New York State’s Child and Family Services Plan
FY 2015 - 2019

2019 Annual Progress and Services Report
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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

- Chafee Foster Care Independence (CFCIP) and Education and Training Vouchers (ETV) Programs
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Overview
New York State Office of Children and Family Services (OCFS) Overview

In New York State (NYS), services are locally administered through 58 social services districts including the five boroughs of New York City (NYC), 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 58 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 needs of these rural populations.

Planning in NYS continues to be a joint activity, with the focus of activity occurring in the social services districts and youth bureaus. OCFS’s role is to provide guidance to assist LDSS planning efforts, including youth bureau involvement, to reflect the goals and performance targets established. In partnership with those social services districts, 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, state agencies and OCFS 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 Chafee Foster Care Independent 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, time-limited 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; other state agencies involved in major joint projects with OCFS; and the
Indian tribes. OCFS will provide specific notification to related providers on the availability of the APSR. In addition, the public will have access to these documents through LDSSs.

The APSR is made available on the OCFS website here:

**Annual Progress and Services Report (APSR)**

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

**Child and Family Services Plans – Counties (County Plans)**

All counties in the state are required to submit a single county plan from LDSS and county Youth Bureaus. Counties are required to submit a new multi-year plan effective April 1, 2018. Counties 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 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 individual program areas. The safety, permanency and prevention components are reviewed to determine 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.
Accomplishments for Planning Year 2017 - 2018:

- 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 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 practice that shows promise that we 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;
  - 2) A listing of strategies and activities that are intended to directly impact those factors; and
  - 3) Measures that may be used to assess if the strategies are making a positive difference.

Plans for 2018-2019:

- In preparation for the 2018 county Child and Family Services Plan, a web-based County Plan system was created. This system creates an improved user interface and
will streamline the statewide County Plan review and approval process. The resulting county CFSP will also serve as each LDSS’s PIP.

Child and Family Services Review (CFSR)

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

Performance Improvement Plan

Like the first Child and Family Services Review (CFSR), OCFS reached out to our LDSSs, 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 (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 their outcomes; with OCFS providing CFSR data to each county, and working with them on the development of their 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 highlighted in this APSR has also 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. See page 43 for additional information.
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 effective July 1, 2013.

Further, 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, that address 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.

Since the enactment of the Family First Prevention Services Act included in the Bipartisan Budget Bill of 2018 (P.L. 115-123) as signed into law on February 9, 2018, OCFS is awaiting federal guidance on a new pre-print as it plans for this monumental federal child welfare reform related to Title IV-E and Title IV-B.

Title IV-E Foster Care Eligibility Review (FCER)

In January of 2016, 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 (ACF). This determination was based on the subsequent primary Title IV-E Foster Care Eligibility Review (FCER), completed at OCFS in Rensselaer during the week of September 14 – September 18, 2015.

NYS passed this FCER with ACF findings of two error cases and two 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 clear 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 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 2018.

**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 strategies support the child welfare practices of engaging families and strengthening caregiver capacity to protect and prove for children. The ABC Model (A: Activating Events, B: Beliefs, C: Consequences) is also aimed at enhancing safe out-of-home placements and rapid permanency. CBT+, including Trauma-Focused Cognitive Behavioral Therapy, supports an evidenced-based intervention that supports the child welfare practice of being trauma informed.

Additionally, the use of CANS (a validated assessment tools) in the Title-IV-E waiver supports the addressing of individual needs through comprehensive assessments.

For further information please see section 9, page 146 and Appendix “H” Title IV-E Waiver Progress Reports for 2017.

**AFCARS**

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

In accordance with OCFS’ 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 been in care for less than 24 hours, and capturing children in respite care that will comply with Title IV-E reporting requirements.

*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 two years (until October 1, 2019) to add these elements to their AFCARS work.

In response to this mandate, OCFS’ 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.

Additional planning and development is pending further federal guidance.
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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 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 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 (CMSO) 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.

**Mission 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 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.

The OCFS Native American Services (NAS) unit actively interacts with the Indian Tribes/Nations to offer general forums for discussions of issues, as well as to address specific child/family circumstances and consult with the Tribal/Nation communities. Monthly 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 also 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 10 youth between the ages of 18-24 who have lived in foster care. They were recruited from LDSSs and voluntary authorized agencies (VAs), applied for the position, and were chosen by OCFS staff and approved by the 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 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.

OCFS meets frequently with the New York State Office of Court Administration (OCA) on three 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 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 counsel for the Division of Legal Affairs, the associate commissioner for the Office of Prevention, Permanency and Program Support, the associate commissioner for the Office of Youth and Young Adult Services, 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’ 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 twenty-one 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 also bring an historical perspective to the understanding past policy decisions by each system. Team members attend national convening’s and bring a national perspective to the work. Finally, by working together over time team members have developed good relationships so that now 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, and 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 on 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 in which we looked at trauma and its impact on childrearing; the need for trauma informed lawyers, judges and caseworkers; and misunderstanding about the roles and responsibilities of the players in child welfare proceedings and a need for stakeholders to better understand child safety structured decision-making. Trainings on these topics are developed and are being provided to selected counties.

The third level of collaboration with OCA is the Regional Collaborative Work that groups representatives regionally from county collaborative teams and is 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. The 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 has continued 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 2017-2018:

Since December 2007, a meeting of state agency commissioners (or their designee) 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 from the following agencies attended: 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 three times in 2017. The OCFS/OCA Leadership Team met four times in person with multiple conference calls in between in person meetings. Further, 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 OCA’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 and defense attorneys. The PYJ focuses on overall continued reform and improvement of outcomes for youth and families involved in the juvenile or criminal justice systems. The state-level partners meet monthly and the local representatives have monthly calls. The whole partnership meets quarterly.
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 was designed to support a coordinated response from child welfare, family court and the chemical dependency system. The BFF program targeted 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 also 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 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 and is continuing with additional training opportunities being made available. These cases are then monitored through Family Court to reduce the amount of time children are spending 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. These trainings will be offered in 2018 to participating local districts.

Multidisciplinary Training

In 2017, OCFS and OCA co-sponsored several multidisciplinary meetings that included trainings identified by the Statewide Multidisciplinary Child Welfare Team. Additionally, training was provided in February 2017 to Chautauqua County and in May to Orange County. A Statewide
System Improvement Project (SSIP) convening was provided in September of 2017 for purposes of learning, sharing, and charting the course for what we hope is the next round of funding regarding the identification, assessment and provision of services to child welfare families and substance use disorders. The purpose was to refine strategies and serve as mentors to other jurisdictions. Present were members from the local department of social services, the family court, attorneys for parents and children; and substance use professionals.

New York State Department of Health

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 need them to keep their babies safe. Over the past five 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. These 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 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. These 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 also collaborates 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 medically fragile. Approximately 3,300 children are enrolled in the waiver program. Children in foster care get access to the following 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

10. Immediate Crisis Response Services

11. Intensive In-home Supports

12. Crisis Respite

13. Adaptive and Assistive Equipment

14. Accessibility Modifications

On December 1, 2017, 301 children enrolled in the Bridges to Health program reached their permanency goal of adoption, making the overall number of children enrolled in the Bridges to Health program finding permanency through adoption at 2,830.

Child Fatalities

In 2017, DOH and OCFS worked collaboratively on prevention of child deaths, and to promote multidisciplinary review of child fatalities. DOH, the lead agency in the National Institute for Children's Health Quality Collaborative Improvement & Innovation Network to Reduce Infant Mortality (CoIIN) and subcommittee co-chair OCFS, addressed unsafe sleep deaths of infants across NYS. With materials collected and reviewed, there continued 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.

In 2017, OCFS developed a 30-second Safe Sleep call waiting message for its Human Services Call Center (HSCC) phone lines. The HSCC is a customer-focused operation committed to providing consistent and high-quality services to all statewide callers. In May 2013, the HSCC began taking calls for three lines for the Department of Health. By March 2017, the HSCC
completed the transition of calls for 39 different lines within 10 agencies and handled over 2,000,000 calls.

In 2017, OCFS funded local programs to distribute portable cribs to families who have no safe place for their infant to sleep. OCFS worked closely with the CoILIN to identify and implement other preventive initiatives identified by the multidisciplinary statewide team.

In 2017, OCFS worked with LDSSs, DOH, community-based organizations, and other stakeholders, to develop strategies to significantly reduce the prevalence of unsafe sleep-related infant fatalities. Some of the more recent activities aimed at improving safe sleep environments include:

- NYS Perinatal Quality Collaborative (NYSPQC) Safe Sleep Project: 80 of the 126 birthing hospitals participated in a project that included provision of non-standardized safe sleep education to new parents, and added a survey about current sleep practices. It also includes crib audits, to ensure hospitals are modeling safe sleep practices.

OCFS completed a pilot project in 2017, that was coordinated by local or regional child fatality review teams (CFRTs) with community hospitals. Standardized education was provided to new parents about safe sleep, and all new parents were provided a Safe Sleep bag containing an infant sleep sack, a board book on safe sleep, a safe sleep DVD, and informational door hanger. Parents who consented to be contacted were asked to complete a survey 30 days after discharge. The survey asked questions about current sleep practices, the effectiveness of specific materials provided and barriers to safe sleep. The number of safe sleep-related deaths were also examined.

In June 2017, OCFS participated in a New York City Administration for Children’s Services (ACS) and New York City Department of Health and Mental Health (NYCDOHMH) in a meeting of Safe Sleep key stakeholders at ACS in Manhattan. The meeting was the result of a 2015 NYC mayoral initiative designed to bring together agencies in NYC to craft a uniform message for families and caregivers on the subject of safe sleep. Attendees represented ACS, the American Academy of Pediatrics, NYCDOHMH, the NYC Department of Homeless Services, the New York City Human Resources Administration, the NYC Department of Education, the NYC Police Department, the Greater New York Hospital Association, among others. The purpose of this convening was to establish a cross-agency campaign to target unsafe sleep deaths, through a series of regularly scheduled meetings and work groups.

OCFS continues to fund 18 CFRTs. The CFRTs are authorized to review the death of a child with an open protective or preventive services case at the time of death, when a child dies in foster care (with the exception of vulnerable persons whose deaths are investigated by the Justice Center for the Protection of People with Special Needs) or the death of a child reported to the New York Statewide Central Register of Child Abuse and Maltreatment (SCR). Teams are
encouraged to review all child deaths and complete data entry for the purpose of identifying risk factors and prevention strategies.

New York Safe Babies continues to show all parents an educational video about shaken baby and infant safe sleep.

In 2017, Safe Babies New York (SBNY) continued to deliver hospital-based education for the parents of newborns. The education includes the dangers of shaking an infant and reduce the incidence of abusive head trauma (AHT) and promoting safe sleep practices.

In 2018, OCFS supports DOH as a member of the NYS Communities of Practice, which aligns with the National Action Partnership to Promote Safe Sleep, Improvement and Innovation Networks (NAPPS-IIN) aims and objectives.

In 2018, OCFS will develop two, short Safe Sleep videos in English and Spanish. The videos are targeted to provide Safe Sleep education to the general public. The videos will be posted on the OCFS website and OCFS’s social media sites.

OCFS, OMH, OPWDD, and DOH continue to work to provide comprehensive services to children with cross-system’s needs.

**Kinship**

*Having a Voice & a Choice, New York State Handbook for Relatives Raising Children* was developed in late 2017 by OCFS for workers to assist relatives in making the best caregiving choice for their family. OCFS received feedback from relatives and the field that the handbook is too lengthy to effectively present the options to relatives in caring for their kin. OCFS recognizes the need for a concise version that maintains the essential information that is needed to make important placement decisions.

OCFS committed to developing a shortened but still informative version of the handbook. In December 2016, OCFS developed and published a document to be used to assist relatives with the questions they need to ask themselves to make the best choice for their family. This informative, plain-language pamphlet highlights key information for each option kin have for initial placements of children in their care. In April 2018, the pamphlet was updated to also address non-relatives. OCFS recognizes that often a non-relative with a meaningful relationship to a child may serve as a placement resource, and that such fictive kin also require the resources to make an informed choice about how to provide care. *Know Your Options: Kin Caring for Children*, is a
multi-fold pamphlet that can be useful in introducing both relatives and non-relatives to the options available under kinship care.

**Human Trafficking**

OCFS’s anti-trafficking team consists of two full-time positions: The anti-trafficking coordinator and a youth development specialist. Together, the coordinator and the specialist continue to implement and develop the OCFS Safe Harbour: NY initiative, 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 the agency. These positions are located in the OCFS Bureau of Vulnerable Populations in the Office of Youth and Young Adult Services.

OCFS continues to be a key participant in the governor’s anti-human trafficking task force and since 2016 has co-chaired the youth subcommittee.

OCFS continued to implement the requirements outlined in the Preventing Sex Trafficking and Strengthening Families Act throughout 2017-2018, and began 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 and protocol 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 in over 50 people to deliver this training and continues to offer sessions.

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 others. 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.

Throughout 2017 and 2018, OCFS delivered presentations/trainings on human trafficking to various audiences throughout the state that included 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 times in 2017 to 65 professionals from multiple child-serving disciplines. This training will be offered three more times in 2018.

In 2017, OCFS funded 27 counties, the five boroughs of NYC, the St. Regis Mohawk Tribe, and two county youth bureaus to participate in Safe Harbour: NY. 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 and direct youth outreach efforts, and the provision of social services to trafficking victims and at-risk youth. In 2017, OCFS published data on young people served by the Safe Harbour: NY program in calendar year 2016 on the human trafficking page of the OCFS website. The 2017 program data will be published in 2018. In January 2018, OCFS funded a total of 28 counties, the five boroughs of NYC, the St. Regis Mohawk Tribe, and 16 county youth bureaus to participate in Safe Harbour: NY. OCFS continues to convene quarterly regional meetings for Safe Harbour: NY partners to encourage partnership within regions.

In October 2017, OCFS hosted its second annual statewide summit on human trafficking. More than 100 participants came to the two-day event to network and workshop promising practices and common challenges in supporting this population. Katherine Chon, director of the federal Office on Trafficking in Persons, was a keynote speaker at this event. Planning is underway for a third summit to be held in August 2018, as the need for technical assistance continues to grow.

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 continues to be 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 for 2017-2018. 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.

In January 2018, OCFS marked Human Trafficking Awareness Month with several awareness activities, including promoting awareness information through our Facebook and Twitter accounts. OCFS also highlighted the awareness raising efforts of county partners.

**Plans for 2018-2019:**

In addition to continuing the ongoing work outlined above, OCFS plans to

- continue to deliver Train the Trainer sessions regionally across the state to give a network of professionals the capacity to disseminate best practice information;
- continue to bring on additional county partners to the Safe Harbour: NY program;
- establish program benchmarks for Safe Harbour: NY partners to establish standards in program implementation;
- begin offering training to child-serving professionals on family engagement around child trafficking;
- disseminate copies of the video I Am Little Red to programs statewide to support prevention education; and
- continue to enhance data collection and analysis related to identified human trafficking victims.

