program or have been in the care and custody or the custody and/or guardianship of the commissioner of the LDSS in a status of trial discharge. Youth must be visited by their case planner, case manager or case worker in their unit at least twice per week. The services must provide youth with opportunities to achieve positive outcomes and make successful transitions to self-sufficiency.

To support the development of these skills by youth, OCFS currently offers its Independent Living Core Curriculum, “Introduction to Self-Sufficiency,” to child welfare caseworkers in voluntary authorized agencies and LDSSs, working with adolescents in foster care who will be discharged to independent living. This outcome-based training program is designed to give caseworkers and caregivers knowledge, values, and skills that they need to prepare youth to lead self-sufficient and productive lives after they leave care. The Independent Living Core Training Program was developed in partnership with the Adolescent Services Resource Network staff (currently known as the Statewide Youth Service Training), a network of four regionally based training centers, which provides training and technical assistance to those preparing youth ages 14 to 21 years for self-sufficiency, and an advisory committee of social services district and voluntary authorized agency caseworkers, administrators and caregivers. The Independent Living Core is interactive and focuses on building the skills needed to achieve positive outcomes for youth through the use of case scenarios, group work and role-plays. The Independent Living Core is comprised of five days of classroom training, pre-training reading, and on-the-job training activities.

In addition to the Independent Living Core Training Program, OCFS provides a series of advanced courses for caseworkers that have completed the Independent Living Core. These programs highlight skill building around issues such as education and employment, and accessing community resources. Regionally requested training and technical assistance are also given through the Statewide Youth Service Training, which offers regional training conferences and an annual “Youth Speakout” that gives foster care youth the opportunity to voice their concerns and feelings about being in placement, to state and local administrators, family court staff, and of course, their peers.
Services to Youth across the State

NYS has a state-supervised, locally administered child welfare system. NYS’s Independent Living Program and ETV Program for foster care and former foster care youth is administered by Orphan Foundation of America, in coordination with LDSSs. In addition, the OCFS has direct service responsibilities for the Independent Living Program for youth adjudicated as juvenile delinquents receiving care in OCFS direct care residential centers.

OCFS, in conjunction with the Professional Development Program (PDP), conducts ongoing needs assessments of LDSS and voluntary authorized agency training needs around working with youth in care. Additionally, OCFS Regional Offices provide periodic technical assistance and monitoring of Independent Living service provisions. This allows programs to be responsive to emerging needs.

Foster and adoptive parents need many of the same skills and abilities that caseworkers need to prepare adolescents to live self-sufficiently. Using the Independent Living Core concepts, OCFS has developed in-service training that meets the specific needs of this group and the training curriculum for foster/adoptive parents is now available.

OCFS Direct Residential Care

A career interest inventory is initiated and often completed at Ella McQueen Reception Center by all youth placed in OCFS DJJOY facilities. The assessment uses the NYS Department of Labor CareerZone ONET interest assessment web portal. Currently, career preparation is part of education/vocational programming where youth take part in a Career and Financial Management course.

Youth at select residential facilities can participate in a variety of training programs from culinary arts to aquaponics to automotive enhancement. Life skills programming is offered during a range of program activities within OCFS DJJOY residential facilities.

Transition planning is conducted with youth in OCFS DJJOY residential facilities and documented using the integrated Support Team Plan and Community Reentry Plan within the OCFS DJJOY Juvenile Justice Information System (JJIS). This planning will guide the services and programs offered to youth in residential placement and the community.

OCFS DJJOY continues to refine its strength-based Life Skills Training program throughout its direct care system as a key core component of the OCFS residential programming. Additional life skills interventions are being identified and integrated within OCFS direct care programs to better engage youth.

DJJOY implemented a new Community Re-Entry Plan that will allow staff to better document and track the services that will be offered to youth as part of their transition back to the community.
The plan is an electronic based record which will allow all staff working with youth to know youths’ identified needs and services that will be provided to make the transition as successful as possible.

OCFS continues to use NYS Department of Labor CareerZone as its career interest tool. This resource is used to help engage youth to gain information about planning for careers in preparation for self-sufficiency.

OCFS will continue to provide technical assistance and support to independent living program sites serving youth in its custody and on aftercare status. Youth who are in residential placement in OCFS-operated facilities continue to receive independent living skills (life skills training) as part of an integrated model. This approach will better prepare youth and offer more opportunities to develop life skills. In addition, OCFS will work to enhance Life Skills programming through community partnerships, training, site visits including group observations, and the provision of various materials to support this program.

**Fatherhood Program**

In OCFS facilities around the state with young fathers, staff meet with these young fathers individually to explain their parental rights while they are placed in the custody of the commissioner of OCFS. Staff frequently discuss the importance of education, future plans, and ways for identifying community resources with staff and students during site visits. Lastly, the young father may be given responsible parenting brochures/literature; videos; and other materials by staff to better prepare them for fatherhood upon return to the community.

**Youth Voice**

In 2018, the work under the Youth in Progress (YIP) contract was solely provided by the Professional Development Program. The mission is to support youth in care by providing them with leadership skills and the opportunity to voice their experience will remain the same. In 2019, the youth groups will continue to strive towards becoming youth driven, which promotes independence and leadership skills for the youth involved.

The Ongoing Goals of Youth Voice Meetings and Events:

- Raise public awareness of the experiences of youth in care
- Increase youth involvement in all systems that touch their lives
- Empower youth through the development of leadership and decision-making skills
- Improve policies and practices to assist youth transition out of foster care
- Increase awareness, availability, and participation in services provided to youth transitioning out of care
NYS will cooperate in any national evaluations of the effects of OCFS programs in achieving the purposes of CFCIP.

Accomplishments for 2015-2019

Youth Voice

The New York State Office of Children and Family Services’ Youth Advisory Board (YAB) was both active and productive in 2018. The board kicked off in 2017 at the Hilton Garden Inn in Troy, New York. It was a powerful experience involving energetic conversations focused on sibling reunification, normalcy, transitional housing and education within the foster care system. In 2018, the board continued to meet quarterly to discuss a range of policy issues that has the potential to create a positive impact on the foster care system. The board also developed caseworker guidance documents that were shared across the state. Currently the board consists of up to 15 YAB members who range in age from 18-24 and represent all six regions throughout NYS and represent the diversity of youth in care in NYS. They were selected from numerous applicants because of their expertise and willingness to make a change in the foster care system. The YAB meets quarterly to inform leadership, provide insight on foster care policies and collaborate with the executive staff at OCFS. The board’s mission is to make a difference for youth in care by giving them the voice to help create positive changes in the foster care system. In 2018, the YAB appeared at many statewide conferences such as The Homefinders Summit, NYPWA, and the Permanency Summit. In 2019, the board will continue to speak at statewide conference bringing light to the issues that youth in care face.

The RC01 contract which was awarded to the Professional Development Program (PDP) in 2016 is ongoing. In 2019, the focus is expected to be centered around the data received from the statewide needs assessment. The data will allow for the training and youth engagement needs of the state to be met in a more effective way.

PDP hired youth engagement specialists in each of the six regions. The specialists will work in the OCFS regional offices and provide coordination, training and support services to regionally based youth services staff by conducting various activities related to the professional development of individuals working with foster care and at-risk youth ages 14-21 years. The youth meetings in 2018 were aimed to be youth driven, and adult supported. The meetings not only provided youth with the tools needed to identify issues with the policies and practices of the system of their care, but also provided youth with the support and skills needed to raise those issues and take an active role in developing solutions. Speak-outs give LDSS commissioners, Family Court judges and state staff an opportunity to hear directly from youth about their experiences in care and ways to improve services and outcomes.
In 2019, OCFS has instructed PDP to use the data collected by the needs assessment on NYS foster care agencies to assess what challenges those agencies face when youth transition out of care. The results will be analyzed to determine what training needs must be met within the regions.

In 2018, in partnership with OCFS, the PDP coordinated six speak-outs. The speak-outs presented an opportunity for youth in care to express their thoughts, feelings, and opinions about their experiences to a panel of state and local administrators. The speak-outs took place on July 18 at the RIT Inn & Conference Center, July 26th, at Queensbury Hotel in Glens Falls, July 25, 2018, at Grand Slam Banquet Hall, August 15, 2018 at the Edith Macy Conference Center, August 21, 2018, at Kissing Bridge Ski Resort.

In 2018, the board continued to meet quarterly to discuss a range of policy issues that has the potential to create a positive impact on the foster care system. The board also developed case worker guidance documents that was shared across the state. Currently, the board consists of up to 15 YAB members who range in age from 18-24 and represent all six regions throughout NYS and represent the diversity of youth in care in NYS. They were selected from numerous applicants because of their expertise and willingness to make a change in the foster care system. The YAB meets quarterly to inform leadership, provide insight on foster care policies and collaborate with the executive staff at OCFS. The board’s mission is to make a difference for youth in care by giving them the voice to help create positive changes in the foster care system.

In 2018 the YAB spoke at many statewide conferences such as The Homefinders Summit, NYPWA, and the Permanency Summit. In 2019, the board will continue to speak at statewide conference bringing light to the issues that youth in care face.

Attendance for the events across New York State was 900. At the Region 1 Youth Event at Kissing Bridge Ski Resort in Glenwood, NY. There were 165 people (115 youth and 50 staff/adults) in attendance. At the RIT Inn & Conference Center there were 148 people (89 youth and 59 adult partners) that attended the event. At the Lodge at Welch Allyn in Skaneateles, NY there were 123 people (75 youth and 48 adults, representing 21 local districts and voluntary agencies from Region 3, On July 26th Region 4 hosted the 2018 Youth Event and Speak Out. There were 160 people (82 youth and 78 adult partners) in attendance. At the Region 5 Youth Event at the Edith Macy Conference Center in Briarcliff Manor, NY. 175 (114 youth and 61 staff/adults) people attended. The Region 6 Youth Event at the Grand Slam Banquet Hall in New York, NY there were 188 (134 youth and 54 staff/adults) people in attendance. The OCFS summer interns played a leadership role at the speak-outs.

National Youth in Transition Database (NYTD)
The NYTD contract has been awarded to the Center for Human Services Research (CHSR). OCFS works in collaboration with the CHSR to ensure that the youth in and out of care survey percentages are met.

In 2018-2019, OCFS will continue to work with the new NYTD contractor, Center for Human Services Research (CHSR). In 2018, CHSR will continue to maintain a list of NYTD liaisons and work to build relationships with OCFS, LDSS staff, tribes, voluntary authorized agencies, and foster youth to assist in finding youth to be surveyed. Before and during survey administration, outreach activities will occur with the key contacts. CHSR will distribute NYTD- survey rosters to NYTD liaisons and inform LDSS staff, tribes and voluntary authorized agencies of the upcoming survey for the 19-year-old follow-up population. Outreach materials (electronic and/or printed) will also be distributed to NYTD liaisons and LDSS staff, tribes and voluntary authorized agencies. CHSR will ask liaisons to speak to caseworkers and youth regarding the best method for survey administration – on-line, by phone, or by mail. In 2019, CHSR with OCFS will continue to look for innovative methods to increase both the caseworkers and youth involvement rate. Youth from the YAB worked on several ideas to increase participation of youth at ages 17, 19 and 21 in the survey.

Accomplishments:

NYS completed the NYTD onsite review in September 2017. A variety of stakeholders were involved from youth, foster parents, caseworkers, supervisors, residential program managers, attorneys for the child, CASAs, and Family Court judges. NYS received the NYTD final report from the Administration for Children and Families and will be developing a program improvement plan. NYS began utilizing the newly formed YAB, based on preliminary findings from the NYTD review, to assist in determining the best methods of marketing the youth surveys, how to contact youth, create youth friendly survey graphics and ongoing assessment of actual skill development needed to be self-sufficient. As a result, the YAB helped create new graphic designs for the NYTD surveys and this new design began being utilized with the 19-year-old follow-up population starting October 1, 2018. NYTD outcomes from Cohort 2 have also been shared with the YAB. OCFS held the first webinar focusing on improving outcomes for older youth was held March 26, 2018, and a second webinar was held on August 2, 2018 that presented NYS NYTD survey outcomes from cohort 2. OCFS presented at the NYS Permanency Summit on December 4, 2018 on beginning analysis for a continuous quality improvement process to improve outcomes for older adolescents.

Regional meetings were held in all six OCFS regions in 2018. OCFS in partnership with the NYTD contract vendor presented at 19 different stakeholder meetings that included, LDSS directors of service, voluntary agency providers, the Council of Family and Child Caring Agencies (COFCCA), individual county foster care caseworkers, adoption and homefinders staff and NYTD liaisons throughout the state. All presentations provided an overview of NYS NYTD federal review and the findings along with seeking input on how to improve services, and survey participation from youth.

OCFS established a data sharing process with our fiscal vendor for ETV to collect information twice a year for NYTD reporting of current and former youth in foster who receive ETV.
Additionally, OCFS facilitated a meeting between the ETV vendor, Orphan Foundation of America, and NYTD vendor, Center for Human Services Research, (CHSR) to learn more about the NYTD survey process and outcomes.

*Describe how the state, since the 2015-2019 CFSP and subsequent APSR submissions, has informed partners, tribes, courts and other stakeholders about NYTD data and involved them in the analysis of the results of the NYTD data collection or NYTD Review. Describe how the state has used these data and any other available data in consultation with youth and other stakeholders to improve service delivery in the last year.*

OCFS continues to contract with the State University of Albany Center for Human Services Research (CHSR) to conduct the NYTD survey. As the initial sample from the NYTD cohort was quite small, the findings were not disseminated, as the state did not feel that they were representative. However, CHSR and OCFS utilized the initial findings to identify areas for strengthening in data collection and follow up of youth to enhance outcomes for the future cohorts—specifically outreach techniques were enhanced and incentive structure changed. Currently, CHSR continues to provide data to each regional office and to individual county NYTD liaisons so that they can see the outcomes of their outreach and engagement efforts. OCFS provided individual data reports for the field at the December 4, 2018, Permanency Summit that will help counties and agencies better identify challenges and opportunities for improvement of local practice. Additionally, the NYTD data continues to be shared with the youth engagement specialists, who will be able to target training and technical assistance needs to specific regions, agencies and counties. NYS held webinars for LDSS and agencies regarding improving outcomes of older adolescents who have been in care. The first webinar was conducted on March 26, 2018, followed by another held on August 2, 2018.

*Provide information on how the state has improved NYTD data collection, based on the plan outlined in the 2015-2019 CFSP and subsequent APSR submissions or NYTD Review. States are reminded that information related to NYTD can be viewed in “snap shot” format and can be requested by emailing: NYTDhelp@acf.hhs.gov. While the “snap shot” only provides an overview of the NYTD data, it can be a resource to talk with youth, providers, the courts, and other stakeholders about services and outcomes of youth transitioning out of foster care.*

In 2018 and 2019, OCFS has continued to work with our NYTD contractor Center for Human Services Research to improve outreach education to OCFS regional office staff, LDSSs, Residential Program staff, foster parents, and most importantly the youth receiving services. CHSR has added a team member who conducts the initial outreach to stakeholders to educate them regarding the NYTD process and specifically, to prepare for the final wave of Cohort 2 (21). This addition has improved youth participation in the survey as they understand they will be contacted for an interview.

Additional efforts have been focused on researching the best methods of locating youth throughout the cohorts of surveys. To increase participation, meetings with OCFS regional office staff, LDSS staff, VA staff and clinical staff at the agencies are periodically being held to improve understanding of the NYTD process. Data reports continue to be used by OCFS regional office
staff and CONNECTIONS staff to identify any missing independent living services and tribal affiliation in the youth’s case record.

**The results of the NYS NYTD 21-year-old follow-up survey are:**

Total number of youth in Cohort 2 – Wave 3: 496

Number of youth surveyed for the FFY18A period: 177 of 254 eligible*

Number of youth surveyed for the FFY 18B period: 166 of 242 eligible*

Percentage achieved for the IN-CARE population for all of FFY 2018: 99%
  - 100% for 18A period
  - 98% for 18B period

Percentage achieved for OUT OF CARE population for all of FFY 2018: 61%
  - 61% for 18A period
  - 60% for 18B period

*Those not surveyed were youth who declined, were incarcerated, incapacitated or unable to locate.

**NYTD**

OCFS continues working with the Orphan Foundation of America to collect ETV data for NYTD reporting. In addition, OCFS is working with NYS information technology staff (ITS) to address system issues identified during the NYTD review in September 2017. The areas of focus for system changes include, race, ethnicity, tribal affiliation, independent living services dates and educational information.

Several meetings were held with ITS to develop the changes needed to the CONNECTIONS and Welfare Management systems to improve NYTD data collection. As a result, new fields have been created to capture data in CONNECTIONS for tribal affiliation, Education grade levels and information on college semesters completed, reporting of juvenile justice history, start dates for independent living services provided purchased and provided directly and whether the service is continuing for the youth and race/ethnicity. The changes were implemented as of January 2019. Also, OCFS is working to improve the purchase of service codes for authorizing payments for IL services.

**ETV**

OCFS currently contracts with Orphan Foundation of America to administer and serve as New York State’s fiscal agent for the ETV Program. In FFY 2019, the Office of Children and Family Services will be responsible for reviewing and approving eligible youth that have applied for an education training voucher. OCFS will continue to use other state match funds, provided by the
New York State Higher Education Services Corporation, to meet the 20 percent required federal match. As a result of the state’s contribution, the LDSS is not required to provide a match or an intercept letter. The vendor is also not required to provide a match.

The following priorities will be applied in the initial selection of eligible participants for the ETV program for FFY 2019:

- First priority will be given to youth over the age of 21 who received an ETV award in FFY 2018, who continue to be enrolled in and attend a post-secondary educational or vocational training program, and who are making satisfactory progress toward completion of that program.

- Second priority will be given to any other youth who received an ETV award in FFY 2017.

- Third priority will be given to youth who are 20 years of age and will be 21 by July 1, 2019, who are enrolled in and attending a post-secondary educational or vocational training program and are making satisfactory progress toward completion of that program. Such youth would not have received an ETV award in FFY 2018.

- Fourth priority will be given to youth who are 17, 18, 19 and 20 years of age who are enrolled in and attending a post-secondary educational or vocational training program and making satisfactory progress toward completion of that program.

Youth Voice

The deliverables that must be met in 2018 are as follows: Youth engagement specialist will conduct training from a catalog of existing and yet to be developed curricula and special topics to support Adolescent Services providers. It is anticipated that there will be up to 50 one-day offerings for a total of 300 days of training statewide. In addition, training services will be provided to OCFS regional offices, to assist staff in various program initiatives as planned by the OCFS Division of Child Welfare and Community Services. The specialist will also conduct youth progress meetings within the regions. These progress meetings are to provide Adolescent Services providers, mentors and youth with training, skill practice, awareness and practical guidance on how to access and use the resources available to assist youth in the transition to self-sufficiency. It is anticipated that there will be up to 12 one-day offerings with an average of 10 trainees in six regions for a total of 72 days of training statewide. The Professional Development Program will also work closely with OCFS to develop and execute Regional Youth Voice Events that will provide youth in care with an opportunity to present their individual issues and concerns to a panel of regional policy makers who can effect local change. Youth leaders will be supported in conducting workshops and presentations that cover a wide variety of topics and will be assisted in raising their concerns in a productive way aimed at being an active participant in the resolution of the issues. In 2019, the OCFS summer interns will continue to be supervised by the youth engagement specialist.
Plans and activities to ensure youth in foster care until age 18 have ongoing opportunities to engage in “age or developmentally appropriate” activities.

OCFS created interactive computer-based trainings for foster, adoptive and kinship parents on the reasonable and prudent parent standard, and developed a classroom training for new foster parent trainings. These are required prior to any foster parent becoming certified. The YAB has created a committee specifically looking at issues of normalcy, to provide guidance and feedback to OCFS regarding ways to improve this critical outcome. OCFS anticipates having a Spanish-language version of the online training by the summer of 2018 and a version targeted specifically towards staff responsible for the standard in congregate care settings.

Youth bureaus are the primary vehicle within a county to provide positive youth development for youth and young adults 21 years of age and younger. In 2018, OCFS will be connecting regional youth bureau and LDSS meetings to facilitate greater communication and opportunities for youth in care to be provided with free or low-cost opportunities to engage in age and developmentally appropriate activities.

Please describe policies or practices in place to support or affirm the sexual orientation and gender identities of youth served by the program.

Serving children and youth in foster care regardless of sexual orientation, gender identity and expression (SOGIE) has become a priority for OCFS. On September 9, 2015, OCFS issued 15-OCFS-ADM-18, New York State Bill of Rights for Children and Youth in Foster Care, stating that children and youth who are 14 years of age and older must be provided with the “Bill of Rights” and have it explained to them. The “Bill of Rights” states that children and youth in foster care in the State of New York have the right “to be treated fairly and with respect and to receive care and services that are free of discrimination based on race, creed, color, national origin, age, religion, sex, gender identity or gender expression, sexual orientation, marital status, physical or mental disability, or the fact that [they are] in foster care.”

On October 16, 2015, OCFS issued 15-OCFS-ADM-23, Non-discrimination on the Basis of Sex, Sexual Orientation, and Gender Identity or Expression in Residential and Non-residential Domestic Violence Programs to directors of LDSSs, residential and non-residential domestic violence programs directors, among others. The purpose of this Administrative Directive is to reaffirm OCFS’s requirement that residential and non-residential programs for victims of domestic violence provide shelter and appropriate services for all victims of domestic violence, regardless of race, creed, color, national origin, sexual orientation, gender identity or expression, military status, sex, marital status, or disability. This policy clarifies the requirement for domestic violence programs to provide services to males and lesbian, gay, bisexual, transgender, intersex and questioning (LGBTQ) persons, and provides guidance to domestic violence programs for fulfilling federal requirements regarding this commitment necessary for receiving funds through the federal Family Violence Prevention and Services Act (FVPSA) and the Violence Against Women Act (VAWA).
On February 8, 2016, OCFS issued 16-OCFS-ADM-02, *Regulations Prohibiting Discrimination and Harassment in Child Welfare and Youth Programs*. The purpose of this Administrative Directive was to advise LDSSs and voluntary authorized agencies of provisions in 9 NYCRR §§ 180.5(a)(6), 182-1.5(g)(1) and 182-2.5(g)(1), and in 18 NYCRR §§ 421.3(d), 423.4(m)(7), 441.19(d) and 441.24, several of which became effective on November 6, 2013. These regulations prohibit discrimination or harassment by LDSS and voluntary agency staff, volunteers, and certified or approved foster parents against applicants for adoption services, families receiving preventive services, prospective foster parents, foster parents and foster children, youth in runaway and homeless youth (RHY) programs, and youth in detention on the basis of race, creed, color, national origin, age, sex, sexual orientation, gender identity or expression, marital status, religion, or disability, in order to promote and maintain a safe environment for children, youth, and families that OCFS serves.


On November 10, 2016, OCFS issued, 16-OCFS-INF-10, Sexual Orientation, Gender Identity, and Gender Expression (SOGIE). The purpose of this Informational Letter is to provide staff of programs under OCFS jurisdiction with guidance and resources related to sexual orientation, gender identity, and gender expression (SOGIE). The goal of providing education and resources on SOGIE terminology is to promote a safe and respectful environment for all children, youth, and adults.

OCFS continues to improve its services for children and youth in foster care of all SOGIEs. OCFS policy writers are currently working on informational letters which explain to staff how to use SOGIE terms in developmentally appropriate ways, and how to ask children and youth in foster care about their SOGIEs safely, respectfully, and with affirmation.

OCFS promulgated a policy directive, 15-OCFS-ADM-21, *Supporting Normative Experiences for Children, Youth, and Young Adults in Foster Care: Applying a Reasonable and Prudent Parent Standard* to LDSSs and voluntary authorized agencies informing them of the requirement to implement the standard. OCFS regional offices provided training and technical assistance to their LDSS and voluntary authorized agencies, and statewide implementation calls were held monthly, much of which focused on the implementation of the standard. OCFS will have an updated interactive online training for foster parents and kinship guardians by the spring of 2017 and a new classroom training for foster and kinship guardians within the same timeframe. Online interactive training for professional staff will be completed by the summer of 2017.

On February 17, 2017, OCFS released Administrative Directive 17-OCFS-ADM-01, *Immunity from Liability When Applying the Reasonable and Prudent Parent Standard*. The purpose of this Administrative Directive (ADM) is to advise LDSSs and voluntary authorized agencies of
provisions of Part M of Chapter 54 of the Laws of 2016, which provide immunity from liability to foster parents, designated congregate care staff, LDSSs and voluntary authorized agencies in regard to the application of the reasonable and prudent parent standard (the standard). The introduction of the standard raised concerns over liability for caregivers and agencies who apply the standard, allowing children in foster care to participate in age and developmentally appropriate activities. The concern was that if a child sustained an injury while participating in any of these activities, the decision-maker could be held liable for these injuries. Youth in foster care also voiced a concern that caregivers are too worried about potential liability issues to allow them to participate in these activities. It became apparent from these and other conversations, that in order to effectively implement the standard with children in foster care, statutory changes were warranted in order to address the potential liability of the caregivers and agencies who would be applying the standard. Chapter 54 of the Laws of 2016 addressed these concerns related to the application of the standard.

Homelessness Prevention

OCFS staff are participating on the Westchester Building Futures (WBF) Steering Committee. WBF received a federal grant to develop a model intervention method for youth/young adults with child welfare involvement at-risk of homelessness. Building Futures will focus on empowering young people to become successfully independent while ensuring their health, safety and well-being. WBF is based on the following five values: (1) Youth-Guided; (2) Housing and Family First; (3) Culturally Responsive; (4) Trauma Informed; and (5) Cross-System(s) Change. WBF is a youth, community, and data-driven implementation process that is transforming Westchester’s systems of care. OCFS will continue to work with WBF to assist them in meeting their objectives in Westchester. OCFS is also reviewing options for increasing the use of supervised and supported independent living programs for youth over the age of 16 for better transitional housing planning for youth aging out of care. OCFS worked with the State University of New York (SUNY) system to address issues of student homelessness during school breaks, and successfully identified and provided winter break housing to students in foster care who would otherwise have been homeless. OCFS will continue to work with SUNY to address the issues related to homeless students in foster care.

NYS issued several rounds of RFPs to build 2,000 units of supportive housing through the Empire State Supportive Housing Initiative. Youth aging out of foster care are one of the populations targeted for services through this state-wide initiative. Several awards were made that included young adults and youth aging out of foster care.

Pregnancy Prevention

OCFS developed and updated “Working Together: Health Services for Children and Foster Care” (2009) http://ocsf.ny.gov/main/sppd/health_services/manual.asp. This manual was developed in collaboration with LDSSs and voluntary authorized agencies in an effort to support child welfare,
foster care and health services workers in addressing health services for children in foster care. The manual also refers to the Bright Futures Guidelines for Health Supervision of Infants, Children, and Adolescents for areas to be addressed such as body image, interpersonal relationships, sexuality, and pregnancy and prevention as linked here: https://brightfutures.aap.org/Bright%20Futures%20Documents/18-Adolescence.pdf

OCFS released Administrative Directive 11-OCFS-ADM-09, Reproductive Health and Services for Youth in Foster Care, which advised LDSSs and voluntary authorized agencies of the requirements pertaining to reproductive health services for youth in foster care. This ADM also provided guidance and resources to assist LDSSs and voluntary agencies to become more knowledgeable and competent in the provision of such services. The ADM also provided a resource for youth in care in the form of a booklet, A Medical Guide for Youth in Foster Care, that caseworkers could reference and share.

YIP has previously published and disseminated Pregnancy and Parenting Issues for Youth in Care as part of their “Need to Know” series. This eight-page document provides youth information, guidance, and direction to supports that will assist youth in making informed choices and decisions related to prevention, family planning and parenting.
a. CAPTA Annual State Data Report Items

Information on Child Protective Service Workforce:

Information on the education, qualifications and training requirements established by the State for child protective service personnel, data on the education, qualifications and training of personnel, and demographic information of personnel (sections 106(d) (10) (A-C))

Information on the education, qualifications and training requirements established by the state for child protective services personnel:

Education and qualifications

a) Social Services Law §421(4)(b) states that child protective services supervisors must have a minimum of a baccalaureate or equivalent college degree and three years of relevant work experience in a human services field.
b) OCFS regulation 18 NYCRR 432.2(e)(5)(iii) requires “Each child protective service worker must have a baccalaureate or equivalent college degree and/or must have relevant human services experience.”

Training

a) OCFS regulation 18 NYCRR 432.2(e)(5)(ii)(a) requires that “Each child protective worker, including supervisors, must satisfactorily complete a basic training program in child protective services within the first three months of his/her employment in the child protective service. Such program must be approved by the OCFS and must focus on the skills, knowledge, and attitudes essential to working in the child protective service. Such training program must include, but need not be limited to: basic training in the principles and techniques of child protective service investigation, including relationships with other investigative bodies; legal issues in child protective service matters, diagnostic assessment of child abuse and maltreatment cases; methods of remediation, treatment and prevention of child abuse and maltreatment; and case management and planning of child protective service cases, including the relationship of the child protective service issues to permanency planning for children who remain at home or who are in out-of-home care.”

b) Social Services Law §421(5)(b) requires that all persons employed by a child protective service must complete six hours of annual in-service training, beginning in the second year of their employment.

c) Social Services Law §421(5)(c) requires that all persons assigned to be a supervisor, within the first three months of employment as a supervisor, must satisfactorily complete a course on the fundamentals of child protection. Such training course shall, among other things, strengthen and expand current training procedures for child protective service supervisors; provide the skills, knowledge and standards to practice effective case planning and case management; provide comprehensive assessment tools needed in critical decision making; require participation in the existing common core training required by child protective service caseworkers; strengthen recognition and response to safety and risk indicators; improve skills to promote consistent implementation of training and practice; provide the necessary tools and assistance to build the ability to coach and monitor child protective service caseworkers and model effective investigation practice; increase cultural competency and sensitivity. OCFS must establish an annual in-service training program specifically focused on child protective service supervisors.

d) New employees of the OCFS New York Statewide Central Register of Child Abuse and Maltreatment (SCR) must complete an intensive five-week training program comprised of three weeks of instructor-led classroom and two weeks of on-the-job training. The curriculum includes but is not limited to the following:

- NYS Social Services Law
- Child abuse and maltreatment allegations and definitions
- Interviewing public and mandated callers
- Decision-making/evaluating information against the law
New York City (ACS) qualification requirements for a CPS Worker - A baccalaureate degree from an accredited college including or supplemented by 24 semester credits in one or a combination of the following fields: social work, psychology, sociology, human services, criminal justice, education (including early childhood), nursing or cultural anthropology, at least 12 of which must have been in one of these disciplines. Candidates must pass a test to demonstrate English language proficiency. Education and qualifications – NYC ACS cites NYS Social Services Law and OCFS regulations. Training requirements – cite NYS Social Services Law and OCFS regulations, and all CPS workers are required to participate in Core Phase II within 18 months, and all supervisors must participate in the Supervisory Core. The 11-day program for newly-appointed supervisors and the six-day course for experienced supervisors. (See page 250, Training Plan Update).

Data on the demographics, education, qualifications and training of such personnel

Education, qualifications, and training of such personnel

As CPS personnel are employees of a county or of NYC, OCFS does not have direct access to those workers’ personnel records. Information on the specific education level, demographics, and workforce qualifications beyond those required by state law must therefore be obtained directly from each LDSS. As noted above, by state requirements, each CPS caseworker statewide must satisfy minimum educational and training qualifications.

In regard to training, the number of CPS personnel from counties outside NYC completing CPS trainings each year is tracked in an administrative database managed by OCFS. As shown in Appendix “D”, this database can be used to produce annual statistics on the number of CPS workers who attended training (7,175), Appendix “D”, number of classes attended (63,818) and number of class hours (395,200), and average hours of training per worker (55). In addition, OCFS is also able to provide curriculum-specific information for workers outside NYC. Also noted in Appendix “D”, county-by-county data for 2018 include the number of staff trained in “Response Training”, “Common Core”, and “Supervisory Core.”
### NYC ACS CPS Staff demographics (as of May 2019)

| BRANCH                | FEMALE | | | | | MALE | | | | | | GRAND | TOTAL |
|-----------------------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|
|                       | White  | Black/African American | Hispanic/Latino | Asian/ Pacific Islander | Native American | Unspecified | White  | Black/African American | Hispanic/Latino | Asian/ Pacific Islander | Native American | Unspecified |
| Brooklyn East          | 9      | 252    | 22     | 10     | 2      | 2      | 3      | 31     | 10     | 2      | 303    |
| Brooklyn West          | 10     | 351    | 39     | 6      | 2      | 2      | 5      | 34     | 8      | 2      | 280    |
| Bronx North            | 4      | 127    | 56     | 4      | 2      | 3      | 1      | 22     | 11     | 2      | 1      | 234    |
| Bronx South            | 3      | 151    | 84     | 3      | 2      | 1      | 10     | 27     | 17     | 1      | 1      | 300    |
| Manhattan              | 13     | 330    | 66     | 10     | 8      | 2      | 2      | 18     | 6      | 3      | 1      | 255    |
| Queens                 | 23     | 188    | 60     | 7      | 2      | 11     | 5      | 29     | 11     | 9      |        | 345    |
| Staten Island          | 26     | 36     | 20     | 4      | 1      |        | 7      | 7      | 2      | 1      |        | 104    |
| Office of Special In   | 4      | 34     | 9      | 1      |        |        | 4      | 4      | 7      | 5      | 1      | 1      | 70     |
| Emergency Children     | 4      | 72     | 9      | 1      |        |        | 2      | 3      | 25     | 3      | 2      | 1      | 122    |
| Family Team Conf.      | 1      | 5      | 3      | 1      |        |        |        |        |        |        |        |        | 10     |
| Grand Total            | 97     | 1146   | 368    | 47     | 11     | 33     | 40     | 179    | 73     | 23     | 2      | 4      | 2025   |

| BRANCH                | FEMALE | | | | | MALE | | | | | | GRAND | TOTAL |
|-----------------------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|
|                       | White  | Black/African American | Hispanic/Latino | Asian/ Pacific Islander | Native American | Unspecified | White  | Black/African American | Hispanic/Latino | Asian/ Pacific Islander | Native American | Unspecified |
| Brooklyn East          | 3%     | 70%    | 7%     | 3%     | 1%     | 1%     | 1%     | 1%     | 10%    | 3%     | 1%     | 0%     | 0%     | 100%    |
| Brooklyn West          | 4%     | 68%    | 14%    | 2%     | 1%     | 1%     | 2%     | 5%     | 3%     | 1%     | 0%     | 0%     | 100%    |
| Bronx North            | 2%     | 54%    | 24%    | 2%     | 1%     | 1%     | 0%     | 10%    | 5%     | 1%     | 0%     | 0%     | 100%    |
| Bronx South            | 1%     | 50%    | 28%    | 1%     | 1%     | 0%     | 3%     | 6%     | 6%     | 0%     | 0%     | 0%     | 100%    |
| Manhattan              | 5%     | 51%    | 26%    | 4%     | 0%     | 3%     | 1%     | 6%     | 2%     | 1%     | 0%     | 0%     | 100%    |
| Queens                 | 7%     | 54%    | 17%    | 2%     | 1%     | 3%     | 1%     | 8%     | 3%     | 3%     | 0%     | 0%     | 100%    |
| Staten Island          | 25%    | 35%    | 19%    | 4%     | 1%     | 0%     | 7%     | 7%     | 2%     | 1%     | 0%     | 0%     | 100%    |
| Office of Special In   | 6%     | 49%    | 13%    | 1%     | 0%     | 6%     | 6%     | 10%    | 7%     | 1%     | 1%     | 0%     | 100%    |
| Emergency Children     | 3%     | 56%    | 7%     | 1%     | 0%     | 3%     | 2%     | 20%    | 2%     | 2%     | 1%     | 0%     | 100%    |
| Family Team Conf.      | 10%    | 50%    | 30%    | 1%     | 0%     | 0%     | 0%     | 0%     | 0%     | 0%     | 0%     | 0%     | 100%    |
| Grand Total            | 5%     | 57%    | 18%    | 2%     | 1%     | 2%     | 2%     | 9%     | 4%     | 1%     | 0%     | 0%     | 100%    |
Information on caseload or workload requirements for such personnel, including requirements for average number and maximum number of cases per CPS worker and supervisor

Caseload or workload requirements

Child welfare caseload sizes and staffing ratios are determined at the LDSS level. Aside from the requirement in Social Services Law §423(1)(c) that a CPS unit must have sufficient staff of sufficient qualifications, NYS does not have statutory authority to establish specific caseload requirements for child protective service workers. OCFS does, however, provide LDSSs with a monthly data report detailing the number of open CPS cases assigned to individual case workers on the last day of each month.

OCFS provides performance data to each LDSS regarding their caseload sizes. This data helps support local decisions regarding staffing and resources. This data is an aggregate of the monthly caseloads averaged over six months for each LDSS for the percentage of workers with more than 15 investigations on their caseload on the last day of each month for the period indicated. When considering caseload data, it is important to note that multiple factors impact CPS caseloads, including the fluidity of the investigative process, and the complexity and severity of the individual CPS reports.

The average caseload (number of cases per caseworker) at the end of each month statewide for 2018 was 11.9. This is the average of the 12 months in 2018 (see Appendix “I” for county breakdown).

Juvenile Justice Transfers

The number of youth transferred to juvenile justice facilities in FFY 2017-18 was 81 youth, a decrease from FFY 2016-17, which was 123. This population consists of children who:

- were in CONNECTIONS is shown as in the custody of a LDSS as a result of a judicial dispositions of Person in Need of Supervision (PINS), Juvenile Delinquent (JD) (if placed, and placement not exceeding 12 months), JD (initial placement exceeds 12 months), and do not have a disposition of OCFS custody within the same hearing, or
- have a judicial disposition of transfer custody and guardianship (Surrender or Terminated Parental Rights only) or care and custody to a LDSS, or
- have a voluntary or emergency removal, and
- have a subsequent hearing with a disposition of OCFS custody during FFY 17-18 (the two events must occur between the track open date and the first discharge date, if any that lasts more than one day), plus
- children that were discharged to an OCFS Facility during FFY 17-18, and
- do not have an open admission in the juvenile justice system between the last movement and discharge in CONNECTIONS.
b. Sources of Data on Child Maltreatment Deaths

Child Maltreatment Deaths Reporting

By state statute, all child fatalities due to suspected abuse or maltreatment must be reported by mandated reporters, including, but not limited to, law enforcement, medical examiners, coroners, medical professionals, and hospital staff, to the OCFS Statewide Central Register of Child Abuse and Maltreatment. As of June 30, 2013, fatality reports involving vulnerable persons must be reported to the Justice Center’s Vulnerable Persons Central Register (VPCR).

Under New York law, the cases for which fatality reports must be developed and issued are limited to the following categories of fatalities:

- Deaths reported to the Statewide Central Register of Child Abuse and Maltreatment
- Deaths reported to the Vulnerable Persons’ Central Register
- Deaths of children with open CPS cases
- Deaths of children with open preventive services cares
- Deaths of foster children

c. Education and Training Vouchers:

Education and Training Voucher (ETV) Program

NYS’s ETV program is designed to help youth aging out of foster care to make the transition to self-sufficiency and receive the education, training and services necessary to obtain employment. Under this program, eligible youth may receive the lesser of $5,000 per year or the total cost of attendance at an institution of higher education, as defined in section 1002 of Title 20. The following categories of youth may be eligible to receive vouchers under the ETV program: (1) youth otherwise eligible for services under the CFCIP; (2) youth adopted from, or entered into a kinship guardianship assistance (KinGAP) from, foster care after attaining age 16 years of age; and (3) youth who were participating in the ETV program on their 21st birthday, until the youth turns 23 years old, as long as they are enrolled in a post-secondary education or vocational training program and are making satisfactory progress toward completion of that program.

Youth otherwise eligible for services under the CFCIP include youth in foster care (i.e., youth in the care and custody, or custody and guardianship, of an LDSS commissioner) who are 14 years of age or older, or who are placed in a foster home with an approved relative, and who are likely to remain in foster care until 18 years of age. This includes all categories of foster care, including but not limited to, persons in need of supervision (PINS) and juvenile delinquents placed in the custody of an LDSS commissioner; juvenile delinquents in the custody of the OCFS who are placed in non-secure facilities of 25 beds or less, and those who are on aftercare status; and former foster care youth who are between 18 and 21 years of age. Youth in foster care after attaining the age of 14 are also eligible to receive ETV funds.
OCFS currently contracts with Orphan Foundation of America, doing business as Foster Care to Success (FC2S), to administer and serve as New York State’s fiscal agent for the ETV Program in accordance with applicable federal law, rules and regulations. OCFS will be responsible for reviewing and approving eligible youth that have applied for an education training voucher. In FFY 2019, first priority will be given to youth over the age of 21 who received an ETV award in FFY 2018, who continue to be enrolled in and attend a post-secondary educational or vocational training program, and who are making satisfactory progress toward completion of that program.

Requirements addressed prior to funding students include the following:

- Orphan Foundation of America confirms that post-secondary institutions are Title IV-E compliant as per the Higher Education Act.
- Each semester, students grant their school permission to verify in writing directly to Orphan Foundation of America their enrollment and financial aid information including the cost of attendance, financial aid awarded – grants, scholarships and work study as well as student loans offered and accepted.
- The student’s unmet need is calculated based on information provided by the institution.
- As needed, students who receive benefits such as child care assistance, a housing subsidy, etc. complete a budget form that is used to determine whether ETV funding would duplicate or supplant other funding or exceed unmet need as per the Higher Education Act.
- Each semester, in compliance with the Higher Education Act, the student’s Financial Aid Office is sent an award letter detailing the amount of the ETV grant and how and when it will be disbursed. This coordination with the institution prevents duplication of funding, reduces student loan amounts and confirms that with the ETV funding the student will not exceed the cost of attendance.

The NYS ETV Program uses an online secure portal that collects, stores, and processes data that documents the number of unduplicated ETVs awarded each school year. Data includes, but is not limited to:

- The number of applications received annually – July 1- June 30th
  - Each applicant is assigned a unique Program ID Number the first time they apply
- The Program ID filters applicant data to confirm
  - New/1st time applicant
  - Previous applicant
  - Previously funded student
    - Continuous enrollment
    - Returning after leaving school for one semester or more
- Amount of funding students receive, for what purpose, and when funding is disbursed
- Names of schools and institution type including two- or four- year, public or private
- Academic progression as documented in submitted official transcripts
  - The number of credits students successfully achieve
  - The number of remedial classes taken and passed
Retention and graduation (students are tracked in cohorts to determine outcomes)
  - the number of students who reapply annually because they are continuing their studies and making progress toward graduation.
  - the number of students who return to the program after leaving school for one semester or more

NYS ETV and Orphan Foundation of America's joint mission is to support foster youth in postsecondary programs and address their unique educational challenges. OCFS works in partnership with Orphan Foundation of America to develop performance outcomes. NYS students and caseworkers, along with Orphan Foundation of America, provide input/feedback to the OCFS ETV Program Manager to strengthen and improve the current NYS ETV program.

Accomplishments 2018-2019*

700 youth received ETV awards during FFY 2017-2018

286 (40%) were New 2017-2018 Students and 414 (60%) were Returning 2016-17 Students

Male: 219 (31%)
Female: 481 (69%)

Age and Number of students:

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Ethnicity:

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<td>Asian-American</td>
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</tr>
<tr>
<td>Native-American</td>
<td>4 &lt;1%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>4 &lt;1%</td>
</tr>
</tbody>
</table>

*in some cases, this might be an estimated number since the APSR is due June 30, 2019.
Funding available for the New York State ETV program: $1,918,144

All eligible NYS youth who completed the ETV application and attended school were funded. Students who applied, but were ineligible to receive funding include those who were never in foster care, did not attend school, were first time applicants over the age of 21, or were previous recipients who are older than 23.

* Additional Data and Demographics are included in the Orphan Foundation of America ETV report (Appendix C)

d. Inter-Country Adoptions:

Under the federal Universal Accreditation Act of 2012, adoption service providers working with prospective adoptive parents in non-Hague Convention adoption cases need to comply with the same accreditation requirement and standards that apply in Hague Convention adoption cases. Only those adoption service providers who have been accredited or approved by the Council on Accreditation (COA), or after December 2018, the Intercountry Adoption Accreditation and Maintenance Entity (IAAME), may provide any of the defined adoption services for Hague Convention adoption cases (unless an organization or individual is operating as an exempt provider or under the supervision of an accredited or approved adoption service provider). The Intercountry Adoption Accreditation and Maintenance Entity (IAAME) will be responsible for accreditation of adoption agencies beginning in 2019. Currently 20 NYS VAs are accredited. As residents of NYS, children adopted from other countries have access, if they otherwise satisfy the eligibility standards, to mandated preventive services. In addition, all NYS VAs providing inter-country adoption programs are regulated and supervised by OCFS. To provide greater support to families in need of post adoption services, OCFS has awarded 16 contracts to regional Permanency Resource Centers (PRCs). These programs provide a statewide network of post adoption and post legal guardianship services to any family regardless of income and regardless of the type of adoption (agency, private placement or international).

In 2015, the Family Services Intake (FSI) module in CONNECTIONS was updated to include a new tab which allows for collection of information on adopted children and the services the family is seeking and the services provided. For 2018, there were no children reported placed into foster care who had been adopted from other countries.

e. Monthly Caseworker Visit Data:
In Federal Fiscal Year (FFY) 2018, OCFS continued to maintain contacting over 95 percent of the foster children. OCFS achieved a FFY 2018 Contact percentage of 95.7 percent. This maintains the percentage in FFY 2016 and continues to reach beyond the 95 percent Foster Children Contact mandate for FFY 2015 established by the Administration for Children and Families (ACF).

In FFY 2015, the primary metric used to measure Foster Children Contacts is known as ‘In Care Contact %’. OCFS has done well with this metric; OCFS tracked this metric for FFY 2011 and achieved an ‘In Care Contact %’ = 81.5 percent. Interim data for FFY 2019 (October 2018 – March 2019) Foster Children contacts showed an ‘In Care Contact %’ = 92.3 percent. There is usually a data entry lag of up to two months and this is expected to be higher once caseworkers enter all data. Below is a trend in percentages:

<table>
<thead>
<tr>
<th>Target percentages:</th>
<th>10/1/11</th>
<th>90%, reported actual 81.5%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>10/1/12</td>
<td>90%, reported actual 94.6%</td>
</tr>
<tr>
<td></td>
<td>10/1/13</td>
<td>90%, reported actual 94.2%</td>
</tr>
<tr>
<td></td>
<td>10/1/14</td>
<td>90%, reported actual 94.3%</td>
</tr>
<tr>
<td></td>
<td>10/1/15</td>
<td>95%, reported actual 95.5%</td>
</tr>
<tr>
<td></td>
<td>10/1/16</td>
<td>95%, reported actual 95.5%</td>
</tr>
<tr>
<td></td>
<td>10/1/17</td>
<td>95%, reported actual 95.3%</td>
</tr>
<tr>
<td></td>
<td>10/1/18</td>
<td>95%, reported actual 95.7%</td>
</tr>
</tbody>
</table>

OCFS implemented a Foster Children data mart and created production reports that provide Foster Children Contact summary and detail information. These reports measure monthly performance and access has been expanded to LDSS and VA staff. This data mart is updated weekly; timely updates enable LDSSs, VAs, and OCFS staff to monitor progress and to take action to improve child contacts. Data relating to Case Manager and Case Planner, including associated organizational codes (i.e., site-unit), has enabled agencies to monitor and improve accountability by work units.

The OCFS New York City Regional Office has five contractors and an administrator to work with agencies that provide child and family services to NYC (in NYC all services for foster children are subcontracted to VAs). These contractors have worked collaboratively with VAs resulting in measurable improvements to agency foster children contacts.

In Albany, one contractor works with the OCFS Data Warehouse Information Technology team and OCFS Bureau of Research, Evaluation and Performance Analytics (BREPA) to develop requirements, perform data analysis, testing, and provide assistance to OCFS, LDSS, and VA staff. This contractor works on refining existing reports and developing reports to assist in monitoring casework contacts.

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5 The denominator is, for the applicable period, the total number of in care months for children in the custody of LDSSs. This includes children that are on trial discharge or absent, but in the LDSS custody. Numerator is the number of children that had at least one casework contact per each contact month identified in the denominator.
Monthly workgroup meetings are held to discuss performance and strategies for improving casework contacts. Workgroups are comprised of OCFS staff from legal, budget, child welfare and community services, strategic planning and policy development, information technology, and the OCFS Division of Juvenile Justice and Opportunities for Youth. These workgroup meetings are utilized to explore ways to maintain and improve the 95 percent target that was achieved in FFY 2015 and to improve quality associated with casework contacts. Consequently, the BREPA has made a number of improvements/refinements to existing reports and a number of new reports have been developed. Improved reports include those to accommodate program changes such as those related to the Close to Home Initiative as well as to monitor the higher statewide thresholds or two contacts per month. Additionally, the group has focused discussion on the quality of the casework contacts.

These activities have enabled New York State to maintain an in-residence contact percentage at above 90 percent (it has been and continues to be about 93 percent each year since FFY 2015) which is well above the requisite 50 percent threshold.
Foster and Adoptive Parent Diligent Recruitment Plan
Update
Foster and Adoptive Parent Diligent Recruitment Plan Update

OCFS regulations require agencies to have a comprehensive recruitment strategy for establishing a pool of waiting foster and adoptive parents. The plan should reflect the racial and ethnic diversity of the children in foster care. Permanency specialists in the OCFS Regional Offices monitor LDSS and VA implementation of foster and adoptive Comprehensive Recruitment Plan requirements. They provide technical assistance to LDSSs and VAs determine compliance with the federal Multiethnic Placement Act of 1994 (MEPA), as amended by the Interethnic Adoption Provisions of the Small Business Job Protection Act of 1996 and state regulations. Recruitment efforts in each county of NYS are tailored to meet the specific needs in that county. In some counties, foster and adoptive parents are trained to be recruiters and use their experience to provide guidance, direction, and consultation to new foster parents. OCFS takes an active role in disseminating information on foster care and adoption through the use its web site.

To support the diligent recruitment of kinship foster, non-kinship foster and adoptive families who reflect the ethnic and racial diversity of children needing out of home care, OCFS actively guides recruitment and retention across the state in several ways. OCFS requires LDSSs and VAs to create a multiyear Foster and Adoptive Parent Recruitment and Retention Plan. VAs may serve multiple counties and their retention plan is a reflection of the children entrusted to their care. LDSSs and voluntary authorized agencies submit these plans to OCFS every three years, and in 2017 a new multiyear plan was required, with an 18 month update due in June 2018. A template was provided to LDSSs and VAs for their use.

The plans detail the racial and ethnic diversity of available homes and project the number of homes needed to fill any gaps. In addition, the plans detail strategies to reach sufficient numbers of: kinship foster care placements, homes for sibling groups, and homes for needed ages, such as infants or teens. The plans must be in compliance with MEPA and its subsequent amendments.

Additionally, LDSSs and VAs are asked to examine vacancy and utilization rates to support their analysis of needed homes. Then, agencies document the number of children currently in different levels of foster care (e.g., kinship foster homes, non-relative foster homes, therapeutic and residential care), including those seeking adoption. This data is broken down by race and ethnicity. From these numbers, the agencies project targeted recruitment needs for the next three years by race and ethnicity, as well as by age and special needs (such as sibling groups, behavioral issues, etc.).
As a result of these comprehensive plans, every LDSS and VA in NYS sets specific targets for recruiting a diverse pool of foster and adoptive parents and works toward measurable outcomes in this area. When developing the plans, LDSSs and VAs assess their current opportunities and challenges in recruitment and retention, considering what worked and what did not work in past efforts, and then decide how to build on past successes. The plans are to include targeted and child-specific recruitment strategies to support the recruitment of foster and adoptive homes which reflect the ethnic and racial diversity of children needing care. OCFS recommends using targeted recruitment strategies to address gaps, including community partnerships and the involvement of current foster and adoptive families. As part of the recruitment planning process, LDSSs and VAs are directed to evaluate the extent to which their objectives were met, document results, and identify opportunities for improvement.

OCFS regional offices review each submission and may ask LDSSs to clarify and strengthen their recruitment strategies prior to plan approval. Permanency specialists from OCFS regional offices periodically meet with LDSSs and voluntary authorized agencies to review progress in recruitment.

Diligent Recruitment Grant 2018 Activities:

OCFS continued to contract with Welfare Research Inc. (WRI) to implement the Diligent Recruitment and Retention award OCFS originally received from the Children’s Bureau in 2013.