**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 January of 2016. OCFS will continue to operate secure levels of care facilities for all youth statewide.
Raise the Age

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 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 anticipates continued close coordination with all our partners as implementation gets under way in October 2018.

Bridges to Health Home and Community Based Medicaid Services Waivers (B2H)

OCFS, with support from DOH, continued to implement the B2H Medicaid Waiver Program for Children with Serious Emotional Disturbance (B2H SED), Bridges to Health for Children with Developmental Disabilities (B2H DD) and Bridges to Health for Children with Medical Fragility (B2H MedF) Waivers across NYS. B2H is the first program in the nation to use Home and Community Based Medicaid Waivers to exclusively serve children in the child welfare system along with their caregiver network and does so within the federal principles of freedom of choice, strength based approach, person-centered and family focused service planning and delivery. On December 1, 2017, 301 children enrolled in the Bridges to Health program reached their permanency goal of adoption, making the overall number of children enrolled in the Bridges to Health program finding permanency through adoption a total of 2,830.

New York State Teaming Model

OCFS will continue 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. 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.
Office of Court Administration (OCA) Permanent Judicial Commission on Justice for Children (Commission)

The Commission recently announced the appointment of a new deputy director, Brooke Van Genderen, LMSW. 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, promotes the use of data to improve outcomes for children and families, and addresses issues related to children of incarcerated parents and the educational outcomes for children involved with the courts.

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, designs and oversees the implementation of court/child welfare collaboration initiatives on the state, regional and local levels.

The Seneca Nation Peacemaker Courts Collaboration

Begun 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 including 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 5, 2017. This spring a Federal-State-Tribal Court Forum was held on April 12, 2018.

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 regions continue to be funded: four in the Albany region; three in the Buffalo region; one in the Rochester region; three in the Spring Valley region; and six in the Syracuse region.

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 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, Westchester 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 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 the ability 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 developing a state-wide education performance report, anticipated to be released 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 1,514 students to receive an average award increase of $2,140. Statewide, this resulted in an additional $3,239,960 in TAP awards provided to current and former foster care youth.

In 2018, HESC and OCFS will continue 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;

• development continues 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;

• planning a campaign for summer/fall 2018 to support “College Application Week” in the fall for youth across the NYS; and

• planning a campaign for spring 2018 to celebrate and inspire high school seniors in care who have made the decision to attend college in the fall.

Every Student Succeeds Act (ESSA)

In December 2015, 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.”

**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. However, in the absence of such an agreement, the costs of transportation resulting from a youth in foster care attending his/her school of origin will be shared equally between the LDSS and the school district.

• To promote collaboration among points of contact SED and OCFS are developing plans to host a joint statewide webinar and cross-system training.

• In or around the fall of 2018, SED and OCFS anticipates issuing a joint data report detailing the NYS Blueprint to improve educational outcomes for children in care.
NYS Office of Probation and Correctional Alternatives

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.

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 raises 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 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 to 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 our data collections and in the 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 engaging 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 the Bureau. The Division continues to work with regional office staff to begin 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 can also include 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 began to develop Race Equity Learning Communities (RELCs) which will be a group of stakeholders from various systems and communities who have an interest in race equity focused work. Currently, three OCFS regional offices have convened RELCs and
one 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 continued to work 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’ 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 counties that have experienced lower rates of foster care placements for Black children, and a historical review of the work done in those two 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.

OCFS continued to work with the Social Work Education Consortium, to develop a focus on race equity, and anti-oppressive and anti-racists practices in the curricula of the schools of social welfare and social work to encourage their consideration to add an emphasis on race equity, and racial and ethnic disparities as part of the curriculum. The University of Albany School of Social Welfare completed a review of the race equity work in Onondaga and Nassau counties and developed a paper on what may be promising strategies for other counties to consider. The paper, Race Equity: Nassau and Onondaga County Report, December 2016, was presented via a webinar in the spring of 2017.

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 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 doing their work 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 June 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 being 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.

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

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 10 staff were trained in 2017, and additional training will take place in 2018.

Additionally:

- CWCS has developed a cohort of 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

- OCFS continues to infuse the continuum of child welfare with the ability to explore and understand the mind science of bias. OCFS has developed opportunities to collaborate with the Perception Institute with forums on the Mind Science of Bias held on March 28 – 29, 2018, in partnership with DCJS. This was the second conference. Teams from 10 counties were invited to develop local implementation teams. A third conference will be held in the fall of 2018 focusing on the counties in the western part of the state. OCFS is also 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 developing an Implicit Bias training that is being developed by Ohio State University.

- 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 continued efforts to expand the program, which is now active throughout the state, and included 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 continued to sponsor and provide leadership for the “Dads Take Your Child to School Day” initiative, and 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 meets regularly and continues 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 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 2017, 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 $19,755,300 appropriated for the AASP for SFY 2017-18.

The AASP partnered with the New York State Association of Youth Bureaus on October 3, and 4, 2017, for the 47th Annual Youth Development Training Conference, in Syracuse, New York.
The keynote address on trauma and recovery was delivered by Tonier Cain, an educator and nationally known speaker. Ms. Cain told her transcendent story of emergence from drug addiction, multiple incarcerations and two decades of homelessness to become a tireless advocate and educator on the devastating impact of childhood abuse. Ms. Cain helped the audience understand the need for trauma-informed approaches to care and their relationship to the youth and families we serve.

The AASP contract managers delivered a well-attended workshop, “Ordinary Challenges Solved by Extraordinary People.” OCFS had 43 AASP contractors represented. More than 250 people attended the conference. All 28 workshops offered were eligible for school-age child care (SACC) training credits.

The main audience for this conference was:
- 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.

AASP managers are continuing to visit our program locations to assess the quality of the programs and provide technical assistance as needed.

**Empire State After-School Program**

In 2017, Governor Cuomo provided $35 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 36 percent. The Empire State After-School Program will serve 22,000 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 them 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 has been enacted in the 2017-2018 budget. This new program will allow 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.
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 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 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 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 also includes a series of tables displaying the county’s performance on a given indicator broken out by demographics, including child age at admission, current age, sex, race/ethnicity, and other relevant variables (e.g., allegation type, perpetrator). Drill-down files, including the identifiable, child level data behind each outcome have also 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 also 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). These include 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 and that are shared with districts. Counties can also 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 national standards. The profile revealed New York State was not meeting six of the seven 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
- 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 these 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 federal measures:

- Recurrence of Maltreatment
- Maltreatment in Foster Care

NYS assesses Safety Outcome 2 as an area needing improvement. NYS will be working 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 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 in 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 an 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 on page 45

**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/VA s.
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 on page 45

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 on page 45

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 sub domains 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

**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.

Goal 3: See above on page 45

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 on page 45

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 on page 45

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 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’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 on page 62

**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 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)

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 LDSSs/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 LDSSs/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 Finding Summit and distributed to LDSS and VA Hhome 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 on page 60

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 on page 47

**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>
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<tbody>
<tr>
<td>Permanency Indicator 1 - Permanency in 12 months</td>
<td>42.1%</td>
<td>34.9%</td>
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<tr>
<td>for children entering foster care 14A-14B</td>
<td></td>
<td></td>
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<tr>
<td>Permanency Indicator 2 – Permanency in 12 months</td>
<td>45/9%</td>
<td>29.8%</td>
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<tr>
<td>for children in care 16A-16B</td>
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<tr>
<td>Permanency Indicator 3 – Permanency in 12 months</td>
<td>31.8%</td>
<td>24.8%</td>
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<tr>
<td>for children in care 24 months or more 16A-16B</td>
<td></td>
<td></td>
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<tr>
<td>Permanency Indicator 4 – Re-entry to foster care in</td>
<td>8.4%</td>
<td>13.4%</td>
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<tr>
<td>12 months among P1 discharges 14A-16B</td>
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<tr>
<td>Stability of Placement 16A-16B</td>
<td>4.44</td>
<td>3.08</td>
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<tr>
<td>Safety Indicator 1 – Indicated reports involving</td>
<td>9.68</td>
<td>23.99</td>
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<tr>
<td>children in foster care per 100,000 days of foster</td>
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<td></td>
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<tr>
<td>care 14A-14B</td>
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<tr>
<td>Safety Indicator 2 – Children with at least one</td>
<td>9.5%</td>
<td>23.3%</td>
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<tr>
<td>indicated report and with another indicated report</td>
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<td></td>
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<tr>
<td>within 12 months of the initial report FFY14-15</td>
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</table>
OCFS submitted its Program Improvement Plan 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.

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

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
- Measures that may be used to make sure the strategies are making a positive difference

In preparation for the 2018 county Child and Family Services Plan, a new web-based County Plan system was also created. This system creates an improved user interface and will streamlined the statewide County Plan review and approval process. The resulting CFSP will serve as each LDSS’s PIP.

Data

In 2017, OCFS developed its fourth 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 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 particular county compares to its peers on a given indicator. Also 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 have also 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, were presented in two webinars in October and November 2017, and were presented at the Permanency Summit in December 2017.

**Training**

OCFS is committed to transforming the current training system to align with the Practice Model and its core competencies. In 2015, OCFS convened a Training Steering Committee including representatives from small, medium and large counties to assist in designing a competency based training model for all caseworkers and supervisors. This approach is designed to be more behaviorally based and better able to support the growing number of staff needing training, as well as respond to emerging needs.

During 2016, a team of trainers worked with OCFS to develop the first phase of this model; “Foundations.”

The Foundations-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 that include specialty and advanced training, as well as refresher training for experienced CPS, preventive and foster care caseworkers, supervisors, and administrators.

**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 a LDSS deputy commissioner. During 2017, the SIT created and disseminated two guidance documents to the
field; one on kinship as a permanency option and one on effective supervision. The documents are designed to provide concrete tips in a user-friendly manner and have been well received by the field.

OCFS also developed the Program Improvement Plan in 2018 which is available for review.

Planned activities for 2018-2019

Over the next year, OCFS will continue to collaborate with internal and external stakeholders to implement the Practice Model and improve outcomes. Anticipated activities for the next year include the following:

- Supporting LDSSs on the implementation of their county plan, OCFS will work with each LDSS to complete the submission and approval process of the 2018-2023 County Plan.
- OCFS will develop child level data files for each LDSS for real-time tracking of their safety, permanency and prevention strategies as they begin implementation.
- OCFS will continue to support the LDSS throughout the tracking and monitoring phase in 2018 and will continue to collect data to help identify trends in strategies that show promise that we may want to evaluate or build upon, regionally, and ultimately statewide.
- OCFs will work with PDP to prepare the web based system for the 2019 update.
- OCFS will work with CDHS to develop competency-based functional training curriculum, beginning with Child Protective Services.
- The SIT will address Race Equity and Cultural Competency.
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.

- Bridges to Health Home and Community-Based Waiver program – provides expanded services to children with serious emotional disturbance, development disability and/or who are medically fragile.

- 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 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 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 33 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 156 domestic violence residential programs and 82 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 15 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.

- **Substance/ Alcohol Abuse and Mental Health Services** – Identification of families in need of services is the focus of the CPS/Behavior Health project. A total of 14 counties were funded in 2015 for two years to employ or contract with a Behavioral Health Specialist to help screen parents and children to determine if further assessment is needed. Counties with unspent funds will be allowed to carry them forward, but all funds must be expended by October 31, 2017. Additionally, OCFS is collaborating with OCA and OASAS on a
grant from OJJDP called Statewide System Reform Project. Eight counties have been selected to pilot the use of the UNCOPE+ screening tool that will be used to screen families who will benefit from a Family Treatment Court or an Infusion Court along with evidence-based services related to their addiction. Lessons learned from the eight pilot counties will be used to inform future infusion of the model statewide. During 2018, training will be provided to the counties on motivational interviewing and the use of the UNCOPE+ tool to all child welfare staff and their supervisors. Additionally, coaching will be provided to the supervisors to help enhance their supervisory skills when helping staff imbed motivational interviewing into their casework practice.

- 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 nine 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; providing trauma-informed training to entire county-based, cross-system team; and piloting the use of evidence-based intervention with families with children ages 0-3.

- Safe Harbour: NY – OCFS funds anti-trafficking collaboratives in 44 counties, the St. Regis-Mohawk Tribe and NYC. These collaboratives provided 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 Commericially 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.
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 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 2015.

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

**Courts and Judicial Staff**

Additionally, OCFS meets frequently with OCA on three 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 associate commissioner for the Office of Youth and Young Adult Services, the associate commissioner for the Office of Youth and Young Adult Services, 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 four times in 2017 (1/20/17, 5/4/17, 7/28/17, 11/17/17), to discuss the following issues: preliminary CFSR finding, LEAN, Permanency Hearing Reports, guardianship proceedings, the Permanency Summit, Wendy’s Wonderful Kids, Every Student Succeeds Act, Family First Prevention Services Act, CIP funding, CAPTA/CARA Legislation, Raise the Age, and OCFS/OCA fall conference. The Statewide Multidisciplinary Child Welfare Group met on three occasions, April 3, September 25, and December 11 of 2017. The topics included upcoming trainings, kinship, parenting time, Lean, CIP expansion, children’s Medicaid. The discussions from these meetings are used to help frame work that is needed by both the child welfare and court systems.

Additionally, 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

At each session of the New York Public Welfare Association (NYPWA) conference (held twice a year), acting OCFS Commissioner Sheila J. Poole met with LDSS commissioners to discuss current issues facing LDSSs, and to raise topics of concern and provide information related to major initiatives on the state level. These sessions were held on January 25, 2017, and July 17, 2017. These discussions are used in developing trainings, policies, and other supports to the LDSSs.

In 2017, Commissioner Poole held a two and a half-day (May 10-12, 2017) forum with LDSS commissioners in which the topics discussed were: revisions to the CPS Manual; strategies to improve permanency; kinship; preventive services; analyzing maltreatment in care; foster care boarding homes; and congregate care facilities.

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 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 also collaborating with OASAS on an in-depth technical assistance (IDTA) 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 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 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, 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 also 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. An additional goal that has been established: understanding the current CAPTA implementation and proposed change in the CARA legislation. Workgroups guided by these four 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 the DOH, OASAS, and OMH around the development and implementation of Medicaid Managed Care. This work includes three 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 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 also 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, Chaffee Independent Living Services to Tribal/Nation and agency staff who need program support to serve their respective Tribal/Nation and urban Native American Communities.
In 2017, the NAS conducted four quarterly meetings (that assisted in identifying the tribal/nation needs and issues in regard to ICWA. Several of the needs directly related to child welfare and included: Native foster parents/homes, transportation assistance, domestic violence/women’s shelter, youth programs, and parenting workshops. OCFS will be working with the Tribes/Nations to identify resources to help address some of their needs. In January of 2017, NAS staff, along with OCFS legal presented a session on ICWA at the Winter Conference of the NYPWA.

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 meet throughout 2018, with a plan to present meaningful results during the 2018 Voluntary Agency Summit.

Youth

OCFS Youth Advisory Board
At the behest of OCFS Acting 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 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.

Additional collaborative initiatives planned over the next five years include:

- **Bridges to Health** - The Bridges to Health (B2H) Medicaid Home and Community Based Waivers were authorized by the Centers for Medicare and Medicaid Services.

  OCFS Quality Management and Oversight activities, including significant data collection and analysis, will continue to inform and improve performance and practices.

  OCFS anticipates hosting Regional B2H Forums and continues to provide training and support as the B2H 1915C waivers transition under the 1115 Managed Care Authority.

  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 single benefit package to be authorized under the 1115 Managed Care Demonstration Authority and initiate the implementation of the six new SPA services 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 State Plan Amendment (SPA) services
    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
    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 Tile 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 (as noted on page 31).
**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.
- By the fall of 2018, SED and OCFS will issue 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/](http://ocfs.ny.gov/main/humantraffic/)). OCFS continued to chair a child trafficking subcommittee. Additionally, OCFS held a two-day summit on October 24-25 in Albany with over 125 attendees. This summit was 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. By the end of 2018, OCFS will fund 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 is issuing 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 will be included in designing responsive parent education and/or supports. The plans will address barriers to parenting education (such as implicit bias, quality child care, accessible locations and times) and support the Protective Factors Framework.

- **New York State Teaming Model** - OCFS will continue 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. 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 offices in 2017 to assist in supporting local district implementation and sustainability.

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 2017, CBCAP funds supported 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 an annual professional training conference.

CJA Recommendations

The CJA program in collaboration with the New York State Children’s Justice Task Force (CJTF) has 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 2017 included:

• OCFS used available CJA funds to issue a RFP to support regional CACs in New York State. This RFP resulted in the following regional CAC initiatives: Genesee County to expand into Orleans and Wyoming counties, Clinton County to serve Essex and
Franklin counties and the St. Regis Mohawk tribe, Jefferson County serving St. Lawrence and Lewis counties, Ontario County serving Yates and Seneca counties and Fulton County serving Montgomery and Hamilton counties. These additional funds have increased the number of communities served by a CAC and allows for better access to services in rural and historically underserved regions in New York State.

- 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. In 2017, 16 five-day forensic interview trainings as well as eight advanced forensic interview trainings and four advanced issues trainings were conducted statewide. In addition to those trainings, four webinars were held covering such topics as Adverse Childhood Experiences (ACE), Interviewing Children with Disabilities, Understanding the Impact of Trauma on Children, and working with LGBTQ populations.

- CJA staff also provided technical assistance to the Child Fatality Review Team (CFRT) program, OCFS Regional Offices, the Safe Harbour: NY program, child sexual abuse prevention initiatives, and written directives related to investigation, treatment and/or management of child abuse cases. OCFS will continue to implement program standards for all Child Advocacy Centers (CACs) and Multidisciplinary Child Abuse Teams (MDTs) in New York State. The standards were developed through input from New York State Children’s Alliance, Multidisciplinary Team/Child Advocacy Center projects, and the Children’s Justice Task Force. All MDT/CAC’s are currently approved according to the OCFS standards. OCFS staff now verifies and documents that all MDT/CAC programs are functioning as Tier 1, fully functioning CAC programs. CAC Programs demonstrate compliance with OCFS Multidisciplinary Team/Child Advocacy Center Program Standards and NYS Social Services Law Section 423-a.

- OCFS has been collaborating with the Office of Victim Services (OVS) on how to reach counties not currently served by an MDT/CAC. In 2018, it is anticipated, with the financial assistance of OVS, that all counties in NYS with have an active MDT and access to a CAC either through a stand-alone CAC, satellite location or mobile unit.

- 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.

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 parents’ 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 3.8 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 2017 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 5.9 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
Services for Children Under the Age of Five
OCFS continues to implement Permanency Roundtables 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. OCFS held permanency roundtables in the following counties in 2017: Allegany county, the Coalition for Hispanic Families, Graham Windham, and Hillside Family of Agencies. Additionally, the following LDSSs and VAs continued implementing permanency roundtables during 2017: Children Home of Wyoming Conference, New Directions, Erie, Monroe, Chemung, Steuben and Seneca counties.

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
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. From the “Find Services for Children and Families” tab 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.

In 2017, 15 regional Permanency Resource Centers (PRCs) programs were in place. In 2018, OCFS plans to award one additional contract which will complete 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, and the OCFS Division of Child Welfare and Community Services (CWCS) maintain ongoing contact with LDSSs and contract agencies through a variety of venues, including monthly meetings with directors of services, and quarterly meetings with the statewide Staff Developers Advisory Committee, CPS, Preventive, and Foster Care Supervisors, and contract agency training directors. Through these contacts and those of training contractors who work directly with the SDCs, OCFS is able to keep abreast of emerging training needs.

OCFS has a specific liaison in every region and in the home office. The liaisons are responsible for providing training services and other related activities to assist OCFS Regional Office, LDSSs and VA staff in various initiatives planned by the OCFS CWCS. Through the design and implementation of statewide and LDSS-specific training and training support activities, OCFS staff will assist LDSSs to identify areas of practice and performance in need of improvement and to develop and implement change strategies and performance supports. The following is a summary of the work completed in calendar year 2016:

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

OCFS is in the process of acquiring 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.
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.

Engage families

In 2017-2018, 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.

OCFS staff also encouraged districts to continue with Family Assessment Response (FAR). Using information obtained in case reviews OCFS has improved training and has encouraged counties to increase those families experiencing the FAR track.

Engage youth and provide normative experiences

In 2016-2017, through the use of public forums, OCFS staff met with youth in foster care to solicit their feedback on their experiences with the child welfare system. Based on the information gained in these forums OCFS has developed training to support Reasonable and Prudent Parenting, and has planned to pilot, with Columbia University an improvement of job skills with youth in care. OCFS created Youth Engagement Specialists in every region to focus on seeing that youth in each region are linked to positive youth development activities. In 2016, OCFS also continued to develop its relationship with the SED to improve data sharing.

On Safe Harbor training, OCFS will focus on the requirements of the Preventing Sex Trafficking and Strengthening Families Act and provide training and technical assistance to stay in line with the federal policy.

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 caregiver’s 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 beginning on page 250 for additional information on training of caregivers.

**Facilitate safe out-of-home placements and rapid permanency**

OCFS staff are also very involved in implementing Permanency Roundtables (PRT). 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.

In 2017, OCFS staff 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 Program has continued to expand and strengthen. 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 continues its organizational change effort dedicated to the Principles of Partnership as outlined in the Practice Model. Three hundred individuals were trained in 2016. These principles have been incorporated into all foundational training products.

**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’ 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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</thead>
</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 3 - 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 Management  
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 |
| Self-Management | | |
| Intervention | Item 3 – Risk and Safety Assessment Management  
Item 12 – Needs and Services of Child, Parent, and Foster Parents | Safety, Permanency, and Well-being |
| Collaboration | Item 12 – Needs and Services of Child, Parent, and Foster Parents  
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 |
| Service Planning | Item 12 – Needs and Services of Child, Parent, and Foster Parents  
Item 16 – Educational Needs of Child  
Item 17 - Physical Health of the Child  
Item 18 – Mental/Behavioral Health of the Child | 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

In addition to supporting caseworker professional development, OCFS provides the supervisory professional development through our Keys to Excellence in Your Supervision (KEYS) Training and Foundations training. Trainings for supervisors include competencies on basic supervision skills, as well as supervising, coaching and supporting the casework practice competencies taught to caseworkers through the Foundations training.

The KEYS model begins with strategies and tools to move from a caseworker into a supervisory role. The strategies taught are the following:

1. Develop a working agreement with staff (tool provided)- with demonstration and classroom skill practice.
2. The role and structure of effective supervision, which includes three components--Administrative, Educatve and Supportive--and encourages participants to include all three in regularly scheduled supervisory sessions

The KEYS model also focuses on the supervisory process: Communicate Expectations, Monitor Performance, and Provide Feedback. In communicating expectations, the “Discovery Dialogue”
is a strategy taught to supervisory trainees to communicate expectations in a way that also fosters the critical thinking skills of staff.

Supervisory trainees are encouraged to monitor not only the quantity outputs (for example, on-time service plan) but also the quality of the work being done with families. The training provides experience in reviewing an actual case, strategies for preparing to meet with a worker, and practice in meeting with a worker about a case they have reviewed. Supervisors also become familiar with the process and tools for conducting a case review to assess casework practice in terms of both content (thoroughness of assessment) and skills (best practice). Several ways to monitor quality are reviewed and include, field visits with staff to conduct direct observations, talking with collaterals about the effectiveness of caseworker with families, and observing caseworker in court.

In providing feedback to caseworkers, supervisors are taught to use the “Reflective Dialogue” which encourages the caseworker to assess their own skills and discuss how a family may feel about the services being provided. The supervisor then gives feedback on what is observed or known. This strategy can also assist a supervisor in addressing performance challenges. Group case consultations are another strategy taught to supervisors. This format allows staff to work through difficult case concerns, create a learning environment for all, and foster critical thinking among staff.

And as noted above in caseworker training, supervisory toolkits are provided to supervisors as an aide in their supervision of the competencies being taught to caseworkers. In addition to the supervisor’s toolkit, OCFS will be contracting with training vendors to create four webinars each year of the PIP focused on supervising to specific case practice. These webinars will be targeted to CPS, preventive and foster care supervisors. Based on the findings of the CFSR, webinar topics in the first year will include: Quality of Casework Contacts; Ongoing Safety and Risk and Empowering Families to Protect; Supervising Family Engagement; and Achieving Permanency for Youth. Topics for the second year will be identified based on findings from subsequent case reviews and those identified by supervisors. These webinars will build upon the KEYS training and will include topic specific practice tips that supervisors can use with caseworkers. OCFS will continue to offer Keys Core for new supervisors and Keys Essentials for experienced supervisors throughout the PIP timeframe.

It is expected that individual supervisors will gain knowledge, skills and expertise based on the trainings and webinars.

The KEYS Level 3 Behavioral Checklist is currently distributed to the trainee supervisors attending KEYS training and their managers to be completed by both at 90 and again at 120 days post training. The results are entered into the Human Services Learning Center (HSLC) training website and an aggregate report is provided to OCFS. OCFS will use this data to determine the effectiveness of the training and/or modifications needed. Agencies will be required to use the supervisor-specific data to provide additional staff development plans for the individual trainee supervisor.
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’ major vendors for child welfare training, SUC Buffalo CDHS/ICHP, will no longer be providing those training services as of 1/1/19. OCFS is 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.
Evaluation and Research
OCFS Evaluation and Research

The OCFS Bureau of Research, Evaluation and Performance Analytics (BREPA) designs and conducts research studies in a wide range of program areas in order to: (1) evaluate the effectiveness of policies, programs, and practices in achieving desired 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. BREPA is also responsible for all federal data submissions related to child welfare, including AFCARS, NCANDS, NYTD, casework contacts, and other required data elements. BREPA works closely with both OCFS CWCS and OITS to verify that administrative systems incorporate current reporting requirements and promote accurate data entry.

BREPA maintains the OCFS Data Warehouse that provides LDSSs and VAs with access to predefined monitoring, data quality, and descriptive reports on the children and families they serve to promote data-informed practice.

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.

Research/Evaluation Projects

HFNY

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.
Additionally, HFNY supports research conducted by outside professionals and has a written policy describing the process that outside researchers must follow to conduct research on HFNY programs and families.

OCFS 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 research project in 2018.

**Risk Assessment Profile (RAP) Revalidation Study**

A Risk Assessment Profile (RAP) Revalidation Study is planned for 2018. The current RAP was developed from a 2001 study that used CPS reports from the year 2000 as the focal reports. The focal reports, historical CPS records, and subsequent CPS reports about the families in both unfounded and indicated samples in two jurisdictions were read, coded, and analyzed for their individual and combined association to subsequent reports and indicated subsequent reports over the following two years. The answers to 15 risk element questions are weighted to produce a risk rating of low, moderate, high, and very high risk. After piloting the RAP instrument, it was implemented statewide in 2003 in the CONNECTIONS system and continues to be required for all CPS investigations.

The purpose of assessing future risk (as opposed to immediate safety or danger) is to identify families who have a constellation of characteristics and histories that place them at moderate or high risk of future child abuse or maltreatment, even if there is no current danger to the children and/or the report was unfounded, and to offer the family services in the community to reduce future risk. In addition, the accurate identification of low risk families allows cases to be confidently closed while reserving scarce resources for families at moderate or high risk of future abuse or maltreatment.

Almost two decades have passed since the CPS reports used in the RAP study were received, and an entirely new generation of parents are recipients of CPS services now; it is time to re-test the validity of the risk elements on the RAP, the element weightings, and risk-level cut points with a new sample of families. The new study will not be constrained to a limited number of case reviews in a few jurisdictions, as in the original study, since much more information about the CPS reports and family characteristics is computerized now. Instead, the study sample will start with all reports received in 2015 in New York State. The risk elements of the focal report RAP and the risk levels will be analyzed for their association with up to two years of subsequent CPS reports. Analyses by jurisdiction and/or region will be conducted to see if the predictive validity is the same.
or different in the very different communities across the state. The introduction of an alternative response to investigations (Family Assessment Response or FAR) where the RAP is not used, complicates the sample somewhat, so counties with high utilization of FAR may need to be removed from the study sample.

*Foster Homes with Multiple CPS Reports Study*

Beginning in 2017, BREPA has been systematically identifying foster parents who have had three or more CPS reports for heightened review by OCFS Home Office and Regional Office staff and LDSS staff. BREPA then developed a system to streamline the recording and analysis of data collected through the review process and to connect it to other information from CONNECTIONS about the foster homes and involved children. The foster home review process system began operation in first quarter 2018. The goals of the project include increasing communication between staff at LDSSs and VAs, and OCFS Regional Office and Home Office staff to identify foster homes that are too risky to allow continued placements, and to identify overwhelmed foster parents and provide needed support (and/or a reduction in children placed in the home). During 2018, the data collected about the foster homes, investigations, reviews, and communication processes will be analyzed to identify areas of success and areas needing improvement. To systematically identify risk factors so that we can identify safe and risky homes prospectively, we intend to design and conduct a study to compare the foster families who have multiple CPS reports to foster families without multiple CPS reports.

*CFSR Data Analysis*

BREPA continues to provide analytical support to NYS’ CFSR planning and program improvement plan efforts. Once a year BREPA creates county specific data packets depicting each jurisdiction’s performance on the CFSR outcome metrics, with additional performance breakouts provided for key demographic sub-groups (e.g., age, gender, race/ethnicity). In addition, to better understand the state’s performance on safety measures, BREPA is conducting analyses aimed at uncovering systemic, family and child level factors associated with increased risk for recurrent maltreatment, and child abuse and maltreatment in foster care.

In May 2017, OCFS issued an administrative directive to all LDSS Commissioners requiring all indicated CPS reports, including children in foster care to include the child abuse and maltreatment incident date. Prior to this change, OCFS was unable to distinguish child abuse and maltreatment *disclosed* during foster care from maltreatment *experienced* during foster care. In 2018, BREPA will examine indicated child abuse and maltreatment in foster care reports received after May 2017. Data explorations will focus on describing how child abuse and maltreatment rates vary across perpetrators, care settings (foster boarding homes, relative homes, congregate care, trial discharge, etc.) and by responsible agency. Analyses will be used
to help inform and develop approaches for reducing incidents of child abuse and maltreatment in-care, particularly in circumstances in which the perpetrator is not the foster parent.