The major accomplishments as part of that award during 2018 included the development and implementation of a sustainability plan. This included the development of statewide recruitment and retention resources for use after the project ended; local strategic plans for implementation counties; regional sustainability forums held across the state; OCFS policy and template for County Recruitment and Retention plans; a sustainable statewide recruitment data tracking system.

The federal grant ended in 2018, with OCFS submitting the final report (see Appendix K). A six-month extension was granted by ACF to allow for the final evaluation of the grant activities (See Appendix L).

Implementation Sites

Supported by WRI project staff, the implementation sites (Albany, Schenectady, Nassau, and Ulster, Madison, Tioga and Broome/Children’s Home of Wyoming Conference) developed strategic action plans for recruitment and retention, and are actively implementing those plans. Suffolk County has also engaged with the project, and per its request, is receiving specific technical assistance on foster parent recruitment. Project staff are in regular contact with the implementation sites, both through regular in-person meetings, and by phone and email, to guide and support them in carrying out their strategic action plans.
The three original implementation counties (Albany, Schenectady and Nassau) participated in Child Trends’ administration of a survey of their foster/adoptive parents. The survey generated a healthy response, and results were shared in a visually appealing format with each county. The counties are sharing the findings with their foster parents and using this rich data to make improvements in foster parent satisfaction, customer service, and retention.

In 2017, the WRI project staff began transitioning the implementation counties to sustain their own diligent recruitment team. In most counties, this involves shifting the county from monthly meetings with WRI project staff to quarterly meetings to sustain progress on their action plan with greater independence. Counties are expected to convene and carry out their own monthly meetings in between sessions with WRI. This transition promotes each county’s ownership of and responsibility for their diligent recruitment work beyond the life of the grant. WRI project staff remain accessible and responsive to each county for any emerging needs in between the quarterly meetings.

Key priorities of all action plans include targeted recruitment of needed homes (e.g., homes with families who reflect ethnic and racial diversity of children coming into care, homes in particular neighborhoods and school districts, homes for sibling groups, teens, etc.) as well as recruitment data tracking, and improving customer service to foster/adoptive parents in order to improve retention.

Statewide Recruitment Data Tracking

Supporting the availability of recruitment and retention data continues to be a critical priority in diligent recruitment efforts. On the state level, OCFS is requesting new recruitment reports from their SACWIS administrators. These new reports will draw on SACWIS data entered by homefinders across the state. In 2017, OCFS was successful in getting critical fields added to SACWIS, laying the groundwork for tracking all major certification milestones in its Foster and Adoptive Home Development (FAD) tab. This foster home data is now required to be entered by counties, as per a statewide policy directive from OCFS, or “ADM,” distributed June 9, 2017. Also, OCFS presented an overview of FAD to homefinders and supervisors at the Homefinders’ Summit in August 2017. With these changes to SACWIS, recruitment data entry can now be supported over the long term in the state’s primary child welfare data system.

Fostering Futures NY (FFNY)

Part of the diligent recruitment project from the start, FFNY provides practical support to foster parents in providing safe, stable, and nurturing homes for abused and neglected children. The program has grown steadily, serving families in Albany, Schenectady, and Rensselaer counties. Teams, comprised of volunteers from community organizations, provide practical support to the families, following the lead of the foster parents.
By the end of 2018, FFNY supported approximately 19 teams. During this year, FFNY began actively recruiting and serving kinship referrals. Evidence continues to be collected on the program’s impact on foster parent retention and stability of children’s placements.

OCFS supports replication of the program statewide, and sustainable funding models are being explored.

**Ongoing Dissemination: Recruitment Blueprint:**

The Recruitment Blueprint (*Taking Action*) was developed as a companion piece to the best practices guide developed under the diligent recruitment grant (*Revitalizing Recruitment*). Designed as a web-based resource ([www.recruit4fostercare.org](http://www.recruit4fostercare.org)), the Recruitment Blueprint offers LDSSs and VAs a step-by-step roadmap for data-driven recruitment and retention, including helpful tools and tips for implementation. Ongoing dissemination of the Recruitment Blueprint took place via two sessions at the Homefinders’ Summit this year, including a keynote presentation.

As per the diligent recruitment grant workplan, in 2018, a statewide survey was conducted to assess the impact of these resources. The WRI project team updated the website in response to the feedback. Regional sessions were held in 2018 to support counties and voluntary agencies in using its tools while preparing updates to their multi-year Foster and Adoptive Recruitment and Retention Plans. Updates from each of the counties and agencies were sent to OCFS, and reviewed by Regional Office staff. Technical assistance was made available to any county requesting assistance.

**Other Related 2018 Activities:**

OCFS’s continuous quality improvement efforts include several initiatives that are aligned with, and support diligent recruitment grant activities.

*Homefinders Summit.* In August 2018, OCFS hosted a successful Homefinders Summit as a means of exchanging information on several topic areas which included: promoting race equity in home finding, lessons learned from foster homes that are reported to the Statewide Central Register of Child Abuse and Maltreatment, an introduction to the Placement Tab, depth of home study assessments, identifying and breaking barriers that kinship caregivers experience, managing difficult conversations with foster/adoptive parents, reasonable and prudent parent standard for home finders, and recruiting Native American families.

Another Homefinders Summit is planned for 2019.

*Development of uniform home study process.* Previously, NYS LDSSs and VAs used different home study templates that may vary in their objectivity and thoroughness. Led by OCFS, a statewide workgroup developed a comprehensive, uniform home study process to be used by all counties and agencies. The workgroup refined materials including: a foster parent self-
assessment tool, foster parent application, and home study template, including a psychosocial tool. Counties began using the new home study template in 2018.

Homefinders Guide. OCFS is developing a new guide for home finders that will outline regulatory requirements, as well as best practices for recruitment and retention. WRI is contracted by OCFS to develop this guide. This resource will contain diligent recruitment principles and links to diligent recruitment resources including the Recruitment Blueprint: www.recruit4fostercare.org. The guide will be made available by the summer of 2019.

Longitudinal Foster Home Data. OCFS is pursuing with Chapin Hall an opportunity to build a longitudinal data set on foster homes. This data set would allow counties and agencies to flexibly access their foster home data. The data will help counties identify trends to better plan recruitment and retention strategies with a focus of moving children from congregate care to family based foster care. This data would be managed through a subcontract with Chapin Hall.

New Placement Tab in CONNECTIONS. As is well known, it is important to match children in care with a foster home that will meet their needs. The purpose of this new module in NYS’s system, CONNECTIONS, is to enhance workers' ability to match foster care placements: “to aid workers in finding appropriate foster care placements efficiently and quickly. Additionally, management staff may analyze the data collected in this module to identify placement population trends, program strengths and weaknesses, and project recruitment needs.” Counties will be asked to populate the new fields in the Placement Tab with the goal of utilizing this new module in Spring 2019.

Wendy’s Wonderful Kids. OCFS, in partnership with the Dave Thomas Foundation for Adoption (DTFA) greatly expanded the number of Wendy’s Wonderful Kids’ recruiters from six statewide to 17 (with an additional 43 recruiters in New York City) in 2017. In July 2018, that number increased to 24 recruiters serving 35 upstate counties. Wendy’s Wonderful Kids (WWK) is an evidence-based program utilizing a proven child-focused recruitment methodology. This expansion of the WWK program is expected to significantly advance permanency for youth otherwise likely to age out of foster care without a family.
Health Care Services Plan Update
**Health Care Services Plan Update**

**Health care services**

The federal Fostering Connections to Success and Increasing Adoptions Act of 2008 (P.L. 110-351) amended the section 422(b) (15) of the Social Security Act which previously required an update regarding ongoing efforts by the state agency to actively involve and consult physicians or other appropriate medical professionals in assessing the health and well-being of foster children and determining appropriate medical treatment. The amendment requires states and tribes, in coordination with the State Title XIX (Medicaid) agency, and in consultation with pediatricians and other experts in health care, and experts in and recipients of child welfare services, to develop a plan for ongoing oversight and coordination of health care services for children in foster care. States are required to submit a copy of the Health Care Services Plan with their CFSP.

NYS has a state-supervised, locally administered system of foster care. As such, provision and oversight of the medical care received by children in foster care is the responsibility of the LDSSs, that are the legal custodians and case managers, and the VAs with which these LDSSs contract to provide foster care services. Over 80 percent of NYS children in foster care are cared for by non-public VAs rather than LDSS operated facilities or LDSS certified or approved foster homes. OCFS routinely conducts site visits and provides technical assistance to LDSSs and VAs to monitor the quality of services provided.

The models of delivery for health care services to children in foster care vary significantly across NYS. Some VAs delivers primary health care directly through on-site clinics. Some VAs have contractual agreements with health care providers; for example, an agency may contract with one psychologist in the community to conduct mental health evaluations on all new admissions. Most VAs have medical staff that provide some tracking and oversight of routine and specialty health services. Children residing in foster homes generally use community health providers.

While OCFS does not provide direct clinical services to children in foster care, OCFS promulgated regulations regarding appropriate medical care [18 NYCRR 441.22]. OCFS regulation 18 NYCRR 441.22 sets forth the schedule for initial and follow-up health screenings for children in foster care. The New York State Social Services Law provides the statutory authority for OCFS to supervise LDSSs and promulgate regulations. OCFS regulations require that licensed medical professionals assess the health and well-being of children in foster care and determine appropriate medical treatment. OCFS has also provided practice guidance on necessary and optimal health services for children in foster care with our comprehensive manual, *Working Together: Health Services for Children in Foster Care*. This manual was developed in close collaboration with the OCFS medical director (a pediatrician), and a representative group of LDSS and VA staff that included medical professionals and was revised in 2009.
Provision of Dental Services for Children and Youth in Foster Care

In 2017, as a result of the findings in the CFSR case reviews, OCFS released 17-OCFS-ADM-12, *Provision of Dental Services for Children and Youth in Foster Care* to inform LDSSs and VAs of the regulatory requirements regarding the provision of regular oral and/or dental care screenings and referral for necessary dental care of children and youth in foster care. Each child admitted into foster care must be given an initial medical examination within 30 days after admission. All children up to age three must have their mouths examined at each periodic individualized medical examination and all children three years of age or older must have a dental examination by a dentist and must be provided dental work as needed.

The *Foster Care Practice Guide* has been completed and is now posted on the OCFS website. The guide is designed to support caseworkers and supervisors in their practice. The resource includes guidance on health services including dental. In the guide, there are relevant laws, regulations and policy and practices that govern foster care in New York State.


**Child and Adolescent Needs and Strengths (CANS)**

OCFS, along with its NYS partners at the Department of Health, Office of Mental Health, and Office of Alcoholism and Substance Abuse Services, and Office for People with Developmental Disabilities have been working to transition the children’s behavioral health and health systems, through the governor’s charge of Medicaid Redesign. The state partners have worked with Dr. John Lyons to revise the current CANS-NY to create 2 CANS instruments that account for the differences in younger and older youth. The use of the CANS is twofold – Health Home acuity and Home and Community Based Services (HCBS) eligibility. See below for further information about these new services.

**Medicaid Managed Care Transition**

The NYS Medicaid Redesign Team (MRT) was created to further the vision of restructuring NYS’s Medicaid program. The MRT has developed a multi-year action plan to, improve patient experience of care, improve health of the population, and control costs. This includes the foster care population, whose medical needs, and therefore Medicaid expenditures, are *exponentially higher than the general pediatric Medicaid population*. Evidence suggests that children who have been placed in foster care have significantly higher rates of unmet health needs compared to children in the general population, and use of inpatient and outpatient mental health services at a rate of 15-20 times higher than the general pediatric Medicaid population – therefore this is a small, discrete population of children with high needs.
Children placed in foster homes licensed by the LDSS (referred to as “direct care foster care”), which includes approximately 3,500 children, moved into Managed Care in April 2013. OCFS and DOH created a policy paper that outlined the following guidance: Enrollment and Dis-enrollments, Access to Care, Complaints and Appeals, as well as a Summary of Critical Policy Changes. OCFS held a series of conference calls with LDSS and Managed Care Organizations (MCOs) and reviewed the contents of the Policy Paper.

The NYS Medicaid Redesign impacts children in foster care in significant ways with the following projected timelines:

1. **Health Homes Care Coordination beginning in December 2016**: Health Homes for children began enrollment as part of NYS’s “care management for all” strategy. Health home networks include community-based Care Management Agencies which are uniquely positioned to meet the social needs of children with health and behavioral health care management needs. DOH and OCFS specified that VAs will be the Health Home Care Management Agencies for the foster care population, as they are uniquely aware of the needs of this population of children.

18-OCFS-ADM-14 **Health Home Referral Requirements for Children in Foster Care**

The purpose of this Administrative Directive (ADM) is to inform local departments of social services (LDSS) of the Health Home Serving Children Program and minimum eligibility and appropriateness criteria for referring potentially eligible children in foster care to this program. This ADM encourages LDSSs to refer children in foster care to the Health Home Serving Children Program at any point during their time in foster care and specifically requires the LDSS to refer eligible children to this program in preparation for their discharge from foster care. This ADM further describes the procedures and steps for LDSS staff to take to refer children in foster care to the Health Home Serving Children Program so that they may receive the service of Health Home Care Management. Finally, this ADM describes the New York State Department of Health’s (DOH) authority to permit LDSSs to delegate to voluntary foster care agencies (VFCAs), which are also Health Home Care Management Agencies (CMAs), the authority to make referrals to Health Homes Serving Children for children in foster care.

Please note: for purposes of this ADM, the terms child, children, youth include individuals in foster care who are between the ages of 0-21 years.

2. **State Plan Amendment (SPA) Children and Family Treatment Support Services (CFTSS) beginning January 2019**: OCFS and its NYS partners developed six new Medicaid SPA services that will be based on Medical Necessity, including Community Psychiatric Supports and Treatment, Other Licensed Practitioner, Psychosocial Rehabilitation Services; the service of Family Peer Support Services is scheduled to begin July 1, 2019, and the services of Crisis Intervention and Youth Peer Advocacy and Training is scheduled to begin January 1, 2020. Sixty-five of the VAs have been designated to provide CFTSS; CFTSS are available to all OCFS licensed/contracted sites. OCFS is optimistic that CFTSS will reduce the length of stay in foster care.
3. **Home and Community-Based Services (HCBS) Services:** beginning April 2019: OCFS and its NYS partners have been developing an expanded array of HCBS services, including: the former B2H HCBS will be aligned to one array of HCBS benefits, pending federal CMS approval, and will be moved to Managed Care. The B2H Waivers will be discontinued as separate programs once the transition is complete. Children meeting Level-of-Care criteria will begin to receive HCBS benefits.

4. **Children placed with VAs are projected to move into Managed Care in 2019:** This includes approximately 16,500 children who are served by 81 VAs. This group of children represents a significantly more complex set of health and behavioral health care needs. VAs have a long standing proven track record of being responsive to the multi-faceted needs of children, their families and the regulatory mandates of local and state governments. The NYS Child Welfare system is a highly complex set of relationships that includes LDSS, Voluntary Authorized Agencies and the health care system. This set of relationships requires a highly coordinated approach to achieve desired outcomes. NYS recognizes that the movement of children in foster care into Managed Care represents an opportunity to improve the current system and outcomes for children and this must be done in a highly orchestrated fashion.

- This includes the access of information regarding psychotropic medication utilization for the foster care population, as this will be made available through the Managed Care Plans. OCFS is developing draft revisions to the NYS Model Contract with the Managed Care Organizations (MCOs), whereas the MCOs must implement oversight and monitoring the use of psychotropic medications for children in foster care, including the oversight of any child: 1) under the age of six taking any psychotropic medications, 2) on more than one medication from the same class (antidepressants, antipsychotics, ADHD medications, anxiolytics/hypnotics, mood stabilizers), or 3) on three or more psychotropic medications; in the event that any of these prescribing methods occur, MCOs must provide quality standards and oversight through its physician network through alerts, consultation, and education.

5. **Article 29-I Health Facilities Licensure:** OCFS and DOH have developed the Article 29-I VFCA Health Services License for the provision of core health related services for foster children in the care of a VA in 2019. Regulations were completed by DOH and OCFS, and the regulation was officially adopted on 2-20-2019 by the addition of Parts 769 and 770 to Title 10 NYCRR under statutory authority of Public Health Law, section 2999-g. A Memorandum of Agreement was developed by DOH and OCFS that outlines the responsibilities of oversight of the Article 29-I Health Facilities Licensure. OCFS issued Guidelines to the VAs for the Article 29-I Health Facilities Licensure that outlines the components of the Article 29-I Licensure of VAs to provide limited health-related services, that enables VFCAs to contract and bill Medicaid Managed Care Plans and to comply with the Corporate Practice of Medicine. All VAs were issued approvals prior to the effective date of the License, which is October 1, 2019, so that the VAs can contract with Medicaid Managed Care Plans. As per the expectation of the Health Services Plan, this provides further direction in securing Medicaid for transitioning youth and continuity of health care.
coordination. VAs will continue to receive and operate a “Residual Medicaid Per Diem” to include services that are health care related and vital to the VA’s operations. This includes nursing and social work, which are non-encounter based services.

Effective January 1, 2014, the Affordable Care Act (ACA) requires states to provide Medicaid coverage to eligible Former Foster Care Youth (FFC), if otherwise eligible, through the end of the month of their 26th birthday without regard to income. FFC Youth are those youths who were under the responsibility of NYS (in the custody of the LDSS or OCFS commissioner) on the date of attaining 18 years of age or higher and who were in receipt of Medicaid while in foster care (P.L. 111-148 §§ 2004 and 10201; 42 U.S.C. § 1396a, see also SSL § 366(1) (c) (9)).

OCFS has collaborated with DOH and OTDA in creating processes and comprehensive system support whereby youth can enroll per ACA. This involved outreach to youth that are eligible but may have been discharged. OCFS collaborated with the Schuyler Center for Advocacy in creating website announcements of the developed process for enrollment, video vignettes of FFC speaking to the advantage of ACA and how to enroll, and a list of potential eligible youth was provided to DOH to cross reference any youth that may emerge and request enrollment in any LDSS. In addition, OCFS, DOH and Schuyler presented on the issue at the NYPWA conference in 2014.

These efforts by OCFS with active collaboration and coordination with sister agencies resulted in our continuous development and improvement of a health care services plan for coordination and oversight of health care for children in foster care.

Child Passport

The goal of the Children’s Passport for Foster Care (CP-FC) project is to assemble and make available a read-only summary of Medicaid claims for each child as they are placed in foster care. This will be accomplished via the secure, electronic transfer of Medicaid claims and encounter data from DOH information systems. This read-only summary of health information will be displayed in the CONNECTIONS child welfare information system.

The strategy to design, develop and implement the CP-FC is based upon the extensive reuse of technical assets developed as part of the Children’s Passport for Juvenile Justice (JJ) application project and minimization of any impacts on CONNECTIONS to provide a readily available CP-FC application. CP-JJ system documentation and training materials are also available for review and revision to support the CP-FC implementation.

The intended use of health information presented in the CP-FC application is to support caregiver assessment. While not designed to serve as a comprehensive electronic medical record (EMR) containing a child’s complete health history, access to this information will serve as one of several potential sources of information regarding the child’s health history. Caregivers will have early
access to a summary of previously unavailable health information. This access will help improve
the quality of initial assessments, the development of more complete individual treatment plans
and the overall quality of care.

In addition to the Medicaid information, the passport will also address key pieces of information
from a variety of sources (Education Records, Vital Records, Credit Reporting, etc.) that will
eventually be available to the workers who have a need and a right to view the information. The
goal is the CP portal, which will provide the children leaving care with a place to access all of their
relevant information.

**Comprehensive Addiction and Recovery Act (CARA), Plan of Safe Care, and OCFS 2196
Plan of Safe Care Form**

The Comprehensive Addiction and Recovery Act (CARA) was signed into law on July 22, 2016,
with the purpose of addressing the nation’s prescription drug and opioid epidemic. The enactment
of CARA included several amendments to the Child Abuse Prevention and Treatment Act
(CAPTA). These amendments relate to the needs of infants born and identified as affected by
substance abuse or withdrawal symptoms resulting from prenatal drug exposure or FASD.

On April 28, 2017, OCFS issued an LCM to provide LDSSs with information about CARA and its
amendments to CAPTA, including details about the plan of safe care requirement. Pursuant to
that LCM, LDSSs are required to develop a plan of safe care to ensure the safety and well-being
of an infant born and identified affected by substance abuse or withdrawal symptoms resulting
from prenatal drug exposure or a Fetal Alcohol Spectrum Disorder. The plan must address the
needs of both the infant and the affected family or caregiver and include in the case progress
notes details of the plan of safe care, the identity of any other professionals who were involved in
the development of the plan and indicate what other appropriate service referrals were made by
either CPS or the other professionals involved with the family.

In June of 2018, OCFS released an LCM providing form OCFS-2196, *Plan of Safe Care*, which
must be used by LDSS when developing the required plan of safe care for infants born and
identified as affected by prenatal substance abuse or withdrawal symptoms or Fetal Alcohol
Spectrum Disorder. The form was created by OCFS with input from the New York State
Department of Health (DOH) and the New York State Office of Alcoholism and Substance Abuse
Services. LDSSs are required to use this form to develop and document a plan of safe care for
any registered CPS report received on an infant reported by a health care professional as affected
by substance abuse or withdrawal resulting from prenatal drug exposure or FASD as reported by
a health care professional. While the plan of safe care form outlines the specifics of the plan, it is
the responsibility of the LDSS to monitor the activities in the plan and document the
implementation and progress of the plan in the case record.

Consistent with good casework practice, CPS must develop a plan of safe care with input from
the parents, caregivers, and professionals and agencies involved in caring for the infant and
family. To develop the plan of safe care, CPS must obtain the infant’s medical records, including
any diagnoses or other pertinent information that would assist in determining and addressing the
specific care needs of the infant. CPS must assess the health care, developmental, and other
needs of the infant. CPS must also gather information about the health and substance use of
family members to determine its impact on general family functioning, including physical and mental health, life management, relationships, etc.

Family First Prevention Services Act

OCFS released 18-OCFS-INF-06 Family First Prevention Services Act (FFPSA) (P.L. 115-123) The informational memo introduces and highlights FFPSA and outlines key provisions that impact child welfare including health care components. FFPSA allows, for the first time, Title IV-E funds to be used for preventive services and programs. Reimbursement is allowed for up to 12 months of mental health services, substance abuse treatment, or in-home parent skill-based training. In addition, FFPSA, requires that procedures and protocols are established to prevent that children in foster care placements are not inappropriately diagnosed with mental illness, other emotional or behavioral disorders, medically fragile conditions, or developmental disabilities, and placed in settings that are not foster family homes because of the inappropriate diagnoses.

Initial and follow-up health screenings

OCFS promulgated regulations regarding appropriate medical care [18 NYCRR 441.22]. OCFS regulation 18 NYCRR 441.22 sets forth the schedule for initial and follow-up health screenings for children in foster care. The New York State Social Services Law provides the statutory authority for OCFS to supervise LDSSs and promulgate regulations. OCFS regulations require that licensed medical professionals assess the health and well-being of children in foster care and determine appropriate medical treatment. OCFS has also provided practice guidance on necessary and optimal health services for children in foster care with our comprehensive manual, Working Together: Health Services for Children in Foster Care. This manual was developed in close collaboration with the OCFS medical director (a pediatrician), and a representative group of LDSS and VA staff that includes medical professionals and will be updated later in 2019.

The Health Care Services Plan Update by section, and the 2019 APSR, indicate how health needs are identified through the screenings, are monitored, and treated considerate of the emotional trauma of maltreatment and removal. CONNECTIONS, the New York State system of record tracks, and records information regarding health care services. The Children’s Passport for Foster Care (CP-FC) supports caregiver assessment by providing. Information that serves as a source of information regarding the child’s health history. Caregivers will have early access to a summary of previously unavailable health information. This access will help improve the quality of initial assessments, the development of more complete individual treatment plans and the overall quality of care.

Health Homes

OCFS encourages LDSSs to refer children in foster care to the Health Home Serving Children Program, to provide continuity of health care services, at any point during their time in foster care and specifically requires the LDSS to refer eligible children to this program in preparation for their
discharge from foster care. 18-OCFS-ADM-14, *Health Home Referral Requirements for Children in Foster Care*, further describes the procedures and steps for LDSS staff to take to refer children in foster care to the Health Home Serving Children Program so that they may receive the service of Health Home Care Management, and describes the New York State Department of Health’s (DOH) authority to permit LDSSs to delegate to voluntary foster care agencies (VFCAs), which are also Health Home Care Management Agencies (CMAs), the authority to make referrals to Health Homes Serving Children for children in foster care.

**Health Services**

OCFS and DOH continue to work together in development of the Article 29-I VFCA Health Services License for the provision of core health related services for foster children in the care of VAs are applying to be licensed to provide core health related services and other limited health related services under the Article 29-I. Qualified Residential Treatment Programs (QRTP) must be licensed and accredited by either the Commission on Accreditation of Rehabilitation Facilities, The Joint Commission on Accreditation of Healthcare Organizations, The Council on Accreditation, or any other independent, not-for-profit accreditation organization approved by DHHS. The accreditation process includes medical standards that require qualified health practitioners with licensure to provide health services.

**Psychiatric Diagnoses and Medications**

FFPSA, requires that procedures and protocols are established to prevent that children in foster care placements are not inappropriately diagnosed with mental illness, other emotional or behavioral disorders, medically fragile conditions, or developmental disabilities, and placed in settings that are not foster family homes because of the inappropriate diagnoses. In addition, the oversight of prescription medicines, including protocols for the appropriate use and monitoring of psychotropic medications will be components of Managed Care Plans. Managed Care Organizations (MCOs) must implement oversight and monitoring the use of psychotropic medications for children in foster care, including the oversight of any child:

- under the age of six taking any psychotropic medications;
- on more than one medication from the same class (antidepressants, antipsychotics, ADHD medications, anxiolytics/hypnotics, mood stabilizers); or
- on three or more psychotropic medications.

In the event that any of these prescribing methods occur, MCOs must provide quality standards and oversight through its physician network through alerts, consultation, and education. New York State has met these requirements as further described in the 2019 Annual Progress and Services Report.6

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Transition Planning

18-OCFS-ADM-16, Providing Foster Care Placement Verification to Youth 18 Years of Age or Older Exiting Foster Care requires, per FFPSA, that a child leaving foster care by reason of attaining the age of 18 years of age or older and who has been in foster care for more than six (6) months may not be discharged from foster care without being provided specific, official documentation that is 1) necessary to prove that the youth was previously in foster care, and 2) critical to transition, to include the following:

- An official or certified copy of the youth’s United States birth certificate, if eligible
- A Social Security card, if eligible
- Health insurance information
- A copy of the youth’s medical records
- A driver’s license or identification card issued by the New York State Department of Motor Vehicles, if eligible

15-OCFS-ADM-20, Transition Planning with Youth for a Successful Discharge and OCFS regulations require that LDSSs and VAs begin transition planning for each youth who is expected to be leaving foster care at age 18 or older at least 180 days (six months) before the youth turns 18 (i.e., at age 17 ½) or 180 days (six months) prior to the youth’s scheduled discharge if the youth consents to remain in foster care after reaching the age of 18. This has not changed by virtue of FFPSA.

The form OCFS-4922, New York State Office of Children and Family Services Transition Plan, as per the ADM, must include specific options on housing, health insurance, education, local opportunities for mentors, continuing support services, and workforce supports and employment services. Including:

**Section III - Health/Health Insurance/Health Care Proxy:** information about the youth’s last medical exam and whether one will be needed prior to discharge, whether Medicaid coverage has been explained, as well as whether the youth is aware of processes and procedures related to maintaining Medicaid until the age of 21 or 26 based on their circumstances. It also asks about the youth’s awareness of Managed Care Plans, seeing providers that accept the youth’s health insurance plan, and what health care options the youth has explored and the status regarding a health care proxy.

**SECTION VI - Continuing Support Services:** current support services, the service-related needs expressed by the youth, and whether a service need has been done, what support services have been identified as necessary, and whether or not the process of locating and securing necessary services has been explained to the youth.

**SECTION VII - Important Documents/Access to Case Record:** documents that have been received by the youth, which documents the youth still needs, and whether or not
the youth has been made aware of the steps they need to take to replace lost documents or obtain their foster care records (as specified in 18 NYCRR 428.8) upon trial or final discharge.

SECTION IX - *Expectant/Parenting Youth* (if applicable): the needs of a pregnant /expectant or parenting youth, the names and birthdates of the youth’s children, and whether various needs and services have been explored by the youth.

*OCFS-3197, Transition Plan Amendment for Youth Age 18-21:* beginning when the youth is 18 ½ years of age and every six months thereafter for youth who remain in foster care, the youth’s transition plan must be reviewed and if changes are needed, the transition plan amendment must be completed. A new transition plan amendment must be completed every six months, if changes are needed.

**Healthy Families**

NYS Healthy Families New York (HFNY) is an evidence-based home visiting program offering services to expecting parents and new families, beginning weekly and decreasing over time, until the child starts school or Head Start. This home visiting program offers services to support expectant families and new parents with the changes that come with the birth of a new child. Services are voluntary and provided at no cost. More information on Healthy Families is provided in other sections of this plan.
Disaster Planning Update
Disaster Planning Update

Emergency Preparedness/Disaster Plans:
OCFS continues to refine and test its disaster plan to identify, locate and service children in care in the event of disaster. The approach will include responding to new cases as needed, maintaining communication with essential personnel, and how to maintain records and coordinate services under such circumstances.

OCFS’s plans address state and local needs as well as federal requirements to

- identify and continue the availability of services for children under state care or supervision who are displaced or adversely affected by a disaster;
- respond to new child welfare cases in areas adversely affected by a disaster, and provide services in those cases;
- remain in communication with caseworkers and other essential child welfare personnel who are displaced because of a disaster; and
- reserve essential program records and coordinate services and share information with other states (Section 422(b) (16) of the SSA).

OCFS’s paramount priority has been to protect the health and safety of the children and families we serve, stakeholders, and our employees. As part of this commitment, OCFS has developed plans to strengthen the agency’s ability to prevent, respond and recover from any type of emergency disruption. The following agency plans are available:

- An updated copy of the OCFS Continuity of Operations Plan (COOP). This plan formalizes the policies and procedures developed by the agency and serves as a foundation for all OCFS staff to continue to provide essential services during emergencies. In 2017, the four divisional program COOP plans and two support unit plans were merged into the agency COOP. Included in the agency COOP is the COOP-Lite. The COOP-Lite is an action document used to reestablish essential services during emergencies. It includes listings of agency critical functions, organizational structure, notification chart, 24-hour contact information, relocation sites, and stakeholder contact information.

- A copy of the template used by OCFS juvenile facilities to develop a “Ready Emergency Data Book,” which details each OCFS DJJOY facility’s continuity of operations plan in the event of an emergency.

- Comprehensive Emergency Management Plan (CEMP) is an internal agency management tool which sets forth basic information necessary to prevent, mitigate, respond to and recover from emergencies.

- At the direction of New York State’s governor, all New York State agencies were to draft and follow an Emergency Management Operations Protocol (EMOP) in the fall of 2018. The mission of the EMOP is to provide protocols and work in concert with the agency’s COOP and CEMP for the continued delivery of essential services to the children, families, and communities of New York State in anticipation of or during emergency incidents.
These protocols will assure that we are able to continue to provide essential services and allow us to minimize the impact of these events on our constituents.

- Emergency Response Plans (ERP), which are individual office plans needed to effectively react to building emergencies. An updated OCFS ERP template is in the final review process to be released this spring. The new template includes multiple emergencies such as fire, active shooter, bomb threats and suspicious packages.

- OCFS Pandemic Influenza Plan: Established in response to the outbreak of the H1N1 virus in New York State.

In 2017, the OCFS COOP was updated using New York State Office of Emergency Management guidance to meet Emergency Management Accreditation Program (EMAP) accreditation standards. Following the update, OCFS conducted eight COOP workshops with the divisions to refamiliarize key staff with the plan. The state OEM requirements for EMAP have changed for a 2019 plan review and OCFS has updated its COOP to meet these standards.

This plan provides the foundation for OCFS staff to continue to provide essential services during emergencies, and to facilitate an orderly recovery from emergency situations. In support of this, the COOP:

- outlines key concepts of business continuity operations;
- identifies roles and responsibilities of key OCFS staff;
- describes how the agency and its four programs and two support units will function if essential services are disrupted;
- outlines the mechanics and flows of communication within and outside the agency;
- identifies when and by whom the plan is activated and provides procedures for relocation and for a return to normal operations;
- outlines agency requirements for COOP awareness training and exercises; and
- establishes procedures to update and maintain the COOPs.

In relation to OCFS’s role in oversight, OCFS issued 07-OCFS-ADM-10, *New York State Disaster Plan – Local Department of Social Services Requirements*, on July 30, 2007. This ADM outlines the requirements for local departments of social services pursuant to the federal Child and Family Services Improvement Act of 2006, P.L. 109-288. The submitted local plans will be incorporated into state planning.

OCFS keeps an active volunteer list to assist in disaster response. Every year, volunteer OCFS staff members are sent to State Emergency Operations Center courses sponsored by the New York State Office of Emergency Management (SOEM). These same volunteers participate in exercises to hone these skills. The training and exercises prepare personnel when they are assigned to work in Emergency Support Function 6 at the Emergency Operations Center.
OCFS remains compliant with the National Incident Management System (NIMS) required by the federal government, which establishes standardized incident management processes, protocols, and procedures that all responders – federal, state, tribal, and local – will use to coordinate and conduct response actions.

OCFS uses desktop geographical information systems (GIS) and the web-based Critical Infrastructure Response Information System (CIRIS) to identify facilities and providers in impacted areas for improved disaster response. These were used in exercises that OCFS participated in up to and including 2018, and were also used to support county disaster preparedness and planning.

OCFS serves in the New York State Emergency Support Function 6 (ESF 6), Mass Care, Emergency Assistance, Temporary Housing and Human Services and is the Co-Lead of the New York State Disaster Assistance Center Group with 24 state agencies and the American Red Cross. As part of ESF 6, OCFS participated in the update of the ESF 6 annex to the State Comprehensive Emergency Management Plan.

During full-scale activations of the State Emergency Operations Center, OCFS, in coordination with other state Human Services agencies, will participate in daily LDSS calls with impacted counties.

OCFS is a member of the Homeland Security Senior Advisory Council which helps coordinate strategic planning efforts and programmatic requirements related to the homeland security grant funding.

**Accomplishments for 2015-2019:**

**OCFS Emergency Responses and Preparedness Coordination**
OCFS staffed the State EOC for 36 hours for Winter Storm Juno, which impacted downstate New York, including the New York City Metro area on January 26A major winter storm shut down state and county agencies March 13-15, 2017. These county closures were forwarded to OCFS program areas for situational awareness.

OCFS participated in state Multi-Agency Coordination (MAC) calls for several events during this period, such as the following:
- Papal Visit to New York City, September 24-26, 2015
- Hurricane Joaquin, October 1, 2015
- Winter Storm, January 21-24, 2016
- New York City IED Event, September 19, 2016

**Emergency Support Function 6 Planning**
OCFS participated in the planning process to transition the State Comprehensive Emergency Management Plan in from a branch response structure to an emergency support function structure in 2017. to write the ESF 6 annex, Standard Operating Guide and Action Checklist.
OCFS is a member of the New York State Emergency Support Function 6 (ESF 6), Mass Care, Emergency Assistance, Temporary Housing and Human Services and is the Co-Lead of the New York State Disaster Assistance Center Group.

**State Reception Center and Host State Planning**
OCFS participated in state reception center and host state planning efforts with State OEM and partner human services agencies in the event Puerto Rico evacuees were sent to New York through formal agreements in 2017.

**Choose Safe Places for Early Care and Education**
New York State Department of Health has partnered with OCFS in the Choose Safe Places for Early Care and Education (ECE) program. New York is one of 25 states using Agency for Toxic Substances and Disease Registry (ATSDR) cooperative agreement funds to build their capacity to assess and respond to site-specific issues involving human exposures to hazardous substances in the environment. The program encourages thoughtful consideration about where to locate Early Care and Education (ECE) programs. It gives towns, cities, and states a framework to adopt practices that will make sure ECE programs are located away from chemical hazards.

**Social Services Block Grant**
On September 30, 2017, OCFS successfully completed the administration of a $235.4 million Supplemental Social Services Block Grant to address losses caused by Hurricane Sandy. OCFS was the lead state agency on the project with DOH, OMH, OPWDD, Office for the Aging (SOFA), OTDA, and OASAS. Most of the grant — more than $217 million in funding — supported the delivery of a wide array of services to families and individuals affected by Hurricane Sandy, including case management, education and training, health and mental health, housing and legal services, and the repair and renovation of damaged public, non-profit and private facilities that provide these services. OCFS made more than 450 awards to providers of Social Services Block Grant-covered services to over 5,000,000 individuals and completed repairs and/or renovations on over 300 facilities. Most of the funds were distributed in New York City and Long Island, the areas hardest hit by the storm. The Administration for Children and Families praised the delivery of services to those affected by the storm and commended OCFS for exceptional compliance with accountability requirements.

**OCFS NY-Alert**
OCFS uses OCFS NY-Alert, a private-use implementation of NY-Alert, to contact employees in an efficient and simultaneous manner in the event of a work-related emergency.

Several winter storms forced the shutdown of state offices in portions of New York State, including the following:

- OCFS regional offices in Western New York on November 19, 20 and 21, 2014
- Downstate New York, including the New York City Metro area on January 27, 2015
- State and county agencies statewide March 13 - 15, 2017

**OCFS Geographic Informational Systems (GIS)**
OCFS coordinated with The New York State Office of Information Technology Services to replace the agency’s Geographic Informational Center (GIC) mapping computer application with new desktop geographical information systems (GIS) software and the web-based Critical Infrastructure Response Information System (CiRIS). These are used to identify facilities and providers in impacted areas for disaster response, state EOC exercises and support county emergency preparedness.

**Institute for Disaster Mental Health Training and Conference:**
OCFS staff attended the annual Institute for Disaster Mental Health Training and Conference annually. Below is a list of the conference topics:

- 2015 - Preparing for the Health and Mental Health Consequences of Climate Change
- 2016 - Effective Response to Mass Transportation Disasters
- 2017 - Psychosocial Response to Pandemic Disasters, Infectious Diseases, and Bioterrorism
- 2018 - Integrative Therapeutic Approaches to Engaging Children following Mass Violence

**Disaster Preparedness Commission (DPC) Training/Exercises/Meetings**
- Agency Emergency Management Coordinator helped develop and teach Access and Functional Needs workshops hosted by New York State OEM on August 7 and September 18, 2015
- OCFS Agency Emergency Management Coordinator participated in a three-day Human Services Branch tabletop exercise hosted by New York State OEM August 5, September 9 and December 9, 2015
- OCFS Agency Emergency Management Coordinator participated in a human services branch tabletop exercise hosted by New York State OEM August 10, 2016
- Mohawk Cresting Exercise sponsored by New York State OEM on July 12, 13 and 14, 2016
- Gotham Shield Exercise, a three-day federal exercise, for a response-functional exercise in the New York State EOC and two days for recovery tabletop exercise. Participants were local, state and federal partners. Dates were April 24-26, 2017 and May 9 and 10, 2017
- Children’s Issues During Disaster Tabletop Exercise with Putnam County, May 3, 2017
- ESF 6 Table Top Exercise at New York State OEM, August 10, 2017
- New York State OEM ESF 6 Tabletop Exercise October 18, 2018

**OCFS participated in the following Radiological Emergency Planning (REP) exercises, drills and training:**
- R. E. Ginna Federally Evaluated Plume Exercise: April 28, 2015
- Indian Point federal post-plume ingestion pathway exercise and tabletop. The practice dates were April 19 and 21, 2016. The federally evaluated exercise took place June 28 and 30, 2016.
- R. E. Ginna Plume Exercise. The practice was June 27, 2017 and the federally evaluated exercise was August 22, 2017.
- Indian Point Off-Year Plume Exercise. The practice was September 13, 2017. The full exercise took place November 2, 2017.
- Nine Mile Point Plume Exercise. The practice was September 19, 2017 and the federally evaluated exercise was October 24, 2017.
Indian Point plume exercise. The practice was August 01, 2018 and the federally evaluated exercise was September 25, 2018.

FEMA Radiological Emergency Preparedness Core Concepts Course April 10 -11, 2018

Indian Point Emergency Planning Zone (EPZ) Child Care Seminar
OCFS partnered with Westchester County to offer emergency planning training to child care providers located within the 10-mile EPZ surrounding the Indian Point Nuclear Power Plant each year through this planning cycle. The training provides information on how to plan for the evacuation and relocation of children, the risks the power plant presents to the community, and the role of the child care provider in the county’s emergency plan. Planning resources were made available to participants, including Tone Alert Radios, Potassium Iodide supplies, facility plan templates and emergency brochures.

New York Public Welfare Association Presentation (NYPWA)
OCFS presented with OTDA and the Montgomery County commissioner of social services a disaster scenario-based workshop during the summer NYPWA conference on July 20, 2015.

OCFS served as a member/participant in the following:
- New York State Human Services Branch Executive Steering Committee
- New York State Disaster Preparedness Commission
- DHSES Homeland Security Senior Advisory Committee (HSSAC)
- Radiological Emergency Preparedness Working Group (REPWG)
- New York State Nuclear Safety Sub Committee Power Pool bi-annual Meeting
- State Reunification Planning Workgroup
- New York State Human Services Committee
- Emergency Support Function 6
- Multi-Agency Coordination (MAC) Group

E-FINDS
OCFS’s juvenile justice facilities participate in the New York State Evacuation of Facilities in Disasters System (NYS e-FINDS), the emergency location tracking system to track facility residents in the event of an evacuation.

Disaster Assistance Center Training Projects
OCFS and OTDA, as leads to the Disaster Assistance Center Group of the Emergency Support Function 6, are in the final approval process for a four-part training project to enhance the response capabilities of the Disaster Assistance Center Group for future response. A need to provide more detailed training to state agency volunteers that may be involved in the staffing and management of Disaster Assistance Center sites established following a disaster declaration was identified during previous events.
Listed below is a summary of the four training projects. The trainings are in the approval process before they can be released. Rollout is anticipated the first half of this year.

- **DRC Training for Local Jurisdictions** - This training provides an overview of Disaster Recovery Center (DRC) considerations that local jurisdictions should be aware of in advance of these centers opening.

- **DRC Training Overview (Volunteer Recruitment)** - This training provides an overview of the DRC environment. This training is geared toward OTDA and OCFS audiences planning, or considering volunteering to deploy to a DRC to support operations, specifically in the intended capacity as site managers.

- **DRC Training Provider Agencies** - This training will be geared toward partner agencies from other state, federal, local and non-governmental partners that will be supporting DRC operations. This training will focus on what providers should expect at the DRC and will provide an overview of the services commonly offered at the DRCs.

- **DRC Training for Site Management (OTDA/OCFS specific)** - This training provides detailed information about DRC Operations and Management to the OTDA/OCFS Site Management audience. This training will serve as a “How-To” Guide to help Site Managers understand the expectations of them from preparing the site for opening, supporting daily operations, and through the demobilization process and center closures.
Training Plan Update

OCFS Training Transition

The New York State Office of Children and Family Services (OCFS) has the overall responsibility for the provision and oversight of workforce and professional development programs that support the staff of the public human services systems to effect proper and efficient administration of the programs of the OCFS. Training goals are accomplished through a combination of direct training provided by state employees, those administered by OCFS under Memoranda of Understanding (MOU) with educational institutions, and contracts with other community-based training providers.
In addition to mandated training, staff development needs are met through a variety of workforce development projects that enhance and build skills necessary to support the agency’s mission. Within OCFS, the Bureau of Training and Development (BTD) oversees and coordinates the necessary state-administered training functions through contract monitoring and direct training.

In 2017, OCFS began planning the restructuring of the current training system to address the issue of an ever-increasing demand for caseworker and voluntary agency training. This increase is caused, in large part, by the high turnover rate of workers in the human services field. By reconstructing the current system, OCFS’s goals were to convert existing curricula to competency-based training, build capacity to train more staff, maximize the considerable resources entrusted to us, and take a critical look at our training for areas where savings might allow for reinvestment into our training system.

OCFS’s first focus was on the conversion of existing curricula to be more competency-based, which we define as training that includes the ability to assess both the knowledge and the performance of trainees. Written tests are utilized to assess trainee knowledge and skills clinics and/or simulations are used to assess performance.

OCFS began converting curricula to be more competency-based in 2017 and in 2018, finalized and piloted a redesign of the caseworker development training to a competency-based training model (Child Welfare Foundations Program - CWFP). To test staff performance, simulations of real-life scenarios were developed and implemented throughout the CWFP. The development of the simulations was accomplished by a newly established OCFS Instructional Design and Development (IDD) team. The purpose of the IDD unit is to work on the development of competency-based curricula that includes performance assessment through skill practices and simulations. Several more child welfare classroom course redesigns are slated to be converted to competency-based in the upcoming years. The next child welfare functional area being rewritten is Child Protective Services Response Training (CPSRT) which began in 2018.

OCFS’s goal of expanding our capacity to allow us to train additional staff hit a snag in mid-2017 when one of our vendors of child welfare training decided to end their contract with us. For over 30 years, OCFS has opted to solicit outside contractors, primarily the Center for Development of Human Services at SUC Buffalo (CDHS) to deliver the majority of required child welfare and child protective services, foster and adoptive parent training to local district staff. In June of 2017, CDHS informed OCFS it would be ending this training contract as of December 2017. An agreement was reached for them to continue to provide training until December 2018, so OCFS could find a way for the required child protective and child welfare training to continue without interruption. This situation called for the agency to create a new framework that is robust, highly dynamic and responsive to the growing and evolving training needs of the human services workforce. Before we could begin implementing this framework, we had to address this training crisis. As a short-term solution, OCFS decided to bring the training in-house to allow for the flexibility this new system would need. Bringing the child welfare training in-house meant the immediate hiring of temporary trainers with child welfare and/or child protective services experience. To date, OCFS has hired 32 of the 53 trainers needed to continue this work at the
current level of offerings. To date, these newly-hired OCFS trainers have provided more offerings of core child welfare training than CDHS during a similar timeframe and enabled us to succeed in our goal to continue this training without interruption.

Once we had child welfare training stabilized, we began the next step in building our new, dynamic framework: OCFS reestablished Youth Resources Inc. (YRI), a not-for-profit closely affiliated with OCFS. The initial focus of YRI will be to stabilize the child welfare training by hiring the temporary OCFS trainers and hiring the remaining 21 trainers needed to increase the capacity to offer more classes. Once that has been established, YRI will continue to be a resource for OCFS to be more flexible and agile in responding to emerging training needs of all OCFS program areas. In the future, we envision YRI building capacity and being able to attain its own grants and conduct research in support of the OCFS mission.

The end of the contract with CDHS brought an opportunity for OCFS to look for savings that could be reinvested into our overall training system. We had long recognized one way to meet our goal of expanding training capacity was to establish a centralized training facility which would allow for economies of scale by having all trainers in one location. After years of planning, OCFS opened the OCFS Human Services Training Center (HSTC) in January 2019. The HSTC includes 20 training rooms, 9 conference rooms that are also used as breakout spaces, work space for 125 trainers, four training labs equipped with 130 PCs, an auditorium that seats 165 and full-scale simulation training spaces for participants to practice their newly-learned skills in life-like environments. The simulation areas include: a child welfare apartment, a court room, a child care center, a family-type-child care apartment (which is also used for child welfare training), a residential facility for training juvenile justice staff, and a “flex” space that allows us to rearrange the environment based on the training needs of the moment.

In 2019, OCFS will continue to look for ways to find savings to reinvest in our training system and to use technology to enhance our training efforts. In mid-2019, OCFS will pilot the use of tablets in the classroom. The use of tablets will not only reduce our printing/copying costs but will enable us to maximize skill building by training staff how to find the information they may need after they leave the classroom, as opposed to having outdated printed materials they take with them.

The training efforts provided by OCFS are a vital component to support and implement its core mission. The focus of these efforts is to:

- support the delivery of state and OCFS agency mandates;
- provide core skills, technical and managerial training for all OCFS staff as a foundation for an improved workforce;
- enhance core skills training and best practice models for case workers, child protective services workers and supervisors;
- provide foundational supervisory training to OCFS and the child/family welfare workforce to develop and enhance leadership and managerial skills;
- provide training for the prevention of domestic violence;
- continue enhancements to adult protective services training;
- provide continuous improvement in foster and adoptive caregivers training;
- assist LDSS in preparing their workforce and enhance their proficiency and performance;
• improve the skills of staff in voluntary agencies;
• provide training and information for mandated reporters and the general public on child abuse and neglect;
• develop the child daycare provider community and improve ethical operation of the daycare subsidy system;
• provide mandated training for staff of residential facilities; and
• provide skills training and support in juvenile justice facilities.

In addition to using our own trainers to deliver child welfare training, OCFS collaborates with a number of expert vendors to develop and deliver training to LDSSs and voluntary authorized agency child welfare workers, supervisors, and administrators.

State University of New York at Albany, Professional Development Program (SUNY Albany – PDP)

The Professional Development Program of Rockefeller College, University at Albany, State University of New York (PDP) was founded in 1975. The University is chartered by the Board of Regents of NYS and is fully accredited by the Middle States Commission of Higher Education. In addition, Rockefeller College is accredited by the National Association of Schools of Public Affairs and Administration. Since inception, PDP has worked with NYS’s public sector, including OCFS, to develop and deliver a variety of education and training programs. PDP employs over 200 staff: professional, technical, and support.

State University of New York at Albany, School of Social Welfare (SUNY Albany – SSW)

The University is chartered by the Board of Regents of NYS and is fully accredited by the Middle States Commission of Higher Education. The School of Social Welfare’s partnerships in child welfare span decades. Since 2001, SSW has supported workforce research and development through its NYS Social Work Education Consortium (SWEC). SWEC includes 42 schools of social work, 57 counties, NYC, and OCFS.

Currently, the SUNY School of Social Welfare provides an on-going continuing education credit program, “Social Work Education Consortium” (SWEC), for local district staff. SWEC fosters collaboration and educational partnerships with 42 schools of social work, 57 counties, and OCFS. Funding will be available to cover graduate and undergraduate courses. SWEC is organized into six regional work groups comprised of representatives from local social services districts and social work education programs. Each region has the opportunity to access tuition resources for employees pursuing a social work degree at the baccalaureate or masters level. The regional structure allows for linkages with schools of social in the region for access to the degree programs. Activities in 2019 will be focused on tuition for social work courses at the baccalaureate and master’s level.

State University College Buffalo State, the Institute for Community Health Promotion and the Center for Development of Human Services (SUC Buffalo – CDHS/ICHP)
Child Welfare Training contracted training through a Memorandum of Understanding with SUNY Buffalo State Institute for Community Health Promotion (ICHP) Center for the Development of Human Services (CDHS) ended on December 31, 2018. OCFS established a transition plan to absorb the training services into OCFS and retained as many CDHS staff as practicable with as minimal disruption as possible. Further information regarding this transition is described above.

State University of New York College at Potsdam (SUNY Potsdam)
The State University of New York College at Potsdam is a public liberal arts college founded in 1816. The Division of Graduate and Continuing Education provides OCFS, under contract, with a variety of trainings on supervision and workforce development skills which are offered to local social services district staff. Services include scheduling, coordinating and supervising training activities related to contracts involving the provision of requisite training to DSS staff throughout New York State.

State University of New York at Stony Brook
The State University School of Social Welfare (SSW) is a CSWE accredited School of Social Work. It has been developing and delivering training curricula for more than 35 years. The SSW has operated the Child Welfare Training Program (CWTP) since 1979. One of CWTP’s main purposes has been to provide training to child protective services staff, as well as to child welfare staff, in local districts and voluntary agencies. They have provided training on sexual abuse, health and medical issues, trauma-sensitive programs, and advanced casework practice.

Cornell University
The Bronfenbrenner Center for Translational Research (BCTR) that administers the Residential Child Care Project (RCCP) allows Cornell University’s College of Human Ecology to link the long-standing twin missions of research and outreach to address complex human problems in communities. The College of Human Ecology at Cornell University is one of NYS’s contract colleges. Its faculty has relevant expertise in child development, family studies, nutrition, policy analysis and management, economics, as well as health and human services planning, evaluation, and health care administration.

The RCCP’s Therapeutic Crisis Intervention System (TCI) is used throughout NYS, in other states and Canada and abroad. TCI is used in hundreds of residential childcare agencies, and has been adapted for other residential care settings as well. The TCI program is listed with other national organizational crisis prevention and management systems with the California Evidence-Based Clearinghouse for Child Welfare.