**Bright Spots Pilot**

In September 2017, BREPA issued a new data reporting package designed to engage and support counties in their on-going efforts to monitor and improve local practice. Referred to as “Bright Spots,” the pilot package provides feedback on practice and performance outcomes across six content areas: CPS Reports, Preventive Services, Safety, Foster Care, Permanency, and Adoption. The package includes figures and charts that reflect performance on CFSR metrics and other important indicators, such as rate of foster care admissions, relative placements, and time to adoption; and it displays those metrics statewide, for NYC and for the rest of the state, and for individual counties. Counties looking to develop and/or test hypotheses regarding the factors associated with their performance on any given measure can request the county specific, child-level data files behind each analysis. For example, a county interested in learning more about the effectiveness of preventive services can receive a child-level file showing all the children from the county who had a preventive services case opened in a given year and their foster care status 12-months after the case opened. OCFS CWCS and BREPA staff support counties in interpreting and utilizing the data. Feedback on the packet content has been solicited and is being used to revise the package. Current plans are to issue an updated packet in the fall of 2018.

**Raise the Age Planning**

In NYS, children adjudicated as juvenile delinquents can be placed into foster care under the care and supervision of LDSS Commissioners. Effective October 1, 2018, NYS will raise the age of criminal responsibility in NYS to age 17. Effective October 1, 2019, the age will rise to 18. Due to this new law, the number of children entering foster care as a result of a delinquency finding is expected to increase. To help plan for this influx of youth, BREPA has assisted CWCS in developing bed projections at the state level and the county level, and is working with ITS to adapt data collection systems to collect additional administrative data regarding youth’s delinquency findings, treatment and outcomes.

**Information Management Systems**

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

In accordance with the OCFS’ 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 that been in care for less than 24 hours, and capturing children in respite care that will comply with Title IV-E reporting requirements.

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

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

In response to this mandate, BREPA convened the AFCARS 2.0 work group in January 2017. The work group is composed representatives from multiple areas within OCFS, including: Divisions of Child Welfare and Community Services, Native American Services, Adoption Services, 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.

*National Youth in Transition Database (NYTD) On-Site Review and Changes*

In September of 2017, ACF conducted an onsite review of the National Youth in Transition Database (NYTD) submission. Subsequent to that review, OCFS made many changes to the code for the NYTD submissions, system changes and survey efforts. System changes include those related to capturing information related to race and ethnicity, tribal affiliation, and independent living services. Those related to the survey include 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)*

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.

Community-based Prevention Programs

OCFS is committed to using data to support ongoing program improvement efforts and for improving outcomes for families. During 2017-2018, 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

- providing technical assistance and support to program sites as they began using the new 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,
- 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 Center for Human Services Research (CHSR) to provide support for each of these activities.

During 2018-2019, 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.

During the 2017-2018 fiscal year, OCFS developed a set of standardized performance indicators for each program type. These indicators are specific to four areas: 1) participant engagement, 2) participant retention (in specified evidence-based or evidence-informed parenting education programs), 3) service provision, and 4) participant outcomes. Program performance on these indicators is evaluated on a quarterly basis. Overall target achievement is evaluated at the end of the full contract year.

Additionally, each program site is required to use a participant satisfaction survey to assess participants’ satisfaction with program services and identify opportunities to improve program services. Feedback from these surveys is reported quarterly. The Protective Factors Instrument
follow-up survey also includes questions on participant satisfaction with the program and an assessment of how much the participant feels that program services have helped. Responses to these items are entered into the prevention database.

During the 2018-2019 fiscal year, OCFS will monitor program performance using these indicators and surveys and will provide one-on-one technical assistance and support as necessary. State system-level performance will be reviewed annually to identify areas of focus for quality improvement strategies or to develop specific evaluation activities.

OCFS conducts conference calls three to four times per year to provide guidance and request feedback from the programs related to use of the database and other tools. The calls also provide the opportunity to discuss elements of program practice and how data can be used to improve program performance. OCFS plans to continue these calls during the 2018-2019 fiscal year. Topics for the year will include, but will not be limited to, the following: parent leadership, protective factors outcomes, and targeting services. Automated reports from the DMS will be used to guide these conversations and will provide the foundation for identifying program specific strategies to improve practice.

During 2018-2019, CHSR will continue to provide telephone and email Help Desk assistance, conduct training webinars, and provide one on one training and technical assistance for programs, as needed. CHSR will also conduct a survey to gather program feedback about the utility of database features, to obtain additional information about program practices and activities, and to identify priorities for improvements and enhancements to system activities. Additionally, CHSR will work closely with OCFS to conduct analyses of program data that will be used to support ongoing program improvement efforts.

**Quality Assurance Activities**

In 2017, 114 new reports were added to the OCFS data warehouse to assist counties in monitoring and supervision activities for LDSSs and VAs. These reports include admission, in-care and discharge reports focusing on youth ages 14 to 21, case work contacts, and monitoring and supervision reports to comply with the Justice for Victims of Trafficking Act, adoption reports, CFSR measures related reports, Family Assessment Response, 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, prior adoption, permanency planning goals, race, ethnicity, sex and date of birth. 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.
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.
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 Chaffee Independent Living 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 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
Assessment of Need and Current Status Highlights

Based on a review of data collected on Indian children in out-of-home placement as of December 31, 2017, it was found that 52 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: 50 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 28 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 21 percent of the Indian child placements in this area of the state. The total number of Indian child placements represents 0.29% percent of the total foster care population of New York State.

During 2018, OCFS reviewed 52 of the 155 Indian child placements. Of the 52 Indian children remaining in out-of-home placement, eight Indian children required a higher level of care, including therapeutic foster homes or group home institutional settings. The remainder of the foster care placements of Indian children is as follows; there are 22 in kinship placements and 21 in certified foster homes that were consistent with ICWA placement preferences, and one was freed for adoption.

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 caseworker 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)

Projected Targets:

2017: not below 50 percent *

*It is anticipated that the identification of Indian children will continue to increase based on ICWA trainings in 2017-2018. 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 52 Indian children in placement, 22 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 51 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. To date there are five tribally-approved foster 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. 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.
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.

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, in 2017, 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>
</tr>
</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>
<td>525</td>
<td>40</td>
</tr>
<tr>
<td>Oneida Indian Nation</td>
<td>Oneida Nation Territory</td>
<td>1,000 *</td>
<td>500 *</td>
</tr>
<tr>
<td>Onondaga Nation</td>
<td>Onondaga Reservation</td>
<td>1,959 *</td>
<td>900 *</td>
</tr>
<tr>
<td>St. Regis Mohawk Tribe</td>
<td>St. Regis Mohawk</td>
<td>14,779</td>
<td>14,779</td>
</tr>
<tr>
<td>Seneca Nation of Indians</td>
<td>Allegany/Cattaraugus/Oil Springs</td>
<td>7,978</td>
<td>22,796</td>
</tr>
<tr>
<td></td>
<td>(All Seneca Territories)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tonawanda Band of Senecas</td>
<td>Tonawanda Reservation</td>
<td>1,100 *</td>
<td>600 *</td>
</tr>
<tr>
<td>Tuscarora Nation</td>
<td>Tuscarora Reservation</td>
<td>1,200 *</td>
<td>1,500 *</td>
</tr>
<tr>
<td><strong>ALGONQUIN:</strong></td>
<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.
Indian Nation/ Tribe | Governing Structure | Administrative
---|---|---
Cayuga Nation of Indians | Hereditary Chiefs | Council of Chiefs
Oneida Indian Nation | Tribal Appointment | Men’s Council
Onondaga Nation | Hereditary Chiefs | Council of Chiefs
St. Regis Mohawk Tribe | Tribal Elections/Chiefs | Chiefs Council
Seneca Nation of Indians | Elections/ Tribal Council | Tribal Council with President
Tonawanda Band of Senecas | Hereditary Chiefs | Council of Chiefs
Tuscarora Nation | Hereditary Chiefs | Council of Chiefs
Shinnecock Tribe | Elections/Tribal Council | Tribal Council with Chairperson
Unkechaug Nation | Tribal Elections/Trustee | Trustees Elected to 1, 2, 3-year terms

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.

**Indian Tribe/Nation/Reservation** | **County Service Area**
---|---
St. Regis Mohawk Tribe | Franklin, St. Lawrence counties
St. Regis Mohawk Reservation | primarily, but also statewide for Mohawk children
Seneca Nation of Indians | Erie, Cattaraugus and Chautauqua counties
Allegany Reservation | 
Cattaraugus Reservation |
Cayuga Nation
Seneca Falls Territory

Cayuga members only, statewide, are served through administrative staff; designated tribal territory Seneca Falls

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 include a youth council and health services. The Buffalo/Niagara Falls Urban Centers provide ICWA services, including preventive counseling, foster care recruitment and certification, intervention, AIDS training and outreach, 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:

- **New York City**
  Queens, Bronx, Brooklyn, Manhattan, Staten Island, Nassau, Suffolk, Putnam, Westchester and Rockland counties.

- **Buffalo/Niagara Falls**
  Niagara, Erie counties (off-reservation)

- **Rochester**
  Orleans, Genesee, Wyoming, Livingston counties

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 2017-2018:**

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 Chaffee Independent Living 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 May and November 2017, 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 2017 – March 2018, OCFS participated in site visits to the nine 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, on Seneca Nation Territory
in June, Albany in September, and in NYC in December. OCFS hosted the first 2018 quarterly meeting in Buffalo in March.

Also in 2017-2018, OCFS supported ICWA compliance through trainings offered at various forums including LDSSs, voluntary authorized agencies and OCFS regional meetings. Approximately 350 workers attended the various trainings.

OCFS NAS offered technical assistance and compliance support to over 187 calls for assistance on possible ICWA cases identified by LDSSs, voluntary authorized agencies and Tribal/Nation staff in 2017-2018. OCFS distributed over 150 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 2017-18, 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.

**Plans for 2018– 2019:**

- 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\(^1\); (c) a caseworker\(^2\) assigned to the case, as directed by the case planner; or (d) a parent advocate\(^3\) 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

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\(^1\) 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.

\(^2\) 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.

\(^3\) 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.
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 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 Plans for 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.

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

In 2017, OCFS 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 2017, 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.

- **Permanency Summit**
  - Local and national best practices related to kinship support or relative foster placements shared among largest 11 counties.

- **Redlich-Horwitz Support**
  - Foundation provided national consultant support to advise OCFS on policy development.
- Foundation provided consultant time to Onondaga and Erie counties to develop strategies to increase kinship care and supports.
- **Tools and Materials**
  - OCFS distributed the following to LDSSs and VAs:
    - Executive Summary of the 2015 Kinship Survey Results
    - Kinship Tip Sheet developed by representatives from LDSSs and VAs for caseworkers and supervisors
    - Kinship Practice Recommendations developed by the same representatives
    - Brochure for families with simple language describing the options
    - Booklet with more detail for families and caseworkers

*All items below will either be completed or ongoing in 2018 and beyond*

- **Kinship Plan**
  - OCFS is requiring all LDSSs to develop a policy to address providing relatives with accurate and timely information, and placement of children into kinship homes.
  - OCFS is requiring each LDSS develop a plan to improve their performance related to relative foster homes and support for kinship homes.

- **Funding and Collaboration with the Kinship Navigator (KN)**
  - Through a federal grant the KN established a system of kinship care and referral to services in Orange, Dutchess, Ulster, Broome and Tioga

- **Collaboration with OTDA**
  - OCFS is developing a policy to send to the LDSSs on Kinship, Permission to Contact, Best Practices, and referral for Child Only Grants.

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

- **Maintaining Connections Between LDSSs and Programs**
  - LDSS staff are invited to site visits with the 22 OCFS funded Kinship and 15 OCFS funded regional Permanency Resource Centers.
  - These programs provide support services to kinship and guardianship families.
  - In 2018, OCFS will fund one additional Permanency Resource Center and thereby have established a statewide network of post adoption and post guardianship services.
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.

*Please see Appendix “H” for additional Child Welfare Waiver Demonstration information.*
Quality Assurance System
10. Quality Assurance System

The Quality Assurance (QA)/Continuous Quality Improvement (CQI) system is currently functioning within NYS.

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. Over several months, the Center and OCFS’s Data/CQI unit worked together to administer the assessment to the Child Welfare and Community Services Division’s staff and stakeholders. The assessment process uncovered several areas of strength in NYS’s CQI process. These areas include OCFS’s capacity to collect, analyze, and disseminate data, as well as our sophisticated Case Review process and our success in creating pockets of CQI excellence, such as within our County Planning process. The assessment also revealed a need to strengthen communication linkages between different levels of the agency as well as the operational structure and leadership around CQI. Based on these discoveries, 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. To date, OCFS has hired an implementation consultant to help refine and operationalize the action items that came out of subsequent Theory of Change discussions. Furthermore, the staff person dedicated to this project is still working closely with the Center’s liaison to solicit written resources on other states’ CQI systems as we work to formalize some CQI policies and processes.

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 2017, 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 are purposefully designed to be different from Permanency Roundtables. They 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 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.

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 2017 to OCFS Regional Offices and LDSSs, mostly in the context of re-vamping the county planning process. 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 2017 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
- Analysis of Title IV-E spending and how to maximize the efficient use of these dollars LDSS to LDSS
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 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 information missing such as race/ethnicity, or improperly coded elements.

In 2017, correcting improperly coded elements led to many material improvements to the quality of AFCARS data by shedding light on a number of specific data discrepancies that OCFS worked to fix. One such fix involved accurately documenting when a child is freed for adoption.

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 also allows for shared access to tools and information pertaining case reviews.

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 graphic reports related to key safety and permanency performance indicators. These one-pagers provide a high-level overview of a LDSS’ progress between CFSR Wave 1 data through the present. OCFS creates a similar performance report for each VA under its purview, and uses it as a conversation starter and educative tool when engaging these stakeholders.

**Real Example of a LDSS utilizing evidence to improve outcomes for children in foster care:**

In 2016, one LDSS worked with OCFS to improve permanency outcomes for children in care 24+ months in their LDSS’ child welfare system.

In January 2016, a local workgroup comprised of all levels of this LDSS began meeting to work through the CQI process surrounding these youths. They noted that, during Wave 2 of the CFSR, their P3 rate (i.e., children in care 24+ months) was at 29.22 percent, lower than the national standard. The county planning team identified two LDSSs of comparable size that were performing better – which indicated to them that improvement was a realistic goal. Using a simple calculation, they determined that any improvement strategy they implemented would have to result in at least two more children in P3 per year discharging to permanency in order to bring their P3 performance up to the national standard of 30.3 percent.

To gain an understanding of the specific case and child characteristics that might impact permanency for these long-stayers in care, the planning team engaged in an intensive diagnostic process. They formed questions about their target population and sought answers through administrative data, interviewing, literature reviews, and process mapping to form hypotheses related to underlying factors that might have been contributing to their P3 rate.