The Council of Family and Child Caring Agencies
The Council of Family and Child Caring Agencies (COFCCA) is the main representative for the majority of not-for-profit organizations that provide foster care, adoption, family preservation, juvenile justice, and special education services in NYS. It has been a leader...
and supporter of not-for-profit child welfare agencies in NYS for more than 40 years. For 25 years, COFCCA, under contract with OCFS, has used its Training Consortium to provide training to NYC area agencies.

New York Public Welfare Association
New York Public Welfare Association (NYWPA) is a not-for-profit organization that provides information, policy analysis, and technical assistance to federal, state, and local policy makers and direct support to districts. Under contract with OCFS, NYPWA provides Leadership Training, New Commissioner Training and State Conference workshops for LDSS commissioners and administrators.

New York State Office for the Prevention of Domestic Violence
OPDV is a small NYS agency of approximately 28 staff. For almost 30 years, the agency has provided training on domestic violence to professionals from many areas: criminal justice, the courts, legal services, social services, health care, mental health, and chemical dependency.

For more than 20 years, OPDV and OCFS have been partners in delivering training; nine of those years have been dedicated to developing curricula and delivering training to child protective services workers. They have delivered domestic violence training to child welfare workers for over 20 years.

City University of New York, Brookdale Center for Healthy Aging (Brookdale) of Hunter College
The Brookdale Center established in 1974, is a nationally recognized academic gerontology center. Through its history, Brookdale has been at the forefront of innovation in services, programs and advocacy for older New Yorkers. Through the contract with OCFS the Brookdale Center delivers the Adult Abuse Training Institute (AATI) that supports the development of knowledge and skills for Adult Protective Services (APS) staff and supervisors. Brookdale's Learning and Development center delivers classroom and distance learning training (virtual classroom/teleconferences) to various departments and levels of personnel working within local departments of social Services agencies throughout the State. Courses addressing adult learning theory and training fundamentals are provided to statewide local district Staff Development Coordinators and trainers.

City University of New York, School of Professional Studies
Established in 2003, the School of Professional Studies (SPS) has developed extensive experience in designing and delivering customized training that addresses organizational performance needs with relevant and innovative learning solutions. SPS provides OCFS with services related to developing, delivering, tracking and evaluating training as well as distance education activities. Specifically, SPS develops and delivers synchronous and asynchronous training to a variety OCFS training audiences. Expert technical staff provide programming and management of the Human Services Learning Center (HSLC). The HSLC is a comprehensive and easy-to-use web-based learning management solution for
the administration, documentation, tracking and reporting of training programs, classroom and online events, e-learning programs and training content. OCFS utilizes HSLC for federal reporting purposes, tracking in-service training by county and other ad hoc reporting needs. The Human Services Learning Center allows users to search an online course catalog, register for classes, complete online evaluations, build training plans, take mandated courses online, and track their continuing education. The registration feature of the training management tool system tracks all your activity and provides a complete training history for its users. Additionally, complete training plans or training paths can be designed and tracked for each user. Organizations in HSLC include state, local districts, and not-for-profit agencies, as well as day care providers, individuals who are mandated reporters, and foster and adoptive parents.

Welfare Research Inc. (WRI)
WRI is a not-for-profit organization and experienced provider of research, evaluation, training, technical assistance, and management consulting to the human services, health, and education communities. WRI has a long and extensive history of supporting the New York State Office for Children and Families and its predecessor, the state Department of Social Services. WRI responds to the needs of the child welfare system to develop appropriate materials for staff and families, facilitate essential training to staff to further their skills and knowledge, and provide financial analysis and research support.

Youth Research Inc. (YRI)
YRI is a not-for-profit organization that is closely affiliated to OCFS. Its mission is focused on assisting OCFS and its’ partners in being recognized as national leaders of innovation, collaborative research and excellence in a full range of learning opportunities; receiving, holding and administering grants in support of OCFS; and conducting studies and research in any field in keeping with the purposes and objectives of OCFS. As such, YRI will support OCFS on a variety of work products and initiatives.

**Cost Allocation for Training**

The OCFS Bureau of Training is responsible for the provision and oversight of training and professional development programs that support the staff of the public human services system to affect the program and efficient administration of the program by the OCFS. Where applicable, federal regulations provide for reimbursement of the costs of training for programs established by Congress. The federal government also requires that these costs are distributed to benefitting federal, state, or combined federal/state programs on a quarterly basis to be eligible for reimbursement. As such, training activities are examined in projects and assigned to training allocation accounts that capture the allowable federal and state reimbursement rates for particular programs. On a quarterly basis, these expenditures are reported and claimed through the state’s Central Office Cost Allocation Claim. In regard to New York State’s claiming methodology for training expenses, OCFS maintains that all of its training costs are fairly and equitably allocated.
to Title IV-E programs at 50 percent and 75 percent. Further, all of the other proportionately benefitted federal and state programs are in accordance with the federally approved State Operations CAP which has been approved by Cost Allocation Services (CAS) of the Department of Health and Human Services (DHHS). The training portion of the CAP has been approved by the DHHS since 2000, and OCFS has been diligent in notifying DHHS CAS of any necessary amendments. The last amendment to the training portion of the CAP was submitted to DHHS CAS on March 4, 2019 and incorporated changes related to the opening of the Human Services Training Center.

OCFS Bureau of Training and Development and technology staff designed course reports to identify type of trainee. This report will break down LDSS staff into their functional area: CPS, preventive, foster care, adoption. For OCFS staff, it will break it down by agency division. For voluntary authorized agency staff, it will break it down by title. Experience has shown that for the voluntary authorized agencies, the field is often left blank and thus, will be reported out as “undefined.” OCFS has completed its programming of this report, *Federal Fiscal Report*, available upon request.

OCFS has a second report developed that averages the most recent three-year period of trainees to assist in the projections (by functional area for LDSS, by agency division for OCFS and by title for the voluntary authorized agencies). This second report, *Federal Fiscal Summary*, is available upon request.

See Appendix “J” regarding NYS’s approved cost allocation plan for training.

**Training Conducted in Federal Fiscal Year 2018-2019 and Proposed in 2019-2020**

It is expected that many of the training programs provided in 2018, as described in the “Program Support” section of the APSR and listed below, will be offered again during the 2019 year, based upon OCFS's Practice Model and subject to the availability of funding and vendor contracts. Training courses listed include Child Welfare Foundations Program (CWFP), Child Protective Services Response Training (CPSRT), specialty, and advanced and refresher training for experienced caseworkers, supervisors, and administrators.

Courses are identified as follows:

**Course Key:**

**Course Title:** Title of course. Note: courses with an asterisk (*) are new for 2019.

**Mode of Delivery:** Classroom, Computer-based (CBT/WBT), Virtual Classroom, Skills Clinics, Technical Assistance, and/or Training Forums.

**Duration:** # days or # of hours per delivery
Work Plan Code: A code utilized by OCFS to identify and organize contracted deliverables; if N/A, the course is delivered by OCFS Trainers.

Approved Audience: OCFS-approved and federally eligible training targeted, but not limited to: local district social services (LDSS) child protective services and child welfare caseworkers, supervisors and administrators, provider agencies and ACS caseworkers and supervisors working in the program areas of preventive, adoption services, foster care services and child protective services. Each course can include one or more.

Training Provider: OCFS Training Vendor or OCFS Trainer

Estimated cost per delivery: This cost accounts for single and multi-day classroom deliverables or WBT/CBT or Virtual Classroom deliverables.

Title IV-E administrative function(s): as described in 45 CFR 1356.60(b)(2); 1357.15(t) and SSA 474(a)(3)(B)

Short-term training: the following training courses are considered short-term, unless specifically identified as long-term. Current training provided via contract is all short-term, with one exception: under the contract with State University at Albany – School of Social Welfare, the Social Work Education Consortium (SWEC) works with participating schools of social work to provide tuition funding for identified LDSS child welfare workers for course work leading to a BSW or MSW and is identified as long-term training.

GUIDING PRINCIPLES AND PRACTICE CONCEPTS IN CHILD WELFARE

Supporting and Promoting Race Equity and Cultural Competence in Child Welfare

Mode of Delivery: Classroom

Duration: 2 days

Work Plan Code: CC33

Approved Audience: State OCFS, local district and provider agency child welfare administrators, supervisors and caseworkers

Training Provider: SUNY Albany - PDP

Estimated cost per delivery: $5,070

Title IV-E administrative function(s): case management and supervision, referral to services, placement of the child, development of the case plan, cultural competency related to children and families.

The purpose of this activity is to provide training that develops knowledge and skills of the trainees to build and strengthen cultural competency in New York State’s Child Welfare system. Services for children, families, and adults must be individualized and culturally competent, recognizing and mooring differences in tradition, heritage, values, and beliefs. OCFS has offered training and support on race equity in hopes to be better able to address the ongoing disparities in out of home placement for Black/African-American and Native American, and in some case Latino/Hispanic, children in our child welfare system. In the past, this support has come from outside OCFS. In 2018, OCFS began developing the internal capacity to provide this support, through the delivery of this classroom training.

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<tr>
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<th>Trainees</th>
<th>Offerings</th>
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<tr>
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<td>2019-2020 (proposed)</td>
<td>500</td>
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Principles of Partnership: Platinum Rules
Mode of Delivery: Classroom
Duration: 2 days
Work Plan Code: CC33
Approved Audience: State OCFS and home office, regional office, voluntary agency and local district child welfare administrators and supervisors in Regions I - VI.
Training Provider: SUNY Albany - PDP
Estimated cost per delivery: $5,070
Title IV-E administrative function(s): communication skills required to work with children and families.

This training explores the six Principles of Partnership outlined in the Child Welfare Practice Model. Participants will learn which of the four behavioral social styles (Amiable, Analytical, Driver or Expressive) is their dominant style and identify modifications and adaptations they can make to help build and strengthen partnerships. It is a two-day training for leadership and useful for teams, whole agencies, or groups wanting to increase the effectiveness of partnerships, both internally and externally, thereby improving outcomes for children and families. OCFS's practice model is built on the belief that the most effective way to protect children and promote permanency and well-being is to strengthen their families, and the most effective way to strengthen families is through strengths-based, solution-focused partnerships. The Principles of Partnership training grounds and supports this belief. Trainings will also provide a knowledge base and develop skills to strengthen families through use of strengths-based, solution-focused partnership strategies and tools. Trainees will learn about each principle of practice and will have the opportunity to use each principle in class situations and practice exercises. Trainees will learn to use specific tools and apply them to their areas of practice (e.g., CPS, foster care, prevention, adoption).

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<td>2019-2020 (proposed)</td>
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Partners in Change Training
Mode of Delivery: Classroom
Duration: 2 days
Work Plan Code: CC33
Approved Audience: State OCFS and home office, regional office, voluntary agency and local district child welfare administrators and supervisors in Regions I - VI.
Training Provider: SUNY Albany - PDP
Estimated cost per delivery: $2,370
Title IV-E administrative function(s): communication skills required to work with children and families.

This training explores the six Principles of Partnership outlined in the Child Welfare Practice Model. Participants will learn which of the four behavioral social styles (Amiable, Analytical, Driver or Expressive) is their dominant style and identify modifications and adaptations they can make...
to help build and strengthen partnerships. It is a one-day training for CWCS child welfare staff, including SCR staff, as well child welfare LDSS and voluntary agency caseworkers. OCFS's practice model is built on the belief that the most effective way to protect children and promote permanency and well-being is to strengthen their families, and the most effective way to strengthen families is through strengths-based, solution-focused partnerships. The Principles of Partnership training grounds and supports this belief. Trainings will also provide a knowledge base and develop skills to strengthen families through use of strengths-based, solution-focused partnership strategies and tools. Trainees will learn about each principle of practice and will have the opportunity to use each principle in class situations and practice exercises. Trainees will learn to use specific tools and apply them to their areas of practice (e.g., CPS, foster care, prevention, adoption).

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<td>2019-2020 (proposed)</td>
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**Principles of Partnership Facilitated Workshop**

*Mode of Delivery: Classroom*
*Duration: ½*
*Work Plan Code: CC33*
*Approved Audience: State OCFS and home office, regional office, voluntary agency and local district child welfare administrators and supervisors in Regions I-VI.*
*Training Provider: SUNY Albany - PDP*
*Estimated cost per delivery: $750*
*Title IV-E administrative function(s): communication skills required to work with children and families.*

This half-day classroom activity is to provide follow-up training that continues to develop knowledge and skills of the trainees to build effective partnerships with families.

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<td>2019-2020 (proposed)</td>
<td>144</td>
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**Racial Equity Learning Exchange Training**

*Mode of Delivery: Classroom*
*Duration: 2 days*
*Work Plan Code: CC33*
*Approved Audience: State OCFS and home office, regional office, voluntary agency and local district child welfare administrators and supervisors in Regions I-VI.*
*Training Provider: SUNY Albany - PDP*
*Estimated cost per delivery: $3,000*
*Title IV-E administrative function(s): cultural competency related to children and families*
This two-day training will allow staff to engage in a learning experience about achieving equity in child welfare and provide a framework for action planning. The training will include national child welfare and juvenile justice data trends, definitions, and conceptual frameworks that help frame how child welfare systems respond to racial and ethnic differences in ways that create and perpetuate disparities. Training will provide an overview of specific state and national data trends, as well as policies and practices that contribute to how child welfare systems respond to racial and ethnic differences in ways that create and perpetuate disparities. Training will also include an overview of theories of practice used in the field to address racial bias and oppression.

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<td>2019-2020 (proposed)</td>
<td>90</td>
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**FOUNDATIONAL CHILD WELFARE TRAINING (Initial training)**

Child Welfare Foundations Program  
Mode of Delivery: Classroom, WBT, OJL  
Duration: 26.75 days  
Approved Audience: New local district and voluntary agency CW and CPS Caseworkers  
Title IV-E administrative function(s): referral to services, case management and supervision, placement of the child, development of the case plan.

This training provides the foundation for all child welfare professionals, regardless of specific job function (child protective services, preventive, foster care). This is a multipart training. It has been designed around the core competencies of the New York State Office of Children and Family Services Practice Model. These translate into the 10 domains of the training: The NYS OCFS Practice Model, Critical Thinking, Cultural Competence, Strengths-based Family Engagement, Assessment, Interviewing, Self-Management, Intervention, Collaboration and Service Planning. The program supports training participants in building competency and achieving performance outcomes in all these areas. Learning activities in each domain will consist of one or more modalities (classroom instruction, WBT, skills clinic), and all domains will include an on-the-job learning (OJL) component. There are 19 days of classroom training, 1½ days of WBTs, and 6.25 days of OJL (note that classroom training includes two days of CONNECTIONS training funded under a different work plan).

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<td>2019-2020 (proposed)</td>
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CPS Bridge Program
Mode of Delivery: Classroom
Duration: 1½ days
Approved Audience: New local district CPS Caseworkers
Training Provider: SUC Buffalo ICHP/CDHS / OCFS 2019-2020
Estimated cost per delivery: $11,800 / N/A 2019-2020
Title IV-E Administrative Function(s): Referral to services, case management and supervisions, placement of the child, development of the case plan.

This program is for CPS workers who attended Child Welfare Foundations Program to prepare them for Child Protective Services Response. The training includes content on risk and the Risk Assessment Profile (RAP) as well as foundational legal contents necessary to attend CPSR training. OCFS began revising CPSRT in 2018 to include this content. At that time, CPS Bridge will no longer be offered.

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<td>2019-2020 (proposed)</td>
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Child Protective Services Response Training (CPSRT)
Mode of Delivery: See below
Duration: See below
Approved Audience: LDSS CPS and child welfare caseworkers, supervisors and managers; and NYS OCFS staff involved in FAR. However, participants must first have taken a foundation training program, such as Child Welfare Foundations Program, or CPS Foundation Part 1 Training.
Title IV-E administrative function(s): case management and supervision, development of the case plan, referral to services.

Supplemented by pre- and mid-classroom web-based modules, this initial eight-day course, consisting of seven (7) days of classroom training and one day of training in CONNECTIONS, fulfills the mandated core training for Investigative/FAR and On-Call child protective staff by building upon a set of interpersonal engagement, assessment, and decision-making skills and values learned in the Child Welfare Foundations training and applying them to the CPS role and responsibilities in the context of the CPS Response. This course is directed by policy as a foundation course for all CPS caseworkers. Child Protective Services Response Training (CPSRT) focuses on the principles and techniques of investigations, relationships with other investigative bodies, legal issues in child protection, and methods of remediation, diagnosis, treatment, and prevention.

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Supervising CPS
Mode of Delivery: Classroom & CBT
Duration: 4 days
Approved Audience: Local District CPS Supervisors
Title IV-E administrative function(s): case management and supervision, development of the case plan, case reviews.

This course is mandated for CPS supervisors and builds on critical skills to model, coach, and monitor strengths-based, child-centered, family-focused practice in CPS. It focuses on issues and skills relevant to CPS supervisors including supervising the CPS response, decision-making, safety and risk assessment, decisions about ongoing services and any family court involvement, managing safety over the life of the case, coaching and monitoring CPS practice.

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<td>2019-2020 (proposed)</td>
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KEYS Core Training
Mode of Delivery: Classroom, WBT, Online
Duration: Three 2-day classroom courses and two 2-hour webinars
Work Plan Code: SPD01
Approved Audience: New Local district and voluntary agency child welfare supervisors and senior caseworkers
Title IV-E administrative function(s): case management and supervision.

KEYS Core Training focuses on the development of leadership and supervisory effectiveness skills. KEYS Core focuses on the needs of new supervisors and the competencies they most need within the first six months of assuming a supervisory position. KEYS Core Training includes: Transitioning from Worker to Supervisor, The Process of Supervision, and Case Consultation (each a two-day training). This program will provide new supervisors with the knowledge and skills necessary to effectively support, develop, and supervise child centered, family-based, strengths-based child welfare practice in alignment with the KEYS Model of Supervision.

This training consists of pre-classroom web-based training, three two-day modules of classroom training, and two two-hour online coaching webinars. KEYS Core topics include Transitioning from Worker to Supervisor, The Process of Supervision, and Case Consultation.
KEYS Core Training focuses on the development of leadership and supervisory effectiveness skills and the competencies that new supervisors most need within the first six months of assuming a supervisory position.

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<td>2019-2020 (proposed)</td>
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Child Welfare Core for Voluntary Agencies (NYC)
Mode of Delivery: Classroom
Duration: 9 days
Work Plan Code: RC04
Approved Audience: NYC Foster Care & Preventive Caseworkers and Supervisors administrators and other agency staff in Voluntary Agencies
Training Provider: Council of Family and Child Caring Agencies (COFCCA)
Estimated cost per delivery: $7,578
Title IV-E administrative function(s): case management and supervision and development of the case plan.

This Core training program is designed to prepare new caseworkers by providing them with a theoretical framework and systematically moving them into practical application. It describes how child welfare casework practice in New York City is defined and applied to achieve improved outcomes for children and families. The training integrates the major concepts from the outcome-based training system known in New York State as the Child Welfare Foundations. In addition, a conceptual understanding and an awareness of the shift in documentation utilizing CONNECTIONS is integrated into each course. New staff will experience a familiarity with the steps of the Family Team Conference, the Family Assessment and Service Plan (FASP), and Progress Notes.

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<tr>
<td>2019-2020 (proposed)</td>
<td>100</td>
<td>5</td>
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KEYS Core for Voluntary Agencies
Mode of Delivery: Classroom, online webinars
Duration: Three 2-day courses and three 2-hour webinars
Work Plan Code: RC04
Approved Audience: Foster Care & Preventive Supervisors, senior caseworkers
Training Provider: Council for Family and Child Caring Agencies (COFCCA)
Estimated cost per delivery: $6,736
Title IV-E administrative function(s): case management and supervision

KEYS Core Training focuses on the development of leadership and supervisory effectiveness skills. KEYS Core focuses on the needs of new supervisors and the competencies they most need within the first six months of assuming a supervisory position. KEYS Core Training includes: Transitioning from Worker to Supervisor, The Process of Supervision, and Case Consultation (each a two-day training). This program will provide new supervisors with the knowledge and skills
necessary to effectively support, develop, and supervise child centered, family-based, strengths-based child welfare practice in alignment with the KEYS Model of Supervision.

This training consists of pre-classroom web-based training, three two-day modules of classroom training, and three two-hour online coaching webinars. KEYS Core topics include Transitioning from Worker to Supervisor, The Process of Supervision, and Case Consultation.

KEYS Core Training focuses on the development of leadership and supervisory effectiveness skills and the competencies that new supervisors most need within the first six months of assuming a supervisory position.

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**CHILD PROTECTIVE SERVICES (CPS) Training**

NOTE: Foundational Child Protective Services training courses are listed in the Foundational Child Welfare Training section.

Child Forensic Interviewing
Mode of Delivery: Classroom
Duration: 5 days
Work Plan Code: CC31
Approved Audience: Local District CPS caseworkers and supervisors, Multi-Disciplinary Team members, Joint Response Team members and Child Advocacy Center staff.
Training Provider: SUNY Albany - PDP and Gunderson National Child Protection Training Center
Estimated cost per delivery: $16,505
Title IV-E administrative function(s): case management and supervision, referral to services, development of the case plan.

In 2017-2018, SUNY PDP became the new training vendor for the forensic interviewing. This training utilizes the ChildFirst® Forensic Interview Protocol, a flexible model that includes poly-victimization screening and explores all forms of maltreatment. The foundation of ChildFirst® is the best interest of the child. The training also includes child development, memory and suggestibility, cultural considerations, working effectively as a multi-disciplinary team (MDT), testifying in court, legal issues and preparing children for court. This five-day classroom training course gives child abuse professionals a comprehensive introduction to the forensic interviewing process and teaches students to apply the latest research to real-life situations.

Child Forensic Interviewing Special Topics Training
Mode of Delivery: Classroom
Duration: 1 day
Work Plan Code: CC31
Approved Audience: Local District CPS caseworkers and supervisors, Multi-Disciplinary Team members, Joint Response Team members and Child Advocacy Center staff.
Training Provider: SUNY Albany - PDP and Gunderson National Child Protection Training Center
Estimated cost per delivery: $2,711
Title IV-E administrative function(s): case management and supervision, referral to services

One-day offerings of classroom training with a focus on advanced issues and challenges arising from the forensic interviewing process. Presentations are based on best practice and from new, emerging research. This training is designed for forensic interviewers who have successfully completed a basic forensic interview training and are actively conducting forensic interviews.

Child Forensic Interviewing Special Topics Training
Mode of Delivery: Webinar
Duration: ½
Work Plan Code: CC31
Approved Audience: Local District CPS caseworkers and supervisors, Multi-Disciplinary Team members, Joint Response Team members and Child Advocacy Center staff.
Training Provider: SUNY Albany - PDP and Gunderson National Child Protection Training Center
Estimated cost per delivery: $667
Title IV-E administrative function(s): case management and supervision, referral to services

Special Topics Webinars - To be delivered utilizing a web-based format, these are approximately one to two hours in length. Webinar topics may include, but not be limited to interviewing children with disabilities, ethics, medical issues in child abuse cases, trafficking victims, self-care, and emerging issues in the field of forensic interviewing.

Combined data for all Forensic Interviewing training

<table>
<thead>
<tr>
<th>Year</th>
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<th>Offerings</th>
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<td>2019-2020 (proposed)</td>
<td>2040</td>
<td>44</td>
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Sexual Abuse Dynamics and Intervention Training
Mode of Delivery: Classroom
Duration: 3 days
Work Plan Code: CC06
Approved Audience: Local district social services (LDSS) CPS and child welfare caseworkers, supervisors and administrators, provider agencies and ACS caseworkers and supervisors working in the program areas of preventive, adoption services, foster care services and child protective services.
Training Provider: SUNY Stony Brook
Estimated cost per delivery: $19,875
Title IV-E administrative function(s): case management and supervision, development of the case plan.

This course provides the basic knowledge of the dynamics of sexual abuse and the impact of sexual abuse on the individual. It builds on skills and abilities for caseworkers who encounter various aspects of sexual abuse in their ongoing casework with families. This training, offered statewide, provides child welfare staff an abstract on the dynamics of sexual abuse as well as on the treatment modalities currently utilized to protect and support victims, and to treat and support the family. This course will be provided to a combined audience of CPS caseworkers and other child welfare caseworkers. This course builds staff competences to intervene effectively in cases where sexual abuse is a factor and serves as a foundation to other components in this course focus. There are no prerequisites for this course.

<table>
<thead>
<tr>
<th>Year</th>
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<th>Offerings</th>
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<tbody>
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<td>2019-2020 (proposed)</td>
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Interviewing Children: A Skills Clinic (CPS)

Interviewing Children: A Skills Clinic (Child Welfare)
Mode of Delivery: Classroom
Duration: 1 day
Work Plan Code: CC06
Approved Audience: Local district social services (LDSS) CPS and child welfare caseworkers, supervisors and administrators, provider agencies and ACS caseworkers and supervisors working in the program areas of preventive, adoption services, foster care services and child protective services.
Training provider: SUNY Stony Brook
Estimated cost per delivery: $10,000
Title IV-E administrative function(s): case management and supervision, development of the case plan.

Interviewing Children: A Skills Clinic: This course affords workers the skills to collect accurate information to make assessments and planning decisions regarding safety and risk as it pertains to abuse and neglect, family functioning, and strengths and needs. This focused knowledge base and set of skills are imperative for caseworkers to conduct comprehensive developmentally appropriate interviews that elicit accurate information, demonstrate empathy, respect and sincerity, and, in the case of interviews with children, preserve the child’s emotional security, thus reducing the risk of re-traumatizing the child.

While Interviewing Children: A Skills Clinic is open to LDSSs, including ACS and provider agencies caseworkers and supervisors, the course is offered in two particularized deliverables. One offering, Child Welfare (CW), is offered to preventive, foster care and adoption caseworkers and supervisors; the other (CPS) is for child protective services caseworkers and supervisors. “Sexual Abuse Dynamics and Intervention Training” is the prerequisite for these courses.
## CPS Skills Clinic

<table>
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<td>2019-2020 (proposed)</td>
<td>60</td>
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## Child Welfare Skills Clinic

<table>
<thead>
<tr>
<th>Year</th>
<th>Trainees</th>
<th>Offerings</th>
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</thead>
<tbody>
<tr>
<td>2018-2019 (actual)</td>
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<td>2019-2020 (proposed)</td>
<td>60</td>
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### Domestic Violence Training for Child Protective Workers – Mandated

**Mode of Delivery:** Classroom  
**Duration:** 2 days  
**Work Plan Code:** CC13  
**Approved Audience:** Child Protective Service (CPS) workers and supervisors in local districts  
**Additional Audience:** LDSS child welfare staff, Provider Agency staff, LDSS administrators and managers, and OCFS regional office staff.  
**Training Vendor:** Office for the Prevention of Domestic Violence  
**Estimated cost per delivery:** $4,448  
**Title IV-E administrative function(s):** referral to services, case management and supervision, development of the case plan.

This training program assists CPS caseworkers to identify the presence of domestic violence in families and to conduct accurate safety and risk assessments. It teaches how to support and sustain non-DV offending parents’ efforts to protect themselves and their children and meet their needs and how to engage DV offending parents to assume responsibility for the impact of their abusive behavior on their children and to meet their needs for safety, permanency and wellbeing.
The training is designed to help participants to integrate best-practice domestic violence practice strategies within their CPS practice, use self-reflection in their day-to-day work, and build their ability to apply critical thinking skills to interviews, assessments and decision making. Mandated for all CPS workers.

<table>
<thead>
<tr>
<th>Year</th>
<th>Trainees</th>
<th>Offerings</th>
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</thead>
<tbody>
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<td>2019-2020 (proposed)</td>
<td>440</td>
<td>22</td>
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</table>

**CPS and FAMILY ASSESSMENT RESPONSE (FAR) Training**

**Mode of Delivery:** Varies, see below  
**Duration:** Varies  
**Work Plan Code:** CC03 (2018-2019) / CC33 2019-2020  
**Approved Audience:** Varies, see below  
**Estimated cost per delivery:**  
  - Estimated cost per classroom training day is $8,256 (2018-2019) / TBD 2019-2020  
  - Estimated cost per coaching day is $5,373 (2018-2019) / TBD 2019-2020  

**Title IV-E administrative functions:** case management and supervision, development of the case plan, case reviews, referral to services

FAR became a permanent child protective service in New York State in June of 2011. FAR Counties: Allegany, Chemung, Columbia, Kings, Madison, Nassau, Niagara, Onondaga, Orange, Queens, Rockland, Suffolk, St. Lawrence, St. Regis, Tioga, Tompkins, Ulster, Washington and Westchester. The FAR training series consists of three foundational courses, two supervision courses and a supplemental course. The two-day FAR Process and Practice course, comprised of classroom work and web-based CBTs, provides trainees with a thorough overview of the philosophical and practice framework for FAR within NYS. The one-day classroom based Solution-Focused FAR Practice orients trainees in the core principles, values, and practices of solution-focused casework practice as well as in how this practice aligns with FAR. Assessing Safety and Risk in FAR, also a one-day classroom based offering, enhances workers’ ability to integrate the critical thinking processes and protocols for safety and risk assessment into the core principles and values of family engagement and partnership required for effective FAR Practice. Supervising to a Practice Shift in FAR and Advanced Supervision in FAR trainings, each a one-day classroom course, prepare supervisors to engage themselves and their workers in a solution focused approach to supervision and consultation within a FAR response. a one-day classroom based course, facilitates leadership through family-led processes that encourage the involvement and participation of children and youth in the process so that they are safe and families are supported. Coaching continues to be provided to all FAR counties to augment and foster their level of skill in delivering FAR.
FAR TRAINING COURSES:

Advanced Supervision in FAR
Mode of Delivery: Classroom
Duration: 1 day
Approved Audience: FAR-approved LDSS CPS caseworkers and supervisors and appropriate administrators and provider agencies, identified OCFS regional and home office staff and identified University and LDSS trainers.

The key objectives are to enhance the knowledge and skills of supervisors, administrators and other key individuals to better support staff; promote effective FAR practice and implementation; maintain FAR process fidelity and support child safety.

Assessing Safety and Risk in FAR
Mode of Delivery: Classroom
Duration: 1 day
Approved Audience: FAR-approved LDSS CPS caseworkers and supervisors and appropriate administrators and provider agencies, identified OCFS regional and home office staff and identified University and LDSS trainers.

Focuses on understanding the differences between safety and risk and how it relates to the FAR process, identifying successful approaches to risk and safety assessment within FAR, knowing when risk is or is not an indicator of moving a family to a traditional CPS investigation track, and effective engagement and communication with families in the FAR process.

FAR Process and Practice Training
Mode of Delivery: Classroom & CBT
Duration: 2 days
Approved Audience: FAR-approved LDSS CPS caseworkers and supervisors and appropriate administrators and provider agencies, identified OCFS regional and home office staff and identified University and LDSS trainers.

Provides participants with a thorough overview of the philosophical and practice frameworks for family assessment response for NYS. It includes the core principles, values and practices, protocols and procedures for FAR cases and will prepare caseworkers for engaging a family within FAR.

Increasing the Voice of Children and Youth in FAR
Mode of Delivery: Classroom
Duration: 1 day
Approved Audience: FAR-approved LDSS CPS caseworkers and supervisors and appropriate administrators and provider agencies, identified OCFS regional and home office staff and identified University and LDSS trainers.
This course provides new FAR case workers and supervisors the skills necessary to effectively engage children and youth in FAR and to facilitate family leadership through family-led processes so that children and youth are safe and families are supported in remaining together.

**Solution-Focused FAR Practice**  
**Mode of Delivery:** Classroom  
**Duration:** 1 day  
**Approved Audience:** FAR approved LDSS CPS caseworkers and supervisors and appropriate administrators and provider agencies, identified OCFS regional and home office staff and identified University and LDSS trainers.

Increases the capacity of FAR caseworkers and supervisors to advance a practice shift, acquire new skills to support the integration of FAR and, more importantly, to facilitate family leadership through family-led processes so that children are safe and families are supported in remaining together.

**Supervising to a Practice Shift in FAR**  
**Mode of Delivery:** Classroom  
**Duration:** 1 day  
**Approved Audience:** FAR-approved LDSS CPS caseworkers and supervisors and appropriate administrators and provider agencies, identified OCFS regional and home office staff and identified University and LDSS trainers.

Illuminates the role of the FAR supervisor and help identify strategies for engaging and supervising workers, learn how to identify worker practice strengths and challenges, and how to create a plan to enhance or develop worker capacity and commitment.

**FAR Training courses combined:**

<table>
<thead>
<tr>
<th>Year</th>
<th>Trainees</th>
<th>Offerings</th>
</tr>
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<tbody>
<tr>
<td>2018-2019 (actual)</td>
<td>479</td>
<td>31 Classroom; 76 Coaching</td>
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<tr>
<td>2019-2020 (proposed)</td>
<td>720</td>
<td>36 Classroom, 51 Coaching</td>
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**CPS In-service Compliance**

All CPS Investigative/FAR workers are required to attend six hours of annual in-service training. Overall, 75% percent of CPS caseworkers in areas *excluding NYC* were compliant with their annual training requirements in 2018 (3,339 CPS workers in learning management system, 2,507 were given credit for CPS in-service). If the 15 counties with the lowest compliance rates are removed, the overall rate increases to 87.5% percent. OCFS will improve on this requirement by
targeting those counties: Albany (60%), Cattaraugus (69%), Cayuga (67%), Chemung (43%),
Erie (41%), Greene (67%), Hamilton (50%), Niagara (63%), Onondaga (30%), Oswego (64%),
Putnam (54%), Seneca (64%), Ulster (56%), Wyoming (17%), and Yates (63%).

<table>
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<tr>
<th>Percentage</th>
<th>Count</th>
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<tbody>
<tr>
<td>100%</td>
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<tr>
<td>90-99%</td>
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<tr>
<td>50-59%</td>
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<tr>
<td>=/&lt;49%</td>
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New York LDSS Districts CPS Compliant Report for 2018 by County (58)

<table>
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<tr>
<th>County</th>
<th># of Active CPS Staff</th>
<th># of CPS Training Compliant</th>
<th># Not Compliant</th>
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<td>Albany County Department for CYF</td>
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<td>69</td>
<td>46</td>
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<tr>
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<tr>
<td>Broome County DSS</td>
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<td>84</td>
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<td>45</td>
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<tr>
<td>Cayuga County HHS</td>
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<tr>
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<td>Chemung County DSS</td>
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<td>Clinton County DSS</td>
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<tr>
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<tr>
<td>Cortland County DSS Personnel</td>
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<tr>
<td>Delaware County DSS</td>
<td>47</td>
<td>41</td>
<td>6</td>
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<tr>
<td>Dutchess County Community &amp; Family Services</td>
<td>51</td>
<td>47</td>
<td>4</td>
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<tr>
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<tr>
<td>County DSS</td>
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<td>KEYS Core for Voluntary Agencies</td>
<td>KEYS Core for AESE</td>
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<td>Wyoming County DSS</td>
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<td>5</td>
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<tr>
<td>Yates County DSS</td>
<td>16</td>
<td>10</td>
<td>6</td>
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</table>

*NYC is not included

75%  25%

**SUPERVISORY TRAINING**

NOTE: KEYS Core and KEYS Core for Voluntary Agencies are listed in the Foundational Child Welfare Training section.
KEYS Coaching
Mode of Delivery: Coaching/TA
Duration: ½ day
Approved Audience: Local district caseworkers, supervisors in prevention, adoption, foster care and CPS, including LD/NYC SDCs/personnel, directors of services, commissioners, and OCFS CWCS staff
Title IV-E administrative function(s): case management and supervision

KEYS Coaching is for front line child welfare supervisors and their supervisors to enhance their ability to implement all dimensions of the KEYS: NYS Model of Supervision; to provide deliberate, targeted feedback and support to staff; support consistent implementation of supervisory skill sets and competencies; develop effective learning and support strategies for front line child welfare supervisors and their supervisors across areas such as workload management, developing staff through feedback and coaching, managing conflict, use of individual and group supervision, and modeling of solution focused practice approaches.

<table>
<thead>
<tr>
<th>Year</th>
<th>Trainees</th>
<th>Offerings</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018-2019 (actual)</td>
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<td>44.5</td>
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<tr>
<td>2019-2020 (proposed)</td>
<td>50</td>
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KEYS Supervision Essentials Training
Mode of Delivery: Classroom
Duration: Three 2-day modules
Work Plan Code: SPD01
Approved Audience: Experienced local district and voluntary agency supervisors
Estimated cost per delivery: $37,686 (2018-2019) / N/A 2019-2020
Title IV-E administrative function(s): case management and supervision

KEYS Supervision Essentials is offered to support the implementation of the model of supervision. Training topics include: Supervision Structure and Process; Communication, Monitoring and Providing experienced supervisors to support their implementation of the KEYS Model of Supervision. Training topics will include: Supervision Structure and Process (module one); Communication, Monitoring and Providing Feedback (module two); Case Consultation (module three). It is recommended that this series be taken in sequence, as skills from module one are built upon in the subsequent modules.

<table>
<thead>
<tr>
<th>Year</th>
<th>Trainees</th>
<th>Offerings</th>
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</thead>
<tbody>
<tr>
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<td>12</td>
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<tr>
<td>2019-2020 (proposed)</td>
<td>80</td>
<td>4</td>
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Quarterly Webinars for Supervisors
Mode of Delivery: Duration: 1.5 hours
Approved Audience: Experienced local district and voluntary agency supervisors
Estimated cost per delivery: $3,630 / N/A 2019-2020
Title IV-E administrative function(s): case management and supervision

Supervising Ongoing Safety Assessments and Empowering Families to Protect
Mode of Delivery: Webinar
Duration: 1½ hours
Work Plan Code: SPD01
Approved Audience: Local DSS, ACS, and Voluntary Agency supervisors and managers

In this webinar we will explore strategies and tools supervisors can use to support their caseworkers in conducting ongoing assessments of safety and risk, making sure the voice of all family members (including fathers) is heard. As part of this exploration, we will discuss supervisory strategies to develop caseworkers’ abilities to help families use their strengths and increase their networks of support to adequately address safety and risk concerns.

Supervising Family Engagement
Mode of Delivery: Webinar
Duration: 1.5 hours
Work Plan Code: SPD01
Approved Audience: LDSS, ACS, and voluntary agency supervisors and managers

This webinar will be focused on supervisors’ ability to provide effective supervision around family engagement. The discussion will be geared towards helping the family develop their own safety network. This will also include a discussion on identifying, locating and engaging fathers and extended family.

Supervising Achieving Permanency for Youth
Mode of Delivery: Webinar
Duration: 1.5 hours
Work Plan Code: SPD01
Approved Audience: LDSS, ACS, and Voluntary Agency supervisors and managers

This webinar will be a continuation of the discussion started in Supervising Family Engagement and will discuss how a supervisor assists their caseworkers in using a family’s natural resources to achieve permanency. Kinship, guardianship, and KinGAP will be discussed, as well as how to supervise caseworkers in preparing identified supports/relatives to be active parents.

Supervising Quality of Casework Contacts
Mode of Delivery: Webinar
Duration: 1.5 hours
Work Plan Code: SPD01
Approved Audience: LDSS, ACS, and voluntary agency supervisors and managers

How do supervisors ensure that their caseworkers are making quality contacts with families and children? The focus will be on caseworkers visiting in the home and seeing youth in care and the supervisor’s role in ensuring all family members’ voice are heard including children. Data on casework contacts will be reviewed. In addition to family contacts, quality collateral contacts will...
be discussed in regard to the assessment of safety: Who should we contact to assess safety, and why?

The following chart is the combined total of all webinars listed above.

<table>
<thead>
<tr>
<th>Year</th>
<th>Trainees</th>
<th>Offerings</th>
</tr>
</thead>
<tbody>
<tr>
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</tr>
<tr>
<td>2019-2020 (proposed)</td>
<td>500</td>
<td>4</td>
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</table>

**Directors of Services Leadership Training Forum**

Mode of Delivery: Forum/Training Event  
Duration: 2 days  
Approved Audience: case management and supervision, child welfare and child protective services, preventive services, foster care and adoption services.  
Training Provider: SUC Buffalo ICHP/CDHS / Welfare Research Inc. 2019-2020  
Title IV-E administrative function(s): case management and supervision, cultural competency related to children and families.

This component is a two-day event (delivered in half-day/full-day/half-day format) intended to provide LDSS directors of social services with the knowledge and skills necessary to apply generic and program-specific management principles and skills to Child Welfare (child protective services, preventive services, foster care and adoption services). In 2018, possible topics may include, but not be limited to, measuring outcomes; practices to support and indicators to measure child well-being; assessing and providing services through a race equity lens; use of service plan reviews; visitation; coaching; strengths-based child-centered, family-focused practice; how the case management model supports good practice; the Data Warehouse.

<table>
<thead>
<tr>
<th>Year</th>
<th>Trainees</th>
<th>Offerings</th>
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<tr>
<td>2019-2020 (proposed)</td>
<td>75</td>
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</table>

**Training and Technical Assistance for Child Welfare Teams**

Mode of Delivery: Varies  
Duration: Varies  
Approved Audience: Local District staff  
Training Provider: SUC Buffalo ICHP/CDHS / OCFS 2019-2020  
Estimated cost per delivery: $3,500 (2018-2019) / N/A 2019-2020  
Title IV-E administrative function(s): case management and supervision, development of the case plan

Teaming support for the 2019-2020 year provides on-line resources and minimal on-site assistance upon request.

The Teaming model of practice is designed to support LDSSs to provide effective and efficient protective, preventive or foster care services by assigning casework teams instead of individuals.
Training and technical assistance include team building, the process of group supervision and case conference facilitation, family engagement skills, and other strategies as identified by the individual participating LDSSs.

Training and consultation will also be provided to assist established teams to develop and serve as models/mentors for new teams within their LDSS and to promote the development and growth of the caseworkers and supervisors on the teams, reducing isolation and stress; which allows for greater job satisfaction, worker retention, and improved outcomes for children and families.

<table>
<thead>
<tr>
<th>Year</th>
<th>Trainees</th>
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<td>2019-2020 (proposed)</td>
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FOSTER CARE AND ADOPTION TRAINING

Leader Certification Programs
Mode of Delivery: Classroom
Duration: See below
Approved Audience: Local district and voluntary agency staff
Title IV-E administrative function(s): referral to services, case management and supervision, placement of the child, development of the case plan

A description of components follows:

- GPSII/MAPP: This nine-day classroom training is a preparation and selection program for prospective foster and adoptive parents to assess, develop, and strengthen the attitudes, skills, and knowledge needed by parents intending to foster or adopt children.

- Caring for Our Own/MAPP: This four-day classroom training is a preparation program specifically for relative caregivers given over a period of nine weeks.

- Shared Parenting/MAPP: This two-day classroom training focuses on relationship building between foster parents and birth parents for best outcome of children in care.

- Mini-MAPP: This two-day classroom training provides an overview of the basic concepts in the GPSII/MAPP training program to child welfare staff and foster and adoptive care staff within the agencies.

- Deciding Together/MAPP: This 2½ day classroom training assists staff to work with individual families to prepare them to foster or adopt.
Combined data for all Leader Certification Programs

<table>
<thead>
<tr>
<th>Year</th>
<th>Trainees</th>
<th>Offerings</th>
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<td>2019-2020 (proposed)</td>
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</table>

COMPASS In-Service Leader Certification
Mode of Delivery: Classroom
Duration: 4 days
Approved Audience: Trainers of foster and adoptive parents, foster care and adoption, trainers and agency administrators in local districts and provider agencies.
Title IV-E administrative function(s): referral to services, case management and supervision, placement of the child, development of the case plan

This training program provides GPSII/MAPP Leaders with the COMPASS knowledge and skill development needed to provide local foster/adoptive parent in-service training.

<table>
<thead>
<tr>
<th>Year</th>
<th>Trainees</th>
<th>Offerings</th>
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<tr>
<td>2019-2020 (proposed)</td>
<td>TBD</td>
<td>TBD</td>
</tr>
</tbody>
</table>

Upstate Training Requirements for Foster and Adoptive Parents

Trainers at local district/voluntary agencies are prepared to provide foster and adoptive parents with some basic skills such as visitation and child development, along with more specific parent training needs such as human sexuality and creating sibling harmony.

- Authorized agencies must provide training to each certified or approved foster parent in a training program approved by OCFS which will prepare foster parents to meet the needs of children in their care so that the best interests of the children placed by the certifying or approving agency will be met. [18 NYCRR 443.2 (e)]

- This training program consists of several foster/adoptive parent leader certification preparation components, including Group Preparation and Selection II/Model Approaches to Partnerships in Parenting (GPSII/MAPP), Caring for Our Own/MAPP, Shared Parenting/MAPP, and Deciding Together/MAPP. These classroom training programs prepare local district and voluntary agency staff and foster/adoptive parents.
to lead training for potential foster parents in their area to assist with the foster parent selection process. This program assists with the licensing and certification process.

New York City Training Requirements for Foster and Adoptive Parents
See chart below

Mode of Delivery: Varies
Duration: Varies
Approved Audience: NYC child welfare staff, supervisors and voluntary agency staff, caseworkers and supervisors, home-finders and foster/adoptive parents
Training Provider: SUC Buffalo ICHP/CDHS / NYC Administration for Children’s Services
Title IV-E administrative function(s): referral to services, case management and supervision, placement of the child, development of the case plan

<table>
<thead>
<tr>
<th>PROGRAM</th>
<th>Pre-Service</th>
<th>Pre-Service Completion Date</th>
<th>Mandatory annual In-Service training hours</th>
<th>Recommended additional In-Service training hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>RFBH</td>
<td>MAPP</td>
<td>Before certification and placement</td>
<td>6 (delivered by agency)</td>
<td>6 (delivered by agency or community)</td>
</tr>
<tr>
<td>Emergency RFBH</td>
<td>Caring for Our Own or mini-MAPP</td>
<td>Within 150 days of placement</td>
<td>6 (delivered by agency)</td>
<td>6 (delivered by agency or community)</td>
</tr>
<tr>
<td>TFFC (Converted from RFBH)</td>
<td>MAPP or mini-MAPP + PST</td>
<td>Before TFFC certification and placement</td>
<td>Minimum of 12 (delivered by agency or community, including professionals treating the child)</td>
<td>Minimum of 6 (delivered by agency or community, including professionals treating the child)</td>
</tr>
<tr>
<td>TFFC (Recruited directly to TFFC program)</td>
<td>mini-MAPP* + PST</td>
<td>Before TFFC certification and placement</td>
<td>Minimum of 12 (delivered by agency or community, including professionals treating the child)</td>
<td>Minimum of 6 (delivered by agency or community, including professionals treating the child)</td>
</tr>
<tr>
<td>---</td>
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<tr>
<td>Adjustable Rate Category*</td>
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<td></td>
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</tr>
<tr>
<td>Special</td>
<td>MAPP or mini-MAPP + PST (if TFFC) + Child Specific Training (6hrs)</td>
<td>Within 6 months of special needs determination</td>
<td>12 (delivered by agency or community, including professionals treating the child)</td>
<td>Minimum of 6 (delivered by agency or community, including professionals treating the child)</td>
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<tr>
<td>Exceptional</td>
<td>MAPP or mini-MAPP + PST (if TFFC) + Child Specific Training (9hrs)</td>
<td>Within 6 months of exceptional needs determination</td>
<td>15 (delivered by agency or community, including professionals treating the child)</td>
<td>Minimum of 9 (delivered by agency or community, including professionals treating the child)</td>
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**Foster/Adoptive Parent Training Special Topics**

Foster and Adoptive Parent Training Specialty Topics include: all COMPASS in-service; Shared Parenting/MAPP Direct; Deciding Together/MAPP Direct; Caring for Our Own/MAPP Overview; Child Sexual Abuse/MAPP Sessions 1-5; Caring for Children Who Have Experienced Trauma: A Workshop for Resource Parents; and Kinship Care Overview and Promoting Options to Kin/Relative Caregivers.

**Mode of Delivery: Classroom and Virtual Classroom**

Duration: See below  
Work Plan Code: FA01 (2018-2019) / DLT01 (CUNY) and N/A (OCFS) 2019-2020  
Approved Audience: Foster and adoptive parents, caseworkers and supervisors, home finders, trainers and agency administrators in local districts, Voluntary and Provider agencies.  
Title IV-E administrative function(s): referral to services, case management and supervision, placement of the child, development of the case plan

- Special Topics are offered either in classroom or through distance learning on such topics as loss and separation, preparing children for adoption, managing difficult behaviors, sexual abuse, child development and discipline, among others. Only Distance Learning trainings will be held in 2019-2020.

- “Caring for Children Who Have Experienced Trauma” is a two-day classroom training that focuses on trauma, understanding trauma’s effects, building a safe place, dealing with feelings and behaviors, connections and healing and becoming an advocate.

- “Kinship Care Overview: Promoting Options for Kin/Relative Caregivers” is a half-day classroom training to assist LDSSs and voluntary authorized agency staff to be able to assist relative foster parents in determining the placement and permanency needs of their kin, including determining the level of support to meet to meet their needs and understand placement options and their implications.

- Half-day classroom training that focuses on applying the Reasonable and Prudent Parenting Standard including immunity from liability.

Combined data for Special Topics, Caring for Children, Kinship Care Overview, Reasonable and Prudent Parenting

<table>
<thead>
<tr>
<th>Year</th>
<th>Trainees</th>
<th>Offerings</th>
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<tr>
<td>2019-2020 (proposed)</td>
<td>1000</td>
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Home Finders Summit and Foster Parent Seminars
Mode of Delivery: Classroom
Duration: See below
Approved Audience: Foster and adoptive parents, caseworkers and supervisors, home finders, trainers and agency administrators in local districts, Voluntary and Provider agencies.
Estimated cost per delivery: $30,000 (2018-2019) / $30,300 2019-2020
Title IV-E administrative function(s): referral to services, case management and supervision, placement of the child, development of the case plan

- “Homefinder Summit” is a 2-day training program that provides homefinders and their supervisors with additional knowledge, materials, tools, insight, training topics, skills practice and networking opportunities that will enhance their effectiveness as homefinders in the local preparation, selection and the development of prospective foster/adoptive parents.
“Foster Parent Seminars” are two one-day seminars to provide training to assist foster parents to obtain in-service training to maintain their certification.

Combined data for Homefinders Summit and Foster Parent Seminars

<table>
<thead>
<tr>
<th>Year</th>
<th>Trainees</th>
<th>Offerings</th>
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<tr>
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<td>2019-2020 (proposed)</td>
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<td>3</td>
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Therapeutic Foster Boarding Home (TFBH) Foster Parent Training

Mode of Delivery: Classroom
Duration: ½
Approved Audience: Local District/Voluntary Agency staff associated with local TFBH programs
Training Provider: SUC Buffalo ICHP/CDHS / Welfare Research Inc.
Title IV-E administrative function(s): Recruitment and licensing of foster homes and institutions

The Parenting Skills Training program (PST) provides a variety of information and tools for foster parents of children with behavioral issues. This allows such children the opportunity of a home placement instead of a group situation.

Therapeutic Foster Boarding Home (TFBH) Staff Training

Mode of Delivery: Classroom
Duration: 3 days
Approved Audience: Staff of certified TFBH/TFFC foster homes
Training Provider: SUC Buffalo ICHP/CDHS / Welfare Research Inc.
Title IV-E administrative function(s): Recruitment and licensing of foster homes and institutions

This is the Parenting Skills Training (PST) for staff of foster parents who have an approved TFBH/TFFC home. It prepares staff to guide and support the program's foster parents.

Therapeutic Foster Boarding Home Training (TFBH)

TFBH provides training and technical assistance in a set of core problem-solving and intervention skills for foster parents, agency workers, and trainers in therapeutic foster boarding home programs.

Combined data for TFBH Foster Parent Training and TFBH Staff Training
<table>
<thead>
<tr>
<th>Year</th>
<th>Trainees</th>
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<td>2019-2020 (proposed)</td>
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</table>

**Therapeutic Foster Boarding Home (TFBH) Train-the-Trainer**

*Note: this activity discontinued in 2019*

**Mode of Delivery:** Classroom

**Duration:** 3 days

**Work Plan Code:** FA01 (2018-2019) / N/A

**Approved Audience:** Local district and provider agency trainers in OCFS approved Therapeutic Foster Boarding Home programs

**Training Provider:** SUC Buffalo ICHP/CDHS (2018-2019) / N/A 2019-2020

**Estimated cost per delivery:** $1,341 (2018-2019) / N/A 2019-2020

**Title IV-E administrative function(s):** Recruitment and Licensing of Foster Homes and Institutions

This the Parenting Skills Training (PST) of Trainers model. It prepares staff to train the PST to TFBH/TFFC staff and the program's foster parents.