One early hypothesis, was that the county’s court system was primarily to blame for the customary adoption delays that usually contributed to long-stayers remaining in care. However, the team’s review of court records and filing dates revealed the county’s courts were faster than average, and that court’s own process from the filing of a Termination of Parental Rights to freeing a child for adoption could take up to two years.

The LDSS was shocked by this information, and so convened its planning team and other LDSS permanency specialists to engage in a process-mapping exercise. Through this method, the county discovered many opportunities to streamline its own adoption processes by removing obsolete steps and by cooperating between units to plan concurrently around cases.
After implementing the strategies identified during process mapping, the LDSS tracked their progress, and were delighted to discover that in Wave 3, they had far exceeded their target of impacting two children. In fact, they had discharged a full 15 more children in P3 to permanency within a 12-month period, and had increased their overall permanency rate by 30 percent - a truly remarkable achievement.

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 and symposiums. For example, in November 2017, OCFS hosted the inaugural Voluntary Agency Summit, which brought VAs from across the state together for two full days in Albany, NY for various workshops, as well as a town hall-style forum on the prescient Raise the Age initiative and its implications for the voluntary community. Several work groups were borne out of this summit surrounding issues that matter most to the VA community, including one to examine possible solutions to staff turnover.

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.

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 care record indicate that the parents/discharge resources are being provided with the services necessary to achieve permanency for the child?

• Does the care record indicate that the foster parents are being provided with the services necessary to achieve permanency for the child?

• Does the care 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 2017, [10/1/15 – 9/30/17 (data as of 12/02/17)], NYS achieved 95.3 percent compliance with this standard.

3) Identifies strengths and needs of the service delivery system

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 2017, with the assistance of OCFS and Public Catalyst, counties worked through a yearlong planning process that included thorough diagnostic work, with a focus on qualitative and quantitative data, development of strategies to address identified needs, and creation of measures to evaluate the effectiveness of the strategies. This plan narrative is built upon the following tenants of CQI:
1. Assessment of Strengths and Needs:
   a. Identification of strengths/needs and
   b. Understanding of underlying factors that impact performance;

2. Planning for and Implementation of Strategies:
   a. Selecting and/or designing a solution and
   b. Implementation of the solution as planned; and

3. Testing and understanding the effectiveness of the solution.

On February 21, 2017, a video conference kickoff was held in all six OCFS Regional Office locations simultaneously with the LDSSs:

- Albany Regional Office (Approximately 12 LDSSs)
- Buffalo Regional Office (Approximately 8 LDSSs)
- NYC Regional Office
- Rochester Regional Office (Approximately 9 LDSSs)
- Spring Valley Regional Office (Approximately 9 LDSSs)
- Syracuse Regional Office (Approximately 14 LDSSs)

A formal presentation by Public Catalyst and OCFS staff provided an overview of the new step-by-step planning process that the LDSSs would be required to use in 2017 in developing their county plan. The first step in plan development was forming district-level planning teams. Each LDSS, under the guidance of OCFS, formed county planning teams made up of all relevant stakeholder groups (e.g., caseworkers, supervisors, data leads, and practice leads) to act as the point entities throughout the process.

Together, these teams dove into the diagnostic phase of analytics. As part of the diagnostic phase, data reports (listed below) were shared with each LDSS to define the problem, and identify the underlying factors. A Diagnostic Template was provided to each LDSS to assist them in identifying county specific underlying factors:

- **Recurrence Data**: Each LDSS received a list of children who experienced an indicated report during the Wave 3 timeframes. Each child’s record contained their name and almost 100 additional variables to be considered during the analysis/diagnostic phase. Examples of the variables are child’s demographic information (age, zip code, gender, race, etc.), allegations, reporter, perpetrator, risk elements and risk assessment score, case identification information.

- **Permanency Data**: This child-level data included a list of all children in the cohort relative to the CFSR permanency indicator. LDSSs received either a P1/P4 file or a P2/P3 file. Each file contained the names of children in that cohort and a significant amount of demographic and placement information.
• **Data Quality Report:** This report, which was embedded in the permanency data files, identified children’s records that showed data entry discrepancies. Several common data entry issues were identified and the OCFS Data Leaders Team (DLT) members (specifically the CONNECTIONS liaisons), worked with LDSSs to correct their data entry errors going forward.

Ongoing county planning support webinars, on-site visits, and “Office Hours” were made available to LDSSs to obtain additional technical assistance from OCFS Home Office and regional office staff on the CQI process and the use of data. Feedback from OCFS Regional Offices and LDSSs indicated that the recorded webinars were particularly helpful throughout the process, as they were focused, phased, left protected time for attendee questions, and could be referred to as planning teams worked through each step of CQI. A list of all the webinars created for this purpose in 2017 are as follows:

<table>
<thead>
<tr>
<th>Webinar Subject</th>
<th>Date Recorded</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1 Webinar – County Plans: Diagnostics – Triaging, Testing Data, Stakeholders</td>
<td>3.30.17</td>
</tr>
<tr>
<td>#2 Webinar – County Plans: Intro to Child-Level Recurrence Data</td>
<td>4.5.17</td>
</tr>
<tr>
<td>#3 Webinar – County Plans: Diagnostics – Data and working towards Underlying Factors</td>
<td>5.4.17</td>
</tr>
<tr>
<td>#4 Webinar – County Plans: Completing the Diagnostic forms and Process Mapping</td>
<td>6.15.17</td>
</tr>
<tr>
<td>#5 Webinar – County Plans: Tips for Completing the County Plan Diagnostic Form</td>
<td>6.22.17</td>
</tr>
<tr>
<td>#6 Webinar – County Plans: Pivoting from Diagnostics to Strategies</td>
<td>9.7.17</td>
</tr>
<tr>
<td>#7 Webinar – County Plans: Strategies and Measures</td>
<td>11.9.17</td>
</tr>
<tr>
<td>#8 Webinar – County Plans: Youth and Young Adult Webinar</td>
<td>11.30.17</td>
</tr>
<tr>
<td>A. Using the Excel Recurrence File (sorting and filtering it in Excel)</td>
<td>4.10.17</td>
</tr>
<tr>
<td>B. Using the Excel Permanency File (sorting/filtering, pivot tables)</td>
<td>4.21.17</td>
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</tbody>
</table>

LDSSs submitted their completed Diagnostic Templates to OCFS Home Office and Regional Offices for review and feedback at the end of July 2017. Themes identified cross-county included: need for better assessments (safety, risk and services for children and parents) lack of some services, placement with siblings, relative placement, termination of parental rights, diligent recruitment of foster and adoptive parents. The Diagnostic Templates helped inform the next phase of the county planning process – Identifying the Solution and Plan for Implementation by using the Strategies and Measures Form.

OCFS distributed the Strategies and Measurement Form in October 2017, to be used by LDSSs to identify strategies that will impact the underlying conditions for their performance related to safety and permanency outcomes. During October through December, OCFS offered “Office Hours” to LDSSs to assist them on the identification and development of strategies and measures.

In late 2017, LDSSs submitted their draft Strategies and Measures forms to OCFS Home and Regional Offices. From January through April, OCFS Home Office and Regional Office staff will review with each LDSS their proposed strategies and measures plans, and provide coaching and
technical assistance as needed. These discussions will assist LDSSs in finalizing their county plans, which are required to be submitted by the end of April 2018.

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). 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

Throughout 2017’s county plan re-vamp, OCFS’s Data/CQI unit collected all district forms surrounding diagnostics, strategies, and proposed measures, and aggregated this data into state-wide, thematic improvement priorities. Some examples of these improvement priorities are as follows:

<table>
<thead>
<tr>
<th>RECURRANCE: EXAMPLE IMPROVEMENT PRIORITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Improve the quality of CPS investigations. (Specifically, improve collateral contacts, family histories, and capturing incident dates.)</td>
</tr>
<tr>
<td>2. Improve the quality of Risk and Safety Assessments.</td>
</tr>
<tr>
<td>3. *Develop informed decision-making processes to identify appropriate services to meet families’ needs.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PERMANENCY EXAMPLE IMPROVEMENT PRIORITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. *Improve Foster Care Discharge Planning when discharge is imminent by connecting families and youth with services that will increase their chances of successful permanency and reduce the risk of re-entry into care.</td>
</tr>
<tr>
<td>2. Streamline the TPR and/or adoption process to reduce permanency delays.</td>
</tr>
<tr>
<td>3. Give youth a stronger voice in the permanency planning process.</td>
</tr>
</tbody>
</table>
The end of 2017 and the beginning of 2018 has been spent coming up with measures related to these priorities that can be assessed across districts and tracked in a meaningful way. OCFS, in partnership with the Data Leaders Team, regional offices, and LDSSs, is currently working on template tracking sheets for each improvement priority. Once finished, OCFS’s Data/CQI unit will record another instructional webinar that introduces the templates and guides counties through using and customizing them. Each quarter, the Data/CQI unit will be providing updated permanency and recurrence data and soliciting updates from districts on their progress and tracking procedures.
Child Abuse Prevention and Treatment Act (CAPTA)
State Plan Requirements and Update
Child Abuse Prevention and Treatment Act (CAPTA) Overview

New York State CAPTA Coordinator:

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CAPTA Initiatives and Accomplishments

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 management of the Healthy Families New York (HFNY) Program, 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' 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 in 2017-2018:

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 2018.

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’ 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. OCFS issued an RFP in April 2017 to help further fund regional CACs as a model to provide access to CACs for a greater number of child victims using available CJA funds. This procurement resulted in funding for five regional programs serving 10 counties and one tribal nation. These programs are as follows:

- Clinton County developed MDTs and satellite CACs in Essex, Franklin and on the St Regis Mohawk Tribal Reservation.
- Jefferson County established MDTs and satellite locations in St. Lawrence and Lewis counties.
- Fulton county has helped to build an MDT and CAC locations in Hamilton and Montgomery counties.
- Genesee County Justice for Children CAC Program has expanded to both Orleans and Wyoming counties, each developing MDTs and CAC locations in both of those counties.
- Ontario County developed programs in both Seneca and Yates counties.

In addition, OCFS has collaborated with the Office of Victims Services (OVS) to fund and develop MDT/CACs in three additional counties: Delaware, Tompkins and Schuyler.

One of the primary programs funded through CJA has been the NYS Child Advocacy Resource and Consultation Center (CARCC). As in previous years, CARCC has been instrumental in assisting OCFS CJA staff with the provision of technical assistance for many innovative programs.
as well as with the provision of assessment and consultation services. These activities are described in more detail below.

Evaluation and Assessment

- In partnership with OCFS, New York State Children’s Alliance (NYSCA) covers the cost of the NCAtrak database for all accredited child advocacy centers to use. For continued support of the implementation of this database, a case tracking group was coordinated by NYSCA and case tracking guidelines were released in Summer 2017. Technical Assistance on NCAtrak, specific to New York State was offered by NYSCA on NCAtrak in December 2017. NYSCA will continue to provide technical assistance and webinars on NCAtrak 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. Two webinars on OMS were held in 2017 and assistance will continue as needed in 2018 for centers.
- NYSCA provides on-site assistance with evaluation of programs and services to over 40 CACs in New York State on an ongoing basis.
- NYSCA, in partnership with OCFS, conducted a survey of all of MDT/CACs. This survey was used as an assessment tool to gauge the needs of all the counties in the state when responding to child abuse and maltreatment. The comprehensive assessment was a component in the development of the 2018-2020 CJA recommendations.

Collaborations

- NYSCA hosts a listserv where CACs can post information and OCFS information is provided. In 2017, over 100 postings were made.
- New York State is divided into eight regions that 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. Twelve regional meetings were held in 2017, 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 makes recommendations to NYSCA on support needed by a CAC based on information collected or observations by OCFS during site visits to the CAC. NYSCA then provides the CACs with technical assistance and support to address areas of need.
• In 2017, NYSCA undertook a thorough strategic planning process. This included conducting a survey with the membership, hosting webinars to seek feedback, and meeting with stakeholders from OCFS, DCJS and OVS. Information collected was then reviewed by the NYSCA Board of Directors with the assistance from the Northeast Regional Children’s Advocacy Center and a new strategic plan was created. The plan was presented to the membership at the Annual Conference in October, held in Saratoga Springs, NY.

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 the nation, and promotes events pertinent to the field of child abuse prevention and job postings. The website is currently being revamped; the new site will be 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.

MDT and CAC Training

• NYSCA continues to offer trainings throughout the state meeting the needs of CACs. In 2017, MDT trainings were held in three counties in collaboration with the Northeast Regional Children’s Advocacy Center.
• Additional trainings that were facilitated by NYSCA included two Victim Advocacy trainings, a Forensic Interviewing Recording Summit, a Secondary Trauma Training, and an Interviewing Children with Disabilities training. Trainings such as those listed, as well as others requested by CACs will continue to be offered throughout the year.
• NYSCA held its annual meeting in October 2017 offering keynote presentations, breakout sessions and a “World Café” allowing participants to have dialogue with others on specific topics. This conference will take place every year and in 2018 will be called the New York State Leadership Conference.

Accomplishments for 2017-2018

OCFS CJA staff conducted 55 on-site technical assistance and/or monitoring reviews at CACs during 2017. 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.

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 OCFS CJA staff. OCFS 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.

CJA staff worked to develop 47 contracts during the year. This included work on

- 45 state-funded county or regional work plans, performance targets and budgets;
- three statewide initiatives through the Children’s Justice Act program;
- two contract reassignments from one not-for-profit entity to another not-for-profit entity;
- assisting program staff with contract development;
- assisting program staff with spending adjustments; and
- assisting in the development of five CAC program expansions statewide.

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 his or her interviewing skills and receive feedback from experts who are on the faculty.

In 2017, 16 five-day Child Forensic Interviewing Trainings were conducted statewide as well as eight Advanced Forensic Interviewing trainings and four Advanced Issues trainings, specifically related to successful outcomes. 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, six webinars will be conducted on emerging issues in the field and other issues as requested by the MDTs.

There has been excellent feedback from the MDTs about the new training model. The transition process has been reported to be very smooth and all MDTs staff are encouraged to attend. Some
MDTs are choosing to continue with Forensic Interviewing Best Practice (FIBP), the previous model offered in NYS or another approved forensic interviewing protocol. OCFS does not require a specific interviewing protocol, but it must be a nationally approved model and consistent with OCFS standards.

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. OVS continues to collaborate with CJA staff to reach out to counties that are currently not served by a MDT/CAC. In 2018, it is anticipated, with the assistance of OVS, that all counties will have an active MDT and access to a CAC either through a stand-alone CAC, satellite location or mobile unit.

CJA staff continued to work closely with the NYSP’s 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, using forensic sciences in child abuse investigations, investigations involving persons with disabilities, crime scene investigations and legal perspectives. The next training is scheduled for May 21 – May 25, 2018.

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 Commissioner’s 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
o Caretaker(s) currently abuses alcohol, to the extent that it seriously affects his/her ability to supervise, protect or care for the child(ren)
o 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](https://www.hslcnys.org/hslc/) 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](https://www.hslcnys.org/hslc/) 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](https://www.hslcnys.org/hslc/) and [16-OCFS-ADM-09 Protocols and Procedures for Locating and Responding to Children and Youth Missing From Foster Care and Non-Foster Care](https://www.hslcnys.org/hslc/) (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 available in September 2015 on the Human Services Learning Center (HSLC) [https://www.hslcnys.org/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](https://www.hslcnys.org/hslc/), is mandatory. The computer-based training (CBT) entitled, [Human Trafficking/Commercially Sexually Exploited Children (CSEC); An Overview](https://www.hslcnys.org/hslc/), will
be a prerequisite to the training on the policy and protocol. All new foster care, child protective and preventive staff, and new hires will need 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.

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 and on the OCFS policy webpage at 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
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. OCFS currently funds 30 partner areas through the LDSS, and an additional 16 counties receive funds from OCFS to support awareness raising training and supports to youth through Youth Bureaus.

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: http://dev.ocfs.ny.gov/main/humantrafficking/resources.asp
• 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' 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 his or her 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’ 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 five times to a total of 69 participants. These professionals 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 2018. 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 2017, this event was attended by approximately 200 youth-serving professionals from across the state; 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 2018, 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.

2018 funds will support efforts in 31 partner jurisdictions, incorporating the counties of Nassau, Suffolk, Westchester, Rockland, Orange, Ulster, Putnam, Dutchess, Albany, Rensselaer, Schenectady, Saratoga, Washington, Herkimer, Madison, Schuyler, Tompkins, Oswego, Clinton, Franklin, Oneida, Onondaga, Broome, Monroe, Erie, and Niagara, Chautauqua, Seneca, Montgomery, the five boroughs of New York City, and the St. Regis Mohawk Tribe.

Fourteen other counties will receive funds from OCFS to support CSEC and trafficking awareness raising, training and support to youth through Youth Bureaus. These counties include: Cattaraugus, Cayuga, Columbia, Delaware, Fulton, Greene, Jefferson, Livingston, St. Lawrence, Steuben, Tioga, Warren, Wayne, and Yates. 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 disabilities; crime scene investigations; and legal perspectives. The next training is scheduled for May 21 – May 25, 2018.

**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 2017 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 prior to the required statutory deadline of February 1, 2018. This is attached as Appendix “A”. The response from OCFS, Appendix “B”, will describe how the state will address the recommendation of the
New York State Children and Family Trust Fund (Trust Fund) and Federal Community-Based Child Abuse Prevention Program

Accomplishments in 2017-2018:

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 combining Trust Fund and CBCAP funds is expected to be issued in 2018.

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

The federal 2016 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 2017 CBCAP federal grant award of $1,375,752 allows OCFS to continue funding programs awarded grants under the 2012 Trust Fund RFP, including the Family Resource Center Network 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 2017, more than 180,000 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 include:


These funded programs serve families from a wide range of educational and ethnic backgrounds, language capacities, and economic conditions. The data below is based on demographic information reported for individuals receiving services during FFY 2016 from FRCs, parenting education, trauma-informed therapeutic services and home visiting services programs funded by the Children and Family Trust Fund.
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 2016-17 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. (VIBS), Long Island and (6) My Sister’s Place, Mt. Vernon.

The Trust Fund continued its support of the New York State Shaken Baby Prevention hospital-based education program now known as Safe Babies New York, which targets outreach to all maternity and birthing hospitals in the state. The purpose is to educate all parents of newborns to the dangers of shaking and reduce the incidence of Abusive Head Trauma (AHT), also known as Shaken Baby Syndrome (SBS).

The Safe Babies New York (SBNY) program has been successful in meeting the outcomes by reducing the number of fatalities and injuries related to unsafe sleep practices and AHT. This 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 strengthen OCFS and Department of Health (DOH) efforts to reduce child fatalities where unsafe sleeping environments are a factor.

New York State Public Health Law now requires this information to be provided to parents in hospitals. Since this started as a pilot project over 20 years ago, and DOH now requires this information to be delivered at hospitals, OCFS is working with DOH and the SBNY program staff to identify ways for the program to self-sustain without the OCFS funding, while maintaining the current outcomes of the program.

Kaleida Health/Women and Children’s Hospital of Buffalo oversee the program in the Western New York, Finger Lakes, Southern Tier and Capital regions. Maria Fareri Children’s Hospital at Westchester Medical Center (WMC – New York, Inc.) oversees the program in the Hudson Valley, New York City and Long Island regions. These agencies continue to provide this educational program.

One outcome of the collaboration with DOH is the continued effort to promote child safety and the prevention of SBS. The shaken baby prevention video was released in April 2014, by DOH. This video meets the requirements of Chapter 219 of the Laws of 2004 signed in July of 2004, which requires every birthing and maternity hospital to show the video to all parents prior to discharge and ask them to sign a consent form that they viewed the video or declined to participate in the educational programs.

In approximately half of the fatalities for infants under the age of one, OCFS noted at least one unsafe sleep risk factor (source: New York State Child Fatality Report 2010-2014). “A Guide for Parents” brochure developed for the hospital-based program offers strategies for coping with a crying baby and stresses the importance of safe sleeping practices. The brochure has been translated into the six additional languages in which it is required to be available under the Governor’s Executive Order on Statewide Language Access: Spanish, Chinese, Haitian-Creole, Korean, Russian, and Italian. All versions are available for download on the OCFS website. In conjunction with distributing “A Guide for Parents,” nurses use educational videos with both the “Safe Sleep” and the “Never Shake a Baby” messages to support these strategies for keeping children safe. In 2017, Safe Sleep and Never Shake a Baby messages were delivered by nurses to parents of 173,928 newborns.

In 2014, a “Safe Sleep for Your Baby” video was distributed to child welfare staff and community-based programs to reinforce safe sleeping practices for families engaged through preventive or protective services, as well as family-serving programs. The Missouri Children’s Trust Fund agreed to partner with OCFS and the Trust Fund to replicate the video produced in Missouri to appeal to NYS families. The simple message conveys that babies sleep safest ALONE, on their BACKS, in a CRIB.
In 2017, OCFS completed an evaluation on a safe sleep pilot project to determine the efficacy of information and delivery method of materials on this topic. Results from the evaluation will be used to make recommendations to improve the current safe sleep educational materials.

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 2017, 70,895 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.

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 four inter-related strategies: the Parent Helpline, the New York State Parenting Education Partnership, prevention education including the Enough Abuse Campaign (EAC), and an annual professional training conference.

The Helpline provides direct assistance, in the form of information and referrals, to parents, family members, service providers and other community members and assisted 794 individuals. The most frequent requests for information or assistance received in 2017 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 website. More than 200,600 people received prevention information through these avenues this past year. 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.

The Trust Fund partnered with PCANY to implement EAC to address the epidemic of child sexual abuse. Based on the campaign initiated in Massachusetts, EAC was piloted in three communities in New York - Broome, Suffolk and Tompkins counties. Strategies include mobilizing communities to establish public awareness efforts and infrastructures to implement prevention response programs, and educating professionals and members of the public about prevention strategies and responses to disclosures of 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, in the pilot counties of Tompkins, Broome, and Suffolk. While Suffolk County is no longer a site, the campaign expanded in 2015 to include Nassau, Cayuga, and Rensselaer counties. Three new sites covering seven new counties were recruited in this reporting period: Steuben County, led by Pro Action of Steuben and Yates, Inc.; Erie County, led by the Lee Gross Anthone Child Advocacy Center; Jefferson/Lewis/St. Lawrence/Clinton counties (including St. Regis Mohawk Reservation), led by the Advocacy Center of Northern New York; and Suffolk County, led by the Safe Center Long Island. Five sites remain in Nassau, Cayuga, Rensselaer, Broome and Tompkins counties. A total of 116 trainings were held throughout New York State, with 2,157 people educated in sexual abuse prevention. In addition, a training of trainers (TOT) was conducted. A total of 41 people became certified trainers during the 2016-2017 reporting period for a statewide total of 220 trainers.

In 2017, the 22nd annual New York State Child Abuse Prevention Conference. The conference brought together 252 participants, including parents, caregivers and professionals from various backgrounds including social services, mental health, and education for three days of training. Forty-five workshops were offered over the course of two days in the areas of: Protective Factors Framework; Child Sexual Abuse Prevention; Parenting Education and Support; Trauma informed care best practices; child education; Adverse Childhood Experiences; home visiting, Child Abuse
Prevention Skills and Strategies; advocacy; immigration issues; preconception care; and Personal and Organizational Resilience. Presentations included one by nationally recognized plenary speaker Renée Boynton-Jarrett (Boston Medical Center) on *A Disruptive Innovation: Community-based Strategies to Prevent Child Abuse*.

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 2017, FRCs continued their efforts to engage families at high risk. Specific populations targeted by FRCs were low income families; teen parents; families with military ties; families with caregivers or children with special needs; and families exiting the child welfare system. A review of utilization data from FRCs indicates that the centers have successfully engaged these targeted populations in 2017. Thirty-two percent of families registered at FRCs presented with at least one risk factor, and 27 percent of families presented with two or more risk factors.

One risk factor is low educational attainment. Thirty-two percent of participants reported not having additional education beyond a high school diploma or GED. Eighteen percent of participants report not having completed high school.
Another risk factor is low-income. In 2017, 29 percent of FRC participants had household incomes below $10,000, regardless of family size. The proportion of participants with incomes below $15,000 was 40 percent, and 53 percent of families had incomes below $25,000.

The Trust Fund remains committed to using data to support ongoing program improvement efforts and for improving outcomes for families. OCFS has engaged in several key efforts to expand its capacity to collect and utilize data on program services and outcomes across the wide range of program models it supports. Specifically, OCFS focused on the following:

- Providing technical assistance and support to program sites as they began entering data into the new Prevention Programs data management system
- Soliciting feedback from system users as to functionality and 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

OCFS Bureau of Program and Community Development staff partnered with the OCFS Bureau of Research, Evaluation, and Performance Analytics and State University of New York at Albany’s Center for Human Services Research (CHSR) to provide support for each of these activities. Together, this work group has developed seven new reports (i.e., Protective Factors Instrument (PFI) Tickler, Adult Participant Demographic Report, Child Demographic Report, Aggregate Family Report, Adult Attendance Report, Adult Services Report, and the PFI Aggregate Report) with documentation for each. OCFS CHSR continues to provide one-on-one telephone and email support to address any data management system issues that may arise.

Over the course of the next year, OCFS will continue to solicit feedback from program sites and provide technical assistance as necessary. OCFS will begin to examine the Protective Factors Instrument and Assessment of Participant Strengths data to better understand their utility as measures of protective factors. OCFS also plans to develop and implement a more structured performance management system, focusing initially on monitoring key processes and outcomes and then, as program sites become more accustomed to the activities this entails, moving into the development of process or quality improvement strategies and evaluation activities.

In 2017, the Trust Fund supported 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.

In 2017, OCFS selected the Standards of Quality for Family Strengthening and Support for Trust Fund. These standards, which have been adopted by the National Family Support and Strengthening Network (NFSN), provide the framework used to measure funded programs’ quality
of programming. The standards integrate the Principles Family Support Practice and the researched-based, evidence-informed Five Protective Factors Framework. This provides a structure that will provide consistency across prevention programs and in evaluating performance and outcomes. Participants attended a one-day training and received a two-year certification. As program staff have completed the training, a “Program Self-Assessment” was completed to ensure minimum quality is being met and determine the level of quality services that are being provided to families. The assessments are submitted to OCFS program managers for review and feedback. When appropriate, the programs will develop an implementation plan based on the findings in the self-assessment to increase the level of quality of services being offered. Once this is accomplished, programs are required to implement the necessary elements to move the quality of services to a higher standard. During this reporting period, seven trainings have been delivered to 117 participants. Certifying program staff and the submission of “Program Self-Assessments” will continue to be a requirement for Trust Fund and CBCAP funded child abuse prevention programs.
Chafee Foster Care Independence Program
Chafee Foster Care Independence Program (CFCIP)

Agency Administering CFCIP

The 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 the reference 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 113 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 directly administered by Orphan Foundation of America, under contract with OCFS.

Independent Living Program

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 LDSSs. In addition, OCFS has direct service responsibilities for the Independent Living Program for youth adjudicated as juvenile delinquents receiving care in our direct care residential centers.
NYS’s Independent Living 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 IL 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 Independent Living 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 Independent Living 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 the 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 2017, 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 2018, 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 2017-2018**

**Youth Voice**

The New York State Office of Children and Family Services launched a Youth Advisory Board (YAB). The board met during a two-day forum, November 17-18, 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. The 11 YAB members range in age from 19-24 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. OCFS retained the Braveheart’s M.O.V.E. NY (Motivating Others through the Voice of Experience), which is a local youth-run organization in NYS, to train the members of the board in how to move from a single story to a larger narrative about youth experiences.

The RC01 contract which was awarded to the Professional Development Program (PDP) in 2016 is ongoing. In 2018, 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.

The training contract which was awarded to the Professional Development Program (PDP) in 2016 is ongoing. In 2018, 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 2017 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 2018, 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 2017, 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 19, 2017, at the Valley Oak Conference Center. July 27, 2017, at St. Frances College, August 9,

Attendance for the events across New York State was 972. At the speak-out held at Valley Oak Center, 147 youth and adults attended, including guest panelists and informational tables and summer interns. At the youth event held at St. Frances College, 270 youth and adults attended. At the speak out at Stony Point Center, 116 youth and adults attended. At the speak out at Queensbury Hotel, 173 youth and adults attended. At the speak-out held at Joseph’s Country Manor and Grove, 117 youth and adults attended. At the speak-out held at the Lodge at Welch Allyn, 172 youth and adults attended. 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 regional offices are working in collaboration with the CHSR to ensure that the in and out of care youth survey numbers 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-21 survey rosters to NYTD liaisons and inform LDSS staff, tribes and voluntary authorized agencies of the upcoming survey. Outreach materials (electronic and/or printed) will also be distributed to NYTD liaisons and LDSS staff, tribes and voluntary authorized agencies of the upcoming survey. 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 2018, 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 where 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. In addition, the first webinar focusing on improving outcomes for older youth was held March 26, 2018.

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 has contracted with the State University of Albany Center for Human Services Research (CHSR) since 2015 to conduct the NYTD survey—they took over from the previous SUNY-based research group who launched the project. 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 is preparing data reports for the field that will help counties and agencies better identify challenges and opportunities for improvement of local practice. Additionally, the NYTD data will 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 is also planning a webinar series for LDSS and agencies regarding improving outcomes of older adolescents who have been in care. The first of the series was conducted on March 26, 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, 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.

Plans for 2018-2019

NYTD

OCFS will be working with the Orphan Foundation of America to collect ETV data for NYTD reporting. In addition, OCFS is working with NYS information technology staff 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. As noted above, OCFS will be developing a series of webinars that focus on improving the outcomes of older adolescents in care to begin in March 2018.

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 2018, the Office of Children and Family Services will be responsible for reviewing and approving eligible youth that have applied for an education training voucher. A change in FFY2018, OCFS will 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 2018:

- First priority will be given to youth over the age of 21 who received an ETV award in FFY 2017, 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, 2018, 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 2017.