<table>
<thead>
<tr>
<th>Year</th>
<th>Trainees</th>
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<td>2019-2020 (proposed)</td>
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</table>

**Therapeutic Foster Boarding Home (TFBH) Special Topics Training**

**Mode of Delivery:** Classroom

**Duration:** ½ day


**Approved Audience:** Local district and provider agency trainees in OCFS approved Therapeutic Foster Boarding Home programs

**Training Provider:** SUC Buffalo ICHP/CDHS / Welfare Research, Inc.

**Estimated cost per delivery:** $520 (2018-2019) / $1341 2019-2020

**Title IV-E administrative function(s):** Recruitment and licensing of foster homes and institutions, social work practice, communication skills required to work with children and families

To provide direct training on specialized topics in therapeutic foster care to local district and voluntary agency foster parents, caseworkers, supervisors, and related staff.
<table>
<thead>
<tr>
<th>Year</th>
<th>Trainees</th>
<th>Offerings</th>
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</thead>
<tbody>
<tr>
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<td>2019-2020 (proposed)</td>
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<td>41</td>
</tr>
</tbody>
</table>

**Virtual Classroom Training for Foster and Adoptive Parents**  
**Mode of Delivery:** Virtual Classroom  
**Duration:** Varies  
**Approved Audience:** Foster and adoptive parents, foster care and adoption caseworkers, trainers and agency administrators in local districts and provider agencies  
**Training Vendor:** SUC Buffalo ICHP/CDHS (2018-2019) / CUNY School of Professional Studies 2019-2020  
**Title IV-E administrative function(s):** referral to services, case management and supervision, placement of the child, development of the case plan  

Virtual classroom trainings for foster and adoptive parents cover various topics and are of various lengths. Schedules are announced twice a year.

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<tr>
<th>Year</th>
<th>Trainees</th>
<th>Offerings</th>
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<td>2019-2020 (proposed)</td>
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<td>75</td>
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**Achieving Permanency through Surrender and Termination of Parental Rights**  
**Mode of Delivery:** Classroom  
**Duration:** 6 Days  
**Work Plan Code:** CC02 (2018-2019) / OCFS 2019-2020  
**Approved Audience:** Local district and voluntary agency preventive, foster care and adoption caseworkers and supervisors  
**Training Provider:** SUC Buffalo ICHP/CDHS (2018-2019) / OCFS 2019-2020  
**Title IV-E administrative function(s):** referral to services, case management and supervision, placement of the child, development of the case plan  

This course specifically provides participants with the basic knowledge and skills to assess the effectiveness of diligent efforts and applying the skills necessary to engage parents in the decision to surrender, and coaching parents and children in managing separation and loss assess the appropriateness of setting a goal of adoption, prepare children for adoption, use the legal process to free children for adoption and to comply with Title IV-E and state statutes related to freeing the child through surrender or termination of parental rights.
<table>
<thead>
<tr>
<th>Year</th>
<th>Trainees</th>
<th>Offerings</th>
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<tbody>
<tr>
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<td>2019-2020 (proposed)</td>
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**RESIDENTIAL CHILD CARE – VOLUNTARY AGENCIES TRAINING**

**Therapeutic Crisis Intervention (TCI) Train-the-Trainer**

**Mode of Delivery:** Classroom  
**Duration:** 5 Days  
**Work Plan Code:** RC03  
**Approved Audience:** Voluntary agency trainers  
**Training Provider:** Cornell University  
**Estimated cost per delivery:** $42,997  
**Title IV-E administrative function(s):** case management and supervision

The Train-the-Trainer program creates a cadre of agency-based trainers who prepare staff within residential and congregate child care agencies to maintain the safety and well-being of youth through a behavior support, crisis prevention and intervention system.

This system teaches staff to effectively manage acute crises, reduce the potential for injury to children, and learn constructive ways to handle stressful situations. This five-day classroom trainer program leads to certification of Therapeutic Crisis Intervention (TCI) trainers. In addition to the core program, one and two-day refresher trainings and technical assistance are provided to previously certified TCI trainers, to assist them in keeping their certification current.

<table>
<thead>
<tr>
<th>Year</th>
<th>Trainees</th>
<th>Offerings</th>
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<td>2019-2020 (proposed)</td>
<td>162</td>
<td>9</td>
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**Therapeutic Crisis Intervention (TCI) One and Two-day Updates**

**Mode of Delivery:** Classroom  
**Duration:** 1 day or 2 days  
**Work Plan Code:** RC03  
**Approved Audience:** Voluntary agency trainers  
**Training Provider:**  
**Estimated cost per delivery:** $10,235  
**Title IV-E administrative function(s):** case management and supervision

These one and two days training programs for certified trainers are mandated to maintain certification. The purpose is to refresh trainers’ skills in order to maintain fidelity to the TCI model and to strengthen their ability to transfer those skills to line staff.

<table>
<thead>
<tr>
<th>Year</th>
<th>Trainees</th>
<th>Offerings</th>
</tr>
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<tbody>
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</tr>
<tr>
<td>2019-2020 (proposed)</td>
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<td>24</td>
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</table>
YOUTH SERVICES

Mode of Delivery: Varies
Duration: Varies
Work Plan Code: RC01
Approved Audience: Varies – general: Local district and foster care agency caseworkers, supervisors, foster parents, child care workers, OCFS staff, Youth Bureau staff, youth in foster care, and Division of Juvenile Justice and Opportunities for Youth (DJJOY) staff and youth, and OCFS-licensed Runaway and Homeless Youth Shelter staff
Training Provider: SUNY Albany - PDP
Estimated cost per delivery: Varies- average $1,006
Title IV-E administrative function(s): Development of the case plan and case management and supervision; cultural competency; communication skills required to work with children and families

The Statewide Youth Services Training provides adults who work with youth in care in NYS with training, knowledge, support and job aids. The courses that are considered foundation courses are “Promoting Positive Youth Development and Well-Being” (PPYD) and the “Life Skills Toolbox.” PPYD provides strategies to encourage service providers to communicate with youth and use strategies in assessing their needs and creating realistic youth-led plans. The “Life Skills Toolbox” provides a competency-based structure for staff to assess identify, and work with youth in care to impart life skills needed to transition to adulthood. These two-day classroom trainings are available statewide for LDSS and voluntary authorized agency caseworkers, supervisors, foster parents, child care workers, and OCFS Division of Juvenile Justice and Opportunities for Youth staff and youth and youth bureau staff. Training is recommended, but not required.

Topic Specific Classroom Training

This training is offered as full or half-day training and is delivered statewide. For 2019, topic specific training will focus on promoting youth well-being, including what workers can do to help youth feel safe, provide youth with the skills they need to transition into adulthood or the workforce, and special topic training to providers on identifying and Supporting Survivors of Commercial Sexual Exploitation of Children (CSEC) and Youth Trafficking.

OCFS also continues to support the regional and statewide Youth Advisory Leadership Team, Youth in Progress (YIP) which consists of teams of youth in care throughout the six regions in NYS. YIP adolescents will continue to meet on a regular basis to receive training, skill practice, awareness and practical guidance on how to assess and use the resources available to them to help transition to self-sufficiency.

Six regional youth voice events will continue to be held across NYS. These events provide youth with a voice in identifying issues they have with policies and practices that influence their lives. Youth in care have an opportunity to present their individual issues and concerns to a panel of
regional policy makers who can effect local change. These events will also present an opportunity for the youth to take part in the recruitment of new members for regional youth leadership programs.

<table>
<thead>
<tr>
<th>Year</th>
<th>Trainees</th>
<th>Offerings</th>
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<tr>
<td>2019-2020 (proposed)</td>
<td>7870</td>
<td>704</td>
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</tbody>
</table>

The courses for Youth Services training include:

**Adolescent Sexuality: Promoting Sexual Health and Sexual Responsibility**  
*Mode of Delivery: Classroom or Virtual Classroom*  
*Duration: ½ day classroom or ½ day virtual classroom*

All adolescents experience challenges adjusting to the emotional issues associated with sexual development. It is essential that the adults in each youth’s life are prepared to guide that youth through that process in a healthy and appropriate manner. This training is intended to help those adults to become knowledgeable about the stressors facing adolescents, especially foster care youth, and to assist these adults in developing the necessary skills to provide education and support. The classroom version is a half-day, utilizing various multi-media resources, providing opportunities for large group discussions, and will include interactive hands-on activities. The half-day iLinc course has been tailored to provide content with technology based activities.

**Boundaries: Setting Limits and Sharing Safety**  
*Mode of Delivery: Classroom & Virtual Classroom*  
*Duration: ½ day*

This course explores the importance of maintaining professional boundaries. Participants learn why people cross boundaries and understand the ways in which those transgressions impact youth. Participants will also consider the effects that abuse can have on a young person’s sense of personal boundaries, and discover the purpose of self-disclosure as a tool of intervention and healing.

**Bullying: Spot It, Stop It**  
*Mode of Delivery: Classroom*
Duration: ½ day

Bullying in schools, foster care facilities, and virtually all locations in which young people gather, has become a national phenomenon. The impact of bullying on perpetrators, victims, and the social environment can have devastating short term and long-term consequences. This training has been developed to provide participants with important information about the impact of bullying, the types of bullying and, most importantly, the ways in which to create a physical and social setting in which bullying is reduced.

Creating Youth Leaders in Your Agency
Mode of Delivery: Classroom
Duration: ½ day

This course will provide participants with an understanding of basic youth leadership principles and strategies to develop youth voice in their programs, and the principles of building youth/adult partnerships. Benefits and barriers to implementing youth leadership will be discussed, and participants will have the opportunity to learn about New York State’s model program, Youth in Progress (YIP). It will discuss ways staff can motivate youth and co-workers to participate in the YIP model as a way to develop a strong, regional youth/adult partnership in their agency and to develop youth leadership skills. It will focus on identifying strengths and skills in young people that can be translated into leadership potential. Exercises and interaction will focus on tapping into and building on the skills of young people who may not appear as leaders at first glance.

Creating LifePaks with Youth in Care
Mode of Delivery: Classroom
Duration: ½ Day

The disconnection of a child/youth from his/her past is frequently a result of placement and/or adoption produced by the severing of important connections that existed prior to placement, and by the failure to help the child/youth preserve his/her history as a part of his/her identity formation. Research has shown that failure to preserve a child/youth's connection to past history has a long-term effect on the child/youth's self-esteem, self-concept, and ability to form lasting attachments and relationships throughout his/her lifetime. This training will help staff and foster parents use the process of developing a LifeBook/LifePak with a youth as a way to produce a tangible product, while helping the youth explore future goals.

Developing Money Management Skills with Youth in Care
Mode of Delivery: Classroom & Virtual Classroom
Duration: ½ day classroom or ½ day virtual classroom

Money management skills develop from the ideas, attitudes, and spending habits learned at home, school, and the marketplace. Those who learn good money management skills are more likely to become adults who can make sound financial decisions, avoid excessive debt, and manage income and expenses to reach their goals. Therefore, it is important for youth in foster care to understand their ideas and attitudes about money and their spending habits in order to develop good money management skills. Creative and fun ways of teaching foster care youth about money management equip youth with the skills and tools to be an educated consumer. Activities, games, and resources about money management that can be used with youth individually or with groups will be included.
Essential Communication Skills for Working with Youth in Care  
Mode of Delivery: Classroom & Virtual Classroom  
Duration: ½ day

This training will assist adult caregivers with developing the essential skills needed to provide safe supervision of and effective communication with youth in care. It will examine the concept of self-awareness, and look at how adult responses and physical posturing give nonverbal messages to youth with whom they interact. It will also explore the significance of developing skills of positioning, observation and decision making, and introduce the concepts of therapeutic intervention and positive role modeling. (Note: The Constructive Confrontation and Getting Down to Basics courses were combined in 2018 to create this course.)

Life Skills Toolbox (Foundational)  
Mode of Delivery: Classroom  
Duration: 2 days

This course is designed to build on the Promoting Positive Youth Development and Well Being (PPYD) course or the Working with Youth in Care trainings. Participants must take one of these courses as a pre-requisite. For DJJOY staff, the Basic Academy serves as the pre-requisite. This training will assist participants to link assessment, the foundation for designing a life skills plan, with the resources contained in the toolbox. The Life Skills Toolbox provides a competency-based structure for selecting specific life skills that need instruction, and provides activities and resources that teach the specific life skill.

Motivating Kids in Care: Engaging Youth in Case Planning & Implementation  
Mode of Delivery: Classroom  
Duration: 1 day

Engaging and sustaining the focus of youth in care for case planning and implementation can be especially challenging, given their foster care experience both prior to and while in care. This training will discuss concepts of motivation, examine youth needs and how they may be met, consider where youth may be in the Stages of Change, and identify and utilize tools for assessing youth motivation. Practice using a model for engaging youth and increasing their motivation will enable caregivers to assist youth with their successful transition to self-sufficiency, via life skills development and future planning.

Permanency Options for Youth  
Mode of Delivery: Classroom & Virtual Classroom  
Duration: ½ day  
Work Plan Code: RC01  
Approved Audience: Case managers in local districts and voluntary agencies

This training will focus on defining permanency and identifying for case managers in local districts and voluntary agencies in New York State, the permanency options for children and youth to be explored if reunification with birth families is not possible. Those options include: adoption, guardianship, including KinGAP, and Another Planned Living Arrangement (APLA).
Pre-dispositional Risk Assessment Instrument (PDRAI)
Mode of Delivery: Webinar
Duration: 1½ hours
Work Plan Code: DLT01
Approved Audience: Local district, state, and voluntary agency staff

This is a recording of a webinar that was delivered live on March 16, 2016. It will provide participants with an overview of the PDRAI legislation, the proposed tool and process, its anticipated impact on DSS, and proposed implementation timelines.

Preparing Foster Care Youth for College
Mode of Delivery: Classroom and Virtual Classroom
Duration: ½ day
Work Plan Code: RC01
Approved Audience: Local district and foster care agency caseworkers, supervisors, foster parents, child care workers, OCFS staff, youth bureau staff, youth in foster care, and Division of Juvenile Justice and Opportunities for Youth (DJJOY) staff and youth

This course will help you become well-versed in educational services and financial aid opportunities available for foster care youth. Participants will learn about services and supports available to foster care youth to pursue post-secondary education. Among the supports to be discussed are grants, scholarships, and the education and training voucher (ETV).

Preparing Youth for Employment
Mode of Delivery: Classroom & Virtual Classroom
Duration: ½ day
Work Plan Code: RC01
Approved Audience: Local district and foster care agency caseworkers, supervisors, foster parents, child care workers, OCFS staff, youth bureau staff, youth in foster care, and Division of Juvenile Justice and Opportunities for Youth (DJJOY) staff and youth

Youth in care often experience difficulty in securing and maintaining employment due in part to their lack of skills and self-confidence. This training will focus on the interpersonal, workplace, and technological skills needed in today’s job market, and how participants can foster these skills in the youth with whom they work. Participants will be able to assist youth in career exploration, teach youth how to use portfolios as a career development tool, assess and strengthen youth employment readiness skills, explore methods to assist youth in developing job seeking and job keeping skills, and identify local programs and community resources to assist youth with career exploration, job skills development, and employment opportunities.

Promoting Positive Youth Development and Well-Being (PPYD)* (Foundational)
Mode of Delivery: Classroom & CBT
: pre-class module; 2 days
Work Plan Code: RC01
Approved Audience: Local district and foster care agency caseworkers, supervisors, foster parents, child care workers, OCFS staff, youth bureau staff, youth in foster care, and Division of Juvenile Justice and Opportunities for Youth (DJJOY) staff and youth

This training will assist those working with youth in care to promote positive youth development and wellbeing using Positive Youth Development (PYD) strategies. PYD strategies encourage service providers to look at youth from a holistic perspective, view youth as partners in their own
development, provide youth with the skills and opportunities to foster better decision-making, and prepare youth to take the lead in achieving their goals. Understanding adolescent development, and how the trauma many youth in care have experienced affects their development, is necessary for caseworkers who work with adolescents in care. Being able to communicate with youth and use PYD strategies will assist workers in partnering with youth, better assessing their needs, and creating realistic youth-led plans. This will, in turn, help youth successfully transition from care and sustain life-long success.

Street Smarts: Safety Skills for Youth in Care  
Mode of Delivery: Classroom and Virtual Classroom  
Duration: ½ day  
Work Plan Code: RC01  
Approved Audience: Local district and foster care agency caseworkers, supervisors, foster parents, child care workers, OCFS staff, youth bureau staff, youth in foster care, and Division of Juvenile Justice and Opportunities for Youth (DJJOY) staff and youth  
This course explores some of the personal safety issues youth face in the community, in school and interacting with their peers. Participants will look at some of the reasons youth in care are more vulnerable to risk in their lives, societal violence as it pertains to adolescents, how to help youth deal with difficult situations, and ways to help youth learn to keep themselves safe when they are living on their own.

Transition Plan: Helping Youth in Care Plan for Their Future Training (Child Welfare)  
Mode of Delivery: Classroom & Virtual Classroom  
Duration: ½ day  
Work Plan Code: RC01  
Approved Audience: Local district and foster care agency caseworkers, supervisors, foster parents, child care workers, OCFS staff, youth bureau staff, youth in foster care, and Division of Juvenile Justice and Opportunities for Youth (DJJOY) staff and youth  
This course assists those working with adolescents (14-21) in the Child Welfare field to understand the policies, directives, and supports in place to help them, in best practice, to assist youth to achieve successful outcomes. It will highlight Chafee, Transition Plans (OCFS-4922 and OCFS-4923), Adolescent Service Regulations, Trial Discharge, Re-Entry, Medicaid to 21, ETVs, and Permanency Legislation (relative to life skill instruction and linking to assessments).

What's in it For Me: Engaging Youth in Life Skill Development  
Mode of Delivery: Classroom & Virtual Classroom  
Duration: ½ day  
Work Plan Code: RC01  
Approved Audience: Local district and foster care agency caseworkers, supervisors, foster parents, child care workers, OCFS staff, youth bureau staff, youth in foster care, and Division of Juvenile Justice and Opportunities for Youth (DJJOY) staff and youth  
Motivating young people can be a challenge. Engaging and sustaining the focus of youth for developing life skills can be equally challenging. This training will discuss concepts of motivation, examine the relationship between a youth’s level of motivation and their successful transition to independence, and explore techniques that foster care professionals can use to motivate foster care youth. The use of creative strategies that are fun, interesting, and experiential can help to increase the youth’s chances of learning life skills. This training will present strategies and approaches that will engage and motivate young people to learn and come back for more.
Working with LGBTQ Youth in Care
Mode of Delivery: Classroom & Virtual Classroom
Duration: 1 day classroom or ½ day virtual classroom
Work Plan Code: RC01
Approved Audience: Local district and foster care agency caseworkers, supervisors, foster parents, child care workers, OCFS staff, youth bureau staff, youth in foster care, and Division of Juvenile Justice and Opportunities for Youth (DJJOY) staff and youth

Because of the unique stressors experienced by gay, lesbian, bisexual, and transgender youth, this training will discuss the ways in which foster care settings can establish an accommodating atmosphere. Participants will learn how to assist this population of youth by identifying appropriate people and community resources. Participants will also be able to explore and develop strategies for creating safe environments for LGBTQ youth by developing a knowledge base, skills, and comfort level needed to serve these youth effectively through candid and open discussion. The classroom version is one full day, utilizing various multi-media resources, providing opportunities for large groups discussions, and will include interactive hands-on activities. The half-day iLinc course has been tailored to provide content with technology-based activities.

Courses for Child Welfare Staff and Supervisors

Section 421(5)(c) of the Social Services Law sets forth specific types of required training for LDSS CPS supervisory staff. OCFS has developed courses that fulfill the requirements of the law to prepare supervisors to fulfill their roles and responsibilities in Child Protective work. As part of the requirement, all LDSS CPS supervisors must complete a training course on the fundamentals of Child Protection. These fundamentals are provided through the Child Welfare Foundations Program and the Child Protective Services Response Training. These courses must be completed prior to completion of the supervisory core program. All CPS supervisors must complete either KEYS Core or KEYS Essentials, foundation modules for all Child Welfare supervisors, and Supervising CPS, for Child Protective Services supervisors.

Advanced Legal Issues Training
Mode of Delivery: Classroom
Duration: 2 days
Work Plan Code: CC28
Approved Audience: Child welfare staff in local districts
Training Provider: SUNY Stony Brook
Estimated cost per delivery: $15,376

Title IV-E administrative function(s): placement of a child; development of the case plan, case management and supervision.

This course expands on legal issues introduced in Common Core and CPSRT. The course provides the knowledge and skills needed to bring a case of child abuse and/or neglect through the Family Court System. Pre-Requisites: Child Welfare Foundations Program, Common Core or Core Essential Skills or CPS Foundation Parts 1 and 2
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<th>Offerings</th>
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**Advanced Medical Issues Training**
- Mode of Delivery: Classroom
- Duration: 2 days
- Work Plan Code: CC28
- Training Provider: SUNY Stony Brook
- Estimated cost per delivery: $12,855
- Title IV-E administrative function(s): placement of a child, development of the case plan, case management and supervision.

This course provides the knowledge and skills to make informed decisions about accidental or inflicted injuries to children and to distinguish between potential abuse/maltreatment and naturally occurring medical conditions, this training is especially relevant to the work of CPS staff.

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**Special Topics Legal Training * **
- Mode of Delivery: Classroom
- Duration: 2 days
- Work Plan Code: CC28
- Training Provider: SUNY Stony Brook
- Estimated cost per delivery: $5,125
- Title IV-E administrative function(s): placement of a child, development of the case plan, case management and supervision.

This training provides child welfare LDSS and voluntary agency staff with up to date information regarding changing laws and legal requirements around child welfare, and to meet their need for clarification on existing laws and regulations.

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**Attachment and Separation Issues in Child Welfare**
- Mode of Delivery: Classroom
- Duration: 3 days
Work Plan Code: RC04  
Approved Audience: NYC Foster Care & Preventive Caseworker and Supervisor  
Training Provider: Council of Family and Child Caring Agencies (COFCCA)  
Estimated cost per delivery: $2,520  
Title IV-E administrative function(s): case management and supervision and development of the case plan.

This training explores how bonding, attachment, and separation interfere with positive child development and adjustment while children are in care. The training examines the emotional and psychological relationships children form with the significant people in their lives and the impact that these relationships have on their ability to achieve permanency.

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Supplemental Training for NYC Voluntary Agencies:

Mode of Delivery: Classroom  
Duration: 1 or 2 days  
Work Plan Code: RC04  
Approved Audience: NYC Foster Care & Preventive Caseworkers and Supervisors  
Training Provider: Council of Family and Child Caring Agencies (COFCCA)  
Estimated cost per delivery: $1,120  
Title IV-E administrative function(s): case management and supervision and development of the case plan.

Boundaries and Counter-transference for Supervisors and Caseworkers  
Mode of Delivery: Classroom  
Duration: 1 Day

This highly interactive course will define appropriate and inappropriate boundaries, transference and counter-transference using clinical definitions and case examples, and examine the role of “helping.” It will identify the consequences of a worker’s eagerness to help: overstepping boundaries, “good intentions.”

Gang Violence Prevention  
Mode of Delivery: Classroom  
Duration: 1 day

Conflict and violence on the part of adolescents and pre-adolescents has been a growing problem. Today, the gang life draws young people from all walks of life, socio-economic background, races, and ethnic groups. Gangs are a problem not only for law enforcement, but also for the community. This training helps human service workers and persons in related fields understand the dynamics of gang violence and develop strategies and techniques to work effectively with high risk youth. By attending this workshop, participants will learn about: 1) the warning signs of gang activity; 2) facts and statistics on gang
violence; 3) effective communication approaches; 4) access to community support resources; and 5) intervention approaches.

**Time and Stress Management**  
**Mode of Delivery:** Classroom  
**Duration:** 2 days

This provides caseworkers and supervisors with the most practical and state of the art techniques for managing stress, preventing burnout and organizing time. Participants will examine their roles as human service workers and identify strategies for managing situations that produce the greatest stress for them.

**Writing Based on Observation**  
**Mode of Delivery:** Classroom  
**Duration:** 1 Day

Documentation is a critical function of Social Work practice. Social workers are responsible for recording a variety of specific information about their clients in style that is factual, objective, specific, clear, to the point, and without jargon. Workers often fail to understand the relevance of documentation for risk management purposes and outcome achievement. In this session, participants will learn the following:

- The importance of recording events as soon as possible
- How to record only what is essential to the function of the agency and the goals of the case (i.e., progress notes, permanency hearing reports, summary reports, etc.)
- How to identify and document observed facts and distinguish them from opinions

**Youth Development**  
**Mode of Delivery:** Classroom  
**Duration:** 1 day

This training is designed to foster strong partnerships with youth, child welfare staff, foster parents and other caring supporting adults. Caseworkers will learn the knowledge and skills necessary to help youth become successful integrated members of society to provide youth with motivation and skills so that they stay connected to a support system that will sustain permanency, safety and well-being.

**Legal Training for Case Planners and Supervisors**  
**Mode of Delivery:** Classroom  
**Duration:** 2 days

This training is designed to provide an understanding of the entire legal process in Family Court. It is conducted by the Legal Support and Training Unit of Family Court Legal Services (FCLS). During the first day, there is an overview of the court process, including a full review of the basic hearings and the role of the caseworker at each step of the process. On the second day, the class will apply its knowledge to practical, real life situations. Using a hypothetical case, it will follow a case from its inception through disposition.
The Caseworker’s Role at the Family Team Conference (FTC)
Mode of Delivery: Classroom
Duration: 1 day

This course is designed to support and reinforce the awareness, knowledge and skills of the participants while redirecting (and correcting as necessary) faulty beliefs and values, misunderstandings regarding the purpose and model of the FTC, ineffective approaches to family engagement, poor FTC preparation, inadequate participation and follow-up practices, and unclear understanding of safety, risk, and permanency.

Combined data for Supplemental Training for Voluntary Agencies

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Domestic Violence Training for Child Welfare Workers
Mode of Delivery: Classroom
Duration: 2 days
Work Plan Code: CC13
Approved Audience: Child Welfare (CW) workers in local districts, provider agencies and OCFS Regional and Home Office Staff
Training Provider: NYS OPDV
Estimated cost per delivery: $8,895
Title IV-E administrative function(s): referral to services, case management and supervision
This skill-based training assists CW workers with families where domestic violence and child abuse and maltreatment overlap. This training provides a comprehensive overview of adult domestic violence, the role of CW in domestic violence cases, and the impact of domestic abuse on the safety of adult victims and children. There will be opportunities for participants to assess for and respond to domestic violence, discuss safety planning with the protective parent, evaluate the effectiveness of various interventions, and review legal remedies.

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Child Welfare Requirements for Identifying and Working with Sex Trafficking Victims
Mode of Delivery: CBT
Duration: 30 minutes
Approved Audience: Local departments of social services and voluntary agency staff.
Training Provider: SUNY Albany PDP
Estimated cost per delivery: $1,085
Title IV-E administrative function(s): referral to services

, the Preventing Sex Trafficking and Strengthening Families Act was signed into law. This Act has two primary purposes: to improve the safety, permanency, and well-being outcomes of children and youth involved with the child welfare and juvenile justice systems, and to protect and prevent at-risk children and youth from becoming victims of sex trafficking. By viewing this program, trainees will learn how to summarize the requirements for identifying, documenting, reporting, and responding to children and youth who are sex trafficking victims or at risk of being victims, and will become familiar with the sex trafficking identification screening tools. One version of the video includes Spanish captions.

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Family Assessment Service Plan Training
Mode of Delivery: Classroom
Duration: 1½ days
Work Plan Code: CC04
Approved Audience: Child Welfare local district and provider agency staff
Training Provider: SUNY Albany
Estimated cost per delivery: $6,250
Title IV-E administrative function(s): case reviews, referral to services, case management and supervision.

This training focuses on case recording requirements in CONNECTIONS and provides hands-on practice on documenting in the Family Assessment and Service Plan (FASP), health services, education, and permanency hearing reports. See also: Child Welfare Casework Documentation.

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Family Assessment Service Plan with Foster Care Training
Mode of Delivery: Classroom
Duration: 2 days
Work Plan Code: CC04
Approved Audience: Child Welfare local district and provider agency staff
Training Provider: SUNY Albany
Estimated cost per delivery: $8,214
Title IV-E administrative function(s): case reviews, referral to services, case management and supervision
This training focuses on case recording requirements in CONNECTIONS and provides hands-on practice on documenting in the Family Assessment and Service Plan (FASP), health services, education, and permanency hearing reports. This course provides in depth training specifically on the additional screens required in CONNECTIONS for foster care cases. See also: Child Welfare Casework Documentation.

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<td>2019-2020 (proposed)</td>
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Progress Notes Training
Mode of Delivery: Classroom
Duration: 1 day
Work Plan Code: CC04
Approved Audience: Child Welfare local district and provider agency staff
Training Provider: SUNY Albany - PDP
Estimated cost per delivery: $4,188
Title IV-E administrative function(s): placement of a child, development of the case plan, case management and supervision

Progress Notes Training is designed to develop and strengthen caseworkers’ ability to conduct quality casework contacts so they are able to document efforts to engage families, gather information to assess safety, risk, abuse/maltreatment, develop and implement service plans, support decision-making, including reasonable efforts, and to support placement, return home, concurrent planning, adoption, eligibility determinations, and casework contacts. Progress Notes are part of the child welfare uniform case record.

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Casework Documentation Special Topics Training
Mode of Delivery: Classroom
Duration: 1 day
Work Plan Code: CC04
Approved Audience: Child Welfare local district and provider agency staff
Training Provider: SUNY Albany - PDP
Estimated cost per delivery: $4,566
Title IV-E administrative function(s): placement of a child, development of the case plan, case management and supervision
Casework Documentation Special Topics training is used to improve participants’ understanding and effective use of the documentation system and provides local district/voluntary agency specific training on requested topics related to specific needs.

Courses may include:

- Case Documentation for CPS Workers
- FASP with Foster Care Issues
- Using the FASP as a Case Planning Tool
- Documenting Safety and Risk Assessments
- Permanency Hearing Reports

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Legal Updates for CPS and Child Welfare Webcast

Mode of Delivery: Webcast
Duration: 3 hours
Approved Audience: Experienced (on the job more than one year) child welfare and CPS staff, senior caseworkers, supervisors, directors of service and local district social services attorneys.

Training Provider: SUNY Albany PDP / TBD
Title IV-E administrative function(s): referral to services, case reviews, case management and supervision

This annual program reviews highlights of case law updates that affect child protective services, foster care and adoption practice in New York State. Attorneys viewing this program live will be eligible to receive Continuing Legal Education Credit (CLE). A recorded version of the program will be available in HSLC for the year after the original webcast.

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Adolescent Substance Use

Mode of Delivery: CBT
Duration: 2-3 hours
Work Plan Code: CC05
Approved Audience: Local district and provider agency child welfare caseworkers and supervisors, and child care workers and supervisors in provider agencies.

Training Provider: SUNY Albany PDP
Title IV-E administrative function(s): referral to services, case development, case management and supervision

The prevalence of adolescent substance use and the seriousness of the possible impact of substance use on the adolescent's well-being make it imperative that caseworkers have an understanding of adolescent substance use, have access to resources about adolescent substance use, and know the best ways to engage with an adolescent and his/her family about possible substance use. This WBT training is designed for caseworkers working with adolescents who may be using alcohol or other drugs. This training will increase workers' competence and confidence to work with adolescents who are suspected of using substances, teach workers how substance use negatively impacts adolescents, and help workers to decide what actions to take with an adolescent and his/her family to address the problem of adolescent substance use.

Co-occurring Disorders for Child Welfare Workers
Mode of Delivery: CBT
Duration: 2-3 hours
Work Plan Code: CC05
Approved Audience: Local district and provider agency child welfare caseworkers and supervisors, and child care workers and supervisors in provider agencies.
Training Provider: SUNY Albany PDP

Title IV-E administrative function(s): referral to services, case development, case management and supervision

Research supports the fact that many clients diagnosed with substance use disorders are also diagnosed with at least one mental health disorder. The coordination of services to provide such clients with the maximum benefit can be a significant challenge. This training presents participants with information on specifics of working with clients affected by both a substance use and mental health disorder. This program focuses its impact on the family and the implications for delivering services to families who are affected by mental illness and substance use.

Working with Alcohol- and Substance-Affected Families
Mode of Delivery: Classroom
Duration: 1 Day
Work Plan Code: CC05
Approved Audience: Local district and voluntary agency child welfare caseworkers and supervisors
Training Provider: SUNY Albany PDP
Estimated cost per delivery: $2,735

Title IV-E administrative function(s): referral to services, case development, case management and supervision.

Because of the high incidence of alcohol and other substance use within families receiving child welfare services, caseworkers and supervisors need to recognize substance use disorder and its effect on the family. Working with Alcohol- and Substance-Affected Families (WASAF) training is designed to enhance caseworker skills in addressing the dynamics and needs of families that are affected by alcohol and other substance use disorders. This program provides the foundational information on substance use disorders, recovery, and relapse, the nature and causes of dependency, stages of chemical dependency, and its implications for child welfare caseworkers.
Staff will learn about various treatment options and to recognize their role in referring families to these services.

This training program builds the knowledge and skills necessary to identify, assess, and plan with families affected by alcohol and substance abuse. LDSS and voluntary agency child welfare (preventive, foster, adoption) caseworkers and supervisors develop competencies in recognizing the natural resilience of families, in utilizing strengths to motivate and facilitate change, and in supporting families throughout a member’s treatment and recovery.

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<tr>
<th>Year</th>
<th>Trainees</th>
<th>Offerings</th>
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</tr>
<tr>
<td>2019-2020 (proposed)</td>
<td>300</td>
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**WASAF Special Topics Training**

**Mode of Delivery:** Classroom  
**Duration:** 1 day  
**Work Plan Code:** CC05  
**Approved Audience:** Local district and voluntary agency child welfare caseworkers and supervisors  
**Training Provider:** SUNY Albany PDP  
**Estimated cost:** $2,188

**Title IV-E administrative function(s):** referral to services, case development, case management and supervision

The following courses are offered as Special Topics training:

**Brief Solution Oriented Interventions with Substance Affected Families**

There are key knowledge/skill sets required for services to youth and families in community and residential programs where the average length of stay has decreased over time. This six-hour workshop is designed to provide an understanding of Brief Solution-Focused Interventions as applied to working with the substance affected client and their family. Participants will be introduced to the role Brief Solution-Focused Interventions can play in engaging the substance affected client and their family for change, in a timely manner. In addition, the participants will have the opportunity to apply the concepts in interactive activities.

**Helping People Change: Techniques for Engaging and Motivating Child Welfare Clients and Their Families**

**Title IV-E administrative function(s):** referral to services, case management and supervision.

Helping clients change behavior is an important role for child welfare professionals. Identifying the need for change in families and individuals affected by substance use disorders appears logical; motivating the client for change is challenging. This six-hour training will provide participants with an understanding of the complexity of intentional behavior change and skills based techniques to identify client readiness to make change and to address barriers to change. Participants will be introduced to strategies for reducing resistance as well as learning strategies to enhance motivation and engage the substance affected client and their family for improved child welfare outcomes.
Substance Use and Family Dynamics
The goal of this training is to raise participants’ awareness of commonly used substances, signs and symptoms associated with use, and drug trends in New York State, as well as how parental drug use can affect child safety and risk. Participants will be able to educate children and families on the short term and longer-term effects of alcohol and other drug (AOD) use. Moreover, this training will provide best practice techniques for engaging and planning with youth and families around suspected or confirmed AOD use. Participants will also learn the potential effects of treatment and relapse on child safety, permanency, and wellbeing.

Opioid Use and Family Dynamics
This targeted training on heroin and prescription opiates will enhance the child welfare caseworkers’ knowledge, skills, and abilities, and better equip them to be more effective when identifying, intervening, and referring children and families affected by Opioid Use disorders (OUD). This training will raise participants’ awareness of the effect of heroin and other opiates on the family, help them recognize how it impacts child safety and risk. This training will educate workers on the short term and longer-term effects of opioid misuse on the individual and the family unit as a whole. Participants will also learn the potential effects of treatment and relapse on child safety, permanency, and well-being.

Special Topics classroom training combined:

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<td>2019-2020 (proposed)</td>
<td>600</td>
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WASAF Synchronous Training
Mode of Delivery: Virtual Classroom
Duration: 2 hours
Work Plan Code: CC05
Approved Audience: Local district and provider agency child welfare caseworkers and supervisors, and child care workers and supervisors in provider agencies.
Training Provider: SUNY Albany PDP
Estimated cost per delivery: $895
Title IV-E administrative function(s): referral to services, case management and supervision

The following courses are offered as synchronous training:

Overview of Fetal Alcohol Spectrum Disorder
Due to the current epidemic in New York State with respect to heroin and prescription opiate medication, child welfare caseworkers are struggling to find ways to help children and families find protection and services. This course will help child welfare caseworkers to become more confident and competent when working with children and families who are affected by opioid use disorders. A targeted training on heroin and prescription opiates will enhance the child welfare caseworker’s knowledge, skills, and abilities, and better
equip them to be more effective in the identification, intervention, and referral to treatment of children and families affected by opioid use disorders.

**Opiates and Child Welfare**

Due to the current epidemic in New York State with respect to heroin and prescription opiate medication, child welfare caseworkers are struggling to find ways to help children and families find protection and services. This course will help child welfare caseworkers to become more confident and competent when working with children and families who are affected by opioid use disorders. A targeted training on heroin and prescription opiates will enhance the child welfare caseworker’s knowledge, skills, and abilities, and better equip them to be more effective in the identification, intervention, and referral to treatment of children and families affected by opioid use disorders.

**WASAF Synchronous Virtual Classroom combined**

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<th>Trainees</th>
<th>Offerings</th>
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<tr>
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**Family Engagement Specialist Toolkit Training**

**Mode of Delivery:** Classroom & CBT  
**Duration:** Varies  
**Approved Audience:** Local district commissioners, provider agency directors, directors of services, staff development coordinators, supervisors, caseworkers; other identified stakeholders  
**Training Provider:** SUC Buffalo ICHP/CDHS (2018-2019) / N/A 2019-2020  
**Estimated Cost:** $6,868 (2018-2019) / N/A 2019-2020  
**Title IV-E Administration function** referral to services, case management and supervision, placement of the child, development of the case plan

Family Engagement Specialist Training is designed to provide training and consultation to LDSS and provider agency preventive, foster, adoption and CPS caseworkers and supervisors as well as leadership staff, to support their ability to initiate and maintain ongoing engagement with families. The focus of the training is to support the transfer of learning, enabling LDSSs and agencies to fully integrate family engagement processes and practices learned in foundation level training.

This is done through the use of the four family engagement toolkits:

**Locating and Engaging Fathers**

The Locating and Engaging Fathers Toolkit explores attitudes and barriers related to locating and engaging fathers; has a focus on the importance of fathers in the lives of children; presents strategies for locating fathers; and provides an overview of legal terminology and considerations.
Family Meetings
The Family Meetings Toolkit presents the philosophy and beliefs that support family meetings as well as its benefits to families and caseworkers; presents strategies for partnering with family members; presents the steps and processes for conducting a family meeting, including standard agendas, managing conflict and facilitation skills and strategies.

Coaching Family Visits
The Coaching Family Visits Toolkit presents coaching visits as an effective alternative to traditional supervised visits. Participants learn how to partner with parents; how to engage parents to focus on identifying and meeting each child’s needs; learn strategies and tools to help parents explore the feelings, needs and strengths that a child may be expressing through their behavior during visits.

Child-Centered Family-Focused Practice
The Child-Centered Family Focused Practice Toolkit focuses on developing and enhancing caseworkers’ capacity to engage families, especially around family preservation and reunification; and on the skills, strategies, and techniques caseworkers need to engage family members in planning and achieving children’s safety, permanency, and well-being.

There are two activities that are required for the implementation of each toolkit:

1) Through the Implementation Meetings, LDSSs and agencies are prepared to initiate and sustain the philosophies and practices of the toolkit.

The toolkit training has three parts: a classroom day of orientation, 8-10 hours of online activities, and a day of skills practice.

NOTE: In 2018, OCFS began converting the toolkits to classroom training. Beginning in 2019, OCFS will no longer support the Implementation process.

### Implementation Meetings

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### Toolkit Training

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<td>2019-2020 (proposed)</td>
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Involving Fathers for Children: Fundamentals* (converted Locating and Engaging Fathers toolkit)

Mode of Delivery: Classroom and CBT

Duration: 1½ days


Approved Audience: Local district commissioners, provider agency directors, directors of services, staff development coordinators, supervisors, caseworkers; other identified stakeholders


Title IV-E Administration function referral to services, case management and supervision, placement of the child, development of the case plan

This course focuses on the importance of fathers and their involvement in their children’s lives. This information can be applied throughout the child welfare continuum of services. This course includes skills and strategies for identifying, locating, and engaging fathers and their extended families in the casework process. It is designed to equip all caseworkers, case managers, and supervisors to work successfully with fathers in a wide range of family situations and structures.

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<td>2019-2020 (proposed)</td>
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Involving Fathers for Children: Preventive and Foster Care Specialty*
Mode of Delivery: Classroom
Duration: 1 day
Approved Audience: Local district commissioners, provider agency directors, directors of services, staff development coordinators, supervisors, caseworkers; other identified stakeholders
Title IV-E Administration function referral to services, case management and supervision, placement of the child, development of the case plan

This course builds on the Fundamentals course. It provides information, skills, and strategies designed specifically to enhance the casework practice of preventive and foster care workers.

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Involving Fathers for Children: CPS Specialty*
Mode of Delivery: Classroom
Duration: 1 day
Approved Audience: Local district commissioners, provider agency directors, directors of services, staff development coordinators, supervisors, caseworkers; other identified stakeholders
Title IV-E Administration function referral to services, case management and supervision, placement of the child, development of the case plan

This course builds on the Fundamentals course. It provides information, skills, and strategies designed specifically to enhance the casework practice of

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<td>2019-2020 (proposed)</td>
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<td>1</td>
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</table>
Engaging Families in Concurrent Planning*
Mode of Delivery: Classroom
Duration: ½ day
Approved Audience: Local district commissioners, provider agency directors, directors of services, staff development coordinators, supervisors, caseworkers; other identified stakeholders
Title IV-E Administrative Function: referral to services, case management and supervision, placement of the child, development of the case plan

This course focuses on the importance of concurrent planning in achieving permanency for children in foster care. Concurrent planning involves strong and active family engagement, informed case practice, and legal strategies aimed at achieving timely permanency. This information can be applied throughout the child welfare continuum of services. This course is designed to help workers integrate the concepts of concurrent planning into their work with children, youth and families to achieve timely permanency.

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<th>Trainees</th>
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<tr>
<td>2018-2019 (proposed)</td>
<td>TBD</td>
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CHILD WELFARE ELIGIBILITY TRAINING

The purpose of this training is to provide LDSSs with the knowledge and skill needed to accurately, effectively, and efficiently determine eligibility for federal funding of child welfare and Medicaid programs. This training is delivered via iLinc modality. Topics include the history and rationale of federal funding streams, how to define and understand the distinct use of each category of funding eligibility: Title IV-E; TANF-EAF; Title XX below 200 percent, Kinship/Guardianship Assistance (KinGAP), Non-Reimbursable Payments; and Candidacy in Foster Care. Trainees learn how to determine and document each category of eligibility, the use of the Welfare Management System (WMS) and to identify and access the resources available to support their ability to accurately determine and document eligibility. Courses range from a half-day to a full day of training.

Bridging Services Eligibility and Fiscal Claiming
Mode of Delivery: Virtual Classroom
This class provides descriptions of the funding categories available to pay for child welfare programs. It emphasizes the importance of accurate eligibility coding in the child welfare systems such as WMS, CCRS and CONNECTIONS so as to maximize the county's reimbursement. This course bridges the gap between child welfare eligibility and fiscal claiming. Staff will leave with a better understanding of how eligibility work processes impact fiscal claiming and how fiscal claiming impacts reimbursement. As part of the training, two corresponding schedules (Schedules G and H) will be reviewed.

Non-reimbursable Payments
Mode of Delivery: Virtual Classroom
Duration: ½ day
Approved Audience: Accounting, data entry, child welfare caseworkers, their supervisors and those responsible for entries in WMS, CCRS, CONNECTIONS, and/or reviewing the Non-Reimbursable Payments Report and/or monitoring Title IV-E eligible cases
Estimated cost of delivery: $2,730 / $320 2019-2020
Title IV-E Administrative Function: data collection and reporting; case review
Approved Audience: The local DSS should send paired staff: one child welfare eligibility staff person and one fiscal claiming/accounting staff person

This course focuses on making accurate entries in the systems associated with the provisions of child welfare services. These systems include the Child Care Review Services (CCRS), CONNECTIONS (CONNX), the Welfare Management System (WMS) and the Benefit Issuance Control System (BICS). The class will include a walkthrough of the claiming process, a discussion on non-reimbursable payments and adjusting claims data in BICS by correcting erred cases found on the non-reimbursable reports.

Temporary Assistance to Needy Families - EAF for Child Welfare Workers
Mode of Delivery: Virtual Classroom
Duration: ½ day
Approved Audience: Child Welfare Workers, Services Eligibility Workers, and Child Welfare Supervisors
Estimated cost of delivery: $2,730 / $320 2019-2020
Title IV-E Administrative Function: data collection and reporting; case review
Approved Audience: The local DSS should send paired staff: one child welfare eligibility staff person and one fiscal claiming/accounting staff person
This class trains workers on the child welfare eligibility requirements of TANF - EAF and the required documentation. Complying with the TANF - EAF eligibility requirements is necessary in order to claim federal funding. The training will help workers improve their ability to apply the correct rules when making eligibility determinations and authorizations, thus maximizing potential reimbursement.

**Title XX Below 200% of Poverty**  
**Mode of Delivery: Virtual Classroom**  
**Duration:** ½ day  
**Approved Audience:** Child Welfare Workers and Service Eligibility Workers  
**Training Vendor:** SUC Buffalo ICHP/CDHS (2018-2019) / CUNY School of Professional Studies and OCFS (2019-2020)  
**Estimated cost of delivery:** $2,730 / $320 2019-2020

This course trains workers on the eligibility requirements of Title XX Below 200% of Poverty and the required documentation. Complying with the Title XX Below 200% of Poverty eligibility requirements is necessary in order to claim federal and state reimbursement. The Title XX Below 200% training will help workers improve their ability to apply the correct rules when making eligibility determinations and authorizations, thus maximizing potential reimbursement.

The table below contains cumulative data for Bridging Services Eligibility and Fiscal Claiming, Non-reimbursable Payments, Temporary Assistance to Needy Families - EAF for Child Welfare Workers, and Title XX Below 200% of Poverty.

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<th>Trainees</th>
<th>Offerings</th>
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<tr>
<td>2019-2020 (proposed)</td>
<td>250</td>
<td>25</td>
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**Title IV-E Purchase of Services**  
**Mode of Delivery: Virtual Classroom**  
**Duration:** ½ day  
**Approved Audience:** Child Welfare Workers and Service Eligibility Workers  
**Training Vendor:** SUC Buffalo ICHP/CDHS (2018-2019) / CUNY School of Professional Studies and OCFS (2019-2020)  
**Estimated cost of delivery:** $2,708 (2018-2019) / $2,000 2019-2020

This course trains workers on the eligibility requirements of Title IV-E and the required documentation. Complying with the Title IV-E eligibility requirements is necessary in order to claim federal and state reimbursement. The Title IV-E training will help workers improve their ability to apply the correct rules when making eligibility determinations and authorizations, thus maximizing potential reimbursement.
This class will provide direction based on federal policies regarding expenditures eligible for Title IV-E reimbursement and the proper Welfare Management System (WMS) POS type codes to be used for such expenditures. It will also include instructions on how to appropriately document Title IV-E eligible purchase of services. In addition, the training will include a discussion regarding inappropriate authorizations and the inappropriate use of purchase of services type codes to claim Title IV-E foster care reimbursement for expenditures that are not allowable under the Title IV-E funding category.

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<th>Year</th>
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<th>Offerings</th>
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<td>2019-2020 (proposed)</td>
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<td>4</td>
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**Kinship Guardianship Assistance Eligibility**

**Mode of Delivery:** Virtual Classroom  
**Duration:** ½ day  
**Approved Audience:** Child welfare workers, services eligibility workers, their supervisors, and voluntary agency staff  
**Training Vendor:** SUC Buffalo ICHP/CDHS (2018-2019) / CUNY School of Professional Studies and OCFS (2019-2020)  
**Estimated cost of delivery:** $2,730 (2018-2019) / $1,333 2019-2020  
**Title IV-E Administrative Function:** data collection and reporting, case review  
**Approved Audience:** The local DSS should send paired staff: one Child Welfare Eligibility staff person and one Fiscal Claiming/Accounting staff person

This training will familiarize local district staff and voluntary authorized agencies with the on determining eligibility for the Kinship Guardianship Assistance Program (KinGAP). It includes instructions on determining whether the child's kinship guardianship assistance payment is Title IV-E reimbursable.

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<th>Trainees</th>
<th>Offerings</th>
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**Title IV-E Candidacy for Foster Care**

**Mode of Delivery:** CBT (Recorded Webinar)  
**Duration:** ½ day  
**Approved Audience:** Child Welfare Workers and Service Eligibility Workers  
**Training Vendor:** SUC Buffalo ICHP/CDHS (2018-2019) / CUNY School of Professional Studies and OCFS (2019-2020)  
**Estimated cost of delivery:** $2,730 (2018-2019) / $800 2019-2020  
**Title IV-E Administrative Function:** data collection and reporting; case review  
**Approved Audience:** The local DSS should send paired staff: one child welfare eligibility staff person and one fiscal claiming/accounting staff person
This course trains workers on how to determine candidacy for foster care; it includes a discussion on the methods for documenting that a child is legitimately considered a candidate for foster care placement. In addition, it includes instructions on meeting the rules related to candidacy that allow the LDSS/ACS to receive Title IV-E reimbursement for certain administrative costs associated with child preventive cases when the LDSS/ACS’ involvement with the child and family is for the specific purpose of either removing the child from their home or satisfying the reasonable efforts requirement with regard to preventing the removal.

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A.  
B. CW Eligibility Title IV-E Foster Care
Mode of Delivery: Virtual Classroom
Duration: 1 day
Approved Audience: Child welfare and service eligibility workers and supervisors
Title IV-E Administrative Function: data collection and reporting; case review
Approved Audience: The local DSS should send paired staff: one child welfare eligibility staff person and one fiscal claiming/accounting staff person

This course familiarizes staff with the eligibility requirements of Title IV-E foster care and the required documentation. Complying with Title IV-E foster care eligibility standards means the availability of 50 percent federal reimbursement of the costs for foster care maintenance and administration. This training will assist workers improve their ability to apply the correct rules when making eligibility determinations and authorizations so that federal reimbursement is maximized.

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<th>Offerings</th>
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</tr>
<tr>
<td>2019-2020 (proposed)</td>
<td>100</td>
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CONNECTIONS Training

Mode of Delivery: Varies, see below
Duration: Varies
Work Plan Code: CONN01
Approved Audience: LDSS and provider agency casework, management and implementation staff, and other OCFS staff
Training Provider: SUNY Albany PDP
Estimated cost per delivery: Varies – average $1,950
Title IV-E administrative function(s): placement of the child, development of the case plan, and case

Child Protective Services Response CONN Training
Mode of Delivery: Classroom
Duration: 1 day
Approved Audience: Child protective services workers and other participants enrolled in CPS Response Training

This course is part of CPS Response Training and is intended solely for participants who are enrolled in that course. The purpose of this training is to instruct local district CPS casework staff on how to record and maintain information obtained during a CPS investigation in CONNECTIONS. Through discussion, demonstration, and hands-on practice exercises, participants will be able to identify the relationship between the programmatic principles and system functionality for Safety Assessments; describe the stages and reports associated with a CPS Investigation; record a Risk Assessment and discuss the importance of accurately identifying primary and secondary caretakers; add and substantiated/unsubstantiated allegations, as well as record and modify injury information associated with an allegation; complete the Sex Trafficking Screening window; conclude an investigation and submit it for supervisory approval; generate a Notice of Indication and the Mandated Reporter Letter; manage their caseload using the Open Caseload Inquiry (OCI) report; and consolidate an investigation, recognizing the policy guidelines and system criteria that must be met. (This course builds on the skills learned in the foundations CPServices Response Training.)

CONNECTIONS Case Management for Child Welfare Workers or **Case Management in CONNECTIONS for the Child Welfare Foundations Program:**

Mode of Delivery: Classroom
Duration: 2 days
Approved Audience: Case managers, case planners, caseworkers, and other professionals who maintain information in the Family Services Intake or Family Services Stage in CONNECTIONS.

**Only for trainees enrolled in the Child Welfare Foundations Program**

This course provides instruction to child welfare caseworkers on documenting their work in CONNECTIONS. This includes hands-on practice creating a Family Services Intake and completing work in a Family Services Stage. Participants will: Describe CONNECTIONS stage types, roles, and To-Dos as they pertain to the Family Services Intake (FSI) stage and the Family Services Stage (FSS); identify the purpose of the FSI stage; create an FSS stage from an FSI stage; identify the purpose of the FSS stage; identify the windows that comprise an FSS stage; maintain person information for an FSS stage; record, modify, view, search, and print progress notes; describe the components of the Family Assessment and Service Plan window; utilize additional caseload management tools; maintain information on the Tracked Children Detail window; launch a FASP; complete specific FASP components; submit a FASP for review and/or approval; describe when to complete a Plan Amendment or Removal Update; schedule a Service Plan Review; submit and FSS stage closure for approval; identify resources to help support your work in CONNECTIONS; and launch a FASP.
Documenting Casework Contacts with Foster Children in CONNECTIONS
Mode of Delivery: CBT
Duration: 45 minutes
Approved Audience: Local district and voluntary agency caseworkers and supervisory staff

This course provides local district and voluntary agency casework and supervisory staff with instruction on the proper completion of progress notes that document casework contacts with foster children, including the proper coding for this type of progress note, the appropriate content of narratives, and supports available to help maintain compliance with the contact requirements.

Adding New Persons and Relating Persons in CONNECTIONS
Mode of Delivery: Virtual Classroom
Duration: 30 minutes
Approved Audience: Local district and voluntary agency workers

The purpose of this 30-minute course is to familiarize district and voluntary agency workers with the process of adding and relating individuals to a stage in CONNECTIONS, to include completing thorough Person Searches as a primary step in the process. Performing a thorough Person Search helps workers avoid creating duplicate person IDs before adding and relating individuals to a stage. This affects not only system data, but also the accuracy and completeness of a person’s historical record in CONNECTIONS. Participants will have the opportunity to practice what they have learned via a link to a simulation.

CPSRT Starting the Investigation
Mode of Delivery: Virtual Classroom
Duration: 3 hours
Approved Audience: Child protective services workers and other workers who attend CPSRT Training

This course is part of CPS Response Training and is intended solely for participants who are enrolled in that course. The purpose is to instruct casework staff responsible for documenting CPS Investigations on how to accurately record, view, and maintain case information in CONNECTIONS. Participants will be able to understand security considerations related to working in CONNECTIONS; describe stages and reports associated with a CPS Investigation; explain the responsibilities of Primary and Secondary workers in an INV stage; generate the Intake/IRI and Prior Case Summary reports, and the Notice of Existence; review historical information online; record a progress note; change person information in a CPS Investigation stage; describe when a person should be related to a CPS Investigation stage; and identify available CONNECTIONS resources and when to use them. (This course builds on the skills learned in the foundation Child Protective Services Response Training and is followed by the full-day Child Protective Services Response CONN Training classroom training.)

Documenting the Family Assessment Response in CONNECTIONS
Mode of Delivery: Virtual Classroom
Duration: 3 hours
Approved Audience: Caseworkers responsible for working with FAR cases

This course provides local district and voluntary agency workers with how to navigate to and record information in the FAR stage in CONNECTIONS. Participants will learn about the components of the FAR stage and the windows that comprise it, including the Family Led Assessment Guide (FLAG), Action Plan, Safety Assessment, and Risk Assessment Profile (RAP) windows. The process of track switching a FAR stage to an Investigation (INV) stage will also be discussed, as well as the Stage Summary window.

Updating Person Demographic Information in CONNECTIONS
Mode of Delivery: Virtual Classroom
Duration: 30 minutes
Work Plan Code: CONN01
Approved Audience: Local district and voluntary agency workers

The purpose of this 30-minute course is to familiarize district and voluntary agency workers with how to record and maintain person demographic information in CONNECTIONS. Participants will learn about the components of the Person List window including the sub-tabs of the Person Info tab. The process of copying primary address and phone number information will also be discussed. Participants will have the opportunity to practice what they have learned via a link to a simulation.

Viewing Person History in CONNECTIONS via Implied Role
Mode of Delivery: Virtual Classroom
Duration: 30 minutes
Approved Audience: Local district and voluntary agency workers

The purpose of this 30-minute course is to familiarize district and voluntary agency workers with what it means to have an implied role in a CONNECTIONS stage, how to determine when they have an implied role, and how to view historical information with such a role. Participants will have the opportunity to practice what they have learned via a link to a simulation. As a result of completing this course, participants will be able to: identify indicators on the Person List grid in CONNECTIONS that may point to the existence of historical information, and access and view historical information in CONNECTIONS with an implied role.

Using the Display All Case History Window in CONNECTIONS*
Mode of Delivery: Virtual Classroom
Duration: 30 minutes
Approved Audience: Local district and voluntary agency workers

As a result of completing this course, participants will be able to identify all cases of which a Person ID in the selected stage is a part; and access and view historical information in CONNECTIONS with an implied role. The course will conclude with a question-and-answer period and participants will be provided with access to a practice simulation available for use anytime.

Working with Permanency Hearing Reports in CONNECTIONS
Mode of Delivery: Virtual Classroom  
Duration: 3 hours  
Approved Audience: Caseworkers and other staff from Local District and Provider agencies who work with Permanency Hearing Reports.

The purpose of this course is to familiarize new local district and voluntary agency foster care workers with the process of completing Permanency Hearing Reports in CONNECTIONS. Participants will learn about the Permanency Law, the types and features of Permanency Hearing Reports, and the CONNECTIONS roles that can maintain them. This is one of three independent, online courses that comprise the content offered in the Foster Care One-Day Training.

**Working with Progress Notes in CONNECTIONS**  
Mode of Delivery: Virtual Classroom  
Duration: 1½ hours  
Approved Audience: Child Welfare local district and provider agency staff

This 90-minute Virtual Classroom training familiarizes caseworkers with the tasks most commonly completed on the Progress Notes windows in Family Services Stages. This includes discussion on the importance of and security related to progress notes and how to create, modify, sort search, and print progress notes. (This course may be part of the Child Welfare Foundations Program.

**Preparing for the Placement Module in CONNECTIONS**  
Mode of Delivery: Virtual Classroom  
Duration: 2 hours  
Approved Audience: Local district and voluntary agency workers

The Placement module in CONNECTIONS is designed to assist districts and voluntary agencies in matching children to the best available foster care placement, thereby providing more stability for these children and positively impacting their safety, permanency, and well-being. By providing an overview of the changes implemented in Phases 1 and 2 of the Placement module, this training can assist district and voluntary agency workers in learning what information needs to be recorded in CONNECTIONS before and contributing to the smooth statewide rollout of Placement. Trainees will be provided with hands-on practice, discussions, and demonstrations that reinforce key documentation in CONNECTIONS.

**NYC Integrated Core CONNECTIONS Training (Satterwhite) part 1**  
**NYC Integrated Core CONNECTIONS Training (Satterwhite) part 2**  
Mode of Delivery: Classroom  
Duration: 4 days  
Approved Audience: Child Protective Services workers from NYC's ACS.

This course is part of NYC's training for CPS workers and is intended solely for participants who are enrolled in that course. The purpose of this four-day course is to train caseworkers on how to document, search, and maintain within CPS and Family Services Stages, including Family Assessment and Service Plans (FASPs) in CONNECTIONS. Through
discussion, demonstration, and hands-on practice exercises, participants will edit Tracked Children Detail (including Program Choices and Permanency Planning Goals), launch and edit a FASP, discuss submitting and approving FASPs, record safety and risk, and launch a Plan Amendment. This course is part of the CPS Practice Core Training.

Preventive Case Management in CONNECTIONS for NYC
Mode of Delivery: Classroom
Duration: 2 days
Approved Audience: NYC case managers, case planners, caseworkers, and other professionals who maintain information in the FSS.

This course offers Administration for Children's Services (ACS) and provider agency staff with instruction on recording preventive casework activities in the CONECTIONS Family Services Stage (FSS). Also included are overviews and step-by-step instructions on the Health Services and Education tabs of the FSS. Participants will learn to explain the purpose of the Family Services Intake (FSI); maintain person demographic information in the FSS; create and maintain progress notes; edit Tracked Children Detail information; record required educational and health information in the FSS; launch and edit Family Assessment and Service Plans (FASPs); launch, edit, and submit a completed FASP; and describe the FASP approval process.

Foster and Adoptive Home Development
Mode of Delivery: Classroom
Duration: 2 days
Approved Audience: FAD Caseworkers and any other professionals who create and maintain FAD homes in CONNECTIONS.
Title IV-E administrative functions: placement of the child, development of the case plan, case management and supervision, and recruitment and licensing of foster homes and institutions.

The purpose of this course is to train caseworkers how to create and maintain Foster and Adoptive (FAD) homes in CONNECTIONS. Through discussion, demonstration, and hands-on practice exercises, participants will learn how to record inquiries for a FAD home, add and relate persons to the home, maintain demographic information for those persons, record a home study, submit homes for approval, generate certificates and other outputs, update information for authorized homes, reauthorize homes, close homes, reopen closed homes, and edit and create emergency homes.

Foster Care One-Day Training
Mode of Delivery: Classroom
Duration: 1 day
Approved Audience: Caseworkers and other staff from local district and provider agencies who work with foster children in CONNECTIONS.

The Foster Care One-Day Training course focuses on case recording requirements in CONNECTIONS for foster care workers. This training covers the components in CONNECTIONS that are specifically required for foster care workers. This training includes discussion on the programmatic and policy aspects of Foster Care Issues in the
Family Assessment and Service Plan, Health Services, Education and Permanency Hearing Reports. Discussion is accompanied by hands-on demonstrations and practice exercises using CONNECTIONS.

Combined data for all CONNECTIONS training

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<th>Training Days</th>
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**ADDITIONAL SYSTEMS TRAINING**

Microsoft Office Training - various courses  
Mode of Delivery: Classroom and/or Virtual Classroom  
Duration: Half-day and full-day courses  
Work Plan Code: SYS04  
local districts, and voluntary agencies  
Training Provider: SUNY Albany PDP  
Estimated cost per delivery: Varies – average $1,350  
Title IV-E administrative function(s): general skills for overall job performance

Introductory and/or advanced level courses are offered in Office, Windows, Outlook, Word, Excel, Access, PowerPoint, OneNote, SharePoint, and Visio.

For advanced level courses, the introductory level or equivalent experience is recommended.

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**STSJP: Recording STSJP Data in Excel**  
Mode of Delivery: Webinar  
Duration: 2 hours  
Work Plan Code: SYS04  
Approved Audience: OCFS, local districts, and voluntary agencies  
Training Provider: SUNY Albany PDP
Estimated cost per delivery: $1,374
Title IV-E administrative function(s): general skills for overall job performance

This online webinar provides instruction on recording Supervision and Treatment Services for Juveniles Program (STSJP) programmatic data in Microsoft Excel and reviews the process of sharing this information among STSJP providers, the municipalities, and the Office of Children and Family Services. Trainees will learn what the STSJP database is and how municipalities and providers will use it to collect and record STSJP data. They will also learn how to record data in a Program Roster, transfer that data to a County Summary Sheet, and get help with recording data from their assigned Regional Technical Advisor.

Topics include:
• Understanding the Process to Record STSJP Data
• Completing a Program Roster
• Completing a County Summary Sheet
• Getting Help with Recording STSJP Data

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Detention Risk Assessment Instrument System (DRAIS)
Mode of Delivery: Webinar
Duration: 2 hours
Work Plan Code: SYS04
Approved Audience: OCFS and local districts
Training Provider: SUNY Albany PDP
Estimated cost per delivery: $1,374
Title IV-E administrative function(s): general skills for overall job performance

This course provides instruction on the Detention Risk Assessment Instrument System (DRAIS). The system is used to guide detention decisions in juvenile delinquent detention cases. Topics include:
- Accessing DRAIS
- Searching for youth
- Entering a new DRAI for youth without a preexisting DRAI
- Entering a new DRAI for youth with a preexisting DRAI

The user agreement form cannot be signed and submitted to create a user account unless staff has attended training. Staff must attend a training session prior to being assigned a user account.

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STARS HSLC Training
Mode of Delivery: Classroom
Duration: 1 day
Approved Audience: OCFS, OTDA, local district staff development organizations (including NYC) and voluntary agencies in NYS.
Estimated cost per delivery: $0
Title IV-E administrative function(s): general skills for overall job performance
This training orients training vendors and local district Staff Development Coordinators on the STAR/HSLC system. Users will develop and enhance their skills with the application.

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DISTANCE LEARNING

Asynchronous Distance Learning Training for State, Local District, and Voluntary Agency Staff

Mode of Delivery: CBT
Duration: Varies
Work Plan Code: DLT01
Approved Audience: State, local district, and voluntary agency staff
Training Provider: CUNY School of Professional Studies
Title IV-E administrative function(s): SEE BELOW

Pre-dispositional Risk Assessment Instrument (PDRAI) Webinar
Title IV-E administrative function(s): case management and supervision

This is a recording of a webinar that was delivered live on March 16, 2016. It will provide participants with an overview of the PDRAI legislation, the proposed tool and process, its anticipated impact on DSS, and proposed implementation timelines.

Reasonable and Prudent Parenting Standards Training
Duration: 1½ hours
Title IV-E administrative function(s): case management and supervision

This training provides the new requirements and protections for foster parents and residential homes caring for youth in care. It provides an outline of the new standard of practice and covers
both the law's requirements and protections. The CBT contains 10 case studies that review common circumstances that caregivers may encounter as they have youth in care.

**Motivational Interviewing: An Overview**
**Duration:** 1 hour
**Title IV-E administrative function(s):** case management and supervision

This course introduces basic motivational interviewing constructs. Participants are introduced to ‘stages of change’ and various components that an individual may experience related to changing behavior. The ability to use a select set of interpersonal skills to build relationships and motivate an individual toward a change process is introduced.

**Overview of Trauma**
**Duration:** 1 hour
**Title IV-E administrative function(s):** case management and supervision

Understanding how trauma affects both children and adults is essential for those who work in the child welfare system. Training, workers will better understand the different types of trauma, the symptoms of traumatic stress, the impact on long term health issues, and the signs of secondary traumatic stress.

**Preventing Sex Trafficking and Strengthening Families Act Presentation**
**Duration:** 1 hour
**Title IV-E administrative function(s):** case management and supervision

The purpose of this online presentation is to provide a summary of the major components of the Preventing Sex Trafficking and Strengthening Families Act (P.L. 113-183). It covers key aspects of the law including: the identification, documentation and provision of services to youth at risk for sex trafficking, the reasonable and prudent parent standard for youth in foster care, youth who are absent or missing from care, and the transition of youth in foster care to a successful adulthood.

**Using the Initial Trafficking Interview Tool for Youth**
**Duration:** 1 hour
**Title IV-E administrative function(s):** case management and supervision

This training covers proper use of the optional OCFS Initial Trafficking Interview Tool for Youth. It is recommended for any professionals who work with vulnerable youth and are interested in using interview tools to identify instances of human trafficking. For support, please contact: humantrafficking@ocfs.ny.gov.

**Needs Assessment for Training Professionals**
**Duration:** 1 hour
**Title IV-E administrative function(s):** case management and supervision

An organization’s needs must be carefully examined before any strategy is undertaken to meet them. A systematic assessment can identify and prioritize needs so various interventions, including training, can have a positive impact in the organization. A needs assessment gathers information that helps us understand and evaluate the importance of needs by: describing the target population, defining problems, offering solutions, and communicating results. This 45-minute introductory course in needs assessment will provide participants with an overview of the
needs assessment process, including strategies and methods for identifying, analyzing and prioritizing needs, as well as reporting the needs assessment findings in order to plan constructive interventions to meet those needs. As a result of participating in this training, participants will: understand the three categories of needs assessment (organizational, operational and individual), explore the advantages and disadvantages of methods for assessing needs in each category, and develop an awareness of the difference between training and non-training issues.

**NYS Child Welfare System: Improving Outcomes Webinar (Recorded)**
**Duration**: 1½ hours
**Title IV-E administrative function(s)**: case management and supervision

This is a recorded version of the webinar (of same name) that was delivered on November 22, 2016. This program reviews the current state of services provided and funded by NYS OCFS. It reviews the service statistics and highlights areas that the agency needs to improve upon.

**Asynchronous Distance Learning Training for Local District and Voluntary Agency Staff**

**Mode of Delivery**: CBT (Webinar when noted)
**Duration**: Varies
**Work Plan Code**: DLT01
**Approved Audience**: Local district and voluntary agency staff
**Training Provider**: CUNY School of Professional Studies
**Title IV-E administrative function(s)**: See below.

**Safetyville**
**Duration**: 3 hours (varies)
**Title IV-E administrative function(s)**: case management and supervision

Safetyville is an interactive tool that provides caseworkers and other field staff with specific personal safety guidelines for 17 different situations. Participants can take as many or as few topics as they wish. It is meant to provide practical safety guidance for human services staff in and out of the office.

**Safetyville Lite**
**Duration**: 1 hour
**Title IV-E administrative function(s)**: case management and supervision

Safetyville Lite is an abbreviated version of the larger Safetyville training. Safetyville Lite is designed to provide staff with the very basics about personal safety in field. It is appropriate for staff that do not do field work but still need a primer on personal safety.

**Bloodborne Pathogen Training for Voluntary Agencies and Local District Staff**
**Duration**: 1 hour
**Title IV-E administrative function(s)**: case management and supervision

The Occupational Safety and Health Administration, or OSHA, requires employers to take steps to protect the health and safety of workers at risk of exposure to blood or other potentially infectious body fluids. and residential staff interactions with youth and families, these staff may
be exposed to infectious agents. The purpose of this training is to provide residential voluntary agency staff and local district staff the information and skills necessary to protect the well-being and health of residents and staff. This training covers the nature and transmission of the Hepatitis B Virus (HBV), Hepatitis C Virus (HVC) and the Human Immunodeficiency Virus (HIV). It covers the safe handling of body fluids, methods of transmission and methods of protection. At the end of this CBT, you’ll be able to:

- summarize basic facts about the transmission, symptoms, and prevention of HBV, HVC, and HIV;
- explain certain safety policies and procedures detailed in this video, and describe how to safely use a spill kit to clean up a blood or body fluid spill.
- This CBT alone does not fulfill the OSHA training requirement, which includes the ability of trainees to submit questions for clarification.

CFSR: Opportunities for Improvement
Mode of Delivery: CBT (Recorded Webinar)
Duration: 1 hour
Title IV-E administrative function(s): case management and supervision

This is a recorded webinar by CWCS to discuss the current federal Child and Family Services Review findings.

Disproportionate Minority Representation - Creating Better Outcomes for Child Welfare Cases
Mode of Delivery: Webinar
Duration: 1½ hours
Approved Audience: Local district staff

Nassau County has participated in the OCFS-sponsored DMR project since 2009. Recognizing that child welfare staff may have unconscious as well as conscious biases, the Department has implemented action steps designed to address DMR and cultural competency. This presentation explores the multifaceted approach Nassau has taken to improve outcomes for all children involved in the child welfare system including: blind removal meetings, the 0-5 Babies Can’t Wait Project, participating as a pilot county with OCFS for Educational Stability, and corresponding foster parent recruitment efforts within the identified DMR zip codes.

Domestic Violence Prevention Training for Healthy Families Staff
Duration: 1½ hours
Title IV-E administrative function(s): case management and supervision

This training will assist Healthy Families Staff by identifying many of the tactics used by those who perpetrate physical, emotional or sexual abuse, or financial exploitation of vulnerable adults, and by offering ways to better engage both victims and their abusers. This training is intended to broaden their skill set when dealing with referrals that may involve abuse or exploitation among spouses, significant others, family and household members.

Human Trafficking/Commercial Sexual Exploitation of Children: An Overview
Duration: 1 hour
Title IV-E administrative function(s): case management and supervision
This one-hour training will discuss what human trafficking is and New York State's response. Training topics will include: who the traffickers and victims are; how to recognize victims and survivors; how to provide a trauma-informed response to survivors. Information will be shared regarding legal framework and some of the resources available through OCFS and local departments of social services to assist survivors. **This as a necessary pre-requisite to the mandatory protocol training.

**Overview of the Multiethnic Placement Act**
**Duration: 1 hour**
**Title IV-E administrative function(s): case management and supervision**

The purpose of this training is to provide an overview of the requirements of The Multiethnic Placement Act of 1994, or MEPA. It reviews the requirements for foster care and home-finding staff as they work to find appropriate placements for youth in need.

**Right-to-Know Training**
**Duration: 1 hour**
**Title IV-E administrative function(s): case management and supervision**

This course focuses on your right to know about hazardous chemicals in your workplace. This training meets the requirements for the Right-to-Know annual refresher training for OCFS staff. This training covers topics such as the Right-to-Know Law, Material Safety Data Sheet (MSDS) as well as identifying toxic/hazardous substances in your work area. Staff interested in this training should check with their agency as to whether or not this training will meet your annual training requirement.

**Sexual Harassment Prevention Training**
**Duration: 1 hour**
**Title IV-E administrative function(s): case management and supervision**

This course is designed to provide all staff with valuable training and additional tools you can use to identify inappropriate behavior and assist in maintaining a work environment free from all forms of harassment. Staff interested in this training should check with your agency as to whether or not this training will meet your annual training requirement.

**Effective Meetings**
**Duration: 1 hour**
**Title IV-E administrative function(s): case management and supervision**

In this training you will learn how to have effective meetings as we go through: Preparing for meetings, including creating an agenda and selecting participants. Conducting meetings, ensuring that participants stay focused on the task at hand. Participating in meetings where you are not the leader, in a helpful and valuable manner. Following up after the meeting with effective meeting notes and action assignments.

**Information Security Awareness (LDSS)**
**Duration: 1 hour**
**Title IV-E administrative function(s): case management and supervision**

This course is designed to provide staff with information regarding information security procedures and processes required to protect the confidentiality, integrity and availability of its information.
This training will help you understand your role and responsibilities regarding maintaining confidentiality, the protection of information, and the proper use of information technology assets to minimize security risks to the children and families we serve. Staff interested in this training should check with your agency as to whether or not this training will meet you annual training requirement.

**Internal Controls (LDSS)**
*Duration: 1 hour*

**Title IV-E administrative function(s):** case management and supervision

This training is on the topic of Internal Controls and was designed to meet the general requirements of for internal controls training. This training will enable participants to understand the laws surrounding internal controls, the key elements in an effective system of internal controls, the impact of poor internal controls and how they are involved with the internal control and risk management process. Staff interested in this training should check with your agency as to whether or not this training will meet your annual training requirement.

**Language Access Training (LDSS)**
*Duration: 1 hour*

**Title IV-E administrative function(s):** case management and supervision

This training is on the topic of language access and is for all employees of OCFS. This training will enable participants to understand the linguistic and cultural diversity of the population we serve, or may potentially serve, and be aware of available tools and resources to comply with federal and state requirements. For non-OCFS staff interested in this training, check with your agency as to whether or not this training will meet you annual training requirement.

Combined data for all Asynchronous Training for state, local district, and voluntary agency staff

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**WORKFORCE DEVELOPMENT TRAINING FOR LOCAL DISTRICT STAFF**

Workforce Development Training for local district staff is delivered by four vendors under separate contracts: CUNY Brookdale Center for Healthy Aging/LDST01 (statewide), SUNY Potsdam/LDST02 (Regions 2-5 excluding Long Island), CUNY School of Professional Studies/DLT01 (statewide), and NYPWA/LDST04 (statewide).

In order to provide accurate data, including estimates of costs, the courses are separated by vendor/contract (with the exception of 3 courses delivered by both vendors, as noted).

**New Commissioner Training**

**Mode of Delivery:** Classroom

**Duration:** 1 day
Work Plan Code: LDST04
Approved Audience: New local district commissioners
Estimated cost per delivery: $3,533
Title IV-E administrative function(s): case management and supervision

This training will be offered on-site to all new local district commissioners with support from an experienced commissioner trainer. The contractor will survey new commissioners to determine areas of interest and need. The contractor will develop and deliver an individually-customized training program based on the county government structure and the specific content and skills needed by the new commissioner.

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Leadership Training
Mode of Delivery: Classroom
Duration: 1 day
Work Plan Code: LDST04
Approved Audience: Commissioners, deputy commissioners
Estimated cost per delivery: $3,472
Title IV-E administrative function(s): case management and supervision

This training will assist local social services districts in responding to the number and depth of changes that the social services system is experiencing through analysis and interpretation of new requirements under state and federal laws; and analysis and impact of new programs or systems that show an improvement in operational efficiency at the local level.

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Training provided by CUNY Brookdale Center for Healthy Aging/LDST01

Supervisory Training Certificate Program
This a multi-part (seven) course as defined below. All seven modules must be completed.
Mode of Delivery: Classroom
Duration: 2 days
Work Plan Code: LDST01
Approved Audience: Local district supervisors
Supervisory Training Certificate Program Course 1 - Improving Communication
Developing strong communication skills are essential to be a successful supervisor. Participants will learn the communication skills of effective supervision - an integrated set of principles and specific skills for interacting with employees.

Supervisory Training Certificate Program Course 2 - Building High Performance Teams
Effective supervisors help employees build their strengths and constructively manage their differences so that they can achieve agency goals. Participants learn how to assess their team's effectiveness, improve working relationships and team functions.

Supervisory Training Certificate Program Course 3 - Planning and Goal Setting
Part of successful supervision requires building a shared vision. When all team members are moving in the same direction and pursuing the same goals, their individual and collective behaviors are more likely to produce positive results. This course provides an opportunity to apply goal setting and planning tools to real world projects.

Supervisory Training Certificate Program Course 4 - Work Management
Supervisors fulfill two major functions in an agency. The first is to monitor unit workflow to ensure that key activities, conditions, and outcomes are achieved. The second function is to determine why something is going (or has gone) wrong and then formulate corrective actions.

Supervisory Training Certificate Program Course 5 - A Winning Training Approach
Supervisors are the primary source of employee learning, partnering with staff development personnel to ensure employee development. This course helps participants develop their skills as trainer/coaches to teach, motivate, and empower the employees they supervise.

Supervisory Training Certificate Program Course 6 - Managing Conflict
Managers and supervisors play important roles in setting a climate where conflict can be minimized and/or dealt with effectively. This course provides strategies for managing conflicts in the work to achieve desired results. Participants will take part in activities that explore the supervisor's role in managing conflict and how to use it productively to maintain positive team relationships.

Supervisory Training Certificate Program Course 7 - Selection Interviewing and Performance Evaluation
Selection Interviewing and performance evaluation are components of an organization's system of performance management. Supervisors play a vital role in the selection process for there is no substitute for the supervisory interview when a new staff member joins the team. Performance evaluations appraise, in a systematic way, employees job-related
traits and behaviors as they affect performance. Participants will learn how to conduct evaluations that improve worker performance and encourage positive relationships.

Supervisory Training Certificate Program:

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Adult Learning Theory and Principles
Mode of Delivery: Classroom
Duration: 3 days
Work Plan Code: LDST01
Approved Audience: Local district staff
Training Provider: CUNY Brookdale Center for Healthy Aging
Estimated cost per delivery: $16,615
Title IV-E Administrative function(s): general skills for overall job performance
Training provides local district staff development coordinators and trainers with the knowledge and skills to design and deliver training programs that incorporate the principles of adult learning, developing training objectives, design, delivery and evaluation of training programs.

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Advanced Supervisory Training Program: The Coaching Clinic
Mode of Delivery: Classroom
Duration: 3 days
Work Plan Code: LDST01
Approved Audience: Supervisors
Training Provider: CUNY Brookdale Center for Healthy Aging
Estimated cost per delivery: $13,078
Title IV-E administrative function: general supervisory skills or other generic skills needed to perform specific jobs

How do organizations respond to the demands for higher and higher levels of performance from employees? How can organizations help their staff respond positively and effectively to these growing demands? Many progressive leaders are choosing coaching as a fundamental part of their response. The Coaching Clinic is for supervisors to experience and learn performance coaching. Performance coaching is a process that creates a powerful commitment to open communication, mutual learning and a partnership in achieving individual and agency goals. The Clinic is designed as a learning lab providing participants with varied opportunities to practice and receive feedback on the mastery of their coaching skills using self-selected work situations.
### Field Evaluation of Training Program

**Mode of Delivery:** Classroom  
**Duration:** 2 days  
**Work Plan Code:** 2018-2019 LDST05 / 2019-2020 LDST01  
**Approved Audience:** Local district staff, OCFS & OTDA staff  
**Training Provider(s):** ICHP/CDHS / CUNY Brookdale Center for Healthy Aging

**Estimated cost per delivery:** $12,206

**Title IV-E administrative function:** general supervisory skills or other generic skills needed to perform specific jobs

This training provides support to OCFS Bureau of Training and Development/OTDA Bureau of Training and Management Analysis project managers in field evaluation of state contractual training programs. Field evaluation is a formal process of structured observation, recording, and reporting.

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<th>Year</th>
<th>Trainees</th>
<th>Offerings</th>
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<tr>
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### Financial Management

**Mode of Delivery:** Classroom  
**Duration:** 1 day  
**Work Plan Code:** 2018-2019 LDST05 / 2019-2020 LDST01  
**Approved Audience:** Local district staff, OCFS & OTDA staff  
**Training Provider(s):** 2018-2019 ICHP/CDHS / CUNY Brookdale Center for Healthy Aging 2019-2020

**Estimated cost per delivery:** $6,362

**Title IV-E administrative function:** general supervisory skills or other generic skills needed to perform specific jobs

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**Training for LDSS Staff Development Coordinators**

**Orientation for Staff Development Coordinators**  
Mode of Delivery: Classroom  
Duration: 1 day  
Work Plan Code: LDST05  
Approved Audience: Local district staff development coordinators  
Training Provider(s): ICHP/CDHS / CUNY Brookdale Center for Healthy Aging  
Estimated cost per delivery: $538  
Title IV-E administrative function: general supervisory skills or other generic skills needed to perform specific jobs  
New staff development coordinators will be oriented to the field of staff development and training and will gain insight on how to assist their staff in becoming more skilled in their jobs, as well as opportunities to positively influence the direction of their agency.

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<tr>
<th>Year</th>
<th>Trainees</th>
<th>Offerings</th>
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**Basic Training for Staff Development Coordinators**  
Mode of Delivery: Classroom  
Duration: 2 ½ days  
Approved Audience: Local district staff development coordinators  
Training Provider(s): ICHP/CDHS / CUNY Brookdale Center for Healthy Aging  
Estimated cost per delivery: $7,421  
Title IV-E administrative function: general supervisory skills or other generic skills needed to perform specific jobs  
This training provides a framework and integrated model for understanding the tasks and responsibilities of a staff development professional and the ways in which various functions overlap. This model will enable staff development coordinators to develop and maintain a strong staff development program in their local district.

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<th>Offerings</th>
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Fundamentals Training for Staff Development Coordinators  
Mode of Delivery: Classroom  
Duration: 2 days  
Approved Audience: Local district staff development coordinators  
Training Provider(s): 2018-2019 ICHP/CDHS / 2019-2020 CUNY Brookdale Center for Healthy Aging  
Estimated cost per delivery: $4,408  
Title IV-E administrative function: general supervisory skills or other generic skills needed to perform specific jobs  
This training focuses on topics which are essential for the successful operation of a staff development program on topics such as, but not limited to, Training Evaluation and the Role of Staff Development in Agency Orientation.

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Advanced Training for Staff Development Coordinators  
Mode of Delivery: Classroom  
Duration: 2 days  
Approved Audience: Local district staff development coordinators  
Training Provider(s): ICHP/CDHS / CUNY Brookdale Center for Healthy Aging  
Estimated cost per delivery: $18,546  
Title IV-E administrative function: general supervisory skills or other generic skills needed to perform specific jobs  
This training focuses on new and emerging trends in management, training, facilitation, organizational development and organizational change. Topics can include, but are not limited to the following: system applications, facilitation skills, leadership and management competencies, and workforce and organization development.

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<tr>
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Staff Development Coordinator Samplers  
Mode of Delivery: Virtual Classroom  
Duration: ½ day  
Work Plan Code: LDST05  
Approved Audience: Local district staff development coordinators  
Training Provider(s): ICHP/CDHS / CUNY Brookdale Center for Healthy Aging
Estimated cost per delivery: $3,117.50
Title IV-E administrative function: general supervisory skills or other generic skills needed to perform specific jobs
Facilitated dialogues through the virtual classroom on current/emerging issues in staff development on topics including Individual Training Plan Development, Behavioral Interviewing for new hires, Workforce Planning, Needs Assessment and Survey Development, and Organizational Development.

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<tbody>
<tr>
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<td>2019-2020 (proposed)</td>
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**Courses for All LDSS Staff (LDST01)**
Cumulative data for courses for all LDSS staff is in the chart below. The courses are chosen via a needs assessment, and are listed individually following the chart.

**Mode of Delivery:** Classroom  
**Duration:** 1 to 2 days  
**Work Plan Code:** LDST01  
**Approved Audience:** Local district staff  
**Training Provider:** CUNY Brookdale Center for Healthy Aging  
**Estimated cost per delivery is $5,140**  
**Title IV-E administrative function:** See individual courses.

<table>
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<td>2019-2020 (proposed)</td>
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**Advanced Writing Skills: Honing Written and Verbal Communication**  
**Mode of Delivery:** Classroom  
**Duration:** 1 day  
**Work Plan Code:** LDST01  
**Approved Audience:** All Staff  
**Title IV-E administrative function:** job performance enhancement skills (e.g., writing, basic computer skills, time management)
Written and verbal skills are necessary to business communication and essential for effective job performance. This course concentrates on specific written and verbal techniques to help enhance these skills.

**Affirming Diversity**  
**Mode of Delivery:** Classroom  
**Duration:** 1 day
Work Plan Code: LDST01
Approved Audience: All staff
Title IV-E administrative function: general skills for overall job performance
Diversity is an increasingly important issue for organizations in the 21st century. Today’s highly diverse workplace requires people to work productively and cooperatively with a variety of viewpoints, ideas and perspectives. Awareness, an understanding and appreciation of others is the key to harmonious interaction. This course is designed to help participants develop empathy, avoid destructive stereotyping, reduce frustration and anxiety. The goal is to affirm the value of diversity and create a better workplace community.

Assertive Communication Skills
Mode of Delivery: Classroom
Duration: 1 day
Work Plan Code: LDST01
Approved Audience: All staff
Title IV-E administrative function: job performance enhancement skills (e.g., writing, basic computer skills, time management)
Many people often find it difficult to speak up and say what they mean. The inability to verbally confront one another honestly and directly damages interpersonal relationships, decreases productivity, and increases stress. Most people are never taught how to ‘confront’ properly and effectively. Participants will learn how to use communication techniques that will help them to assertively address issues, build self-confidence, set boundaries, determine appropriate responses, and enhance personal empowerment.

Coaching and Counseling Skills for Supervisors
Mode of Delivery: Classroom
Duration: 1 day
Work Plan Code: LDST01
Approved Audience: Local district supervisors
Title IV-E administrative function: general supervisory skills or other generic skills needed to perform specific jobs
Giving feedback to employees is an essential part of supervision. Such encounters, if handled correctly, can be a tremendous help in closing the gap between what employees do and what needs to be done. Handled ineffectively, they can undermine the working relationship. This one-day training is for supervisors who are dissatisfied with their coaching and counseling performance and/or who are afraid of bruising employees’ self-esteem.

Communication Across the Generational Divide
Mode of Delivery: Classroom
Duration: 1 day
Work Plan Code: LDST01
Approved Audience: Local district staff
Title IV-E administrative function: general skills for overall job performance
In today’s workplace, people often struggle when tackling the complexities of effectively working in a multiage workforce. The course will provide insights and strategies that will minimize the miscommunication that frequently fuels generational conflict. Participants will gain the tools they
need to promote respect and strengthen communication and collaboration to make the workplace more productive.

Compassion Fatigue
Mode of Delivery: Classroom
Duration: 1 day
Work Plan Code: LDST01
Approved Audience: Caseworkers and frontline staff
Title IV-E administrative function: general skills for overall job performance
Compassion fatigue is one of the secondary traumas that results from being weakened emotionally and physically by the strain of long-term exposure to the struggles of others. While we provide services to the social services clients, we often find ourselves and our staff experiencing this unique type of stress. This workshop will provide you with the techniques and tools to determine the level of compassion fatigue in you and your staff’s life and how to minimize this stress for your team and therefore, provide better services to the clients you serve.

Critical Thinking and Casework
Mode of Delivery: Classroom
Duration: 1 day
Work Plan Code: LDST01
Approved Audience: Caseworkers and frontline staff
Title IV-E administrative function: general skills for overall job performance
This course provides participants with a foundation of skills and techniques for critical thinking. Participants will engage in a variety of hands-on activities that will enhance their ability to make quality decisions for job related situations. Critical thinking helps individuals examine their thought processes and improve their effectiveness. Critical thinking is the ability to ask the right questions, challenge assumptions, and see other viewpoints with clarity.

Cultural Competency for Caseworkers
Mode of Delivery: Classroom
Duration: 2 days
Work Plan Code: LDST01
Approved Audience: Caseworkers and frontline staff
Title IV-E administrative function: general skills for overall job performance
This highly interactive course is an introduction to very basic concepts of diversity. The session provides participants with an understanding of how to effectively use clients’ cultural experiences to enhance service delivery and case planning. Participants will explore issues of self-identity in areas such as: race, gender, sexual orientation, age, physical ability, religion, job levels, etc. Participants will leave with a personal plan of what they need to do differently or more to value the diversity among their clients. Key topics include: Reasons for Exploring Diversity; Recognizing Workers Cultural Lenses; The Impact of 'Isms' in the Workplace; Cultural Obstacles to Effective Service Delivery; Building Bridges Across Cultural Divides; and Personal and Professional Action Planning.

Customer Service Skills
Excellent customer service lies at the heart of any successful organization. Giving great service means that internal (co-workers) and external customers (clients) feel that they are valued. Great customer service is 'people helping people' in ways that result in increased performance, which contributes to the success of the entire organization, and creates a positive/productive working environment. Areas covered include: Customer treatment - internal/external, communicating clearly, attentive listening, handling uncomfortable situations, and problem solving.

Dealing with Difficult People
Mode of Delivery: Classroom
Duration: 1 day
Work Plan Code: LDST01
Approved Audience: Local district staff
Title IV-E administrative function: general skills for overall job performance
This training will provide participants with the opportunity to develop or enhance skills in handling difficult situations with clients and/or co-workers. Key topics include: Identifying Difficult Behaviors and Causes; The Worker-Client Equation; Managing Verbal/Non-Verbal Hostility; Managing Personal Aggression; Managing Telephone Hostility; Managing Acting-Out/Display Behavior; and Stress Management for the Workers.

Fundamentals of Supervision
Mode of Delivery: Classroom
Duration: 2 days
Work Plan Code: LDST01
Approved Audience: Local district supervisors
Title IV-E administrative function: general supervisory skills or other generic skills needed to perform specific jobs
This training is designed to provide participants with the opportunity to develop or enhance a variety of skills needed to supervise effectively. Key topics include: Supervisory Self-Assessment; Leadership and Motivation; Handling Performance Problems; Supervisory Communications and Organizational Dynamics. Individuals will be expected to attend both days.

Inspiring Others through Leadership: A Journey Within
Mode of Delivery: Classroom
Duration: 1 day
Work Plan Code: LDST01
Approved Audience: Local district staff
Title IV-E administrative function: general supervisory skills or other generic skills needed to perform specific jobs
This course teaches supervisors and managers how to inspire others, create shared visions and translate the details of work into the ‘big picture’ for employees. The course builds competencies in: communication, strategic management, and negotiation/influencing. Participants will be encouraged to explore their own vision of the future, through a step-by-process of self-discovery,
and to develop the tools for greater collaboration and shared vision within their employees and teams.

**Interpersonal Skills: Interacting with People You Work With**

*Mode of Delivery: Classroom*

*Duration: 1 day*

*Work Plan Code: LDST01*

*Approved Audience: Local district staff*

**Title IV-E administrative function: general skills for overall job performance**

This training will provide skills to manage office communications and interpersonal relationships more effectively. Key topics include: Verbal, Vocal and Visual Elements of Communications and Their Effect on Credibility and Rapport; Common Problems in day-to-day Communications with Colleagues, Subordinates and Managers; Communication Styles; Communication Etiquette; Presentation Skills to Get Ideas Accepted and Implemented; Conflict Management; and Teambuilding Communications.

**Introduction to Basic Writing Skills**

*Mode of Delivery: Classroom*

*Duration: 2 days*

*Work Plan Code: LDST01*

*Approved Audience: Local district staff*

**Title IV-E administrative function: job performance enhancement skills (e.g., writing, basic computer skills, time management)**

This course will introduce participants to basic principles of good writing which they will apply to the critique and improvement of work writing samples. Key topics include: The Basic Rules of Grammar; Word Usage; Proofreading; Editing; Writing Style and Your Audience; Writing Clinic (review and critique).

**It's My Boss…Not Me! Secrets About Managing Up**

*Mode of Delivery: Classroom*

*Duration: 1 day*

*Work Plan Code: LDST01*

*Approved Audience: Local district staff*

**Title IV-E administrative function: general skills for overall job performance**

Managing your 'boss' is more than just avoiding a potentially dangerous situation. Learning how to work effectively with the boss is the most critical single task on a worker's agenda. Knowing how to constructively interact with one's supervisor can increase personal effectiveness and create a win-win situation for all involved.

**Lead Standing Up: Developing Credibility**

*Mode of Delivery: Classroom*

*Duration: 1 day*

*Work Plan Code: LDST01*

*Approved Audience: Supervisors and managers*
Title IV-E administrative function: general supervisory skills or other generic skills needed to perform specific jobs
This course focuses on teaching participants how to clarify personal values on the job, and then how to set an example for staff, by aligning these values with actions. Also known as 'modeling the way' for employees, this course builds competencies in accountability, self-management, professional credibility, and conflict management. By the end of the course, participants will be able to clarify standards and values for employees, provide examples of how to adhere to them, define credibility and develop an understanding of the necessary behaviors for credibility to occur in the workplace.

Managing the Workplace Survivors
Mode of Delivery: Classroom
Duration: 1 day
Work Plan Code: LDST01
Approved Audience: Local district staff
Title IV-E administrative function: general supervisory skills or other generic skills needed to perform specific jobs
This training is aimed at helping supervisors and other organizational leaders understand the critical role they play in today's organizations, and identify specific strategies for increasing quality and productivity among survivor employees. Participants will: gain a perspective on who the survivors are, where they came from, and what's happening to them; and be introduced to and explore the Survivor Management Model, which outlines an approach used successfully by numerous human services organizations to recommit and realign their survivors.

Organizing Your Workspace and Time: A Time-Management Course
Mode of Delivery: Classroom
Duration: 1 day
Work Plan Code: LDST01
Approved Audience: Local district staff
Title IV-E administrative function: job performance enhancement skills (e.g., writing, basic computer skills, time management)
This training will assist staff to rationalize their use of time and set goals for effective management of their daily and weekly workload. Making one's workspace more conducive to maximum productivity is among the topics discussed.

Positive Counseling for Managing Problematic Employee Behaviors
Mode of Delivery: Classroom
Duration: 1 day
Work Plan Code: LDST01
Approved Audience: Local district supervisors
Title IV-E administrative function: general supervisory skills or other generic skills needed to perform specific jobs
It is not uncommon for supervisors to avoid or put off addressing problematic employee behaviors until the situation seems out-of-control. They often feel helpless and ill equipped to address the unsatisfactory behavior of their direct reports. when confronting a behavior, giving feedback or conducting a counseling session.
Professional Boundaries
Mode of Delivery: Classroom
Duration: 1 day
Work Plan Code: LDST01
Approved Audience: Local district staff
Title IV-E administrative function: general skills for overall job performance
- This interactive series will focus on practical skill building activities that will enable participants to analyze current levels of skill, identify areas for improvement and develop specific action plans for modifying current behavior. Participants will practice and integrate skills into a personal strategy for improvement. Upon completion of this training, session participants will be better positioned to Make the case for professionalism/basic protocol(s) for professional behavior
- Decrease behaviors/patterns of behavior that produce in-cohesion in the workgroup
- Be more uniform in how supervisors respond to behavioral displays that cross the line of professionalism.

So, You Want to be a Supervisor
Mode of Delivery: Classroom
Duration: 1 day
Work Plan Code: LDST01
Approved Audience: Local district staff
Title IV-E administrative function: general supervisory skills or other generic skills needed to perform specific jobs
Many workers have aspirations to join the managerial ranks. Unfortunately for many, when their dream becomes a reality they are woefully unprepared. Workers who become supervisors must prepare themselves to face unique issues not encountered in their previous, non-supervisory roles. This course is specifically designed to assist non-managerial workers to manage their career path to first-line supervisor.

Surviving and Transforming Negativity in the Workplace
Mode of Delivery: Classroom
Duration: 1 day
Work Plan Code: LDST01
Approved Audience: Local district staff
Title IV-E administrative function: general skills for overall job performance
If phrases like 'It won't work,' 'They will never...' and 'I can't...' are all-too-familiar expressions in your workplace - you have got a problem. It is an illness called Negaholism and it insidiously claims many victims in the workplace. Individuals who are addicted to negative behavior and thinking can slow projects to a grinding halt, destroy work teams, and spread poisonous mindsets throughout the workplace. During this course, participants will learn how to diagnose Negativity, and gain powerful tools to eliminate negativity in themselves and in others.

The Art of Project Management
Mode of Delivery: Classroom
Duration: 1 day
Work Plan Code: LDST01
Approved Audience: Local district supervisors
Title IV-E administrative function: general supervisory skills or other generic skills needed to perform specific jobs
Project management is an art. When done effectively, it brings together and optimizes necessary agency resources such as the skills, talents, teams; facilities, equipment, information systems, techniques, and money. The Art of Project Management is designed to focus on the skills that managers need to successfully plan and implement projects. Participants will be given the opportunity to apply skills and techniques to the management of a real-world work project.

The Basics of Performance Evaluation
Mode of Delivery: Classroom
Duration: 1 day
Work Plan Cod: LDST01
Approved Audience: Local district supervisors
This course is designed to provide the participants with the opportunity to develop or enhance skills for setting performance goals and standards and for effectively evaluating staff based on set goals. Key topics include: methods of employee evaluations; development of tasks and standards; employee involvement in the interview; documentation to support the evaluation; using reward and recognition; and legal aspects of performance evaluation.

Transformational Change Management
Mode of Delivery: Classroom
Duration: 1 day
Work Plan Code: LDST01
Approved Audience: Experienced local district supervisors
The work place of the 21st Century is changing at a rapid pace; this is especially true of the social service workplace. Some of the changes we initiate for a variety of reasons that we feel will be of benefit to others professionally and personally. Developing the skill of viewing change as an opportunity to transform rather than a catastrophe is important for professional and personal success. Objectives:

- Define the role of supervisors in assisting direct reports deal with the uncertainty and confusion that comes with change.
- Differentiate between the processes of change and transition.
- Identify the 6 components of successful change management.
- Strategize how to deal with employee resistance and maximize employee buy-in when implementing change.
- Examine how to apply a three-phase transition process changes in the workplace.
- Explore the role of change and team development.

Vicarious Trauma: Understanding and Coping with Traumatic Strain in the Workplace
Mode of Delivery: Classroom
Duration: 1 day
Work Plan Code: LDST01
Approved Audience: Caseworkers and frontline staff
Title IV-E administrative function: general skills for overall job performance
The purpose of this training is to offer a practical reference to understanding the causes and complexities of vicarious trauma. It will guide trainees through the definition of trauma the relation of vicarious trauma to the primary trauma of the client, recognizing signs and symptoms, identifying possible triggers and helping them to establish positive coping mechanisms to battle the strain of empathic fatigue.

Working with Emotional Intelligence
Mode of Delivery: Classroom
Duration: 1 day
Work Plan Code: LDST01
Approved Audience: Local district staff
Title IV-E administrative function: general skills for overall job performance
Research shows a strong link between emotion and reason, feelings and thoughts. Making decisions based on emotions is not an exception; it is the rule. In the workplace, individuals who are not emotionally smart tend to waste time on personality conflicts, often lose self-control in stressful situations, and sabotage their own success. This course will assist all levels of staff in learning how to recognize, acknowledge and manage personal feelings.

Courses for All LDSS Staff – Virtual Classroom (LDST01)
Mode of Delivery: Virtual Classroom
Duration: Varies
Work Plan Code: LDST01
Approved Audience: Local district staff
Training Provider: CUNY Brookdale Center for Healthy Aging
Estimated cost per delivery is $2,527
Title IV-E administrative function: See individual courses.

Cumulative data for virtual classroom courses is in the following chart. The courses are chosen via a needs assessment, and are listed individually following the chart.

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<th>Trainees</th>
<th>Offerings</th>
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<tr>
<td>2019-2020 (proposed)</td>
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<td>8</td>
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But I Don’t Have Customers
Mode of Delivery: Virtual Classroom
Duration: 2 hours
Work Plan Code: LDST01
Approved Audience: Local district staff
Title IV-E administrative function: general skills for overall job performance
an attitude the compromises the productive flow of work through organizations. This virtual classroom course helps workers understand the importance of each other and the roles they play.
in the organization. The course teaches the steps and techniques for defining internal customers and providing them with good service to create a positive and productive work environment.

**Coaching: The Key to Developing Workers**  
**Mode of Delivery:** Virtual Classroom  
**Duration:** 2 hours  
**Work Plan Code:** LDST01  
**Approved Audience:** Local district supervisors  
**Title IV-E administrative function:** general supervisory skills or other generic skills needed to perform specific jobs  
Coaching can create a more skilled and productive employee. It helps the employee master new skills and/or strengthens old ones; it builds confidence; and generates a sense of accomplishment. This course will utilize a 5-step model to help supervisors develop worker knowledge and skills. In addition to the model there is an emphasis on the importance of the coaching relationship - an important dynamic between the supervisor/coach and the worker.

**Conquer Your Stress**  
**Mode of Delivery:** Virtual Classroom  
**Duration:** 2 hours  
**Work Plan Code:** LDST01  
**Approved Audience:** Local district staff  
**Title IV-E administrative function:** general skills for overall job performance  
Stress and control are inversely important. The more control you have, the less stress you experience. The key to managing stress is to learn what you can control. In this two-hour training you will learn the causes and symptoms of stress. You will also learn a variety of fun and easy techniques to regain control of your mind. Key topics include: What is Stress? Short and Long-Term Symptoms of Stress, Burnout, Thinking Powerfully, Diet, Guided Imagery, and the Importance of Correct Breathing.

**Finding Your Leadership Voice**  
**Mode of Delivery:** Virtual Classroom  
**Duration:** 2 hours  
**Work Plan Code:** LDST01  
**Approved Audience:** Local district supervisors  
**Title IV-E administrative function:** general supervisory skills or other generic skills needed to perform specific jobs  
In times of change, organizations need leaders who can inspire, motivate, advance innovation, and collaborate to get extraordinary things done. Leadership experts Jim Kouzes and Barry Posner identified five practices of exemplary leadership that serve as a guide for leadership excellence. This session will address the first practice of the Kouzes and Posner model – Model the Way: Finding Your Voice. Participants identify leadership styles, clarify values and discover their leadership voice.

**Improving Performance Through Feedback**  
**Mode of Delivery:** Virtual Classroom
Feedback is an essential part of the performance management process. Successful supervisors understand how and when to use feedback to help employees improve performance. This interactive course will introduce a valuable feedback tool and examine the characteristics of both descriptive and evaluative feedback.

Improving Personal Productivity
Mode of Delivery: Virtual Classroom
Duration: 2 hours
Work Plan Code: LDST01
Approved Audience: Local district supervisors
Title IV-E administrative function: general supervisory skills or other generic skills needed to perform specific jobs

Today’s workplace is often fast-paced, complex and unpredictable. Supervisors are asked to balance multiple demands, set priorities, meet deadlines and get more done in less time. This course will address how to effectively manage time, priorities and demands using practical techniques.

The Art and Skill of Delegation
Mode of Delivery: Virtual Classroom
Duration: 4 hours
Work Plan Code: LDST01
Approved Audience: Local district supervisors
Title IV-E administrative function: general supervisory skills or other generic skills needed to perform specific jobs

The real measure of your effectiveness as a supervisor lies in your ability to get things done through people. Delegation allows the supervisor to achieve unit/organizational goals through others. Effective delegation requires careful planning, effective communication, commitment and participation. Effective delegation empowers both the supervisor and the employee.