• 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 2017 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 2018, the OCFS summer interns will 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://ocfs.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.
Statistical and Supporting Information

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 case-workers; 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
- Criteria for registering a CPS report
- Decision-making and criteria necessary for taking a law enforcement referral
- Jurisdiction and assigning CPS reports for investigation
- Report narrative construction
- Use of CONNECTIONS for recording report information and searching the database for prior CPS history
- Use of SCR Business Continuity Application (BCA)

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 (6,858), Appendix “D”, number of classes attended (59,668) and number of class hours (401,832), and average hours of training per worker (59). 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 2017 include the number of staff trained in “Response Training”, “Common Core”, and “Supervisory Core.”

NYC ACS CPS Staff demographics (as of April 2018)
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 2017 was 11.2. This is the average of the 12 months in 2017 (see Appendix “I” for county breakdown).

Juvenile Justice Transfers

The number of youth transferred to juvenile justice facilities in FFY 2016-17 was 123 youth, a decrease from FFY 2015-16 which was 130. This population consists of children who:

- were in CONNECTIONS the youth 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 16-17 (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 16-17, 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 2018, first priority will be given to youth over the age of 21 who received an ETV award in FFY 2017, 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
  o Each applicant is assigned a unique Program ID Number the first time they apply
• The Program ID filters applicant data to confirm
  o New/1st time applicant
  o Previous applicant
  o Previously funded student
    o Continuous enrollment
    o 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
  o the number of credits students successfully achieve
  o the number of remedial classes taken and passed
• Retention and graduation (students are tracked in cohorts to determine outcomes)
  o the number of students who reapply annually because they are continuing their studies and making progress toward graduation.
  o 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

768 youth received ETV awards during FFY 2016-2017

294 (38%) were New 2014-2015 Students and 474 (62%) were Returning 2016-17 Students

Male: 263 (34%)
Female: 505 (66%)

Age and Number of students:
18  178  23%
19  171  22%
20  192  25%
21  127  17%
22  103  13%

Ethnicity:
African-American  346  45%
Asian-American     29   4%
Caucasian           112  14%
Latino              175  23%
Mixed Race         98   13%
Native-American     4   <1%
Pacific Islander   4   <1%

*in some cases, this might be an estimated number since the APSR is due June 30, 2017.

Funding available for the New York State ETV program: $2,083,160

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) 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). COA is set to end its involvement in the accreditation of adoption agencies in 2018. The Intercountry Adoption Accreditation and Maintenance Entity (IAAME) will be responsible for accreditation of adoption agencies beginning in 2019. Currently nine NYS VAs are accredited and one individual is approved by the Council on Accreditation (COA).

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 fifteen (15) contracts to regional Permanency Resource Centers (PRCs). These programs are designed to provide 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). An additional contract will be awarded to a regional PRC in 2018, to complete the provision for these services statewide.

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 2017, 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) 2017, OCFS continued to maintain contacting over 95 percent of the foster children. OCFS achieved a FFY 2017 Contact percentage of 95.3 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 2018 (October 2017 – March 2018) Foster Children contacts showed an ‘In Care Contact %’ = 92.1 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. For FFY 2012-2014, the ACF mandate for Foster Children contacts was at 90 percent.

Target percentages:  
10/1/10 75%, reported actual 67.5%  
10/1/11 90%, reported actual 81.5%  
10/1/12 90%, reported actual 94.6%  
10/1/13 90%, reported actual 94.2%  
10/1/14 90%, reported actual 94.3%  
10/1/15 95%, reported actual 95.5%  
10/1/16 95%, reported actual 95.5%  
10/1/17 95%, reported actual 95.3%

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.

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4 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.
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.

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 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.
Targeted Plans within the CFSP
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 to 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 of 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 and will be requiring written updates to the plans in 2018.

Diligent Recruitment Grant 2017 Activities:

OCFS continued to contract with Welfare Research Inc. (WRI) to implement the Diligent Recruitment and Retention award OCFS received from the Children's Bureau in 2013. The major accomplishments as part of that award during 2017 included: continued productive work with the implementation counties to fulfill their strategic recruitment plans; successful administration of a second foster/adoptive parent survey in three counties; improvements to statewide recruitment data tracking capabilities; ongoing statewide dissemination of the Recruitment Blueprint (Taking Action) to LDSSs and VAs; and steady growth of the Fostering Futures NY program.

OCFS and its subcontractor, WRI, hold monthly calls with the evaluator, Child Trends, to share updates and plan next steps towards completion of grant deliverables. WRI project staff meet on a frequent and ongoing basis, both internally and with the implementation counties, Albany, Schenectady, Nassau, Ulster, Madison, Tioga, and Broome (Children’s Home of Wyoming Conference). Ongoing, regular communication is sustained between WRI project staff and each county with face-to-face meetings, and regular phone and email contacts.

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 home finders 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 9th, 2017. Also, OCFS presented an overview of FAD to home finders 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 2017, FFNY supported approximately 17 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), 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 Home Finders’ Summit this year, including a keynote presentation.

As per the diligent recruitment grant workplan, in 2018, a statewide survey will be conducted to assess the impact of these resources, and then the WRI project team will update the website in response to this feedback. Regional sessions are planned 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.

Other Related 2017 Activities:
OCFS’s continuous quality improvement efforts include several initiatives that are aligned with, and support diligent recruitment grant activities.

*Home Finders’ Summit*. In August 2017, OCFS hosted a successful Home Finders’ Summit as a means of exchanging information on several topic areas with a focus on improving recruitment and retention, and promoting consistency across the state on the certification or approval and oversight of foster boarding homes. Another Home Finders’ Summit is planned for 2018.
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. Draft materials have been reviewed by OCFS and the final products are expected to be used statewide beginning in 2018.

Home Finder’s 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.

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. 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 late 2018.

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). 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. An additional seven recruiters will be added in 2018 for maximum geographic reach.
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 deliver 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.

**NYS’ Coordinated Children’s Services Initiative (CCSI)**

NYS’s Coordinated Children’s Services Initiative (CCSI) legislation requires that counties employ a collaborative approach to children with intensive cross-system needs. These collaborations vary in accordance with local government and community resources, and typically include representatives from social services, mental health, developmental disabilities, substance abuse services, schools, and community providers. The goal is to implement a comprehensive, coordinated, individualized service plan for each child. In 2002, the Center for Governmental Research, Inc. (CGR) concluded that CCSI is a viable model that should be continued and strengthened, and presented a number of recommendations designed to strengthen the state-local partnership. Many of the recommendations in the report were subsequently implemented. In addition, a coordinated children’s services statute that amended NYS Executive Law went into effect subsequent to the report and incorporated a number of issues raised in the report.

At the state level, the OCFS medical director or a contracted vendor in his or her absence is involved in any regulatory or guidance documents disseminated on health issues. OCFS employs a chief treatment officer, is contracted with two supervising psychiatrists and employs psychologists. OCFS routinely engages local and national experts, including psychiatrists, physicians, pharmacists, and psychologists to assist in health-related initiatives. Activities in 2008 included a series of three teleconferences on trauma, the development and distribution of a guidance document on the use of psychiatric medication for children in out-of-home care, and an interagency collaboration to address Fetal Alcohol Spectrum Disorders (FASD).
OCFS has utilized the evidence based Child and Adolescent Needs and Strengths (CANS) assessment tool for the since the origin three Bridges to Health (B2H) Home and Community Based Waivers for children in foster care and who remain B2H eligible upon discharge from foster care. Bridges to Health (B2H) (Working Together Manual B-21, B-175) care managers utilize the CANS to plan for B2H services and provide direction to address needs and strengths.

OCFS, along with its NYS partners at the Department of Health, Office of Mental Health, and Office of Substance Abuse and Alcoholism Services, 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.

Dr. Lyons has approved the two draft versions of the CANS-NY 0-5, and the CANS-NY 6-21, which are now utilized by the B2H providers and will be used in the future for the foster care population transitions described below. NYS, under the approval of Dr. Lyons, included an “early development” module in the CANS 0-5, modules on “transition to adulthood” in the CANS 6-21, and increased both tools’ sensitivity to medically fragile children and enhanced trauma related items.

**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 October 2016**: Health Homes for children will begin 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.

2. **State Plan Amendment (SPA) Services beginning 2019**: OCFS and its NYS partners have been developing six new Medicaid SPA services that will be based on Medical Necessity, including Crisis Intervention, Community Psychiatric Supports and Treatment, Other Licensed Practitioner, Psychosocial Rehabilitation Services, Family Peer Support Services, and Youth Peer Advocacy and Training.

3. **Children placed with VAs are projected to move into Managed Care in 2019**: 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. This includes approximately 16,500 children who are served by 91 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.
4. **Home and Community Based Services (HCBS) Services beginning July 2019:** OCFS and its NYS partners have been developing an expanded array of HCBS services, including: the existing B2H Home and Community Based Services (HCBS) will be aligned to one array of HCBS benefits, pending federal CMS approval, and will be moved to Managed Care. As a result 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.

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 a VA. 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 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 ultimate goal is the CP portal, which will provide the children leaving care with a place to access all of their relevant information.

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 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).

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 units’ plans were merged into the agency COOP. Included in the agency COOP is the COOP-Lite, described below.

- An updated copy of the OCFS Continuity of Operations Plan (COOP-Lite). This plan is an action document used to reestablish essential services during emergencies. It includes listing of agency critical functions, organizational structure, notification chart, 24-hour contact information, relocation sites, and stakeholder contact information.
• Also in 2017, an updated copy of the OCFS Division of Child Welfare and Community Services (CWCS) Continuity of Operations Plan (COOP) was merged into the Agency COOP. Division activities and elements are captured in the agency COOP document as well as the COOP-Lite sections.

• 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) 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 NYS.

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. 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 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 NYS 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 at the OCFS desk 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 replaced the agency’s geographic informational center (GIC) mapping computer application with new desktop geographical information systems (GIS) software in multiple offices beginning in March 2016 and the web-based Critical Infrastructure Response Information System (CIRIS), in December 2015 when the first CIRIS training was offered. These systems are widely used to identify facilities and providers in impacted areas for improved disaster response. They were used in seven exercises that OCFS participated in last year (2017), and were also used to support county disaster preparedness and planning.

OCFS is a member of the NYS Disaster Preparedness Commission (DPC).

OCFS serves on the NYS Emergency Support Function 6 (ESF 6), Mass Care, Emergency Assistance, Temporary Housing and Human Services and is the Co-Lead of the NYS Disaster Assistance Center Group. As part of ESF 6, OCFS participated in the rewriting of the ESF 6 annex to the State Comprehensive Emergency Management Plan in transition from a branch response structure to an Emergency Support Function structure to better align with the federal response.

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 the 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 2017-2018:
OCFS Emergency Responses and Preparedness Coordination

State and county agencies were impacted by a major winter storm in March 2017. The storm brought significant snow accumulations and blizzard conditions to a large part of the state, shutting down state and county agencies for the day. These county closures were forwarded to OCFS program areas as they were reported.

OCFS participated in state reception center and host state planning efforts in the event Puerto Rico evacuees were sent to New York through formal agreements.

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 Super Storm 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 Super Storm 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.

Disaster Mental Health Training and Conference on Preparing for the Health and Mental Health Consequences of Climate Change

OCFS staff attended the annual Institute for Disaster Mental Health Training and Conference on Psychosocial Response to Pandemic Disasters, Infectious Diseases, and Bioterrorism on April 7, 2017.
Disaster Preparedness Commission (DPC) Training/Exercises/Meetings

- Gotham Shield Exercise, a federal exercise, lasted three days for a response-functional exercise in the 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. ESF 6 Table Top Exercise at State Office of Emergency Management, August 10, 2017.

OCFS participated in the following Radiological Emergency Planning (REP) Exercises/Drills:

- 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 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 Plants. 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.

OCFS serves as a member/participant in the following:

- NYS Human Services Branch Executive Steering Committee
- DHSES Homeland Security Senior Advisory Committee (HSSAC)
• Radiological Emergency Preparedness Working Group (REPWG)
• NYS Nuclear Safety Sub Committee Power Pool bi-annual Meeting
• State Reunification Planning Workgroup
• NYS Human Services Committee
• 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 final production stages of 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 disasters.

Listed below is a summary of the four training projects. The first three trainings are pending agency approval. The Site Manager training is in final production. Roll out is anticipated this spring.

• **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 towards 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 towards 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.

### Plans for 2018-2019

OCFS will continue to build capacity for preparedness, response and recovery activities in the future through continued planning, trainings, and exercises. As a member of the 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 workgroups mentioned above.

OCFS is participating in rewriting the State Comprehensive Emergency Management Plan in transitioning from a branch response structure to an Emergency Services Function structure to better align with the federal response.

OCFS is participating in continued planning to improve the State Comprehensive Emergency Management Plan’s Emergency Services Function structure.

OCFS divisions will continue to update their sections of the agency COOP to address the changing needs of the agency and our stakeholders.

OCFS will conduct agency COOP workshops with the divisions in 2018.
Training Plan Update
Training Plan Update

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.

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.

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 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.

State University College Buffalo State, the Institute for Community Health Promotion and the Center for Development of Human Services (SUC Buffalo – CDHS/ICHP)
SUNY Buffalo State is an accredited institution of higher continuing education by the Board of Regents, University of the State of New York and the Commission on Higher Education of the Middle States Association of Colleges and Schools.

The Institute for Community Health Promotion (ICHP) was established in 2014 to integrate the Center for the Development of Human Services (CDHS) and the Center for Health and Social Research (CHSR).

ICHP and CDHS are entities of SUNY Buffalo State, and have the accreditations of the university. Since it began over 30 years ago, CDHS has been a provider of training, technical support and program development to social services and child welfare agencies across NYS. In that time, it has developed numerous training programs and delivered training to about 850,000 people in the public assistance and child welfare systems.

Dissolution of training contract agreements effective January 1, 2019
As referenced in the Program Support Update, one of our major vendors for child welfare training, SUC Buffalo ICHP/CDHS, will no longer be providing those training services as of 12/31/18. OCFS is 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.

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.

Training provided by OCFS can be categorized as initial training or ongoing training. Initial training includes introductory or foundation training for new caseworkers, supervisors, and administrators. Ongoing training includes specialty, and advanced and refresher training for experienced caseworkers, 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. 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 the Division of Cost Allocation (DCA) of the Department of Health and Human Services (DHHS). It may be worth noting the training portion of the CAP has been approved by the DHHS since 2000, and OCFS has been diligent in notifying DHHS DCA of any amendments that have been necessary. The last amendment to the training portion of the CAP was submitted to DHHS DCA that incorporated changes for June 27, 2011. 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 and is available upon request and is entitled “Federal Fiscal Report”.

OCFS also 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 Division for OCFS and by title for the voluntary authorized agencies. This report is also available upon request and is entitled “Federal Fiscal Summary”.

See Appendix “J” regarding NYS' approved cost allocation plan for training.