The M Factor: Motivating Your Staff
Mode of Delivery: Virtual Classroom
Duration: 2 hours
Work Plan Code: LDST01
Approved Audience: Local district supervisors
Title IV-E administrative function: general supervisory skills or other generic skills needed to perform specific jobs

Motivating employees to achieve their potential is one of the most difficult challenges facing any manager or supervisor. This training will offer participants the background they need to understand what motivation is and how to tap this drive among their direct reports.

The Young and the Rest of Us
The newest diversity on the block is generational diversity. Age has taken its place beside gender, race and culture in a way that binds some groups of people together and drives other groups crazy. This workshop is designed to help supervisors understand the issues of age diversity in today’s workplace. Participants will learn practical strategies, techniques and tools that will help them deal with the challenges of cross generational management.

Walking the Tightrope: Managing Difficult Conversations
Mode of Delivery: Virtual Classroom
Duration: 2 hours
Work Plan Code: LDST01
Approved Audience: Local district staff
Title IV-E administrative function: general skills for overall job performance
We've all been there. We know that we must confront an underperforming employee, coworker or boss about some especially sticky situation--and we know the encounter will be uncomfortable. This course presents a step-by-step approach for handling these unpleasant exchanges in a manner that reduces anxiety and accomplishes their objective. You will learn how to prepare; how to have the conversation without defensiveness; and how to keep it productive and focused.

Working with You Hurts: Avoiding Emotional Traps at Work
Mode of Delivery: Virtual Classroom
Duration: 2 hours
Work Plan Code: LDST01
Approved Audience: Local district staff
Title IV-E administrative function: general skills for overall job performance
This course focuses on the importance of interpersonal relationships between co-workers. Participants will learn how to mitigate destructive patterns that contribute to toxic behaviors at work. Topics include: Symptoms of Toxic Workplace Relationships; Setting and Maintaining Boundaries; Unhooking Self from Difficult Situations.

Training Provided by SUNY Potsdam/LDST02

Cumulative data for all LDST02 courses is in the chart below. The courses are chosen via a needs assessment, and are listed individually following the chart.
# A Workplace of Difference

**Mode of Delivery:** Classroom  
**Duration:** 1 day  
**Work Plan Code:** LDST02  
**Approved Audience:** Local district staff  
**Title IV-E administrative function:** general skills for overall job performance  

This training examines the concepts of stereotypes and assumptions, helps participants assess their perceptions about themselves and others, explores the concept of culture, determines how diversity enhances the workplace while demanding some behavioral changes for more productivity and higher customer satisfaction and how small slights, subtle discriminations and tiny injustices can add up to big problems in your workplace.

# Beyond Civil Service: Hiring the Right Candidate through Skills-Based Interviewing

**Mode of Delivery:** Classroom  
**Duration:** 1 day  
**Work Plan Code:** LDST02  
**Approved Audience:** Local district staff  
**Title IV-E administrative function:** general supervisory skills or other generic skills needed to perform specific jobs  

In this training supervisors and staff will evaluate the behavioral competencies and skills needed for key positions, create an interview matrix with questions to explore if the candidate has those skills, and design an evaluation tool to ensure fairness and objectivity. Skills learned include: conducting a job analysis, identifying skills needed for the position, creating the best questions to solicit the experiences and skills needed, conducting an effective interview, and creating an evaluation strategy and using it.

# Bridges Out of Poverty

**Mode of Delivery:** Classroom  
**Duration:** 1 day  
**Work Plan Code:** LDST01 (CUNY Brookdale Center for Healthy Aging) & LDST02 (SUNY Potsdam in Regions 2-5 excluding Long Island)  
**Approved Audience:** All staff  
**Title IV-E administrative function:** general skills for overall job performance  

Bridges Out of Poverty training is an approach to addressing poverty in a comprehensive way that looks at the impact of economic class and the dynamics that cause and maintain poverty from the individual to the systems level. This training provides a theoretical framework and concrete tools that a community needs to prevent, reduce, and alleviate poverty. It assists employers, community organizations, social-service agencies, and individuals and provides powerful tools for change. The training shares approaches for people from all economic classes to come together to improve job retention rates, build resources, improve outcomes, and support those who are moving out of poverty.

<table>
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<td>2018-2019 (actual)</td>
<td>688</td>
<td>31</td>
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<tr>
<td>2019-2020 (proposed)</td>
<td>825</td>
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Bringing Your Whole Self to Work  
**Mode of Delivery:** Classroom  
**Duration:** 1 day  
**Work Plan Code:** LDST02  
**Approved Audience:** Local district staff  
**Title IV-E administrative function:** general skills for overall job performance  
Who are you bringing to work each day? This is the question we must ask to find the deeper sense of belonging we deserve from our work and our work deserves from us. Think of how much of our waking moments we spend with work activities as opposed to time with our loved ones. If we are not living fully in our time at work, then we are essentially giving up a big part of our lives.

Building and Maintaining Professional Relationships  
**Mode of Delivery:** Classroom  
**Duration:** 1 day  
**Work Plan Code:** LDST02  
**Approved Audience:** Local district staff  
**Title IV-E administrative function:** general skills for overall job performance  
This interactive workshop will help participants maintain their professional relationships with confidence. Lecture, individual assessment, individual and group exercises, practice sessions and action planning are incorporated to begin developing a culture where the toughest challenges are seen as opportunities for improvement.

Building Better Teams  
**Mode of Delivery:** Classroom  
**Duration:** 1 day  
**Work Plan Code:** LDST02  
**Approved Audience:** Local district staff  
**Title IV-E administrative function:** general skills for overall job performance  
This workshop will help participants focus on: the value of working as a team; ways to develop team norms and ground rules; how to identify their team player style and how to use it with their own team; techniques for building team trust; the stages of team development and how to help a team move through them; the critical role communication skills will play in building and maintaining a team atmosphere; ways that team members can be involved and grow in a team setting.

Bully Busters - Blowing the Whistle  
**Mode of Delivery:** Classroom  
**Duration:** 1 day  
**Work Plan Code:** LDST02  
**Approved Audience:** Local district staff  
**Title IV-E administrative function:** general skills for overall job performance  
This program will help staff become aware of and develop the skills necessary to deal with this problem effectively. The seven steps are aimed at controlling and preventing the bullying behavior. The aim of control is to reduce the occurrence of bullying, and the aim of prevention is
to induce conditions in which bullying is unlikely to occur in the future. It assures staff/employees that they will have a safer and more productive learning environment.

Calming Upset Customers  
Mode of Delivery: Classroom  
Duration: 1 day  
Work Plan Code: LDST02  
Approved Audience: Local district staff  
Title IV-E administrative function: general skills for overall job performance  
This program helps employees stay effective during unpleasant situations. It includes proven techniques for handling turmoil on the job. It also has a component that addresses particular crisis intervention skills for those who are involved in human services.

Change the Stress of It All  
Mode of Delivery: Classroom  
Duration: 1 day  
Work Plan Code: LDST02  
Approved Audience: Local district staff  
Title IV-E administrative function: general skills for overall job performance  
In this training workshop, you will learn how to manage stress during turbulent times. Upon completion this training session, you will be able to learn how to relax. You will learn to define job stress and worker burnout; assess job stress potential; examine internal and external causes of job stress and burn out; compare and contrast the short term and long-term symptoms of stress/burn out; coping techniques that are useful in reducing the stressors and stress consequences.

Coaching  
Mode of Delivery: Classroom  
Duration: 1 day  
Work Plan Code: LDST02  
Approved Audience: Local district supervisors  
Title IV-E administrative function: general supervisory skills or other generic skills needed to perform specific jobs  
This training demonstrates both effective coaching techniques and barriers that can hamper successful coaching. Techniques are all applicable to the business world and the working world.

Collaborative Team Approach  
Mode of Delivery: Classroom  
Duration: 1 day  
Work Plan Code: LDST02  
Approved Audience: Local district staff  
Title IV-E administrative function: general skills for overall job performance  
This workshop will show your team how to function as one unit, rather than as individual members pursuing personal or even hidden agendas. By using the comprehensive system presented, you will know how to establish collective, goals, ground rules, and roles and responsibilities in forming the team.
Commitment to Leadership

Mode of Delivery: Classroom  
Duration: 1 day  
Work Plan Code: LDST02  
Approved Audience: Local district supervisors  
Title IV-E administrative function: general supervisory skills or other generic skills needed to perform specific jobs  
This program looks at what your leadership style is and how it affects the people lead. Self-assessments will help you determine where your commitment level is. We will address five steps to successful leadership. This is an interactive session, which looks at where you are and what you can do to get where you want to be as a leader.

Coping with Difficult People

Mode of Delivery: Classroom  
Duration: 1/2 Day  
Work Plan Code: LDST02  
Approved Audience: Local district staff  
Title IV-E administrative function: general skills for overall job performance  
In this program we will look at the behaviors of different people and why they act the way they do. We will address how we handled situations in the past and prepare an action plan for positive communication in the future.

Creating Personal and Professional Balance Through Time Management

Mode of Delivery: Classroom  
Duration: 1 day  
Work Plan Code: LDST02  
Approved Audience: Local district staff  
Title IV-E administrative function: general skills for overall job performance  
This program is designed to give you strategies to prioritize and stop the negativity of procrastination and perfectionism. Learn how to take a deep breath and put balance back on your life.

Creating Relationships with People in Poverty

Mode of Delivery: Classroom  
Duration: 1 day  
Work Plan Code: LDST01 (CUNY Brookdale Center for Healthy Aging) & LDST02 (SUNY Potsdam in Regions 2-5 excluding Long Island)  
Approved Audience: Local district staff  
Title IV-E administrative function: general skills for overall job performance  
Most staff have attended the Framework for Understanding Poverty or the Bridges out of Poverty workshops and have learned the concepts of the culture of poverty. This training for teams and supervisors will focus on applying these concepts in working with your clients. Objective: Understand that change hinges on and stems from relationships; identify and practice the skills of making and maintaining relationships.
Creative Problem Solving and Decision Making  
**Mode of Delivery:** Classroom  
**Duration:** ½ day  
**Work Plan Code:** LDST01 (CUNY Brookdale Center for Healthy Aging) & LDST02 (SUNY Potsdam in Regions 2-5 excluding Long Island)  
**Approved Audience:** Local district staff  
**Title IV-E administrative function:** general skills for overall job performance  
In this session you will discover incremental steps needed to solve problems and make decisions that you can live with. Topics will include: what is the problem; whose problem is it anyway; are you focused on the problem based on facts or your interpretation of facts; what type of problem solver are you; cause and effect 101; STOP catastrophizing; life after the workshop.

Critical Thinking  
**Mode of Delivery:** Classroom  
**Duration:** 1 day  
**Work Plan Code:** LDST02  
**Approved Audience:** Local district staff  
**Title IV-E administrative function:** general skills for overall job performance  
This workshop will teach participants how to: define critical and non-critical thinking, identify their critical thinking style, describe other thinking styles, work through the critical thinking process develop and evaluate explanations, improve key styles; use analytical thought systems and prepare and present powerful arguments.

Dealing Positively with Workplace Negativity  
**Mode of Delivery:** Classroom  
**Duration:** ½ day  
**Work Plan Code:** LDST02  
**Approved Audience:** Local district staff  
**Title IV-E administrative function:** general skills for overall job performance  
This course will demonstrate how to successfully deal with negative people and negative situations; understand where negativity comes from and what cures it; and develop a plan for dealing with doom-and-gloom thinking.

Diversity-Differences That Add Options  
**Mode of Delivery:** Classroom  
**Duration:** 1 day  
**Work Plan Code:** LDST02  
**Approved Audience:** Local district staff  
**Title IV-E administrative function:** general skills for overall job performance  
During this training you will learn to discover your personal comfort level with people who are different from yourself, have an understanding of the visible and invisible aspects of 'culture;' recognize intra-cultural diversity; examine personal and professional tendencies toward bias and stereotyping; limit the influence of stereotypes; reduce conflict and transform knowledge into tolerance and acceptance. Race/ethnicity; gender/gender identity; ability/disability; age; education; socio-economic; language/communication; individual experiential (background).
Effective Communication
Mode of Delivery: Classroom
Duration: 1 day
Work Plan Code: LDST02
Approved Audience: Local district staff
Title IV-E administrative function: general skills for overall job performance
Participants will explore and understand how their communication patterns create an image of who they are personally and in the worksite and will learn ways to increase their effectiveness by improving their communication skills.

Effective Meeting Skills
Mode of Delivery: Classroom
Duration: 1 day
Work Plan Code: LDST02
Approved Audience: Local district staff
Title IV-E administrative function: general skills for overall job performance
This training was designed to help you improve the quality of meetings you attend as the leader, or as a participant. It begins with the premise that an effective meeting is one that achieves its objectives within a reasonable time. It is divided into six sections which tell you how to participate in more effective meetings as a leader and supervisor.

Effective Performance Appraisals
Mode of Delivery: Classroom
Duration: 1 day
Work Plan Code: LDST02
Approved Audience: Local district supervisors
Title IV-E administrative function: general supervisory skills or other generic skills needed to perform specific jobs
This workshop is for anyone who directs the activities of others under the New Welfare Reform. This workshop is to help establish a work climate conducive to productive performance appraisals, initiate and maintain positive communications about work performance versus work expectations and help employees prepare properly for performance appraisal.

FISH!
Mode of Delivery: Classroom
Duration: 1 day
Work Plan Code: LDST02
Approved Audience: Local district staff
Title IV-E administrative function: general skills for overall job performance
There are four main concepts highlighted in FISH! Play that spirit of light heartedness, make their day, be there, and choose your attitude. This is based on the FISH! Philosophy by Stephen C. Lundin PhD and Katie Parke.

Fostering Positive Team Dynamics for Supervisors
Mode of Delivery: Classroom
Duration: 1 day
Work Plan Code: LDST02
Approved Audience: Local district supervisors
Title IV-E administrative function: general supervisory skills or other generic skills needed to perform specific jobs
This full day session will focus on organizing the skills into these five categories: Guiding the Work; Organizing the Work; developing your Staff; Managing Performance; and Managing Relations. This session will identify, assess, analyze and practice Supervisory skills, with interaction and feedback specific to your job.

Getting Clear on the Concept of Teamwork
Mode of Delivery: Classroom
Duration: ½day
Work Plan Code: LDST02
Approved Audience: Local district supervisors

Title IV-E administrative function: general supervisory skills or other generic skills needed to perform specific jobs
The first hour of this session will focus on three distinct work groups: Fragmented, Divergent and Cohesive. Throughout the remainder of the session the focus will be on participant interaction on such topics as: The Basic Principles of Professionalism & Ethics, the 5 Major Dysfunctions of Teams, Conflict Management, Fostering a Positive Work Environment and How Best to Address Those Damaging Cliques Within the Workplace to name a few.

How to Work with a Jerk (Dealing with Difficult People)
Mode of Delivery: Classroom
Duration: ½day
Work Plan Code: LDST02
Approved Audience: Local district staff

Title IV-E administrative function: general skills for overall job performance
This course weaves best practice strategies for effectively dealing with difficult people and the core principles of Emotional Intelligence. It is insightful and uses real workplace situations to demonstrate and practice implementation of core competencies.

Influencing with Assertive Communication
Mode of Delivery: Classroom
Duration: 1 day
Work Plan Code: LDST02
Approved Audience: Local district staff

Title IV-E administrative function: general skills for overall job performance
This program is aimed at developing the skills individuals needed to express themselves directly and honestly while preserving relationships and respecting the rights of others.

It’s All About Attitude
Mode of Delivery: Classroom
Duration: 1 day
Work Plan Code: LDST02
Approved Audience: Local district staff

Title IV-E administrative function: general skills for overall job performance
In this session you will add value to your day-to-day world with the following topics: how to understand and analyze attitudes, how to adjust and maintain attitudes, troublesome attitudes…yours and theirs, and the ‘art’ of managing perceptions.

Leadership Skills for Supervisors: Communication, Coaching, and Conflict
Mode of Delivery: Classroom
Duration: 1 day
Work Plan Code: LDST02
Approved Audience: Local district supervisors
Title IV-E administrative function: general supervisory skills or other generic skills needed to perform specific jobs
This one-day course will give supervisors the skills in communication, coaching and conflict with learning ways to prioritize, plan and manage your time; identify your primary leadership style; develop some flexibility to use other leadership style; determine ways you can meet the needs of employees, co-worker’s thorough communication and coaching and explore ways to make conflict a powerful force for creative, well-rounded solutions to problems.

Management and Leadership - What’s the Difference? Part I
Mode of Delivery: Classroom
Duration: 1 day
Work Plan Code: LDST02
Approved Audience: Local district staff
Title IV-E administrative function: general supervisory skills or other generic skills needed to perform specific jobs
Management is getting things to work efficiently and leadership is making sure that the right things are being done right. In this program you will learn to do your jobs well, how to be an effective manager/leader. Learn to develop both management and leadership capabilities.

Management and Leadership- What’s the Difference? Part II
Mode of Delivery: Classroom
Duration: 1 day
Work Plan Code: LDST02
Approved Audience: Local district staff
Title IV-E administrative function: general supervisory skills or other generic skills needed to perform specific jobs
Participants will understand the importance of taking responsibility for one’s own actions and learn techniques to handle challenging ethical and moral dilemmas using effective decision-making skills.

Managing Inter-Departmental Conflict
Mode of Delivery: Classroom
Duration: 1 day
Work Plan Code: LDST02
Approved Audience: Local district staff
Title IV-E administrative function: general supervisory skills or other generic skills needed to perform specific jobs
This session will identify and explain the cluster of vital behaviors that have a cascading effect on successful conflict management. Session participants will apply these behaviors to real world inter-departmental conflicts via experiential learning activities. They will be able to recognize, compare/contract and analyze the effectiveness of these specific, observable and replicable behaviors. Every participant will take part in role play with successful conflict management tips and tactics to take back to their workplace.

Motivational Interviewing
Mode of Delivery: Classroom
Duration: 1 day
Work Plan Code: LDST02
Approved Audience: Local district staff
Title IV-E administrative function: general skills for overall job performance; communication skills required to work with children and families
Motivational interviewing allows the staff to manage ambivalence and promote change by assisting the client in becoming focused on a continuum of self-improvement, thus moving them incrementally toward self-sufficiency. The use of assessment and facilitation skills together create an environment where staff learn about what motivates the client, while encouraging clients to think about how their behaviors carry consequences.

Multi-Generational Workplace
Mode of Delivery: Classroom
Duration: 1 day
Work Plan Code: LDST02
Approved Audience: Local district staff
Title IV-E administrative function: general skills for overall job performance
This session illuminates a new way of looking at how to get work done and get along. Generational diversity can bring a plethora of new perspectives into the workplace. How to bridge the gap of the multiple generations will be the focus of this training.

Parenting Someone Else’s Child
Mode of Delivery: Classroom
Duration: 1 Day
Work Plan Code: LDST02
Approved Audience: Local district staff
Title IV-E administrative function: communication skills required to work with children and families
Children learn what they live is a saying that summarizes this session. This training is a focus on understanding the social environment that a child has been raised in and the impact that another environment has on their development.

Planning the Master Key to Productivity
Mode of Delivery: Classroom
Duration: 1 day
Work Plan Code: LDST02
Approved Audience: Local district staff
Title IV-E administrative function: general skills for overall job performance
This training will enable you to maximize your efficiency and productivity; plan and implement your own time strategy; and enhance the quality of your output. It will relate effective time management to the achievement of workgroup objectives and key tasks.

Platform Skills
Mode of Delivery: Classroom
Duration: 1 day
Work Plan Code: LDST02
Approved Audience: Local district staff
Title IV-E administrative function: general skills for overall job performance
This session will assist individuals who facilitate meetings, conduct trainings, etc. This will improve their confidence, skills and ability to successfully communicate material to their audience.

Productive Confrontation/Crucial Confrontation
Mode of Delivery: Classroom
Duration: 1 day
Work Plan Code: LDST02
Approved Audience: Local district staff
Title IV-E administrative function: general skills for overall job performance
This training will demonstrate the gentle art of confrontation; communication skills for people under pressure; turning opposition into understanding; seven attitudes to dissolve conflicts; seven steps to handling interpersonal differences; the dynamics of non-adversarial negotiation; getting your way through non-adversarial negotiation; when to/not engage; right/wrong thinking is just plain WRONG; and building a workplace of agreement.

Profound Leadership: Critical Thinking Skills
Mode of Delivery: Classroom
Duration: 1 day
Work Plan Code: LDST02
Approved Audience: Local district supervisors
Title IV-E administrative function: general supervisory skills or other generic skills needed to perform specific jobs
This training will explore key components involved in the process of critical thinking and critical decision making. Critical thinking is the ability to evaluate the assumptions, evidence, and inferences of what one reads, sees and hears. It includes the ability to present ideas, original or otherwise in a sound, logical, and thorough manner. This course is designed to teach the skills necessary for critical thinking techniques, listening for reasons and communicating both thoughts and feelings clearly.

Strategies for Working with PTSD
Mode of Delivery: Classroom
Duration: 1 day
Work Plan Code: LDST02
Approved Audience: Local district staff
Title IV-E administrative function: general skills for overall job performance
This training will give you the tools to learn the strategies that help identify strengths that can help manage the daily struggles that interfere with relationships and productivity. It will introduce the
five strength-based strategies for those suffering from PTSD and their friends, family and support professionals: Asking for what we need instead of focusing on what we don't want; setting clear boundaries that keep us safe and provide foundation for healthy resolution; taking time for ourselves and appreciation of others; helping them move forward in a positive way; accepting challenges to make things better and grow.

Succession Planning
Mode of Delivery: Classroom
Duration: 1 day
Work Plan Code: LDST02
Approved Audience: Local district staff
Title IV-E administrative function: general skills for overall job performance
The need is great for an agency to plan for those who will be future leaders. Temporary and permanent backup talent also needs to be established. Organizations want and need more from their succession plan. explain the benefits of a systematic plan, develop a plan, identify leaders, and explain the operation and evaluation of the succession plan.

Survival Strategy for Human Services Workers in the Changing Workplace
Mode of Delivery: Classroom
Duration: 1 day
Work Plan Code: LDST02
Approved Audience: Local district staff
Title IV-E administrative function: general skills for overall job performance
This training provides participants the opportunity to develop or enhance their ability to work smarter, not harder, within a work environment that is changing. A variety of tactics, approaches, and plans of action that are more effective in the real world will be introduced in this workshop.

Territorial Games in the Workplace
Mode of Delivery: Classroom
Duration: ½ day
Work Plan Code: LDST02
Approved Audience: Local district staff
Title IV-E administrative function: general skills for overall job performance
This course will demonstrate that in a period of perceived shortage of resources, one natural human instinct is to hoard all available resources. In order for our organizations to survive and thrive in the current atmosphere of tight funding, collaborative inter-unit efforts should be made to create plans for the most effective use of remaining resources.

The Essential Elements of Positive Workplace Communication
Mode of Delivery: Classroom
Duration: ½ day
Work Plan Code: LDST02
Approved Audience: Local district staff
Title IV-E administrative function: general skills for overall job performance
This session will teach you Collaboration at Work; Sailing on the Seven C’s to workplace relationships; Rapport the key to gaining cooperation; the meaning of your communication; healthy assertiveness- pushy or passionate; speaking up about put downs.

The Five Exemplary Leadership Practices
Mode of Delivery: Classroom
Duration: 1 day
Work Plan Code: LDST02
Approved Audience: Local district supervisors
Title IV-E administrative function: general supervisory skills or other generic skills needed to perform specific jobs
This full day session isolates, defines and make transferable the practices common to leaders who are able to achieve and sustain success with people, service provision and revenue. These common traits taken together formulate the Five Exemplary Leadership Practices: Challenging the Process; Inspiring a Shared Vision; Enabling Others to Act; Modeling the Way; and Encouraging the Heart.

The New Manager (Feedback, Goal-setting, and Coaching)
Mode of Delivery: Classroom
Duration: 1 day
Work Plan Code: LDST02
Approved Audience: Local district supervisors
Title IV-E administrative function: general supervisory skills or other generic skills needed to perform specific jobs
This course is designed for employees who are new to the management ranks and supports development in four basic areas; organization knowledge, understanding of people, receptive communication skills, and expressive communication skills.

The Power of Fear and Mistrust
Mode of Delivery: Classroom
Duration: ½ day
Work Plan Code: LDST02
Approved Audience: Local district staff
Title IV-E administrative function: general skills for overall job performance
This training will identify the dynamics and impacts of fear and mistrust. Identify ways to reduce fear, build trust, and develop strategies to reduce fear and build trust.

The Professional Supervisor
Mode of Delivery: Classroom
Duration: 1 day
Work Plan Code: LDST02
Approved Audience: Local district staff
Title IV-E administrative function: general supervisory skills or other generic skills needed to perform specific jobs
This workshop can help you recognize the responsibilities you have as a supervisor, to yourself, your team, and your organization. Learn key techniques to help you plan and prioritize effectively. You will also acquire a basic understanding of leadership, team building, communication, and
motivation, and what part they play in effective supervision. Develop strategies for motivating your team, giving feedback, and resolving conflict.

**Time Management**  
*Mode of Delivery: Classroom*  
*Duration: 1 day*  
*Work Plan Code: LDST02*  
*Approved Audience: Local district staff*  
*Title IV-E administrative function: job performance enhancement skills (e.g., writing, basic computer skills, time management)*  
Participants will learn how to sort through the many tasks and obligations in their lives while discovering concrete and effective ways to make the most of each day at home and at work.

**Two Models for Dealing Effectively with Problematic Workplace Behaviors**  
*Mode of Delivery: Classroom*  
*Duration: ½ day*  
*Work Plan Code: LDST02*  
*Approved Audience: Local district staff*  
*Title IV-E administrative function: general skills for overall job performance*  
In this training you will learn each of us has a difficult person hiding inside; mistaking interpretations for facts is one of the most common and insidious communication errors; does anger cause blindness (anger self-evaluation); skills to get and maintain healthy workplace boundaries; and what is a healthy boundary between you and that maniac.

**When Helping Hurts**  
*Mode of Delivery: Classroom*  
*Duration: 1 day*  
*Work Plan Code: LDST02*  
*Approved Audience: Local district staff*  
*Title IV-E administrative function: general skills for overall job performance*  
Compassion fatigue is the result of being weakened emotionally and physically by the strain of long term involvement in someone else’s struggle. You will learn: how to define compassion fatigue; identify individual and work group symptoms of compassion fatigue; determine current individual levels of compassion satisfaction, burnout and negative and positive of helping others.

**Women in the Workplace**  
*Mode of Delivery: Classroom*  
*Duration: ½ day*  
*Work Plan Code: LDST02*  
*Approved Audience: Local district staff*  
*Title IV-E administrative function: general skills for overall job performance*  
This workshop is not intended to dwell on hypothetical answers to workplace issues. Rather, it supports the somewhat novel notion that each of us has to individually decide how to deal with realities of our work-a-day world. Participants will gain an understanding of how to implement
interpersonal strategies that promote workplace cohesiveness and a sustainable level of productivity that is vital to organizational success.

**Workplace Negativity**  
*Mode of Delivery: Classroom*  
*Duration: ½ day*  
*Work Plan Code: LDST02*  
*Approved Audience: Local district staff*  
**Title IV-E administrative function: general skills for overall job performance**  
This training will demonstrate the Resources for KEEPING the Peace; Containment; Gripe to Grip; Ending the Blame and Shame Game; and Waging Peace in the Workplace.

**Training provided by CUNY School of Professional Studies/DLT01**

**Mandated Reporter Online Training**  
*Mode of Delivery: CBT*  
*Duration: 2 hours*  
*Approved Audience: Mandated reporters in NYS*  
*Estimated cost per delivery: $0*  
**Title IV-E administrative function(s): child abuse and neglect issues**

This on-line course is available at any time, every day. It features interactive exercises that are customized for the major disciplines: social services, education, law enforcement, child day care and medical. It addresses definitions, indicators, and how to make a report to the Statewide Central Register of Child Abuse and Maltreatment. It is fully narrated and includes video taped segments that enhance the learning points. This course meets the New York State Education Department mandatory requirements for training in child abuse identification and reporting.  
* Once the training begins, trainees have 30 days to complete the course. Users can save their progress at the end of each section enabling a self-paced learning experience that may be completed in either one sitting, or in multiple sessions. Although this course will meet the one-time requirement for mandated reporters, trainees are encouraged to take this course periodically as a refresher with current information.

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<td>2019-2020 (proposed)</td>
<td>75,000</td>
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**Introduction to Virtual Classroom**  
*Mode of Delivery: Virtual Classroom*  
*Duration: 1 hour*  
*Approved Audience: Local district staff*
This is a one-hour orientation to the virtual classroom. Students will be shown how to engage with the trainer, content and other participants by manipulating the student palette and other features of the software.

**Teaching with Virtual Learning Platforms**  
**Mode of Delivery:** Virtual Classroom  
**Duration:** 1½ days  
**Approved Audience:** Local district staff

This course is intended to develop the skills and knowledge that staff need to construct and conduct a virtual classroom course.

**Supervisory Courses**  
**Mode of Delivery:** Virtual Classroom  
**Duration:** See below  
**Work Plan Code:** DLT01  
**Approved Audience:** Local district staff  
**Training Provider:** CUNY School of Professional Studies  
**Title IV-E administrative function(s):** general supervisory skills or other generic skills needed to perform specific jobs

**Conflict Resolution**  
**Duration:** 2 hours  
**Approved Audience:** Local district staff

Conflict is a necessary and integral part of realistic and effective problem-solving discussions. It is the essence of sound decision making because disagreement is the best vehicle for broadening perspectives, discovering alternatives and stimulating creative interaction among team members. The effects of disagreement, however, depend on how they are managed by team members. Conflict can be disruptive or it can be constructive. When mismanaged, conflict can destroy a team's effectiveness; when handled well, it can greatly increase the quality of a team's work and make members feel proud of their work in the team. This class will provide participants with an understanding of the impact of conflict in the workplace, the causes of conflict, reactions of staff and others to conflict, steps towards resolving conflict as well as principles and strategies for effective mediation.

**Coaching for Performance**  
**Duration:** 2 hours  
**Approved Audience:** Local district staff

This training will provide participants the opportunity to rate themselves as coaches, it will outline tools for the coaching process, review how to provide feedback to staff, developing a coaching discussion plan and guidelines for conducting a coaching session. Participants should be prepared to discuss the challenges they have encountered when coaching staff and be ready to participate in small group activity.

**Conducting Performance Appraisals**  
**Duration:** 2 hours  
**Approved Audience:** Local district staff
This program will cover the following topics: Elements of Successful Performance Appraisals How Do I Compare with Other Managers’ Attitudes toward Performance Appraisal Some Common Errors Made in Conducting Evaluations Why Performance Evaluations Fail The Purpose of Evaluations The Evaluation Process Goals & standards Gathering information Assessing performance Communicating your assessment Taking a course of action Examining Evaluation Behavior Guidelines for Conducting the Performance Appraisal Session.

Managing Difficult Employees  
Duration: 2 hours  
Approved Audience: Local district staff

As long as there have been supervisors, there have been difficult employees. If there is a supervisor who has not yet had this experience, sooner or later he or she will. Since managing the performance and behavior of staff is a key role for supervisors, the ability to deal with difficult behaviors is critical. After all, an important goal of supervision is to get the best results possible from each staff member. Too often difficult employees are 'written off,' labeled as 'bad people,' or as 'hopeless,' and as a result, little is done to try to move them to a better place.

Transitioning from Employee to Supervisor  
Duration: 2 hours  
Approved Audience: Local district staff

The experience of a first-time supervisor is often one of the most trying times in their career. In the past, they were only responsible for their own work. However, now the new supervisor is responsible for overseeing the work of the team in addition to his or her own assignments. Often the new supervisor had not had adequate preparation for the new position and is faced with a whole set of unique issues that were never encountered in their role as a worker. Therefore, it's not uncommon for new supervisors to experience a 'roller coaster' of mixed feelings.

Combined data for all supervisory courses

<table>
<thead>
<tr>
<th>Year</th>
<th>Trainees</th>
<th>Offerings</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018-2019 (actual)</td>
<td>924</td>
<td>48</td>
</tr>
<tr>
<td>2019-2020 (proposed)</td>
<td>500</td>
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</tr>
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</table>
NYS Office of Children and Family Services (OCFS) employees are required to complete multiple mandated trainings on an annual basis.

**Mandated Training courses for all OCFS Employees For 2019**

Each title represents the course topic; no other description is included.

<table>
<thead>
<tr>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIPAA (OCFS)</td>
</tr>
<tr>
<td>Language Access Training (OCFS)</td>
</tr>
<tr>
<td>Workplace Violence Prevention Training</td>
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<tr>
<td>Workplace Violence Local Assessment Training</td>
</tr>
<tr>
<td>Prevention of Workplace Discrimination for Supervisors</td>
</tr>
<tr>
<td>Human Trafficking/Commercial Sexual Exploitation of Children: An Overview</td>
</tr>
<tr>
<td>Language Access for Frontline Employees</td>
</tr>
<tr>
<td>Fire Safety and Emergency Evacuation</td>
</tr>
<tr>
<td>Internal Controls</td>
</tr>
<tr>
<td>Equal Employment Opportunity: Rights and Responsibilities</td>
</tr>
<tr>
<td>Reasonable Accommodation for the Public</td>
</tr>
<tr>
<td>Supervisor’s Guide to Reasonable Accommodation of Employees with Disabilities and Pregnancy-Related Conditions</td>
</tr>
<tr>
<td>Supervisor’s Guide to Reasonable Accommodation of Religious Observance or Practices</td>
</tr>
<tr>
<td>Sexual Harassment In the Workplace</td>
</tr>
<tr>
<td>Information and Cyber Security Awareness</td>
</tr>
<tr>
<td>Privacy and Security of Health Information</td>
</tr>
<tr>
<td>Right to Know</td>
</tr>
<tr>
<td>Ethics for NYS Employees</td>
</tr>
</tbody>
</table>

Note: Reasonable Accommodation has three courses: One is for frontline staff; all three are for supervisors.

*Human Trafficking/Commercial Sexual Exploitation of Children: An Overview* is required one time, not annually.
Training for OCFS Bureau of Special Hearings Staff

Mode of Delivery: Classroom
Duration: 2 days
Work Plan Code: N/A
Approved Audience: OCFS Bureau of Special Hearings staff, including hearing officers and administrative law judges, training provider OCFS legal staff and professional legal consultants/trainers
Estimated cost per delivery: $14,000
Title IV-E administrative function(s): See below.

This two-day classroom training provides specialized Continued Legal Education training in a variety of topics for OCFS Bureau of Special Hearings staff, including hearing officers and administrative law judges, to respond to the challenges made to the decisions of LDSS and state officials. Previous training modules include

- Ensuring Due Process: Review of Relevant Legal Issues that Arise During Fair Hearings
- Tips and Strategies for Legal Research on Westlaw to Assist Administrative Law Judges
- Adoption Subsidy Hearing Basics
- Public Officers Law Ethics Training for OCFS Administrative Law Judges
- Child Abuse and Maltreatment Case Law Update

<table>
<thead>
<tr>
<th>Year</th>
<th>Trainees</th>
<th>Offerings</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018-2019 (actual)</td>
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<td>1</td>
</tr>
<tr>
<td>2019-2020 (proposed)</td>
<td>35</td>
<td>1</td>
</tr>
</tbody>
</table>

In addition to mandated training for all OCFS staff, the Bureau of Training and Development also offers Enhanced Learning Opportunities for OCFS staff. Training programs entitled “Supervisory Institute”, “Paraprofessional Institute” and “Fundamentals in Supervisory Practice” are offered as certificate programs. Enhanced Learning Opportunities courses vary in length, depending on the course and modality. Most of these courses are developed and delivered by OCFS trainers. Others are proprietary training purchased to be delivered by OCFS trainers to provide OCFS staff with a full cadre of learning opportunities.

**Supervisory Institute (SI)**

This training institute is an intensive, nine-month certificate program and a targeted investment in the development of OCFS middle managers, who are key to fulfilling our agency vision and mission. The institute consists of 2.5 days of training per month for nine months to enhance and build upon a variety of supervisory skill sets. The skills being trained were chosen as critical to supervisory success based on research into best practices in the field of supervision, needs assessments of OCFS staff and supervisors, reviews of other state agency’s supervisory programs, and requests by OCFS leadership. Staff are nominated for acceptance into the Supervisory Institute by their supervisors. The supervisors who nominate their staff for attendance
also attend monthly training sessions focused on what the trainees are learning and how to best support the new skills in the workplace. The first cohort of the Supervisory Institute began on September 15, 2009. As of January 2019, 237 trainees have graduated, with two offerings scheduled for delivery in 2019. SI courses include: Program Introduction – Becoming an Effective Learner/Johari Window; Crucial Conversations; Myers Briggs Type Indicator; Emotional Intelligence; Essentials Skills for Managing Todays Workforce; Coaching; Counseling & Discipline; Performance Evaluation; Effective Workplace Writing; Critical thinking Skills; and Ethical Decision Making.

**Paraprofessional Institute (PI)**
This training program is designed for the professional development of the paraprofessional staff within the agency. It will provide participants with the skills and knowledge needed to perform their job duties effectively as well as ready them for potential future career advancement opportunities. Participants attend approximately two days of training each month for three months. Training days will not be consecutive; they will take place approximately every other week. Months of independent, online learning tailored to the needs of both their current job duties and future career goals that they may have. Three offerings of this program have been offered to-date. In 2019, two (2) offerings will be delivered. PI courses include: Program Introduction – Becoming an Effective Learner & Stress Management; Emotional Intelligence; Customer Service; Critical Thinking; Effective Workplace Writing; Career Advancement Workshop; and Independent Learning.

**Fundamentals In Supervisory Practice (FISP)**
Fundamentals In Supervisory Practice is designed for the professional development of entry level supervisors to provide them with the basic skills and knowledge needed to support them in the performance of their supervisory duties, as well as ready them for potential future career advancement opportunities. Over the course of three months supervisors will have attend five days of classroom training. The structure of the program includes one full day of classroom training focused on supervisory skills; along with four half-days providing an opportunity for facilitated discussions with Subject Matter Experts (SME) representing various offices within the Agency; there are also four online/self-directed learning opportunities. FISP courses include:
- Gauging Your Supervisory Skills (GOER);
- Facilitated Discussions-Query the Experts:
  - Special Investigation Unit
  - Equal Opportunity Diversity Development
  - Ethics
  - Internal Controls
  - Legal
  - Personnel
  - Counseling & Discipline
- Online Trainings:
  - SLMS – Essentials of Supervision: Attendance and Leave Benefits
  - SLMS - Essentials of Supervision : Performance Evaluation
  - HSLC - Essentials of Supervision: OCFS Policies into Practice
  - SLSM - Essentials of Supervision: Supervisor Accountability

**Enhanced Learning Opportunities**
Courses listed here are designed for OCFS staff looking to enhance their skills. The OCFS courses listed above are described in this section. Most courses require a commitment of not just
the trainee, but also the supervisor to attend classes or meetings over the course of several months. Some of these courses are available to local districts on an as needed basis.

**Basic Group Facilitation Skills**
1½ day
This course explores the role of the facilitator and a variety of basic facilitation concepts including that stages of a facilitation, barriers to participation, tools to increase participation, and facilitation "DOs" and "DON'Ts." Participants will be exposed to a number of processes tools for facilitation and discuss which ones work best in various situations.

**Basic Project Management: An Overview**
1 day
This course explores core project management concepts and tools. It aims to impart a working knowledge of basic project management and the ability to use a select set of essential project management tools and templates on the job. Participants will explore the discipline, life cycle, roles and responsibilities, communications, scope-schedule-cost management, and integration of these fundamentals into a coherent total project effort that yields desired results within the available time and resources, to be able to engage in short-term, non-technical project-based work.

**Becoming an Effective Learner**
3 hours
This course explores the characteristics of effective learning and learning types. Participants will be able to understand and identify differences in the ways people learn. The course also explains how to use this information to improve communication and enhance personal as well as professional development.

**Bridges Out of Poverty**
1 day or a 2-hour overview
This course explores a larger perspective for understanding poverty by viewing economic class issues through a “triple lens” approach - individual, institution & community/policy. It works to build an accurate mental model of poverty using the knowledge of people in poverty to influence the lens through which service providers view themselves, their clients, and their communities so that they are more aware and skilled in working with individuals who are in poverty and providing services to achieve sustainability. Participants will learn about language experience, cognitive issues, and barriers to change.

**Change Management**
4 hours
This course explores the skills required for handling change constructively and productively. Participants will be able to explain three different kinds of change and identify staff needs for each. The course also enables participants to assess organizational change, identify their own reaction to the change and how it impacts others. Participants will develop an action plan for dealing with changes that are current at the time of the training.

**Coaching for Performance**
1 day
This course explores the skills required to effectively coach staff into developing their own job-related skills and behaviors to effectively provide services to the people we serve. It helps participants identify reasons to engage in coaching, benefits to the coach and the coached as
well as the organization. Participants will learn and practice various skills used in effective coaching in this highly interactive skill-based course. Participants will create an action plan to apply knowledge and insight gained during this course.

**Critical Thinking**  
1 day  
This course explores the characteristics of effective critical thinkers and the role of critical thinking in making decisions. It also examines the impact that biases, values and beliefs have on critical thinking. Participants will identify and discuss the use of information gathering, inquiry, inductive and deductive reasoning. Participants will apply critical thinking to a case study and a real workplace situation. They will also get to create a personal action plan.

**Crucial Conversations**  
2 days  
This course explores the strategies required to conduct crucial conversations which can have a profound impact on one's career, happiness and future. Participants will identify the choices that are open to them when faced with a situation where the stakes are high, opinions vary and emotions run strong. The course gives participants the tools to step up to difficult conversations, say what's on their mind and achieve positive outcomes.

**Effective Meetings**  
1 hour online (HSLC) or 3 hours classroom  
In this training you will learn how to have effective meetings as we go through: * Preparing for meetings, including creating an agenda and selecting participants. * Conducting meetings, ensuring that participants stay focused on the task at hand. * Participating in meetings where you are not the leader, in a helpful and valuable manner. * Following up after the meeting with effective meeting notes and action assignments.

**Emotional Intelligence**  
1 day  
This course explores how emotional intelligence (EI) relates to personal and professional success. The course also covers principles of EI and looks into personal emotional intelligence competencies: self-awareness and self-management of emotions. Further, it touches upon social emotional intelligence competencies: social awareness and relationship management. Participants will create an EI development plan.

**Enhancing Customer Service Skills**  
4 hours or 1 day  
This course explores the various elements of professional customer service. It helps agency staff identify behaviors that enhance customer service skills in order that they may communicate effectively and in a professional manner when handling calls from the public, including customers with limited English proficiency (LEP). In addition, participants will understand how to access and effectively use language assistance resources for LEP customers both over the phone and in-person.

**Essentials of Supervision: Gauging your Supervisory Skills**  
1 day  
A one-day course designed to identify the skills, assets, and abilities in five critical supervisory skill areas: guiding the work: organizing the work: developing your staff, managing performance: and managing relations.
Essentials of Supervision: OCFS-Policies into Practice (HSLC)
1 hour
This online course provides Participants an opportunity to learn how to identify and recognize resources to inform supervisory decisions. Participants will utilize the information and resources and apply that information to typical supervisory situations through the analysis of a scenario.

Ethical Decision Making
1 day
This course explores ethical dilemmas consistent with NYS Public Officers Law. At the end of this course participants will be able to define values, morals and ethics. They will be able to analyze situations and use resolution principles to choose a course of action when faced with an ethical dilemma. The course will go over the nine checkpoints of ethical decision-making in a real or simulated ethical dilemma situation.

First Aid/CPR/AED (National Safety Council)
1 day
This course explores first-aid response procedures to injuries or sudden illnesses in a systematic way. Participants at work and in the community, will learn how to prioritize tasks (i.e., how to handle life-threatening problems before attending to less serious ones). This course teaches rescue breathing, CPR, secondary survey, bleeding control, bandaging, rescues and use of automatic external defibrillators. Participants will also learn how to manage choking, burns, eye/nose injuries, bites/stings, poisoning, diabetic emergencies, stroke, seizures and temperature extremes.

Instructional Design and Development – Instructional Theory into Practice (ITIP)
4½ days
This course explores the Instructional Theory into Practice model for systematically designing training. It covers learner-centered instruction, adult learning theory, needs assessments, performance objectives, instructional strategies, training aids and evaluation methods. Participants will design and develop a lesson plan.

Leadership Tools and Competencies
1 day
This course explores the many aspects of leadership that revolve around vision, ideas and direction. It focuses on inspiring people with direction and goals. Participants will review Warren Bennis’ leadership qualities; review definitions of values, morals and ethics; identify their core values and the application of those values at work; distinguish leadership from any other types of work they may be doing; and apply the networked talent model to their work.

Managing Group Disturbances
3 hours
This course explores the specific protocols that staff need to follow in order to prepare and manage a group disturbance more effectively. At the end of this training, participants will be able to: Recognize a group disturbance by exploring the agency’s definition of a group disturbance; recognize the importance of maintaining the proper mindset in a group disturbance; evaluate how to respond to a group disturbance through the use of a specific set of protocols and develop a summary action plan to apply to their own facility-specific procedures.

Meeting Management
3 hours
This course explores the various aspects of managing meetings to improve efficiency. Specifically, the procedures to plan, conduct and follow-up on meetings will be covered. This course also addresses the methods one can employ to diagnose and correct poor meeting behaviors to keep on task.

Myers Briggs Type indicator (MBTI)
4 hours
This course explores the MBTI instrument which describes personal preferences and how knowing those preferences can be useful to participants. Specifically, it looks into the opposite ways that people have of gaining energy, gathering information, coming to conclusions about that information and dealing with the world around us. The MBTI instrument was developed by Isabel Myers and Katharine Briggs as an application of Carl Jung's theory of psychological types.
Advanced applications: MBTI results can be used in the context of training on teamwork, communication, decision-making, managing change or working through conflict.

Navigating Transitions in the Workplace-A Guide for Employees
1 day
This course explores experiences and attitudes participants have about change. Topics include models for thinking about change, building resilience, and developing strategies to cope with change will also be discussed.

Performance Evaluation: A Dynamic Tool for Supervisors
1 day
This course explores the importance of performance evaluation and it will help supervisors understand the value of performance evaluation as an ongoing, cyclical process. Participants will practice critical elements of the process and learn communication and feedback techniques that make performance evaluation a meaningful tool.

Effective Presentations
4 hours
Learn how to feel competent and comfortable when conducting training or delivering presentations! Learn to identify and utilize strategies for overcoming stage fright and how to prepare a presentation utilizing an outline, attention getting opening, transitions and an effective closing. In this class you will have the opportunity to practice giving both impromptu and planned presentations.

Principles of Partnership: The Platinum Rule
2 days
Creating Partnerships from top to bottom - This relationship training is based on our six principles of partnership and four social styles model. We each have a preferred way of interacting with others. It's a part of our personality. This training is designed for teams, whole agencies or groups wanting to increase partnership potential. Partners will learn four style preferences and how they impact and conflict with each other. We will teach tools for modifying your own style or adopting to another to increase your impact. This allows us to shift from the "Golden Rule" partnering with others as they want to be treated.

Respectful Communications
1 day
This course explores topics such as keys to effective communication, personal responsibility, disrespect in the workplace, as well as other topics. Participants are provided with tools and techniques for improving communication in the workplace. Case studies, small group discussions, and listening skill building activities are included.

**Situational Awareness**
1 day
This course introduces a new Personal Risk Assessment Model and provides instruction on the continuous process of assessing and mitigating personal risk while working in the field. There will be opportunities for participants to engage in activities designed to assess risk in real-life. Participants will be introduced to techniques to help recognize, assess, and mitigate risk(s) while working in the field. The target audience for this program will be CMSO staff and LDSS staff.

**Storyboarding**
1 day
This course explores the “displayed thinking” process that is the essence of storyboarding. By the conclusion of this course, participants will be able to both facilitate and scribe a storyboard and should be able to implement it in a variety of situations.

**Stress Management**
3½ hours
This course will explore the physiological and psychological impacts that stress has on people. It will help participants to identify their personal stressor and how they respond to them. It will also explore various ways of managing stress including mindfulness and changing the way we perceive stress.

**Time Management**
3½ hours
This course explores a slew of time-management strategies. Participants will be able to recognize several time-management tactics and proven approaches to manage time. They will also understand their personal approach and learn to implement or enhance a personal time-management system.

**Effective Workplace Writing**
1 day
This course explores the characteristics of effective workplace writing, the use of the A-P-G tool to analyze a writing task and conduct a needs assessment, the “four Cs” of writing, and various techniques and tools for editing. Several common errors found in writing are also reviewed. This course will include a study of basic grammar and the opportunity to evaluate and provide feedback to another participant’s writing product as well as several editing exercises.
Collaboration and Vision

State Agency Administering the Programs

OCFS continues to serve as the Title IV-B Agency for NYS. OCFS is dedicated to improving the integration of services for New York’s children, youth, families and vulnerable populations; to promoting their development; and to protecting them from violence, neglect, abuse and abandonment. The agency provides a system of family support, juvenile justice, child care and child welfare services that promote the safety and well-being of children and adults.

OCFS is responsible for programs and services involving foster care, adoption and adoption assistance, child protective services including operating the Statewide Central Register for Child Abuse and Maltreatment, preventive services for children and families, and protective programs for vulnerable adults. OCFS is also responsible for the functions performed by the State Commission for the Blind (NYSCB) and coordinates state government response to the needs of Native Americans on reservations and in communities.
OCFS provides oversight and monitoring of regulated child care (family day care, group family day care, school-age child care and day care centers outside of New York City), legally exempt child care, child care subsidies, child care resource and referrals, and the Advantage After-School Program, and provides services and programs for infants, toddlers, preschoolers, and school-age children and their families.

The Executive Office of OCFS, encompassing the Office of the Commissioner, the Office of the Executive Deputy Commissioner, the New York City Executive Office, the Office of the Ombudsman, the Office of Equal Opportunity and Diversity Development, and Executive Services, provides overall leadership, management, coordination, and administration of agency operation and mission-driven priorities.

OCFS divides its responsibilities into two main areas: program and support. The program divisions/offices include: Division of Child Care Services (DCCS), Division of Child Welfare and Community Services (CWCS), Division of Youth Development and Partnerships for Success (YDAPS), Division of Juvenile Justice and Opportunities for Youth (DJJOY), and the New York State Commission for the Blind (NYSCB). The support divisions/offices include: Division of Administration (Admin), Division of Legal Affairs (Legal), Office of Communications (Communications), Office of Strategic Planning and Policy Development (SPPD), and the Office of Special Investigations (SIU).

OCFS is responsible for all elements of state-operated juvenile justice programs, including administering and managing residential facilities, a reception center for male and female adolescents, adjudicated as juvenile delinquents by Family Courts.

OCFS operates 12 juvenile justice facilities (one of which has a reception unit), for youth placed in the custody of the OCFS commissioner. There are also 12 Community Multi-Services Offices (CMSOs) and two satellite offices, statewide, that are responsible for the provision of services to the youth and his/her family from day one of OCFS placement. OCFS staff also works with local detention and community providers including LDSSs, probation, parole, mental health, schools, and others to implement DJJOY initiatives at the county and regional level.

OCFS maintains regional offices in Buffalo, Rochester, Syracuse, Albany, Spring Valley, and NYC to support LDSSs, agency programs and partnerships with stakeholders and providers.

Vision Statement

OCFS serves NYS by promoting the safety, permanency and well-being of our children, families and communities. We will achieve results by setting and enforcing policies, building partnerships, and funding and providing quality services.
**Collaboration**

The creation of OCFS was accompanied by a statutorily created Children and Family Services Advisory Board comprised of 24 members. The board’s purpose is to help OCFS construct a better system of services for New York’s children, families and individuals. The governor appoints 12 members and the NY Senate and Assembly appoint six each. Its duties broadly include consideration of matters relating to the improvement of children and family services, review of proposed rules and regulations of the OCFS prior to their adoption, advocacy for OCFS programs, and liaison with local stakeholders.

OCFS routinely involves a wide range of agency staff in all discussions involving aspects of the delivery of services to children, youth and families. Typically, staff representing policy, legal, program operations, fiscal, and training participate, as appropriate and by expertise, give input on issues encompassing the entire range of child welfare services, i.e., child protective services, foster care, adoption, preventive services, independent living, juvenile justice, and any of the Social Services Block Grant (SSBG or Title XX) services.

In addition to the broader avenues of input noted below, social services districts and voluntary authorized agencies interact with OCFS regional offices routinely for technical assistance, feedback on problem areas, and suggestions for improvement. Regional offices share those concerns/suggestions with OCFS home office on an ongoing basis. Monthly meetings provide a vehicle for advising and discussing with OCFS home office field concerns and for comparing various regional issues to determine how broad the issue may be or whether geographic location or county population is a factor.

For 2020-2024, the OCFS Native American Services (NAS) unit plans to actively interact with the Tribes to offer general forums for discussions of issues, as well as to address specific child/family circumstances and consult with the tribal communities. Quarterly meetings with tribal representatives will provide the opportunity for ongoing dialogue. As with regional office staff, the NAS unit will continue to provide feedback to OCFS home office. In addition, regional office staff and county welfare attorneys continue to be involved and provide another conduit for feedback. The NAS unit will continue supporting and sharing feedback from the Tribes and facilitating meetings for direct feedback to home office.

OCFS is also committed to hearing the voice of youth impacted by service systems through youth leadership advisory boards. To that end, OCFS has supported the development and growth of Youth in Progress (YIP), a statewide foster care youth leadership advisory board. This group of young people, accompanied by adult mentors, has provided ongoing input related to a wide range of topics that impact their experience in foster care and beyond.

OCFS is also committed to hearing the voice of youth impacted by service systems and will continue to involve the Youth Advisory Board through 2020-2024.
For 2020-2024, OCFS plans to continue to seek the input of its partners in substantial, ongoing and meaningful collaboration in the implementation of the 2020-2024 CFSP, and if applicable, and if needed its state CFSR PIP or title IV-E PIP.

OCFS collaborates and gains input from LDSSs, youth bureaus and VAs using a variety of methods as OCFS works to address safety, permanency, and well-being for the children, youth, and families of NYS. Communication occurs through state level associations - the New York Public Welfare Association (NYPWA), the Council of Family and Child Caring Agencies (COFCCA), the Empire State Coalition of Youth and Family Services (Empire State Coalition), the New York State Juvenile Police Officers Association (NYSJPOA), Foster and Adoptive Parent organizations and the Association of New York State Youth Bureaus (NYSAYB). OCFS staff participates in association meetings and conferences, and frequently communicates with individual members of sub-groups as needed and appropriate.

OCFS is also committed to hearing the voice of youth impacted by service systems and will continue to involve the Youth Advisory Board through 2020-2024.

**Coordination and Service Integration Efforts**

OCFS staff is involved in several collaborative efforts related to a wide range of child, youth, and family services. OCFS is committed to working cooperatively with state agencies, community providers and advocacy groups to forge partnerships to develop and implement effective strategies to address issues that affect New Yorkers. These joint efforts may be formal interagency task forces and/or workgroups, efforts required by statute or regulation, or informal responses to an identified problem. All of these efforts have positive effects beyond the stated issues in forming working relationships and mutual understanding of approaches to populations and problems and have the continuing effect of improving communication and problem-solving ability, thereby promoting improved service delivery.

In addition to these activities, OCFS plans to continue for 2020-2024 the collaborative efforts noted in the 2015-2019 Final Report describing several coordination and service integration efforts that provide excellent opportunities for consultation, discussion, and input from various agencies and constituencies regarding a wide array of services to children, youth and families. The various groups, depending upon their charge, are comprised of representatives from state and local, public, and private entities.

For 2020-2024, OCFS will continue to seek new and sustainable collaborative activities that support the OCFS vision, CFSP and CFSR, and ultimately the safety, permanency and well-being of NYS’s Children and Families.
Assessment of Current Performance in Improving Outcomes

2. Assessment of Current Performance in Improving Outcomes
## Assessment of Child and Family Outcomes and Performance on National Standards

<table>
<thead>
<tr>
<th>Safety Outcome 1</th>
<th>Children are, first and foremost, protected from abuse and neglect.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Item 1</td>
<td>Timeliness of Initiating Investigations of Reports of Child Maltreatment</td>
</tr>
<tr>
<td>Safety Outcome 2</td>
<td>Children are safely maintained in their homes whenever possible and appropriate.</td>
</tr>
<tr>
<td>Item 2</td>
<td>Services to Family to Protect Child(ren) in the Home and Prevent Removal or Re-Entry into Foster Care</td>
</tr>
<tr>
<td>Item 3</td>
<td>Risk and Safety Assessment and Management</td>
</tr>
<tr>
<td>Permanency Outcome 1</td>
<td>Children have permanency and stability in their living situations.</td>
</tr>
<tr>
<td>Item 4</td>
<td>Stability of Foster Care Placement</td>
</tr>
<tr>
<td>Item 5</td>
<td>Permanency Goal for Child</td>
</tr>
<tr>
<td>Item 6</td>
<td>Achieving Reunification, Guardianship, Adoption, or Other Planned Permanent Living Arrangement</td>
</tr>
<tr>
<td>Permanency Outcome 2</td>
<td>The continuity of family relationships and connections is preserved for children.</td>
</tr>
<tr>
<td>Item 7</td>
<td>Placement With Siblings</td>
</tr>
<tr>
<td>Item 8</td>
<td>Visiting With Parents and Siblings in Foster Care</td>
</tr>
<tr>
<td>Item 9</td>
<td>Preserving Connections</td>
</tr>
<tr>
<td>Item 10</td>
<td>Relative Placement</td>
</tr>
<tr>
<td>Item 11</td>
<td>Relationship of Child in Care With Parents</td>
</tr>
<tr>
<td>Well-Being Outcome 1</td>
<td>Families have enhanced capacity to provide for their children's needs.</td>
</tr>
<tr>
<td>Item 12</td>
<td>Needs and Services of Child, Parents, and Foster Parents</td>
</tr>
<tr>
<td>Item 13</td>
<td>Child and Family Involvement in Case Planning</td>
</tr>
<tr>
<td>Well-Being Outcome 2</td>
<td>Children receive appropriate services to meet their educational needs.</td>
</tr>
<tr>
<td>Item 14</td>
<td>Caseworker Visits With Child</td>
</tr>
<tr>
<td>Well-Being Outcome 3</td>
<td>Children receive adequate services to meet their physical and mental health needs.</td>
</tr>
<tr>
<td>Item 15</td>
<td>Caseworker Visits With Parents</td>
</tr>
<tr>
<td>Item 16</td>
<td>Educational Needs of the Child</td>
</tr>
<tr>
<td>Well-Being Outcome 4</td>
<td>Children receive adequate services to meet their physical and mental health needs.</td>
</tr>
<tr>
<td>Item 17</td>
<td>Physical Health of the Child</td>
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<td>Item 18</td>
<td>Mental/Behavioral Health of the Child</td>
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### A. Safety

<table>
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Safety Outcomes 1 and 2

Safety outcomes include: (1) children are, first and foremost, protected from abuse and neglect; and (2) children are safely maintained in their own homes whenever possible and appropriate.

- The most recent data demonstrating the state’s performance is from the Children and Family Services Review; Round 3, Wave 5.
- Based on this data and input from stakeholders and the courts below is the analysis of the state’s performance on the national standards for the safety indicators and the state’s strategy to improve.

State Performance:

Safety Outcome 1: Children are, first and foremost, protected from abuse and neglect

The findings from the CFSR on-site review conducted in June 2016, indicated that New York State was in substantial conformity with Safety Outcome 1. The following item was measured:

- Item 1. Timeliness of Initiating Investigations and Reports of Child Maltreatment
  - The outcome was substantially achieved in 100 percent of the 28 applicable cases reviewed.
  - In 2018, the outcome was substantially achieved in 100 percent of the 12 applicable cases reviewed using the OSRI tool.
- Safety Indicator 1 (S1): Rate of Indicated Maltreatment Reports while in Foster Care
- Safety Indicator 2 (S2): Percentage of Children with One or More Substantiated Allegations within 12 months of the Initial Report

OCFS Calculated State and County Level Performance:
  - S1: 18.5% (National Standard is 8.5%)
  - S2: 17.9% (National Standard is 9.1%)

Please see Appendix K for county specific data

Safety Outcome 2: Children are safely maintained in their own homes whenever possible and appropriate

The findings from the CFSR on-site review conducted in June 12, 2016, indicated that New York State was not in substantial conformity with Safety Outcome 2. The following items were measured:

- Item 2. Services to Family to Protect Child(ren) in the Home and Prevent Removal or Re-Entry into Foster Care.
  - NYS received an overall rating of Strength for Item 2 because 96 percent of the 23 applicable cases were rated as a strength.
  - In 2018, the overall rating was an Area Needing Improvement with 75 percent of the 8 applicable cases rated as a strength in case reviews using the OSRI tool.
- Item 3. Risk and Safety Assessment and Management
  - NYS received an overall rating of Area Needing Improvement for Item 3 because 73 percent of the 64 applicable cases were rated as a Strength.
In 2018, an overall rating of Area Needing Improvement for Item 3 because 84 percent of the 74 applicable cases were rated as a Strength in case reviews using the OSRI tool.

B. Permanency

Permanency Outcomes 1 and 2

Permanency outcomes include: (A) children have permanency and stability in their living situations; and (B) the continuity of family relationships and connections is preserved for children.

- The most recent data demonstrating the state’s performance is from 2018 case review data from cases reviewed using the OSRI tool which measures performance on the Federal Permanency Outcomes.
- Based on this data and input from stakeholders and the courts below is the analysis of the state’s performance on the national standards for the permanency indicators and the state’s strategy to improve.

State Performance:

Permanency Outcome 1: Children have permanency and stability in their living situations

The findings from the CFSR on-site review conducted in June 2016, and the case reviews using the OSRI tool in 2018, indicated that New York State was not in substantial conformity with Permanency Outcome 1 using the state’s performance on the following items:

- Item 4. Stability of Foster Care Placement
  - In 2016, NYS received an overall rating of Area Needing Improvement for Item 4 because 75 percent of the 40 applicable cases were rated as a Strength.
  - In 2018, an overall rating of Area Needing Improvement for Item 4 because 89 percent of the 66 applicable cases were rated as a Strength in case reviews using the OSRI tool.

- Item 5. Permanency Goal for Child
  - In 2016, NYS received an overall rating of Area Needing Improvement for Item 5 because 28 percent of the 39 applicable cases were rated as a Strength.
  - In 2018, an overall rating of Area Needing Improvement for Item 5 because 46 percent of the 65 applicable cases were rated as a Strength in case reviews using the OSRI tool.

- Item 6. Achieving Reunification, Guardianship, Adoption, or Other Planned Permanent Living Arrangement
  - In 2016, NYS received an overall rating of Area Needing Improvement for Item 6 because 33 percent of the 40 applicable cases were rated as a Strength.
In 2018, an overall rating of Area Needing Improvement for Item 6 because 56 percent of the 66 applicable cases were rated as a Strength in case reviews using the OSRI tool.

Permanency Outcome 2: The continuity of family relationships and connections is preserved for children

The findings from the CFSR on-site review conducted in June 2016, and the case reviews using the OSRI tool in 2018, indicated that New York State was not in substantial conformity with Permanency Outcome 2 using the state’s performance on the following items:

- Item 7. Placement with Siblings
  - In 2016, NYS received an overall rating of Area Needing Improvement for Item 7 because 83 percent of the 23 applicable cases were rated as a Strength.
  - In 2018, an overall rating of Area Needing Improvement for Item 7 because 84 percent of the 38 applicable cases were rated as a Strength in case reviews using the OSRI tool.
- Item 8. Visiting with Parents and Siblings in Foster Care
  - In 2016, New York received an overall rating of Area Needing Improvement for Item 8 because 73 percent of the 30 applicable cases were rated as a Strength.
  - In 2018, an overall rating of Area Needing Improvement for Item 8 because 70 percent of the 54 applicable cases were rated as a Strength in case reviews using the OSRI tool.
- Item 9. Preserving Connections
  - In 2016, NYS received an overall rating of Area Needing Improvement for Item 9 because 59 percent of the 39 applicable cases were rated as a Strength.
  - In 2018, an overall rating of Area Needing Improvement for Item 9 because 77 percent of the 66 applicable cases were rated as a Strength in case reviews using the OSRI tool.
- Item 10. Relative Placement
  - In 2016, NYS received an overall rating of Area Needing Improvement for Item 10 because 50 percent of the 36 applicable cases were rated as a Strength.
  - In 2018, an overall rating of Area Needing Improvement for Item 10 because 79 percent of the 57 applicable cases were rated as a Strength in case reviews using the OSRI tool.
- Item 11. Relationship of Child in Care with Parents
  - In 2016, New York received an overall rating of Area Needing Improvement for Item 11 because 62 percent of the 26 applicable cases were rated as a Strength.
  - In 2018, an overall rating of Area Needing Improvement for Item 11 because 78 percent of the 46 applicable cases were rated as a Strength in case reviews using the OSRI tool.

C. Well-Being

Well-Being Outcomes 1, 2 and 3
Well-Being outcomes include: (1) families have enhanced capacity to provide for their children’s needs; (2) children receive appropriate services to meet their educational needs; and (3) children receive adequate services to meet their physical and mental health needs.

- The most recent data demonstrating the state’s performance is from 2018 case review data from cases reviewed using the OSRI tool which measures performance on the Federal Well-Being Outcomes
- Based on this data and input from stakeholders and the courts below is the analysis of the state’s performance on the national standards for the well-being indicators and the state’s strategy to improve.

State Performance:

**Well-Being Outcome 1: Families have enhanced capacity to provide for their children’s needs**

The findings from the CFSR on-site review conducted in June 2016, and the case reviews using the OSRI tool in 2018, indicated that New York State was not in substantial conformity with Well-Being Outcome 1 using the state’s performance on the following items:

- **Item 12. Needs and Services of Child, Parents, and Foster Parents**
  - In 2016, NYS received an overall rating of Area Needing Improvement for Item 12 because 39 percent of the 64 cases were rated as a Strength.
  - In 2018, an overall rating of Area Needing Improvement for Item 12 because 69 percent of the 74 applicable cases were rated as a Strength in case reviews using the OSRI tool.

- **Item 13. Child and Family Involvement in Case Planning**
  - In 2016, NYS received an overall rating of Area Needing Improvement for Item 13 because 63 percent of the 64 applicable cases were rated as a Strength.
  - In 2018, an overall rating of Area Needing Improvement for Item 13 because 77 percent of the 70 applicable cases were rated as a Strength in case reviews using the OSRI tool.

- **Item 14. Caseworker Visits with Child**
  - In 2016, NYS received an overall rating of Area Needing Improvement for Item 14 because 77 percent of the 64 cases were rated as a Strength.
  - In 2018, an overall rating of Area Needing Improvement for Item 14 because 92 percent of the 74 applicable cases were rated as a Strength in case reviews using the OSRI tool.

- **Item 15. Caseworker Visits with Parents**
  - In 2016 NYS received an overall rating of Area Needing Improvement for Item 15 because 56 percent of the 52 applicable cases were rated as a Strength.
  - In 2018, an overall rating of Area Needing Improvement for Item 15 because 60 percent of the 55 applicable cases were rated as a Strength in case reviews using the OSRI tool.

**Well-Being Outcome 2: Children receive appropriate services to meet their educational needs**

The findings from the CFSR on-site review conducted in June 2016, indicated that New York State was not in substantial conformity with Well-Being Outcome 2 using the state’s
performance on Item 16. In the case reviews using the OSRI tool in 2018, NYS was in substantial conformity with Well-Being Outcome 2.

- **Item 16. Educational Needs of the Child**
  - In 2016, NYS received an overall rating of Area Needing Improvement for Item 16 because 87 percent of the 52 applicable cases were rated as a Strength.
  - In 2018, an overall rating of Strength for Item 16 because 97 percent of the 71 applicable cases were rated as a Strength in case reviews using the OSRI tool.

**Well-Being Outcome 3: Children receive adequate services to meet their physical and mental health needs**

The findings from the CFSR on-site review conducted in June 2016, and the case reviews using the OSRI tool in 2018, indicated that New York State was not in substantial conformity with Well-Being Outcome 2 using the state’s performance on the following items:

- **Item 17. Physical Health of the Child**
  - In 2016, NYS received an overall rating of Area Needing Improvement for Item 17 because 79 percent of the 48 applicable cases were rated as a Strength.
  - In 2018, an overall rating of Strength for Item 17 because 97 percent of the 70 applicable cases were rated as a Strength in case reviews using the OSRI tool.

- **Item 18. Mental/Behavioral Health of the Child**
  - In 2016, NYS received an overall rating of Area Needing Improvement for Item 18 because 68 percent of the 50 applicable cases were rated as a Strength.
  - In 2018, an overall rating of Area Needing Improvement for Item 18 because 89 percent of the 62 applicable cases were rated as a Strength in case reviews using the OSRI tool.
3. Plan for Enacting the State’s Vision (State Plan for Improvement)

New York State is currently implementing a Program Improvement Plan (PIP) based on the findings from the 2017 Child and Family Services Review. The plan for improvement listed below continues much of that work over the next five years. The plan for improvement also takes into
consideration the state’s performance on key outcomes indicators as noted in the “Assessment of Performance” section of this plan.

**Goal 1:** Improve New York State’s Continuous Quality improvement (CQI) system and process at the State level (Systemic Factor – Item 25 Quality Assurance)

**Strategy 1:** OCFS has developed a CQI system with a focus on: Leadership Support and Modeling, Staff and Stakeholder Engagement, Communication, and Foundational Administrative Structure.

**Key Activity 1:** OCFS CQI Advisement Team is developing and implementing CQI Model that includes a structure that prioritizes the CQI sub domains: Leadership Support and Modeling, Staff and Stakeholder Engagement, Communication, Foundational Administrative Structure.

**Goal 2:** County plans that include cross-county themes, if applicable, will be developed and implemented using a CQI model aimed at improving child welfare outcomes, to safety and permanency indicators. (Safety Outcome 2, Permanency Outcome 1 and 2; Systemic Factor – Item 25 Quality Assurance)

**Strategy 1:** The OCFS home office and regional office will provide training and support to LDSSs on using the Strategies and Measures Form to identify strategies and measures that address county specific casework practice gaps, including safety and permanency that align with the NYS Child Welfare Practice Model, where applicable and plan for implementation of their county plans. Based on the analysis of the Strategies and Measures Form, districts will engage Family Courts and other stakeholders as applicable, in strategy development and implementation.

**Strategy 2:** The OCFS home office and regional office provide training and support to LDSSs on implementing the strategies outlined in their county plan.

**Strategy 3:** The OCFS home office and regional office will provide training and support to LDSS on measuring the implemented strategies

**Strategy 4:** The OCFS home office and regional office will monitor, provide technical assistance and guidance to LDSS as they develop their County Plan Annual Update, which will report on individual LDSS strategy progress.

**Strategy 1.** Provide training and support to LDSSs on using the Strategies and Measures Form to identify strategies and measures that address county specific casework practice gaps, including safety and permanency that align with the NYS Child Welfare Practice Model, where applicable and plan for implementation of their county plans. Based on the analysis of the Strategies and Measures Form, districts will engage Family Courts and other stakeholders as applicable, in strategy development and implementation.

**Key Activity 1:** Submission of completed Strategies and Measurement Form by LDSS to OCFS for review and feedback.
Key Activity 2: The OCFS regional office will approve county plans and LDSS will begin implementing strategies and tracking initial outcomes.

Strategy 2: Provide training and support to LDSSs on implementing the strategies outlined in their county plan.

Key Activity 1: The OCFS home office and regional office will provide training and support via on-site visits to LDSS

Key Activity 2: OCFS, through regional office regular quarterly visits, will discuss the status of strategy implementation and address barriers, when necessary.

Key Activity 3: The OCFS home office will disseminate county plan diagnostic and strategy information to every LDSS. This strategy is designed to encourage shared learning across NYS.

Strategy 3: OCFS Home and Regional Office will provide training and support to LDSSs on measuring the implemented strategies

Key Activity 1: The OCFS home office will disseminate updated child-level data files to assist LDSSs in measuring the effectiveness of the implemented strategies.

Key Activity 2: The OCFS home office will conduct a webinar training and provide other technical assistance supports (on-site visits and office hours) on the process of analyzing the data collected during year one related to measuring the implemented strategies.

Strategy 4: The OCFS home office and regional office will monitor, provide technical assistance and guidance to LDSSs as they develop their County Plan Annual Update, which will report on individual LDSS strategy progress.

Key Activity 1: The OCFS home office and regional office will provide technical assistance to LDSSs as they review and potentially revise their strategies as they prepare for the submission of the County Annual Plan Update (APU) for approval.

Key Activity 2: LDSS submission of County Annual Plan Update that will include an update on their implementation of their strategies and measurement of their progress. Plans will be reviewed and approved by OCFS regional offices.

Goal 3: The following casework practices in child protective services, foster care and preventive services will be improved through the implementation of competency based training:

- Risk and safety assessments
- Caseworker visits with the parents (including locating and engaging fathers) and child(ren)
- Service need assessments
Engagement of youth and parents in case and permanency planning
(Safety Outcome 2 – Item 3; Permanency Outcome 1 - Items 4, 5, and 6; Well-being 1 - Items 12, 13, 14, 15, 16, 17 and 18; Systemic Factor – Case Review System – Item 20 Written Case Plan; Item 24 Notice of Hearings and Reviews to Caregivers; Item 26 Staff and Provider Training; and Item 27 Ongoing Staff Training)

**Strategy 1:** Provide a competency based training model for all child welfare caseworkers.

**Strategy 2:** Enhance supervisor competencies through trainings, practice webinars and resource tools that support improved case practice.

**Strategy 3:** Provide technical assistance and training to LDSSs and VAs to enhance their practice related to the identification and engagement of families experiencing domestic violence.

**Strategy 4:** Establish a state Child Fatality Review Team that includes representatives from sister state agencies (Department of Health, New York State Police, Office of Alcoholism and Substance Abuse Services, Office of Mental Health, Office for the Prevention of Domestic Violence, Association of County Coroners or Medical Examiners, and the Justice Center for the Protection of People with Special Needs) to better understand existing service gaps and barriers and develop innovative and comprehensive ways of meeting the needs of underserved populations and to identify and implement evidence based practices to prevent child fatalities.

**Strategy 1: Provide a competency based training model for all child welfare caseworkers**

**Key Activity 1:** Continue to provide offerings of Foundational Training each year. CPS caseworkers will continue be given priority for open slots with preventive and foster care workers participation as capacity allows.

**Key Activity 2:** Foundations Level 3 Behavioral Checklist Evaluation distributed to trainees and their supervisors will be used to assess impact of Foundations Training on casework practice (the training participants have applied their new knowledge and skills to their work and what effect this has had on casework practice).

**Key Activity 3:** Findings from the Foundations Level 3 Behavioral Checklist Evaluation will be analyzed to identify themes of where remedial assistance is needed. Remedial assistance will be provided by OCFS regional office staff, as warranted.

**Key Activity 4:** OCFS Regional Office will conduct a case review using the OSRI on a sample of preventive and foster care trainees one-year post training to assess the impact of training on case practice related to the case review items noted above and provide feedback to the LDSS.

**Key Activity 5:** Develop and Implement revised CPSRT training for CPS caseworkers
Strategy 2: Enhance supervisor competencies through trainings, practice webinars and resource tools that support improved case practice

Key Activity 1: Provide KEYS supervisory training to new LDSS and VA supervisors each year with priority to CPS supervisors.

Key Activity 2: KEYS Essentials (for experienced supervisors) will be offered each year. These trainings will be provided to LDSS and voluntary agency supervisors.

Key Activity 3: Distribute KEYS Level 3 Behavioral Checklist Evaluation to supervisory trainees and managers to assess impact of KEYS on supervisor practice (the training participants have applied their new knowledge and skills to their work and what effect this has had on casework practice).

Key Activity 4: Findings from the KEYS Level 3 Behavioral Checklist Evaluation will be analyzed and provided to LDSS and remedial assistance will be provided to supervisors by LDSS managers, as warranted.

Key Activity 5: OCFS home office to conduct supervisory webinars focusing on practices that related to CFSR case review items for LDSSs and VAs.

Strategy 3: Provide technical assistance and training to LDSS to enhance their practice related to the identification and engagement of families experiencing domestic violence (DV).

Key Activity 1: Conduct DV learning exchanges with counties and pertinent stakeholders who have been identified via the county plans or case record reviewing requesting or needing assistance.

Key Activity 2: Do “check-in” at three months post technical assistance to assess progress and provide any additional assistance.

Key Activity 3: Complete a six-month follow-up to the technical assistance by reading a sample of cases using a DV assessment tool.

Key Activity 4: Work with county on the development and implementation of a program improvement plan if findings from six-month case review warrant such.

Strategy 4: Establish a state Child Fatality Review Team that includes representatives from sister state agencies (Department of Health, New York State Police, Office of Alcoholism and Substance Abuse Services, Office of Mental Health, Office for the Prevention of Domestic Violence, Association of County Coroners or Medical Examiners, and the Justice Center for the Protection of People with Special Needs) to better understand existing service gaps and barriers and develop innovative and comprehensive
ways of meeting the needs of underserved populations and to identify and implement evidence based practices to prevent child fatalities.

**Key Activity 1**: State Child Fatality Review Team (CFRT) will review cases to identify trends, risk factors, and gaps in services across the state.

**Key Activity 2**: Collaborate with local CFRTs to improve coordination and implementation of services across the state

**Key Activity 3**: Develop and disseminate educational materials aimed at prevention of child fatalities and injuries

**Goal 4: Improve timeliness of permanency for children placed in out of home care.**
*(Permanency Outcome 1 – Items 5, 6, 7, 8, 9, 10 and 11; Case Review Item – 23 Termination of Parental Rights; Item 35 – Diligent Recruitment of Foster and Adoptive Homes; and Item 36 – State Use of Cross-Jurisdictional Resources for Permanent Placements)*

**Strategy 1**: Leadership from OCFS and the UCS will collaborate to implement and provide support to LDSS and Family Courts to implement strategies aimed at reducing the length of time to permanency for children placed in out-of-home care. Strategies may include Lean and the “New Approach” of implementing key elements of a family treatment court into a non-family treatment court to better serve families struggling with substance abuse disorder.

**Strategy 2**: Collaborating with the OCA’s Court Improvement Project using a CQI model, OCFS will provide support and technical assistance to the 24 LDSS/Family Court collaboratives in reviewing both court and child welfare metrics in a root cause analysis that will be used to update their action plan that support joint permanency strategies. The local collaborative will be asked to look at the following areas of practice: appropriateness and timely setting of the child’s permanency goal; achieving reunification, guardianship, adoption, or other planned living arrangement; placement of child with siblings; the timely filing of termination of parental rights petitions or documentation of compelling reasons not to file; and relative placement.

**Strategy 3**: Based on Connections data, OCFS Regional Office staff will engage LDSS and VAs in utilizing tools, including Permanency Roundtables and Rapid Permanency Reviews to expedite permanency and review the appropriateness of permanency goals.

**Strategy 4**: Enhance the process for effective use of cross-jurisdictional resources for children waiting for permanency.

**Strategy 5**: Working with LDSS implement strategies to promote placement of children in the least restrictive setting.

**Strategy 1**: Leadership from OCFS and the UCS will collaborate to implement and provide support to LDSS and Family Courts to implement strategies aimed at reducing the length of time to permanency for children placed in out-of-home care. Strategies may include Lean, and the “New Approach” of implementing key elements of a family treatment court
into a non-family treatment court to better serve families struggling with substance abuse disorder.

**Key Activity 1:** The OCFS home office and OCA will work with LDSSs and Family Courts each year to implement strategies focused on improving permanency for children placed in out-of-home care. Specific strategies will be identified each year based on what child welfare and court data indicate as a barrier.

**Key Activity 2:** OCFS and OCA will monitor the progress made on the implementation of the local strategies. Specific monitoring activities will be developed based on what strategies are developed.

**Strategy 2:** Collaborating with the OCA’s Court Improvement Project using a CQI model, OCFS will provide support and technical assistance to the 24 LDSS/Family Court collaboratives in reviewing both court and child welfare metrics in a root cause analysis that will be used to update their action plan that support joint permanency strategies. The local collaborative will be asked to look at the following areas of practice: appropriateness and timely setting of the child’s permanency goal; achieving reunification, guardianship, adoption, or other planned living arrangement; placement of child with siblings; the timely filing of termination of parental rights petitions or documentation of compelling reasons not to file; and relative placement.

**Key Activity 1:** The OCFS home office and the OCA will execute an MOU on data sharing between our respective agencies to be used to identify barriers and successes on the local level to timely permanency for children in foster care.

**Key Activity 2:** Provide both court and child welfare metrics to each collaborative and work with each LDSS and Family Court to do a root-cause analysis related to their performance on key permanency outcome measures.

**Key Activity 3:** Each collaborative will review their existing logic model and update the strategies based on the analysis of the data to include specific strategies that will improve permanency and enhance family relationships and preserve connections.

**Key Activity 4:** Each collaborative will submit an updated logic model that details strategies aimed at improving time to permanency.

**Key Activity 5:** Each collaborative will begin implementing the strategies identified in their logic model.

**Key Activity 6:** OCFS, with staff from the Court Improvement Project, will monitor the impact of the strategies on each of the 24 LDSS/Court collaboratives related to their permanency outcomes.

**Strategy 3:** Based on CONNECTIONS data, engage LDSS and voluntary agencies in
implementing Permanency Roundtables and/or Rapid Permanency Reviews to expedite permanency and review the appropriateness of permanency goals.

**Key Activity 1:** Using CONNECTIONS data, select target populations with various permanency planning goals to and identify which LDSS/voluntary agencies would benefit from a Rapid Permanency Reviews and/or Permanency Roundtable.

**Key Activity 2:** OCFS regional offices will complete up to five Permanency Roundtables and/or Rapid Permanency Reviews per year that includes reviewing multiple children at each session in selected LDSSs and/or VAs and identify barriers to permanency. Action plans will be created for each child reviewed.

**Key Activity 3:** LDSS and VA to monitor permanency outcomes for each child reviewed through the process and share aggregate data with OCFS.

**Key Activity 4:** OCFS home and regional office will assist LDSS in the analysis of the aggregated data to identify barriers, solutions and share the practices associated with bright spots to assist in promulgating system-wide learning that can be used to expedite permanency in the first 12 months of placement.

**Strategy 4:** *Enhance the process for effective use of cross-jurisdictional resources for children waiting for permanency.*

**Key Activity 1:** To promote the increase in the number of eligible children photo listed, OCFS home and regional office staff will use data reports to monitor the photo listing of children freed for adoption, and provide technical assistance as needed to LDSS/VAs.

**Key Activity 2:** Continue the use of NEICE to better monitor the number of home studies for children awaiting placement out of NYS and work with any states that exceed the 60-day timeframe for the home study.

**Strategy 5:** *Working with LDSS implement strategies to promote placement of children in the least restrictive setting.*

**Key Activity 1:** Provide data on the number of children in care, their placement type and length of stay.

**Key Activity 2:** Provide technical assistance on the analysis of the data, process mapping and development of administrative review teams focusing on removals and placement decisions.

**Key Activity 3:** OCFS home office and regional office will monitor placement decisions to determine if the least restrictive placements are increasing and length of time in congregate care has lessened.
Goal 5: Provide services to families who are at risk of entering the child welfare system that increase knowledge and protective factors that can help keep children in their home that may otherwise be at risk of maltreatment or neglect and placed in foster care. (Case Review Items 6, 17 and 18; Systemic Factor – Service Array and Resource Development: Item 29 Array of Services and Item 30 – Individualized Services)

**Strategy 1:** Expand, enhance, support and strengthen the quality of home visiting services to high risk families residing in high need areas of New York through the provision of Healthy Families New York home visiting program.

**Key Activity 1:** OCFS home office, in partnership with HFNY Central Administration partners, will provide intensive technical assistance and site support for the new programs that began in five new communities in 2017, and support the expansion of services in additional communities as the program expands.

**Key Activity 2:** Complete an on-site monitoring and technical assistance visit annually to each of the 43 funded programs.

**Key Activity 3:** OCFS home office will monitor program enrollment and service delivery quarterly and identify trends and provide technical assistance on an as needed basis.

**Key Activity 4:** Programs in partnership with OCFS home office will conduct data analysis annually to determine barriers to engagement and enrollment and develop a plan to overcome identified barriers.

**Key Activity 5:** OCFS in partnership with Prevent Child Abuse New York will provide training for role specific work with families for all new providers that hired by HFNY programs.

Goal 6: Increase the accuracy and timeliness of the data entered into the CONNECTIONS system. (Systemic Factor – Item 19 - Statewide Information System)

**Strategy 1:** Review the status, demographic characteristics, location, and goals for the placement of every child who is in foster care during each case record review to promote that the information in Connections is accurate based on the information in the case record.

**Strategy 2:** Create a Dashboard to show persons and stages with missing AFCARS information, to allow users to quickly and easily see and access those persons and stages.

**Strategy 1:** Review the status, demographic characteristics, location, and goals for the placement of every child who is foster care during each case record review to promote that the information in CONNECTIONS is accurate based on the information in the case record.
**Key Activity 1:** Implement the Statewide Information System Tool for Accuracy as part of each case record review and provide feedback on accuracy of the data to the LDSS/voluntary agency as part of the case findings.

**Key Activity 2:** Deficiencies in the accuracy of the data noted in the findings from the case review will require LDSS/VA to submit a Program Improvement Plan to the regional office, who will monitor until the cases are accurately updated.

**Strategy 2:** Create a dashboard to show persons and stages with missing AFCARS information, to allow users to quickly and easily see and access those persons and stages.

**Key Activity 1:** Enhance CONNECTIONS to provide a caseworker-specific report that lists their cases and which data elements are missing, thus eliminating the need for caseworkers to use the Data Warehouse reports.

**Goal 7:** Improve the statewide consistency of foster and adoptive parent licensing, recruitment and retention through oversight, monitoring and technical assistance to LDSS and VAs. (Systemic Factor - Foster and Adoptive Parent Licensing, Recruitment and Retention Item 33 - Standards Applied Equally, Item 34 - Requirements for Criminal Background Checks)

- Schedule a sample of foster home approvals and certification for statewide consistency with state regulations.

**Strategy 2:** Require LDSS and VAs to submit a three-year recruitment and retention plan, with an 18-month update.

**Strategy 3:** Review foster care reports that have three or more reports to identify needed supports and services for foster parents, and to assess casework practice.

- Schedule a sample of foster home approvals and certification for statewide consistency with state regulations.

**Key Activity 1:** A sample of foster boarding homes will be reviewed to assess compliance with required components. Missing components will be tracked and regional office staff will work with the county until updates are completed.

**Strategy 2:** Require LDSS and VAs to submit a three-year recruitment and retention plan, with an 18-month update.

**Key Activity 1:** Develop and disseminate the 18-month Recruitment and Retention Plan Update template.

**Key Activity 2:** LDSS and VAs to complete the 18-month Recruitment and Retention Plan Update template and submit to the OCFS regional office.
Key Activity 3: OCFS regional office will review 18-month Recruitment and Retention Plan Update with each LDSS/VA during quarterly site visits and provide technical assistance if additional recruitment efforts are needed.

Strategy 3: Review foster care reports that have three or more reports to identify needed supports and services for foster parents, and to assess casework practice.

Key Activity 1: OCFS Bureau of Research and Policy Analysis develops a list of certified/approved foster homes on a biweekly basis and alerts are automatically generated to designated regional office staff and LDSS staff when a foster home meets the 3+ criteria.

Key Activity 2: The LDSS conducting the investigation and the relevant regional office complete a template for each investigation that supports the identification of foster home demographics, historical and current allegation themes, communication between the investigating LDSS, voluntary agencies with planning responsibility and other LDSS who may have care and custody of a foster child(ren) in the home, service needs, determination and corrective action if needed, and status of the foster home at the conclusion of the investigation.

Key Activity 3: The relevant regional office monitors the investigation progress and provides assistance and guidance as needed to LDSS and VAs regarding the ongoing certification of foster homes that meet the 3+ criteria.

Implementation Supports

OCFS Evaluation and Research

Research, Evaluation and Internal Capacity Building Projects

During 2020-2024, OCFS will continue to solicit feedback from program sites and provide technical assistance as necessary. OCFS plans to implement a more structured performance management system, focusing on monitoring key processes and outcomes using automated reports and then, as program sites become more accustomed to the activities this entails, move into the development of process or quality improvement strategies and other evaluation activities.

Performance Monitoring/CFSR Administrative Metrics

Planned Activities for 2020-2024

Children’s Bureau released revised syntax for calculating CFSR administrative outcome metrics. OCFS is reviewing the revised programming and will need to modify its existing CFSR programming that supports the production of the state and county level data packages to include the changes.
Runaway and Homeless Youth (RHY)/Commercially Sexually Exploited Children (CSEC)

Planned Activities for 2020-2024

BREPA staff will coordinate with CWCS staff supporting RHY and CSEC programs to explore the protective factors that are most relevant for these at-risk youth and assess the availability and impact of services on improving outcomes for youth.

Healthy Families NY

Planned Activities for 2020-2024

BREPA will continue its work on the HFNY Randomized Controlled Trial 15-Year Follow-Up study to test the long-term impacts of the program on preventing child abuse and neglect, fostering child health and development, improving family functioning, and promoting positive parenting. BREPA will focus on obtaining administrative data from various state agencies, including the juvenile justice system. Results from the interviews with mothers and their children are expected to be disseminated during this period. Data collection and analysis of administrative data and school records will continue through 2021, with dissemination activities occurring late in this period. Work on the HFNY RCT 2.0 will continue through 2028. Between 2020-2024, we anticipate implementing baseline through Year 4 data collection. Preliminary data cleaning and analysis of Year 1 data may begin during 2024.

BREPA will continue to design and/or supervise a variety of evaluation and continuous quality improvement activities to support ongoing HFNY services between 2020-2024. Activities expected to continue through this period include: 1) implementing a pilot study to examine the feasibility of new family enrollment strategies, 2) evaluating the effectiveness of the HFNY training system and developing worker competencies, and 3) evaluating the HFNY quality assurance and technical assistance system. Additional evaluation and continuous quality improvement activities are developed and implemented as needs are identified by the HFNY state system.

Risk Assessment Profile (RAP) Data Support and Revalidation Study

Planned Activities for 2020-2024

A workgroup that was established in 2019 will continue to meet and gain insight into possible discrepancies between risk assessment definitions provided during training and the operational
meanings and usage by caseworkers in the field, and to make recommendations about to clarify and update risk element definitions and training aids, and increase supervisor involvement in risk assessment. In addition, the workgroup is expected to make recommendations about how to better assess whether progress is being made in open cases as the current system confuses current service needs with risk reduction in open protective and foster care cases. Support will continue to be provided to the CQI-Data Lead Teams to understand how to use the new RAP reports in the Data Warehouse with counties to improve their risk assessment practices.

**Evaluation of Community-based Prevention Programs (Trust Fund & Public Private Partnerships)**

**Planned Activities for 2020-2024**

During 2020-2024, OCFS will continue to solicit feedback from program sites and provide technical assistance as necessary. OCFS plans to implement a more structured performance management system, focusing on monitoring key processes and outcomes using automated reports and then, as program sites become more accustomed to the activities this entails, move into the development of process or quality improvement strategies and other evaluation activities.

**Foster Homes with Multiple CPS Reports Study**

**Planned Activities for 2020-2024**

After the final quarter reports for 2018 are determined in early 2019, the full year sample of homes will be analyzed and described in terms of foster home type, allegation types, indication rate, corrective action plans, and home closures.

As resources become available, we would like to design a systematic study to compare foster families who have multiple CPS reports to foster families who do not, to ascertain whether we can identify safe and risky homes prospectively. Prior to that occurring, a number of impediments to accessing accurate data need to be removed, such as indications that are overturned at administrative reviews and fair hearings, and the content, implementation and success of corrective plans following investigations when the foster home remains open.

**Signs of Safety**

**Planned Activities for 2020-2024**

BREPA will continue to work with the planning committee to develop and implement the core outcome and performance measures and the fidelity and quality assurance research plan.

**Permanency**
Planned Activities for 2020-2024

We will continue to provide data support for these initiatives. Plans include expanding the Rapid Permanency Reports to congregate care and move the existing reports to Data Warehouse so that counties can access the reports on demand.

Maltreatment in Foster Care

Planned Activities for 2020-2024

In the 2020-2024 reporting period, BREPA is planning to take a closer look at the intersection between voluntary agency providers, settings types and incidents of maltreatment in care. In addition to breaking out statewide maltreatment in care rates by county, BREPA is developing programming to produce rates of maltreatment in care by agency. As the majority of maltreatment in care incidents involve familial perpetrators, BREPA also hopes for further understanding of when and why these incidents occur by examining the setting in which the child is residing at the time of the incident (e.g., foster boarding home, trial discharge, etc.).

Family First Prevention Services Act (FFPSA)

Planned Activities for 2020-2024

Based on feedback from the FFPSA statewide planning team, BREPA has committed to generating individualized FFPSA Bubble Charts for all counties and agencies involved in congregate care. Work to create the packages began in March 2019, to allow the research team to capture the most recent longitudinal data possible (2017-2018). In addition to the charts, the package will be expanded to include demographic tables for the most common pathways, and the child-level data level file behind the entire visualization. These expansions were requested by county users and should enhance hypothesis generation and testing by providing the context surrounding each pathway. BREPA anticipates releasing the packages by June 2019, and will be hosting webinars and offering one-on-one technical assistance to users.

Raise the Age (RTA)

Planned Activities for 2020-2024

In 2020-2024, RTA data activities will focus on improving data quality and the production of monitoring reports related to lengths of stay, incidents and exit types. Reports will be shared on a regular basis with OCFS oversight staff and with program providers for supervision and CQI
purposes. A long-term evaluation of the new service model offered within the RTA residential programs is also being planned.

Performance Monitoring/Bright Spots

Planned Activities for 2020-2024

The Bright Spots package will be produced annually going forward. To facilitate the recognition and discussion of changes in performance over time, future versions of the package will be expanded to include both current year outcomes and trends from the previous five years.

Performance Monitoring/Meaningful Metrics for Voluntary Agencies

Planned Activities for 2020-2024

In 2019, BREPA developed and shared a potential format for measuring performance on key permanency metrics (length of stay, upward/lateral/downward transfers, discharges to permanency) across congregate care providers. This “proof of concept” was well received by members of the OCFS Data and Meaningful Measures Workgroup, and minor revisions were recommended. In 2020, BREPA anticipates refining the content and programming behind the pilot report, and working with CWCS and voluntary agency representatives to introduce the report to a wider agency audience.

Kinship Care

Planned Activities for 2020-2024

BREPA will continue to work with the contractors assigned to the Kinship evaluation. If feasible, BREPA assist with evaluation team in identifying the CPS and foster experiences of served families prior to and post service receipt.

Information Management Systems/ Quality Assurance Activities

Adoption and Foster Care Analysis and Reporting System (AFCARS)

Planned Activities for 2020-2024

Activities during this period will focus on meeting the outstanding items included in the AFCARS PIP. System changes will be pursued to capture a child’s relationship to his/her adoptive parent.
In addition, BREPA will work with OCFS counsel and our sister agencies to establish Memorandum of Understandings (MOU) with other state agencies to obtain required data elements not captured within CONNECTIONS. These include: data on child support, SSI or other social security, benefits and Temporary Assistance for Needy Families (TANF) and Medicaid. Other priority areas include replacing existing programming that creates a base data file for reporting with new programming better suited to CONNECTIONS' current structure, and updating programming related to adoption and special needs.

National Youth in Transition Database (NYTD), On-Site Review and Changes

Planned Activities for 2020-2024

BREPA will continue to work to improve the quality of the survey and served population data files. Reports will be added to the OCFS Data Warehouse to identify children aged 14 to 21 in foster care who are missing Independent Living Services, and BREPA will coordinate with CWCS to support counties in entering accurate and timely data. In addition, BREPA will work with CWCS staff to produce data briefs for the field that summarize the data collected.

National Child Abuse and Neglect Data System (NCANDS)

Planned Activities for 2020-2024

Planned activities include adding new elements to the file as well as making improvements in the file submitted. JVTA and CARA items that were just added to CONNECTIONS will be incorporated into the submission file. There will be permanent coding changes (for FFY18 a manual process was used to remove them) to exclude fatalities previously reported from the file as well as some mapping changes on maltreatment type. Data Warehouse reports are being developed to identify children and perpetrators with missing race and ethnicity, home county, and living arrangement to improve the quality of data submitted. OCFS will work with the Justice Center to improve data quality in the NCANDS data from them.

Data Warehouse and Quality Assurance Activities

Planned Activities for 2020-2024

OCFS Data Warehouse is currently working on new reports as well as enhancements to existing reports. These include sex trafficking reports, education, adoption, candidacy determination, Family Assessment Response (FAR), Risk Assessment Profiles (RAP), trial discharge, quarterly reports, adult protective services, user audits, family first implementation assistance reports,
independent living services, NCANDs missing data reports, additions to AFCARS missing data reports, and fatality reports. Many of these reports will contain drill through capacity to obtain child level information associated with each of the measures being displayed.

As new reports are being developed, webinars and in-person trainings will be offered to users. The new quarterly newsletter will provide information on reports to all Data Warehouse users. The mailbox that is monitored during business hours will continue to be a source of technical assistance to users in using the Data Warehouse. Technical assistance includes how to create and access reports as well as responding to data requests.

Data Warehouse staff are working on making the Data Warehouse more accessible by re-organizing existing reports. In reorganizing the Data Warehouse, a user audit to identify most used reports will be utilized. Each quarterly newsletter will contain a tip sheet of some content that will help in using report. New training material on COGNOS 11 are being developed in conjunction with the State University of New York at Albany.

Operational Data Store (ODS) provides a dump of selected CONNECTIONS data to approved LDSSs and agencies. There are now nine LDSSs and one agency that have requested access to ODS and they are being reviewed. The application process for ODS is being revised to provide an application packages that details the process as well as an annual review process. OCFS is exploring the possibility of adding the Placement Module to the ODS offerings.

Data Governance Activities

Planned Activities for 2020-2024

The Data Warehouse Prioritization Board will be utilized to review and prioritize OCFS Data Warehouse requests, and with CCWIS planning contributions to the Data Quality Plan and other Governance activities that will be identified.
Service Description
4. Service Description

For each program (title IV-B subparts 1 & 2, CFCIP and ETV), describe the services to be provided in FY 2020-2024, highlighting plans for services or program design and how the services will assist in achieving program goals.

For each service report: 1) the estimated number of individuals and families to be served; 2) the population(s) to be served; and 3) the geographic areas where the services will be available.

- Medicaid Transitions for the New York Foster Care Population
  The NYS Medicaid Redesign Team (MRT) was created to further the vision of restructuring NYS’s Medicaid program. The MRT has developed a multi-year action plan to improve patient experience of care, improve health of the population, and control costs. The Children’s Health Subcommittee of the MRT Behavioral Health Workgroup includes representatives from DOH, OCFS, OMH and OASAS whose charge is to transform to care for children and redesign services for children. The NYS Medicaid Redesign impacts children in foster care in significant ways with the following projected timelines:

  - Health Homes Serving Children Care Management (began December 2016): Health Homes for children began enrollment as part of NYS’s “care management for all” strategy. Health home networks include community-based Care Management Agencies (CMAs) which are uniquely positioned to meet the social needs of children with health and behavioral health care management needs. DOH and OCFS specified that voluntary foster care agencies (VFCAs) will be the Health Home CMAs for the foster care population, as they are uniquely aware of the needs of this population of children.

  - Medicaid State Plan Services - Children and Family Treatment Support Services: OCFS and its NYS partners developed six new Medicaid SPA services that will be based on Medical Necessity, including Community Psychiatric Supports and Treatment, Other Licensed Practitioner, Psychosocial Rehabilitation Services began January 1, 2019; the service of Family Peer Support Services is scheduled to begin July 1, 2019, and the services of Crisis Intervention and Youth Peer
Advocacy and Training is scheduled to begin January 1, 2020. These unique services are intended to be provided in children’s homes and community settings.

- **Home and Community Based Services (HCBS) Services beginning April 2019**: OCFS and its NYS partners have been developing an expanded array of HCBS services, including: the existing B2H HCBS will be aligned to one array of HCBS benefits and will be moved to Managed Care. Because of this transition, the B2H Waivers will be discontinued as separate programs once the transition is complete. Children meeting Level-of-Care criteria will begin to receive HCBS benefits.

- **Children placed with VFCAs moving to Medicaid Managed Care Enrollment October 2019**: Nearly 16,500 children who are cared from by 85 VFCAs will move into Managed Care. This group of children represents a significantly more complex set of health and behavioral health care needs. VFCAs have a long standing proven track record of being responsive to the multi-faceted needs of children, their families and the regulatory mandates of local and state governments.

- **Article 29-I Health Facilities Licensure**: OCFS and DOH developed the Article 29-I VFCA Health Services License for the provision of core health related services for children in the care of VFCAs in 2019. Regulations were completed by DOH and OCFS, and the regulation was officially adopted on 2-20-2019 by the addition of Parts 769 and 770 to Title 10 NYCRR under statutory authority of Public Health Law, section 2999-g. A Memorandum of Agreement was developed by DOH and OCFS that outlines the responsibilities of oversight of the Article 29-I Health Facilities Licensure. OCFS issued Guidelines to the VFCAs for the Article 29-I Licensure of VFCAs to provide limited health-related services, which enables VFCAs to contract and bill Medicaid Managed Care Plans and to comply with the Corporate Practice of Medicine. All VFCAs were issued approvals prior to the effective date of the License, which is October 1, 2019, so that the VFCAs can contract with Medicaid Managed Care Plans.

- Adoption Support Services – assistance in securing an adoptive home and the provision of legal services, recruitment and training of adoptive parents, pre-placement planning, counseling, information and referral, respite and crisis services.

- Post-Adoption Services – provided directly by LDSS and through purchase of service agreements, these services address the unique needs of adoptive families and include respite, parenting support, support groups and counseling.

- Independent Living Services – the Independent Living Program for current and former foster care youth is offered directly by the LDSS or through a purchase of service agreement. The program provides youth in facilities with assessment services, counseling, educational, vocational and life skills services and other supports as needed.
• Aftercare Services - assisting children, youth and families to reduce the likelihood of those children or youth returning to either child welfare or juvenile justice placement. Aftercare consists of an array of supervision and support services.

• Youth Development - programs are designed to prevent juvenile delinquency and promote positive youth development through programs which provide general development, recreational and youth services for the young people under 21 years of age.

Services supported through state and federal funds (not funded statewide due to limited resources. Through the use of data, such as poverty rates, recurrence, Medicaid spending, high-need areas are identified.)

• Family Resource Centers (child abuse prevention programs) – Through NYS Children and Family Trust Fund dollars and the federal Community-Based Child Abuse Prevention grant, OCFS supports seven Family Resource Center (FRC) programs, with a total of 16 FRC sites across the state. FRCs offer evidence-based parenting training and other formal and informal supports to families. FRCs focus on families with children under five years of age aimed at improving parent resiliency, parenting skills, social connections and child development.

• Healthy Families New York Home Visiting Program (HFNY) – HFNY is an evidence-based prevention program which offers systematic assessments for pregnant women and new parents. Trained paraprofessionals from the community served provide home visiting services weekly for the first six months and less frequently until the child enters kindergarten or Head Start. Services include parenting, family support and linkages to community supports. HFNY programs are in place in 35 counties and all five boroughs of NYC.

• Domestic Violence Services – emergency shelter and supportive services, including shelter, hotline assistance, information and referral, advocacy, counseling, community education/outreach, children’s services, support groups, medical support, transportation, and translation. OCFS licenses 91 domestic violence shelters, programs and sponsoring agencies, and 83 approved non-residential domestic violence programs. Federal Family Violence Prevention and Services Act funds support 76 residential and non-residential programs to support evidence informed program models as well as general operating expenses, health and safety improvements, and/or program enhancements. Additionally, TANF funds are used to support the provision on non-residential domestic violence services provided through LDSSs.

• Kinship Services – OCFS directly funds 22 Kinship support programs which address the multiple needs of Kinship caregivers, including financial stability, respite, parenting education, family support, and legal information and support groups.
● Post-Adoption Services - OCFS administers TANF funds directly to one New York City based program which provides services to post-adoptive families to support finalized adoptions and reduce disruptions. OCFS funds 16 regional Permanency Resource Centers (PRCs) that provide a myriad of services to post-adoption and post-guardianship families. The services from the PRCs will be available to all families who have adopted a child both from child welfare and privately.

● Parenting Programs - In partnership with New York State Parenting Education Partnership (NYSPEP), the OCFS Children and Family Trust Fund will continue efforts to improve the quality and access to parenting education and to promote skill development for parenting educators. Dissemination of resources and information on the impact of evidence-based and evidence-informed parenting programs to LDSSs, community-based programs, and other key partners remains a priority. After many years of planning and development involving NYSPEP and the Council on Children and Families, a New Parent Kit was sent to several pilot sites for distribution in 2017 and is not becoming more widely disseminated as funding allows. Designed to meet the specific need of parents with newborns to have access to reliable information on parenting, child development and family support resources, the kit offers a cohesive and consistent package of information that will support New York families’ ability to provide their new baby with a nurturing environment that promotes their child’s healthy development. NYSPEP’s kit provides parents with an easy to use guide called *Starting Life Together*, a baby board book and a copy of *What to Do When Your Child Gets Sick*. These materials streamline key information parents need to support their child’s physical, social, and emotional health at a critical time.

● Multidisciplinary Investigation Team (MDT), Child Advocacy Center (CAC) and Child Fatality Review Team (CFRT) – Local community coordination of the investigation, prosecution and treatment of child abuse and neglect cases is supported through the federal Children’s Justice Act Program Grant. The goal of these funded programs is to reduce additional trauma to child victims after they disclose, improve handling of cases for all agencies involved, and improve the skills and knowledge of all professionals involved. Currently, CACs are available in every county with the exception of one in upstate New York.

Public Private Partnerships - OCFS funds 14 collaboration projects in throughout the state. The projects are required to include local partnerships with private, non-profit entities working alongside local county entities to achieve mutually identified objectives. Some examples of funded projects include: supporting children who have been terminated from or are at risk of being terminated from child care programs due to challenging behaviors; working with disconnected youth at risk of out-of-home placement; providing funding for at-risk families with children ages 0-3 to provided home visits by teachers and family development specialists; providing trauma-informed training to entire county-based, cross-system team; and piloting the use of evidence-based intervention with families with children ages 0-18.
Safe Harbour: NY – OCFS funds anti-trafficking collaboratives in 52 municipalities, including the St. Regis-Mohawk Tribe and NYC. These collaboratives receive technical assistance from OCFS to build and sustain a child-welfare centered, county-wide response to youth who have been victims of or who are at risk of being a commercially sexually exploited child (CSEC) or trafficked for either labor or sex. These collaboratives, headed by the LDSS or the youth bureau, include local, state, federal, and tribal law enforcement (where appropriate), probation, runaway and homeless youth providers, youth bureaus, mental health, health, immigrant service providers, service providers for lesbian, gay, bisexual and transgender community, among others. Safe Harbour: NY supports municipalities to build a system to raise awareness, identify youth, and provide services and responses to youth and their non-offending families. OCFS hopes for the program to be active in every municipality for the first time in 2020.

Child and Family Services Continuum

OCFS, LDSSs and community-based partners provide an array of services designed to achieve the prevention, safety, permanency and well-being outcomes outlined in the Practice Model. Services are available beginning prenatally and through adulthood, and range from primary prevention to permanency and adult services. Listed below is the continuum of services available beginning prenatally and through adulthood, ranging from primary prevention to permanency. Included is a brief description of some of the significant services on the continuum. Additional information is available on the OCFS website: https://ocfs.ny.gov/main/default.asp

Services available in all LDSSs

- Prevention Services – mandated and non-mandated optional preventive services offered directly by the LDSS and/or through a purchase of service agreement are designed to prevent child abuse and maltreatment and prevent out-of-home placements. Supportive and rehabilitative services for children and adults include, but are not limited to, day care, homemaker services, parenting training, transportation, clinical services, and respite and 24-hour access to emergency services.

- Protective Services for Children – investigation, assessment, counseling, therapy, training for adults, emergency shelter, rehabilitation services, case management and other support services as needed for children named in a report of child abuse and/or maltreatment.

- Foster Care – assessing needs and providing placement and services to children up to 21 years of age in a foster home or group care facility; medical services, alternatives to placement, counseling, independent living services, therapeutic services, after-care services and support for youth up to age 21.

counties through 2020-2024. The ability to identify red flags related to families experiencing DV and to identify practices and interventions to improve safety outcomes and reduce recurrence.
OCFS plans to continue inviting a variety of staff to participate – including DV advocates, caseworkers and supervisors from CPS, Services and Foster Care and administration to attend learning exchanges. 2020-2024. Quarterly reports will continue to be generated allowing the LDSS and OCFS the ability to monitor progress being made towards permanency for each child reviewed and at which milestone each child is encountering barriers or bright spots.

Permanency Roundtables will continue to be promoted by OCFS to further build on the number of participating counties and VAs.

OCFS will continue its commitment to using preventive programs to reduce risk factors and develop protective factors, thus reducing the likelihood of child abuse and maltreatment. OCFS will continue to fund Healthy Families New York programs as preventive services to pregnant and parenting mothers and fathers. OCFS plans to continue funding Family Resource Centers (FRC). FRCs are accessible to all families in their communities without screening or other eligibility requirements, with a focus on families at risk with children age five and under. OCFS will continue to work closely with the FRCs to focus on high risk families and to make valuable connections with the LDSS priorities and strategies as funds allow.

Bridges to Health waivers will continue to be utilized to address needs of children with serious emotional disturbance, development disability and/or who are medically fragile, in hopes that these services will also aid in children being returned to their parent/caregiver or adoptive families.

**Services for Children Adopted from Other Countries**

For 2020-2024, OCFS plans to maintain the Parent Connection Helpline, 1-800-345-(KIDS). For all adoptive families, including international adoptive families, the Helpline will be available during normal business hours providing information and referral services to foster, adoptive and kinship families. OCFS will continue to maintain the OCFS Post-Adoption Help for Families website (http://ocfs.ny.gov/adopt/post_adoption). This website has a number of webpages providing information on support services for families. Program Services to tribal/nation and LDSS staff who need program support to serve their respective tribal and urban Indian communities.

**Populations at Greatest Risk of Maltreatment**

In the 2020-2024 CFSP, NYS will continue to identify and describe which populations are at the greatest risk of maltreatment, how the state identifies these populations and how services will be targeted to these populations.

NYS will continue to utilize performance and outcome measures to identify children at greatest risk of maltreatment. Child welfare data will be made available to LDSSs and VAs for their use in monitoring their own progress towards improving practice.
As noted in the 2015-2019 Final Report, many factors are likely to impact maltreatment risk, age, geographic area, cultural risk factors, availability of services, capacity are known to be impactful.

In review of the data for the past five years, indications are that children less than one year of age are most likely to be involved in a report to the SCR, and the allegations within those reports are most likely to be substantiated.

For 2020-2024, NYS will continue to compile data on the frequency of risk factors identified during the preliminary risk assessment profile for indicated reports. NYS has observed that the top five most frequently noted factors that place a child at risk of abuse/maltreatment are:

- Domestic violence or other dysfunctional adult relationship
- Unreasonable expectations of children by the caregiver
- Primary caregiver’s mental health problems
- Drug problem by caregiver
- Caregiver does not attend/prioritize all children’s needs

OCFS plans to continue implementing learning exchanges with through 2020-2024. Through the exchanges, the counties will develop the ability to identify red flags related to families experiencing domestic violence (DV) and to identify practices and interventions to improve safety outcomes and reduce recurrence. OCFS plans to continue inviting a variety of staff to participate – including DV advocates, caseworkers and supervisors from CPS, foster care and administrative staff to attend learning exchanges. OCFS will continue assist and guide districts to utilize learning exchanges internally moving forward.

The learning exchange is voluntary and cases are selected by the district for review. Some districts choose cases with re-reports or recurrence. Some choose cases that are open or receiving preventive services. By using real time cases, participants can jointly identify challenges and develop next steps to assist the family and provide appropriate services and interventions.

**Services for Children Under the Age of Five**

In 2020-2024, NYS plans to continue to implement Permanency Roundtables and Rapid Permanency Reviews (RPR) to assist LDSSs in identifying children in foster care who would benefit from a review of their case to assist in identifying activities that can be taken to find permanency for the child. Counties with a large number of children under the age of five in care, and for who they are struggling to obtain permanency would be included in the roundtable.

NYS looks forward to more counties participating in RPRs for 2020-2024. The “Adoption” tab contains a link to Post-Adoption Help for Families which provides; crisis and hotline numbers, resources and information and services for children and families. Under the “Find Services for Children and Families” heading there is a link to Compendium of Services where services are listed by selecting one’s county.
The webpage also includes crisis links, hotline phone numbers, resource information and a link to the websites of LDSSs. The webpage provides the name, contact information and core services provided by post-adoption programs funded by NYS. Post Adoption services include counseling, parent education and training, support groups, referrals, mental health services, educational and legal advocacy, respite and recreational activities. OCFS has identified the most requested services by post-adoption program participants are, crisis intervention, support groups and parent training. These services prevent adoption dissolution and disruption.

Regional Permanency Resource Centers (PRCs) will provide a statewide network of programs providing post adoption and post guardianship services. The PRCs will continue to increase the state’s capacity to strengthen families by providing critical services to children, parents, caregivers and siblings, and are programs designed based on the unique needs of adoptive, and guardianship families. This funding is based on a provision of the federal Fostering Connections to Success and Increasing Adoptions Act which included a requirement mandating that the State spend an amount equal to the amount of savings, if any, resulting from delinking in Title IV-B or Title IV-E child welfare services. Title IV-E agencies must use the savings to supplement, not supplant, any federal or non-federal funds used to provide any service under Title IV-B or Title IV-E. At least 30 percent of the calculated savings must be spent on post-adoption services, post-guardianship services and services to support positive permanent outcomes for children at risk of entering foster care.
Consultation and Coordination Between States and Tribes
5. Consultation and Coordination Between States and Tribes

OCFS plans to use several means to consult and coordinate with, as well as gather input from New York’s federally recognized tribes. These tribes are identified in the Final Report, as well as the outcomes and activities accomplished. Additionally, the Final Report provides a description of the child welfare services provisions for Indian children.

For 2020-2024, the OCFS Bureau of Native American Services (NAS) will continue to host quarterly stakeholder meetings with tribal/nation and LDSS caseworkers in both urban and reservation settings. The primary purpose of these meetings will be to support and improve compliance with the federal Indian Child Welfare Act (ICWA). These meetings will also serve in the development of training initiatives; provide input into the CFSP Title IV-B plan and subsequent APSRs to strengthen service delivery to Indian children and their families. Quarterly meetings provide an excellent forum to introduce other OCFS-supported initiatives such as Court Collaboration, Protective Services for Adults, and Chafee.

OCFS plans to continue making site visits to the individual Indian Reservations in New York by the NAS Specialist and agency representatives. The primary purpose of these site visits will be to assess the needs of the Indian Tribes/Nations and to address concerns related to the delivery of child welfare services.

Tribal interactions that take place through NAS are complemented and strengthened by ongoing interactions between the LDSSs, OCFS and those who provide services to Native Americans.

OCFS will look to continue to improve its data collection within CONNECTIONS to assess ongoing compliance with ICWA.

Consultation with tribes will continue to address the following:

- Notification of Indian parents, Indian custodians and tribes/nations of state proceedings involving Indian children and their right to intervene
- Placement preferences of Indian children in foster care, pre-adoptive, and adoptive homes
- Active efforts to prevent the breakup of the Indian family when parties seek to place a child in foster care or for adoption
- Tribal right to intervene in state child custody proceedings, or transfer proceedings to the jurisdiction of the tribe/nation
- Chafee, ETV, services for tribal youth in foster care or formerly in foster care
- Permanency Planning and Reunification of children placed in foster care
- Sharing of NYS CFSP and/or county plans
John H. Chafee Foster Care Program for Successful Transition to Adulthood
John H. Chafee Foster Care Program for Successful Transition to Adulthood (the Chafee Program)

The Chafee John H. Chafee Foster Care Program for Successful Transition to Adulthood (the Chafee Program) as identified here as the Chafee Program, including the ETV program carried out under this plan. The Chafee Program for foster care youth is directly administered by OCFS for the facilities it operates, each of the 58 LDSSs, and the St. Regis Mohawk Tribe (hereinafter included in the reference to LDSS) in NYS. on behalf of OCFS pursuant to the terms of a contract and ETV Information.

Agency Administering

OCFS is the state agency responsible for administering the John H. Chafee Foster Care Independence Program (CFCIP), as identified here as the Independent Living Program, including the federal ETV program carried out under this plan. OCFS has a strong commitment to supporting positive youth development and assisting youth in their transition from foster care to self-sufficiency. OCFS and its predecessor agency have been responsible for administering the federally funded Title IV-E Program for foster care youth in NYS since the program’s inception in 1987.

Program Design and Delivery

The Independent Living Program for foster care youth is directly administered by OCFS for the facilities it operates, each of the 58 LDSSs, and the St. Regis Mohawk Tribe (hereinafter included in references to LDSS) in NYS. In addition, LDSSs have the option of providing independent living services to foster care youth between the ages of 18-21 years old and former foster care recipients who are between the ages of 18 and 21 years old either directly or through a purchase of services contract. Each LDSS’ Independent Living Program must have available the array of services described below for youth who have experienced foster care at age 14 or older. See the Tribal Consultation section beginning on page 414 for other tribal information.

The Independent Living Skills program provides youth in OCFS direct care facilities, which are found in several locations throughout the State, twice-weekly life skills training sessions. In addition, youth returning to the community continue to receive community living skills training.

The ETV program for foster care youth and former foster care youth, including youth currently in or discharged from OCFS direct care facilities, is currently administered by Orphan Foundation of America.

Education and Training Vouchers (ETV)
NYS’s ETV program is designed to help youth aging out of foster care to make the transition to self-sufficiency and receive the education, training and services necessary to obtain employment. Under this program, eligible youth may receive the lesser of $5,000 per year or the total cost of attendance at an institution of higher education, as defined in section 1002 of Title 20. The following categories of youth may be eligible to receive vouchers under the ETV program: (1) youth otherwise eligible for services under the CFCIP; (2) youth adopted from, or entered into a kinship guardianship assistance (KinGAP) from, foster care after attaining age 16 years of age; and (3) youth who were participating in the ETV program on their 21st birthday, until the youth turns 23 years old, as long as they are enrolled in a post-secondary education or vocational training program and are making satisfactory progress toward completion of that program.

Youth otherwise eligible for services under the CFCIP include youth in foster care (i.e., youth in the care and custody, or custody and guardianship, of an LDSS commissioner) who are 14 years of age or older, or who are placed in a foster home with an approved relative, and who are likely to remain in foster care until 18 years of age. This includes all categories of foster care, including but not limited to, persons in need of supervision (PINS) and juvenile delinquents placed in the custody of an LDSS commissioner; juvenile delinquents in the custody of the OCFS who are placed in non-secure facilities of 25 beds or less, and those who are on aftercare status; and former foster care youth who are between 18 and 21 years of age. Youth in foster care after attaining the age of 14 are also eligible to receive ETV funds.

OCFS currently contracts with Orphan Foundation of America, doing business as Foster Care to Success (FC2S), to administer and serve as New York State’s fiscal agent for the ETV Program in accordance with applicable federal law, rules and regulations. OCFS will be responsible for reviewing and approving eligible youth that have applied for an education training voucher. In FFY 2020, first priority will be given to youth over the age of 21 who received an ETV award in FFY 2019, who continue to be enrolled in and attend a post-secondary educational or vocational training program, and who are making satisfactory progress toward completion of that program.

Requirements addressed prior to funding students include the following:

- Orphan Foundation of America confirms that post-secondary institutions are Title IV-E compliant as per the Higher Education Act.
- Each semester, students grant their school permission to verify in writing directly to Orphan Foundation of America their enrollment and financial aid information including the cost of attendance, financial aid awarded – grants, scholarships and work study as well as student loans offered and accepted.
- The student’s unmet need is calculated based on information provided by the institution.
- As needed, students who receive benefits such as child care assistance, a housing subsidy, etc. complete a budget form that is used to determine whether ETV funding would duplicate or supplant other funding or exceed unmet need as per the Higher Education Act.
- Each semester, in compliance with the Higher Education Act, the student’s Financial Aid Office is sent an award letter detailing the amount of the ETV grant and how and when it will be disbursed. This coordination with the institution prevents duplication of funding, reduces student loan amounts and confirms that with the ETV funding the student will not exceed the cost of attendance.
The NYS ETV Program uses an online secure portal that collects, stores, and processes data that documents the number of unduplicated ETVs awarded each school year. Data includes, but is not limited to:

- The number of applications received annually – July 1- June 30th
  - Each applicant is assigned a unique Program ID Number the first time they apply
- The Program ID filters applicant data to confirm
  - New/1st time applicant
  - Previous applicant
  - Previously funded student
    - Continuous enrollment
    - Returning after leaving school for one semester or more
- Amount of funding students receive, for what purpose, and when funding is disbursed
- Names of schools and institution type including two- or four-year, public or private
- Academic progression as documented in submitted official transcripts
  - the number of credits students successfully achieve
  - the number of remedial classes taken and passed
- Retention and graduation (students are tracked in cohorts to determine outcomes)
  - the number of students who reapply annually because they are continuing their studies and making progress toward graduation.
  - the number of students who return to the program after leaving school for one semester or more

NYS ETV and Orphan Foundation of America’s joint mission is to support foster youth in postsecondary programs and address their unique educational challenges. OCFS works in partnership with Orphan Foundation of America to develop performance outcomes. NYS students and caseworkers, along with Orphan Foundation of America, provide input/feedback to the OCFS ETV Program Manager to strengthen and improve the current NYS ETV program. The guide will outline regulatory requirements, as well as best practices for recruitment and retention. WRI is contracted by OCFS to develop this guide. This resource will contain diligent recruitment principles and links to diligent recruitment resources including the Recruitment Blueprint: www.recruit4fostercare.org. The guide will be made available by the summer of 2019.

OCFS plans to continue its partnership with the Dave Thomas Foundation for Adoption (DTFA) to continue to expand the number of Wendy’s Wonderful there are relevant laws, regulations and policy and practices that govern foster care in New York State. https://ocfs.ny.gov/main/publications/Pub5202.pdf.

Please see the 2015-2019 Final Report for additional Chafee Program Overview
Targeted Plans within the 2020-2024 CFSP

7. Targeted Plans within the 2020-2024 CFSP

Foster and Adoptive Parent Diligent Recruitment Plan

Plans for 2020-2024
OCFS regulations require agencies to have a comprehensive recruitment strategy for establishing a pool of waiting foster and adoptive parents. The plan should reflect the racial and ethnic diversity of the children in foster care.

Permanency specialists in the OCFS regional offices will continue to monitor LDSS and VA implementation of foster and adoptive Comprehensive Recruitment Plan requirements. Permanency specialists will continue to provide technical assistance to LDSSs and VAs determine compliance with the federal Multiethnic Placement Act of 1994 (MEPA), as amended by the Interethnic Adoption Provisions of the Small Business Job Protection Act of 1996 and state regulations.

Recruitment efforts in each county of NYS will be tailored to meet the specific needs of children and families in that county. Recruitment plans will continue, in some counties, to provide foster and adoptive parents training to be recruiters and use their experience to provide guidance, direction, and consultation to new foster parents. OCFS takes an active role in disseminating information on foster care and adoption through the use its web site.

OCFS supports the diligent recruitment of kinship foster, non-kinship foster and adoptive families who reflect the ethnic and racial diversity of children needing out of home care, and supports the diligent recruitment of kinship foster, non-kinship foster and adoptive families who reflect the ethnic and racial diversity of children needing out of home care. OCFS will continue to guide recruitment and retention across the state in several ways. OCFS will continue to require LDSSs and VAs to create a multiyear Foster and Adoptive Parent Recruitment and Retention Plan. VAs may serve multiple counties and their retention plan is a reflection of the children entrusted to their care. LDSSs and voluntary authorized agencies will submit these plans to OCFS every three years. A template is provided to LDSSs and VAs for their use.

These plans will detail the racial and ethnic diversity of available homes and project the number of homes needed to fill any gaps. Additionally, these plans will detail identified strategies to reach sufficient numbers of: kinship foster care placements, homes for sibling groups, and homes for needed ages, such as infants or teens. These plans must be in compliance with MEPA and its subsequent amendments.

Additionally LDSSs and VAs are requested to:

- examine vacancy and utilization rates to support their analysis of needed homes,
- identify the number of children currently in different levels of foster care, and
- compile data broken down by race and ethnicity, age and special needs.

As a result of these comprehensive plans, every LDSS and VA in NYS sets specific targets for recruiting a diverse pool of foster and adoptive parents and works toward measurable outcomes in this area. When developing the plans, LDSSs and VAs assess their current opportunities and challenges in recruitment and retention, considering what worked and what did not work in past efforts, and then decide how to build on past successes. The plans are to include targeted and child-specific recruitment strategies to support the recruitment of foster and adoptive homes which
reflect the ethnic and racial diversity of children needing care. OCFS recommends using targeted recruitment strategies to address gaps, including community partnerships and the involvement of current foster and adoptive families. As part of the recruitment planning process, LDSSs and VAs are directed to evaluate the extent to which their objectives were met, document results, and identify opportunities for improvement. OCFS regional offices will continue to review each submission prior to a plans approval.

Permanency specialists from OCFS regional offices will continue to periodically meet with LDSSs and voluntary authorized agencies to review progress in recruitment.

Implementation Sites

Supported by WRI project staff, the implementation sites (Albany, Schenectady, Nassau, and Ulster, Madison, Tioga and Broome/Children's Home of Wyoming Conference) developed strategic action plans for recruitment and retention, and are actively implementing those plans. Suffolk County has also engaged with the project, and per its request, is receiving specific technical assistance on foster parent recruitment. Project staff are in regular contact with the implementation sites, both through regular in-person meetings, and by phone and email, to guide and support them in carrying out their strategic action plans.

The three original implementation counties (Albany, Schenectady and Nassau) participated in Child Trends' administration of a survey of their foster/adoptive parents. The survey generated a healthy response, and results were shared in a visually appealing format with each county. The counties are sharing the findings with their foster parents and using this rich data to make improvements in foster parent satisfaction, customer service, and retention.

For 2020-2024, Counties are expected to convene and carry out their own monthly meetings.

2020-2024 Key Priorities continue to be:

- Targeted recruitment of needed homes
- Recruitment data tracking
- Improved customer service to foster/adoptive parents
- Greater foster parent retention

Statewide Recruitment Data Tracking

Recruitment data entry is now supported in the state's primary child welfare data system, CONNECTIONS.

Fostering Futures NY (FFNY)

As previously noted in the Final Report, by the end of 2018, FFNY supported approximately 19 teams. During this time, FFNY began actively recruiting and serving kinship referrals. Evidence
continues to be collected on the program’s impact on foster parent retention and stability of children’s placements.

For 2020, OCFS supports replication of the program statewide, and sustainable funding models are being explored.

**Ongoing Dissemination: Recruitment Blueprint:**

The Recruitment Blueprint (*Taking Action*) is scheduled for ongoing dissemination of the Recruitment Blueprint.

Technical assistance was made available to any county requesting assistance.

OCFS plans to continue to support Homefinders Summits.

Counties will continue to use the established standardized certification and approval process set forth in 18-OCFS-ADM-07, *Foster/Adoptive Home Certification or Approval Process*.

**Plans for 2020-2024**

*Homefinders Guide*

OCFS continues development of a new guide for Homefinders Wendy’s Wonderful Kids (WWK) is an evidence-based program utilizing a proven child-focused recruitment methodology. This expansion of the WWK program is expected to significantly advance permanency for youth otherwise likely to age out of foster care without a family.

**Health Care Oversight and Coordination Plan**

The federal Fostering Connections to Success and Increasing Adoptions Act of 2008 (P.L. 110-351) amended the section 422(b) (15) of the Social Security Act which previously required an update regarding ongoing efforts by the state agency to actively involve and consult physicians or other appropriate medical professionals in assessing the health and well-being of foster children and determining appropriate medical treatment. The amendment requires states and tribes, in coordination with the State Title XIX (Medicaid) agency, and in consultation with pediatricians and other experts in health care, and experts in and recipients of child welfare
services, to develop a plan for ongoing oversight and coordination of health care services for children in foster care. States are required to submit a copy of the Health Care Services Plan with their CFSP.

NYS continues to be a state-supervised, locally administered system of foster care. As such, provision and oversight of the medical care received by children in foster care is the responsibility of the LDSSs, that are the legal custodians and case managers, and the VAs with which these LDSSs contract to provide foster care services. Over 80 percent of NYS children in foster care are cared for by non-public VAs rather than LDSS operated facilities or LDSS certified or approved foster homes. OCFS will continue to routinely conduct site visits and provides technical assistance to LDSSs and VAs to monitor the quality of services provided.

The models of delivery for health care services to children in foster care vary significantly across NYS. Some VAs delivers primary health care directly through on-site clinics. Some VAs have contractual agreements with health care providers; for example, an agency may contract with one psychologist in the community to conduct mental health evaluations on all new admissions. Most VAs have medical staff that provide some tracking and oversight of routine and specialty health services. Children residing in foster homes generally use community health providers.

OCFS promulgated regulations regarding appropriate medical care [18 NYCRR 441.22]. OCFS regulation 18 NYCRR 441.22 sets forth the schedule for initial and follow-up health screenings for children in foster care. The New York State Social Services Law provides the statutory authority for OCFS to supervise LDSSs and promulgate regulations. OCFS regulations require that licensed medical professionals assess the health and well-being of children in foster care and determine appropriate medical treatment. OCFS has also provided practice guidance on necessary and optimal health services for children in foster care with our comprehensive manual, Working Together: Health Services for Children in Foster Care. This manual was developed in close collaboration with the OCFS medical director (a pediatrician), and a representative group of LDSS and VA staff that included medical professionals and was last revised in 2009. OCFS plans to update the manual sometime in 2020-2024 plan years.

**Provision of Dental Services for Children and Youth in Foster Care**

In 2017, as a result of the findings in the CFSR case reviews, OCFS released 17-OCFS-ADM-12, Provision of Dental Services for Children and Youth in Foster Care to inform LDSSs and VAs of the regulatory requirements regarding the provision of regular oral and/or dental care screenings and referral for necessary dental care of children and youth in foster care. Each child admitted into foster care must be given an initial medical examination within 30 days after admission. All children up to age three must have their mouths examined at each periodic individualized medical examination and all children three years of age or older must have a dental examination by a dentist and must be provided dental work as needed.

The Foster Care Practice Guide has been completed and is now posted on the OCFS website. The guide is designed to support caseworkers and supervisors in their practice. The resource includes guidance on health services including dental.OCFS, along with its NYS partners at the Department of Health, Office of Mental Health, and Office of Alcoholism and Substance Abuse
Services, and the Office for People with Developmental Disabilities have been working to transition the children’s behavioral health and health systems, through the governor’s charge of Medicaid Redesign. The state partners have worked with Dr. John Lyons to revise the current CANS-NY to create 2 CANS instruments that account for the differences in younger and older youth. The use of the CANS is twofold – Health Home acuity and Home and Community Based Services (HCBS) eligibility. See below for further information about these new services.

**Medicaid Managed Care Transition**

The NYS Medicaid Redesign Team (MRT) was created to further the vision of restructuring NYS’s Medicaid program. The MRT has developed a multi-year action plan to, improve patient experience of care, improve health of the population, and control costs. This includes the foster care population, whose medical needs, and therefore Medicaid expenditures, are *exponentially higher than the general pediatric Medicaid population*. Evidence suggests that children who have been placed in foster care have significantly higher rates of unmet health needs compared to children in the general population, and use of inpatient and outpatient mental health services at a rate of 15-20 times higher than the general pediatric Medicaid population – therefore this is a small, discrete population of children with high needs.

Children placed in foster homes licensed by the LDSS (referred to as “direct care foster care”), which includes approximately 3,500 children, moved into Managed Care in April 2013. OCFS and DOH created a policy paper that outlined the following guidance: Enrollment and Dis-enrollments, Access to Care, Complaints and Appeals, as well as a Summary of Critical Policy Changes. OCFS held a series of conference calls with LDSS and Managed Care Organizations (MCOs) and reviewed the contents of the Policy Paper.

The NYS Medicaid Redesign impacts children in foster care in significant ways with the following projected timelines:

- **Health Homes Care Coordination beginning in December 2016**: Health Homes for children began enrollment as part of NYS’s “care management for all” strategy. Health home networks include community-based Care Management Agencies which are uniquely positioned to meet the social needs of children with health and behavioral health care management needs. DOH and OCFS specified that VAs will be the Health Home Care Management Agencies for the foster care population, as they are uniquely aware of the needs of this population of children.

18-OCFS-ADM-14, **Health Home Referral Requirements for Children in Foster Care**

The purpose of this Administrative Directive (ADM) is to inform local departments of social services (LDSS) of the Health Home Serving Children Program and minimum eligibility and appropriateness criteria for referring potentially eligible children in foster care to this program. This ADM encourages LDSSs to refer children in foster care to the Health Home Serving Children Program at any point during their time in foster care and specifically requires the LDSS to refer eligible children to this program in preparation for their
discharge from foster care. This ADM further describes the procedures and steps for LDSS staff to take to refer children in foster care to the Health Home Serving Children Program so that they may receive the service of Health Home Care Management. Finally, this ADM describes the New York State Department of Health’s (DOH) authority to permit LDSSs to delegate to voluntary foster care agencies (VFCAs), which are also Health Home Care Management Agencies (CMAs), the authority to make referrals to Health Homes Serving Children for children in foster care.

Please note: for purposes of this ADM, the terms child, children, youth include individuals in foster care who are between the ages of 0-21 years.

State Plan Amendment (SPA) Children and Family Treatment Support Services (CFTSS) beginning January 2019: OCFS and its NYS partners developed six new Medicaid SPA services that will be based on Medical Necessity, including Community Psychiatric Supports and Treatment, Other Licensed Practitioner, Psychosocial Rehabilitation Services; the service of Family Peer Support Services is scheduled to begin July 1, 2019, and the services of Crisis Intervention and Youth Peer Advocacy and Training is scheduled to begin January 1, 2020. Sixty-five of the VAs have been designated to provide CFTSS; CFTSS are available to all OCFS licensed/contracted sites. OCFS is optimistic that CFTSS will reduce Length of Stay in Foster Care.

Home and Community Based Services (HCBS) Services: beginning April 2019: OCFS and its NYS partners have been developing an expanded array of HCBS services, including: the former B2H HCBS will be aligned to one array of HCBS benefits, pending federal CMS approval, and will be moved to Managed Care. The B2H Waivers will be discontinued as separate programs once the transition is complete. Children meeting Level-of-Care criteria will begin to receive HCBS benefits.

Children placed with VAs are projected to move into Managed Care in 2019: This includes approximately 16,500 children who are served by 81 VAs. This group of children represents a significantly more complex set of health and behavioral health care needs. VAs have a long standing proven track record of being responsive to the multi-faceted needs of children, their families and the regulatory mandates of local and state governments. The NYS Child Welfare system is a highly complex set of relationships that includes LDSS, Voluntary Authorized Agencies and the health care system. This set of relationships requires a highly coordinated approach to achieve desired outcomes. NYS recognizes that the movement of children in foster care into Managed Care represents an opportunity to improve the current system and outcomes for children and this must be done in a highly orchestrated fashion.

- This includes the access of information regarding psychotropic medication utilization for the foster care population, as this will be made available through the Managed Care Plans. OCFS is developing draft revisions to the NYS Model Contract with the Managed Care Organizations (MCOs), whereas the MCOs must implement oversight and monitoring the use of psychotropic medications for children in foster care, including the oversight of any child: 1) under the age of six taking any psychotropic medications, 2) on more than one medication from the same class (antidepressants, antipsychotics, ADHD medications,
anxiolytics/hypnotics, mood stabilizers), or 3) on three or more psychotropic medications; in the event that any of these prescribing methods occur, MCOs must provide quality standards and oversight through its physician network through alerts, consultation, and education.

**Article 29-I Health Facilities Licensure:** OCFS and DOH have developed the Article 29-I VFCA Health Services License for the provision of core health related services for foster children in the care of a VA in 2019. Regulations were completed by DOH and OCFS, and the regulation was officially adopted on 2-20-2019 by the addition of Parts 769 and 770 to Title 10 NYCRR under statutory authority of Public Health Law, section 2999-g. A Memorandum of Agreement was developed by DOH and OCFS that outlines the responsibilities of oversight of the Article 29-I Health Facilities Licensure. OCFS issued guidelines to the VAs for the Article 29-I Health Facilities Licensure that outlines the components of the Article 29-I Licensure of VAs to provide limited health-related services, that enables VFCAs to contract and bill Medicaid Managed Care Plans and to comply with the Corporate Practice of Medicine. All VAs were issued approvals prior to the effective date of the License, which is October 1, 2019, so that the VAs can contract with Medicaid Managed Care Plans.

VAs are applying to be licensed to provide core health related services and other limited health related services under the Article 29-I. As per the expectation of the Health Services Plan, this provides further direction in securing Medicaid for transitioning youth and continuity of health care coordination. VAs will continue to receive and operate a “Residual Medicaid Per Diem” to include services that are health care related and vital to the VA’s operations. This includes nursing and social work, which are non-encounter based services.

Effective January 1, 2014, the Affordable Care Act (ACA) requires states to provide Medicaid coverage to eligible **Former Foster Care Youth (FFC)**, if otherwise eligible, through the end of the month of their 26th birthday without regard to income. **FFC Youth** are those youths who were under the responsibility of NYS (in the custody of the LDSS or OCFS commissioner) on the date of attaining 18 years of age or older and who were in receipt of Medicaid while in foster care (P.L. 111-148 §§ 2004 and 10201; 42 U.S.C. § 1396a, see also SSL § 366(1) (c) (9)).

OCFS has collaborated with DOH and OTDA in creating processes and comprehensive system support whereby youth can enroll per ACA. This involved outreach to youth that are eligible but may have been discharged. OCFS collaborated with the Schuyler Center for Advocacy in creating website announcements of the developed process for enrollment, video vignettes of FFC speaking to the advantage of ACA and how to enroll, and a list of potential eligible youth was provided to DOH to cross reference any youth that may emerge and request enrollment in any LDSS. In addition, OCFS, DOH and Schuyler presented on the issue at the NYPWA conference in 2014.
These efforts by OCFS with active collaboration and coordination with sister agencies resulted in our continuous development and improvement of a health care services plan for coordination and oversight of health care for children in foster care.

**Child Passport**

The goal of the Children’s Passport for Foster Care (CP-FC) project is to assemble and make available a read-only summary of Medicaid claims for each child as they are placed in foster care. This will be accomplished via the secure, electronic transfer of Medicaid claims and encounter data from DOH information systems. This read-only summary of health information will be displayed in the CONNECTIONS child welfare information system.

The strategy to design, develop and implement the CP-FC is based upon the extensive reuse of technical assets developed as part of the Children’s Passport for Juvenile Justice (JJ) application project and minimization of any impacts on CONNECTIONS to provide a readily available CP-FC application. CP-JJ system documentation and training materials are also available for review and revision to support the CP-FC implementation.

The intended use of health information presented in the CP-FC application is to support caregiver assessment. While not designed to serve as a comprehensive electronic medical record (EMR) containing a child’s complete health history, access to this information will serve as one of several potential sources of information regarding the child’s health history. Caregivers will have early access to a summary of previously unavailable health information. This access will help improve the quality of initial assessments, the development of more complete individual treatment plans and the overall quality of care.

In addition to the Medicaid information, the passport will also address key pieces of information from a variety of sources (Education Records, Vital Records, Credit Reporting, etc.) that will eventually be available to the workers who have a need and a right to view the information. The goal is the CP portal, which will provide the children leaving care with a place to access all of their relevant information.

**Comprehensive Addiction and Recovery Act (CARA), Plan of Safe Care, and OCFS-2196 Plan of Safe Care Form**

The Comprehensive Addiction and Recovery Act (CARA) was signed into law on July 22, 2016, with the purpose of addressing the nation’s prescription drug and opioid epidemic. The enactment of CARA included several amendments to the Child Abuse Prevention and Treatment Act (CAPTA). These amendments relate to the needs of infants born and identified as affected by substance abuse or withdrawal symptoms resulting from prenatal drug exposure or FASD.

On April 28, 2017, OCFS issued an LCM to provide LDSSs with information about CARA and its amendments to CAPTA, including details about the plan of safe care requirement. Pursuant to
that LCM, LDSSs are required to develop a plan of safe care to ensure the safety and well-being of an infant born and identified affected by substance abuse or withdrawal symptoms resulting from prenatal drug exposure or a Fetal Alcohol Spectrum Disorder. The plan must address the needs of both the infant and the affected family or caregiver and include in the case progress notes details of the plan of safe care, the identity of any other professionals who were involved in the development of the plan and indicate what other appropriate service referrals were made by either CPS or the other professionals involved with the family.

Juvenile Justice staff, and a “flex” space that allows us to rearrange the environment based on the training needs of the moment.

**Child and Adolescent Needs and Strengths (CANS)**

In June of 2018, OCFS released an LCM providing form OCFS-2196, *Plan of Safe Care*, a form that must be used by LDSS when developing the required plan of safe care for infants born and identified as affected by prenatal substance abuse or withdrawal symptoms or Fetal Alcohol Spectrum Disorder. This form was created by OCFS with input from the New York State Department of Health and the New York State Office of Alcoholism and Substance Abuse Services. LDSSs are required to use this form to develop and document a plan of safe care for any registered CPS report received on an infant reported by a health care professional as affected by substance abuse or withdrawal resulting from prenatal drug exposure or FASD as reported by a health care professional. While the plan of safe care form outlines the specifics of the plan, it is the responsibility of the LDSS to monitor the activities in the plan and document the implementation and progress of the plan in the case record.

Consistent with good casework practice, CPS must develop a plan of safe care with input from the parents, caregivers, and professionals and agencies involved in caring for the infant and family. To develop the plan of safe care, CPS must obtain the infant’s medical records, including any diagnoses or other pertinent information that would assist in determining and addressing the specific care needs of the infant. CPS must assess the health care, developmental, and other needs of the infant. CPS must also gather information about the health and substance use of family members to determine its impact on general family functioning, including physical and mental health, life management, relationships, etc.

**Family First Prevention Services Act**

OCFS released 18-OCFS-INF-06, *Family First Prevention Services Act (FFPSA) (P.L. 115-123)* The informational letter introduces and highlights FFPSA and outlines key provisions that impact child welfare including health care components. FFPSA allows, for the first time, Title IV-E funds to be used for preventive services and programs. Reimbursement is allowed for up to 12 months of mental health services, substance abuse treatment, or in-home parent skill-based training. In addition, FFPSA, requires that procedures and protocols are established to prevent that children in foster care placements are not inappropriately diagnosed with mental illness, other emotional or behavioral disorders, medically fragile conditions, or developmental disabilities, and placed in settings that are not foster family homes because of the inappropriate diagnoses.
Initial and follow-up health screenings

OCFS promulgated regulations regarding appropriate medical care [18 NYCRR 441.22]. OCFS regulation 18 NYCRR 441.22 sets forth the schedule for initial and follow-up health screenings for children in foster care. The New York State Social Services Law provides the statutory authority for OCFS to supervise LDSSs and promulgate regulations. OCFS regulations require that licensed medical professionals assess the health and well-being of children in foster care and determine appropriate medical treatment. OCFS has also provided practice guidance on necessary and optimal health services for children in foster care with our comprehensive manual, Working Together: Health Services for Children in Foster Care. This manual was developed in close collaboration with the OCFS medical director (a pediatrician), and a representative group of LDSS and VA staff that includes medical professionals and will be updated later in 2019.

The Health Care Services Plan Update by section, and the 2019 APSR, indicate how health needs are identified through the screenings, are monitored, and treated considerate of the emotional trauma of maltreatment and removal. CONNECTIONS, the New York State system of record tracks, and records information regarding health care services. The Children’s Passport for Foster Care (CP-FC) supports caregiver assessment by providing, Information that serves as a source of information regarding the child’s health history. Caregivers will have early access to a summary of previously unavailable health information. This access will help improve the quality of initial assessments, the development of more complete individual treatment plans and the overall quality of care.

Health Homes

OCFS encourages LDSSs to refer children in foster care to the Health Home Serving Children Program, to provide continuity of health care services, at any point during their time in foster care and specifically requires the LDSS to refer eligible children to this program in preparation for their discharge from foster care. 18-OCFS-ADM-14, Health Home Referral Requirements for Children in Foster Care further describes the procedures and steps for LDSS staff to take to refer children in foster care to the Health Home Serving Children Program so that they may receive the service of Health Home Care Management, and describes the New York State Department of Health’s authority to permit LDSSs to delegate to voluntary foster care agencies (VFCAs), which are also Health Home Care Management Agencies (CMAs), the authority to make referrals to Health Homes Serving Children for children in foster care.

Health Services

OCFS and DOH continue to work together in development of the Article 29-I VFCA Health Services License for the provision of core health related services for foster children in the care of VAs are applying to be licensed to provide core health related services and other limited health related services under the Article 29-I. Qualified Residential Treatment Programs (QRTP) must be licensed and accredited by either, The Commission on Accreditation of Rehabilitation Facilities, The Joint Commission on Accreditation of Healthcare Organizations, The Council on
Accreditation, any other independent, not-for-profit accreditation organization approved by DHHS. The accreditation process includes medical standards that require qualified health practitioners with licensure to provide health services.

**Psychiatric Diagnoses and Medications**

FFPSA, requires that procedures and protocols are established to prevent that children in foster care placements are not inappropriately diagnosed with mental illness, other emotional or behavioral disorders, medically fragile conditions, or developmental disabilities, and placed in settings that are not foster family homes because of the inappropriate diagnoses. In addition, the oversight of prescription medicines, including protocols for the appropriate use and monitoring of psychotropic medications will be components of Managed Care Plans. Managed Care Organizations (MCOs) must implement oversight and monitoring the use of psychotropic medications for children in foster care, including the oversight of any child

- under the age of six taking any psychotropic medications;
- on more than one medication from the same class (antidepressants, antipsychotics, ADHD medications, anxiolytics/hypnotics, mood stabilizers); or
- on three or more psychotropic medications.

In the event that any of these prescribing methods occur, MCOs must provide quality standards and oversight through its physician network through alerts, consultation, and education. New York State has met these requirements as further described in the 2019 Annual Progress and Services report.\(^7\)

**Transition Planning**

18-OCFS-ADM-16, Providing Foster Care Placement Verification to Youth 18 Years of Age or Older Exiting Foster Care requires, per FFPSA, that a child leaving foster care by reason of attaining the age of 18 years of age or older and who has been in foster care for more than six (6) months may not be discharged from foster care without being provided specific, official documentation that is necessary to prove that the youth was previously in foster care, and is critical for transitioning, to include the following:

- An official or certified copy of their United States birth certificate, if eligible
- A Social Security card, if eligible
- Health insurance information
- A copy of their medical records
- A driver’s license or identification card issued by the New York State Department of Motor Vehicles, if eligible.

15-OCFS-ADM-20, *Transition Planning with Youth for a Successful Discharge* and OCFS regulations require that LDSSs and VAs begin transition planning for each youth who is expected to be leaving foster care at age 18 or older at least 180 days (six months) before the youth turns 18 (i.e. at age 17 ½) or 180 days (six months) prior to the youth’s scheduled discharge if the youth consents to remain in foster care after his or her 18th birthday. This has not changed by virtue of FFPSA.

The OCFS-4922, *New York State Office of Children and Family Services Transition Plan*, as per the ADM, must include specific options on housing, *health insurance*, education, local opportunities for mentors, continuing support services, and work force supports and employment services. Including:

**Section III - Health/Health Insurance/Health Care Proxy**: information about the youth’s last medical exam and whether one will be needed prior to discharge, whether Medicaid coverage has been explained, as well as whether the youth is aware of processes and procedures related to maintaining Medicaid until the age of 21 or 26 based on their circumstances. It also asks about the youth’s awareness of Managed Care Plans, seeing providers that accept his/her health insurance plan, and what health care options the youth has explored and the status regarding a health care proxy.

**SECTION VI - Continuing Support Services**, current support services, the service-related needs expressed by the youth, and whether a service need has been done, what support services have been identified as necessary, and whether or not the process of locating and securing necessary services has been explained to the youth.

**SECTION VII - Important Documents/Access to Case Record**: documents that have been received by the youth, which documents the youth still needs, and whether or not the youth has been made aware of the steps he or she needs to take to replace lost documents or obtain their foster care records (as specified in 18 NYCRR 428.8) upon trial or final discharge. by the youth,

**SECTION IX - Expectant/Parenting Youth (if applicable)**: the needs of a pregnant /expectant or parenting youth, the names and birthdates of the youth’s children, and whether various needs and services have been explored by the youth.

**OCFS-3197, Transition Plan Amendment for Youth Age 18-21**: beginning when the youth is 18 ½ years of age and every six months thereafter for youth who remain in foster care, the youth’s transition plan must be reviewed and if changes are needed, the transition plan amendment must be completed. A new transition plan amendment must be completed every six months, if changes are needed.

**Healthy Families**

NYS Healthy Families New York (HFNY) is an evidence-based home visiting program offering services to expecting parents and new families, beginning weekly and decreasing over time, until
the child starts school or Head Start. This home visiting program offers services to support expectant families and new parents with the changes that come with the birth of a new child. Services are voluntary and provided at no cost. More information on Healthy Families is provided in other sections of this plan.

Disaster Plan

Disaster Plan for 2020-2024

OCFS’s paramount priority continues to be protect the health and safety of the children and families we serve, stakeholders, and our employees. OCFS will continue to build capacity for preparedness, response and recovery activities in the future through continued planning, trainings, and exercises. The approach will include responding to new cases as needed, maintaining communication with essential personnel, and how to maintain records and coordinate services under such circumstances. OCFS plans address state and local needs as well as federal requirements to:

- identify, locate and continue availability of services for children under state care or supervision who are displaced or adversely affected by a disaster;
- respond to new child welfare cases in areas adversely affected by a disaster, and provide services in those cases;
- remain in communication with caseworkers and other essential child welfare personnel who are displaced because of a disaster; and
• reserve essential program records and coordinate services and share information with other states (Section 422(b) (16) of the SSA).

In relation to OCFS’s role in oversight, OCFS issued 07-OCFS-ADM-10, *New York State Disaster Plan – Local Department of Social Services Requirements*, on July 30, 2007. This ADM outlines the requirements for local departments of social services pursuant to the federal Child and Family Services Improvement Act of 2006, P.L. 109-288. The submitted local plans will be incorporated into state planning.

As part of this commitment, OCFS has plans to strengthen the agency’s ability to prevent, respond and recover from any type of emergency disruption. OCFS will train on, exercise and improve these plans. The following agency plans are available:

• Emergency Management Operations Protocol (EMOP). The mission of the EMOP is to provide protocols and work in concert with the agency’s Continuity of Operations Plan (COOP) and Comprehensive Emergency Management Plan (CEMP) for the continued delivery of essential services to the children, families, and communities of New York State in anticipation of or during emergency incidents. These protocols will assure that we are able to continue to provide essential services and allow us to minimize the impact of these events on our constituents.

• The OCFS COOP. This plan formalizes the policies and procedures developed by the agency and serves as a foundation for all OCFS staff to continue to provide essential services during emergencies. Included in the agency COOP is the COOP-Lite. The COOP-Lite is an action document used to re-establish essential services during emergencies. It includes listings of agency essential functions, organizational structure, notification chart, 24-hour contact information, relocation sites, and stakeholder contact information. OCFS divisions will continue to update their sections of the agency COOP to address the changing needs of the agency and our stakeholders.

• OCFS juvenile facilities Ready Emergency Data Book, which details each OCFS DJJOY facility’s continuity of operations plan in the event of an emergency.

• Comprehensive Emergency Management Plan (CEMP) in an internal agency management tool which sets forth basic information necessary to prevent, mitigate, respond to and recover from emergencies.

• Emergency Response Plans (ERP) which are individual office plans needed to effectively react to building emergencies.

• OCFS Pandemic Influenza Plan: Established in response to the outbreak of the H1N1 virus in New York State.

As a member of the State Disaster Preparedness Commission, OCFS will continue to keep preparedness an agency priority and stay the course in our current roles and responsibilities on the various state planning and preparedness workgroups. OCFS will continue to support planning
efforts to improve the state Comprehensive Emergency Management Plan working with our human services partners in Emergency Support Function 6. In this role, OCFS will participate in state EOC exercises and activations to support the county response and local programs. During full-scale activations of the State Emergency Operations Center, OCFS, in coordination with other state Human Services agencies, will participate in daily local department of social services calls with the impacted counties. OCFS will conduct after-action reviews of exercises and responses to capture best practices and address areas for improvement and update the agency plans appropriately.

Training Plan

For 2020-2024, OCFS will continue to look for ways to find savings to reinvest in our training system and to use technology to enhance our training efforts.

The training efforts provided by OCFS are a vital component to support and implement its core mission. The focus of these efforts is to

- support the delivery of state and OCFS agency mandates;
- provide core skills, technical and managerial training for all OCFS staff as a foundation for an improved workforce;
- enhance core skills training and best practice models for case workers, child protective services workers and supervisors;
- provide foundational supervisory training to OCFS and the child/family welfare workforce to develop and enhance leadership and managerial skills;
- provide training for the prevention of domestic violence;
- continue enhancements to adult protective services training;
- provide continuous improvement in foster and adoptive caregivers training;
- assist LDSS in preparing their workforce and enhance their proficiency and performance;
- improve the skills of staff in voluntary agencies;
● provide training and information for mandated reporters and the general public on child abuse and neglect;
● develop the child daycare provider community and improve ethical operation of the daycare subsidy system;
● provide mandated training for staff of residential facilities; and
● provide skills training and support in juvenile justice facilities.

In addition to using our own trainers to deliver child welfare training, OCFS will continue to collaborate with a number of expert vendors to develop and deliver training to LDSSs and voluntary authorized agency child welfare workers, supervisors, and administrators.

**Cost Allocation for Training**

The OCFS Bureau of Training is responsible for the provision and oversight of training and professional development programs that support the staff of the public human services system to affect the program and efficient administration of the program by the OCFS. Where applicable, federal regulations provide for reimbursement of the costs of training for programs established by Congress. The federal government also requires that these costs are distributed to benefitting federal, state, or combined federal/state programs on a quarterly basis to be eligible for reimbursement. As such, training activities are examined in projects and assigned to training allocation accounts that capture the allowable federal and state reimbursement rates for particular programs. On a quarterly basis, these expenditures are reported and claimed through the state’s Central Office Cost Allocation Claim. Regarding New York State’s claiming methodology for training expenses, OCFS maintains that all of its training costs are fairly and equitably allocated to Title IV-E programs at 50 percent and/or 75 percent. Further, all of the other proportionately benefitted federal and state programs are in accordance with the federally approved State Operations CAP which has been approved by Cost Allocation Services (CAS) of the Department of Health and Human Services (DHHS). The training portion of the CAP has been approved by the DHHS since 2000, and OCFS has been diligent in notifying DHHS CAS of any amendments that have been necessary. The last amendment to the training portion of the CAP was submitted to DHHS CAS on March 4, 2019 and incorporated changes related to the opening of the Human Services Training Center.

OCFS Bureau of Training and Development and technology staff designed course reports to identify type of trainee. This report will break down LDSS staff into their functional area: CPS, Preventive, Foster Care, Adoption. For OCFS staff, it will break it down by agency Division. For voluntary authorized agency staff, it will break it down by title. Experience has shown that for the voluntary authorized agencies, the field is often left blank and thus, will be reported out as “undefined.” OCFS has completed its programming of this report, Federal Fiscal Report, available upon request.

OCFS has a second report developed that averages the most recent past three-year period of trainees to assist in the projections (by functional area for LDSS, by agency division for OCFS
and by title for the voluntary authorized agencies). This report, *Federal Fiscal Summary*, is also available upon request.

See Appendix “J” regarding NYS’s approved cost allocation plan for training.

**FOUNDATIONAL CHILD WELFARE TRAINING (Initial training)**

Please see the 2015-2019 Final Report for a description of the Initial Training program for new or reassigned employees.

**All Types of Training Provided**

Please see the 2015-2019 Final Report for the following information:

- A brief, one-paragraph syllabus of the training activity
- Indication of the specifically allowable title IV-E administrative functions the training activity addresses
- Indication of the setting/venue for the training activity
- Indication of the duration category of the training activity (i.e., short-term, long-term, part-time, full-time)
- Indication of the proposed provider of the training activity
- Specification of the approximate number of days/hours of the training activity
- Indication of the audience to receive the training (see discussion above expanding the list of eligible trainees)
- Description of estimated total cost
- Cost allocation methodology

**Training Planned for 2020**