**Training Conducted in Federal Fiscal Year 2017-2018 and Proposed in 2018-2019**

It is important to note that in late 2015 OCFS began the process of redesigning its caseworker development training to be a competency-based model. Throughout 2016, OCFS worked with training vendors to develop the framework and structure of the new program. Curriculum development began in early 2017. The new program was piloted in July 2017, and completely replaced the previous model January 1, 2018. The title of this new training program is “Child Welfare Foundations Program” and replaces the former training entitled ‘Child Welfare/Child Protective Services Outcome Based Training”


It is expected that many of the training programs provided in 2017, as described in the “Program Support” section of the APSR and listed below, will be offered again during the 2018 year, based upon OCFS’s Practice Model and subject to the availability of funding and vendor contracts. All trainings listed are considered on-going.

**OCFS Child Welfare and other training courses**

Courses for child welfare training categories are listed by general function area: Foundational, Child Protective Services, Family Assessment Response (FAR), Foster Care and Adoption, Residential Child Care (RC), RC – New York City, and Child Welfare Connections. Function area Supervisory courses as applicable, are included with the functional area topics. Courses for local district financial management and administrative supervision courses are listed as well. Additional courses for child welfare staff and supervisors and courses available to all LDSS staff including LDSS staff development coordinators. Adult Protective Services training is not included. Mandatory state staff training and other specialized or general training topics offered to a wide range of audiences including state, local district, voluntary agencies are included at the bottom of the list.
Courses are identified as follows:

**Course Key:**

**Course Title:** Title of course (note: courses and their descriptions are in ascending alphabetical order, grouped by functional area and/or focus area. Note courses with an asterisk (*) are new for 2018.

**Mode of Delivery:** Classroom, Computer-based (WBT), Learn-linc®, Skill Clinics, technical assistance and/or training seminars.

**Duration:** # days or # of hours per delivery

**Work Plan Code:** 4-digit code utilized by OCFS to identify and organize deliverables

**Approved Audience:** OCF 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

**Estimated cost per delivery:** This cost accounts for single and multi-day delivery.

**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.

Revised or new courses are indicated by an asterisk (*). The below courses with the exception of the section labeled “Foundational” are offered as Ongoing courses.

**GUIDING PRINCIPALS AND PRACTICE CONCEPTS IN CHILD WELFARE**

**Race Equity and Cultural Competency Learning**

**Mode of Delivery:** Classroom

**Duration:** 1 day

**Work Plan Code:** CC33

254
Approved Audience: State OCFS, local district and provider agency child welfare administrators, supervisors and caseworkers
Training Provider: SUNY Albany - PDP
Estimated cost per delivery: $4,900
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 will develop the internal capacity to provide this support, through the delivery of a new classroom training. Curriculum development was begun in 2017 and will continue in 2018, with pilot delivery expected in the third quarter 2018.

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<tr>
<th>Year</th>
<th>Trainees</th>
<th>Offerings</th>
<th>Training Days</th>
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<tbody>
<tr>
<td>2017-2018 (actual)</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2018-2019 (proposed)</td>
<td>360</td>
<td>20</td>
<td>40</td>
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</table>

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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<tr>
<th>Year</th>
<th>Trainees</th>
<th>Offerings</th>
<th>Training Days</th>
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<tbody>
<tr>
<td>2017/2018 (actual)</td>
<td>126</td>
<td>9</td>
<td>18</td>
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<tr>
<td>2018-2019 (proposed)</td>
<td>210</td>
<td>14</td>
<td>28</td>
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</tbody>
</table>

Principles of Partnership Facilitated Workshop (ongoing)

Mode of Delivery: Classroom  
Duration: .5 Day  
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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<th>Year</th>
<th>Trainees</th>
<th>Offerings</th>
<th>Training Days</th>
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<tr>
<td>2017-2018 (actual)</td>
<td>29</td>
<td>2</td>
<td>1</td>
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<tr>
<td>2018-2019 (proposed)</td>
<td>504</td>
<td>42</td>
<td>21</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
Work Plan Code: CC02
Approved Audience: New local district and voluntary agency CW and CPS Caseworkers
Training Provider: SUC Buffalo ICHP/CDHS
Estimated cost per delivery: $207,224
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 ten domains of the training. They are 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, 1.5 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).

Pilot deliveries of this training began in July 2017. This program replaced the previous foundational training in the fourth quarter of 2017.

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<tr>
<th>Year</th>
<th>Trainees</th>
<th>Offerings</th>
<th>Training Days</th>
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<tbody>
<tr>
<td>2017-2018 (actual)</td>
<td>171</td>
<td>7</td>
<td>185.5</td>
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<tr>
<td>2018-2019 (proposed)</td>
<td>960</td>
<td>32</td>
<td>856</td>
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</table>

CPS Bridge Program*

Mode of Delivery: Classroom
Duration: 1.5 Days
Work Plan Code: CC03
Approved Audience: New local district and voluntary agency CPS Caseworkers
Training Provider: SUC Buffalo ICHP/CDHS
Estimated Cost Per Delivery: $11,800
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 training. The training will include content on risk and
the Risk Assessment Profile (RAP) as well as foundational legal contents necessary to attend CPSR training. In 2018, CPSR training will be revised to include this content.

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<tr>
<th>Year</th>
<th>Trainees</th>
<th>Offerings</th>
<th>Training Days</th>
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<tbody>
<tr>
<td>2017-2018 (actual)</td>
<td>116</td>
<td>6</td>
<td>9</td>
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<tr>
<td>2018-2019 (proposed)</td>
<td>840</td>
<td>28</td>
<td>42</td>
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**CPS Foundation Part 1 (This training was replaced by Child Welfare Foundations Program)**

This program is the foundation training for new LDSS and voluntary authorized agency caseworkers, especially those who have a role in Child Protective Services Responses, including FAR and on-call. It is also available to preventive, foster, and adoption workers. It is a blended learning program that includes eight (8) days of classroom training, as well as approximately 3.5 days of web-based instructional activities.

This training provides workers with the knowledge and skills necessary to effectively begin working with children and families to achieve the child welfare outcomes of safety, permanency, and well-being.

This course provides foundational learning necessary to proceed to Child Protective Services Response Training (CPSRT).

The allowable Title IV-E administrative functions this training activity addresses are: referral to services, case management and supervision, placement of the child, development of the case plan.

Training is provided by the University Partner SUC Buffalo – ICHP/CDHS.

Estimated cost per delivery is $138,045.

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<th>Year</th>
<th>Trainees</th>
<th>Offerings</th>
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<tbody>
<tr>
<td>2016-2017 (actual)</td>
<td>1,756</td>
<td>150</td>
<td>326</td>
</tr>
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</table>

**CPS Foundation Part 2 (This training was replaced by Child Welfare Foundations Program)**

The program is designed to build upon the knowledge and skill new LDSS CPS workers gained during Part 1 of Foundation and CPSRT, as well as during on the job training and their initial casework. CPS Foundation Part 2 is required for CPS Foundation Part 1 and CPSRT participants to complete their “new caseworker” training. CPS Foundation Part 2 is a blended learning program consisting of eight (8) days of classroom training and approximately 1.5 days of web-based instructional activities.
The allowable Title IV-E administrative functions this training activity addresses are: referral to services, case management and supervision, placement of the child, development of the case plan. Training is provided by the University Partner SUC Buffalo – ICHP/CDHS. Estimated cost per delivery is $113,800.

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<th>Year</th>
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<th>Offerings</th>
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<tbody>
<tr>
<td>2017-2018 (actual)</td>
<td>4,396</td>
<td>198</td>
<td>731.5</td>
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**CHILD WELFARE CORE TRAINING FOR VOLUNTARY AGENCIES (VAs) (INITIAL)**

**CW Core for Voluntary Agencies**

**Mode of Delivery:** Classroom  
**Duration:** 9 Days  
**Work Plan Code:** RC04  
**Approved Audience:** 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:** $7,574  
**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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<th>Year</th>
<th>Trainees</th>
<th>Offerings</th>
<th>Training Days</th>
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<tbody>
<tr>
<td>2017-2018 (actual)</td>
<td>141</td>
<td>5</td>
<td>45</td>
</tr>
<tr>
<td>2018-2019 (proposed)</td>
<td>100</td>
<td>5</td>
<td>45</td>
</tr>
</tbody>
</table>
Attachment and Separation Issues in Child Welfare (ongoing)

Mode of Delivery: Classroom  
Duration: 3 Days  
Work Plan Code: RC04  
Approved Audience: Foster Care & Preventive Caseworker and Supervisor  
Training Provider: Council of Family and Child Caring Agencies (COFCCA)  
Estimated cost per delivery: $700  
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.

<table>
<thead>
<tr>
<th>Year</th>
<th>Trainees</th>
<th>Offerings</th>
<th>Training Days</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-2018 (actual)</td>
<td>44</td>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>2018-2019 (proposed)</td>
<td>100</td>
<td>5</td>
<td>15</td>
</tr>
</tbody>
</table>

Supplemental Training for Child Welfare Core Training for Voluntary Authorized Agencies (ongoing)

Mode of Delivery: Classroom  
Duration: 1 or 2 days  
Work Plan Code: RC04  
Approved Audience: Foster Care & Preventive Caseworker and Supervisor  
Training Provider: Council of Family and Child Caring Agencies (COFCCA)  
Estimated cost per delivery: $840  
Title IV-E administrative function(s): case management and supervision and development of the case plan.

Supplemental training is also provided for experienced caseworkers and supervisors. These one- to two-day classroom trainings include topics such as adolescent issues, domestic violence, supervisory skills, and working with young fathers.
<table>
<thead>
<tr>
<th>Year</th>
<th>Trainees</th>
<th>Offerings</th>
<th>Training Days</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-2018 (actual)</td>
<td>428</td>
<td>30</td>
<td>39</td>
</tr>
<tr>
<td>2018-2019 (proposed)</td>
<td>500</td>
<td>25</td>
<td>35</td>
</tr>
</tbody>
</table>

RESIDENTIAL CHILD CARE – VOLUNTARY AGENCIES TRAINING

Therapeutic Crisis Intervention (TCI) Train-the-Trainer

Mode of Delivery: Classroom  
Duration: 5 Day  
Work Plan Code: RC03  
Approved Audience: Voluntary agency trainers  
Training Provider: Cornell University  
Estimated cost per delivery: $8473  
Title IV-E administrative function(s): 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>
<th>Training Days</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-2018 (actual)</td>
<td>437</td>
<td>16</td>
<td>59</td>
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<tr>
<td>2018-2019 (proposed)</td>
<td>360</td>
<td>60</td>
<td>180</td>
</tr>
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</table>

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

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>
<th>Training Days</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-2018 (actual)</td>
<td>437</td>
<td>32</td>
<td>36</td>
</tr>
<tr>
<td>2018-2019 (proposed)</td>
<td>450</td>
<td>32</td>
<td>684</td>
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**CHILD PROTECTIVE SERVICES (CPS) Training**

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:** .5 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:** $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.

<table>
<thead>
<tr>
<th>Year</th>
<th>Trainees</th>
<th>Offerings</th>
<th>Training Days</th>
</tr>
</thead>
<tbody>
<tr>
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<td>40</td>
<td>117</td>
</tr>
<tr>
<td>2018-2019 (proposed)</td>
<td>2040</td>
<td>44</td>
<td>121</td>
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</tbody>
</table>

### 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 abuse child and their family. 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 Child Protective 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>
<th>Trainees</th>
<th>Offerings</th>
<th>Training Days</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-2018 (actual)</td>
<td>433</td>
<td>16</td>
<td>48</td>
</tr>
<tr>
<td>2018-2019 (proposed)</td>
<td>400</td>
<td>16</td>
<td>48</td>
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</table>

Interviewing Children: A Skills Clinic

**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.

Interviewing Children: A Skills Clinic, an ongoing one-day classroom delivery or ‘skills clinic’, affords participants 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 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 a prerequisite for these courses.

<table>
<thead>
<tr>
<th>Year</th>
<th>Trainees</th>
<th>Offerings</th>
<th>Training Days</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-2018 (actual)</td>
<td>106</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>2018-2019 (proposed)</td>
<td>120</td>
<td>10</td>
<td>10</td>
</tr>
</tbody>
</table>
Child Protective Services Response Training (CPSRT)

Mode of Delivery: See below
Duration: See below
Work Plan Code: CC03
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.
Training Provider: SUC Buffalo ICHP/CDHS
Estimated cost per delivery: $71,946
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.

<table>
<thead>
<tr>
<th>Year</th>
<th>Trainees</th>
<th>Offerings</th>
<th>Training Days</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-2018 (actual)</td>
<td>526</td>
<td>24</td>
<td>200</td>
</tr>
<tr>
<td>2018-2019 (proposed)</td>
<td>840</td>
<td>28</td>
<td>196</td>
</tr>
</tbody>
</table>

Child Welfare Requirements for Identifying and Working with Sex Trafficking Victims

Mode of Delivery: CBT
Duration: 30 minutes
Work Plan Code: SYS14
Approved Audience: Local departments of social services and voluntary agency staff.

In September 2016, 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.
Domestic Violence Training for Child Protective Workers – Mandated

Mode of Delivery: Classroom  
Duration: 2 Days  
Work Plan Code: CC13  
Estimated cost per delivery: $4,448  
Training Vendor: Office for the Prevention of Domestic Violence  
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.  
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 child protective services’ 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>
<th>Training Days</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-2018 (actual)</td>
<td>427</td>
<td>23</td>
<td>46</td>
</tr>
<tr>
<td>2018-2019 (proposed)</td>
<td>440</td>
<td>22</td>
<td>44</td>
</tr>
</tbody>
</table>

Supervising CPS

Mode of Delivery: Classroom & CBT  
Duration: 4 Days  
Work Plan Code: CC03  
Approved Audience: Local District CPS Supervisors  
Training Provider: SUC Buffalo ICHP/CDHS  
Estimated cost per delivery: $41,112  
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.

<table>
<thead>
<tr>
<th>Year</th>
<th>Trainees</th>
<th>Offerings</th>
<th>Training Days</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-2018 (actual)</td>
<td>64</td>
<td>5</td>
<td>20</td>
</tr>
<tr>
<td>2018-2019 (proposed)</td>
<td>45</td>
<td>3</td>
<td>12</td>
</tr>
</tbody>
</table>

**CPS and FAMILY ASSESSMENT RESPONSE (FAR) Training**

FAR became a permanent child protective service in New York State in June of 2011. There are 22 counties implementing FAR, they are: Allegany, Cayuga, Chemung, Columbia, Jefferson, Kings, Madison, Monroe, 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. The training “Increasing the Voice of Children and Youth in FAR” 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. Below lists individual course descriptions.

**Mode of Delivery: Varies, see below**
**Duration: Varies**
**Work Plan Code: CC03**
**Approved Audience: Varies, see below**
**Training Provider: SUC Buffalo, ICHP/CDHS**
**Estimated cost per delivery:** Estimated cost per classroom training day is $8,256
  Estimated cost per coaching day is $5,373.

**Training Provider: SUC Buffalo ICHP/CDHS**
Title IV-E administrative functions: case management and supervision, development of the case plan, case reviews, referral to services

<table>
<thead>
<tr>
<th>Year</th>
<th>Trainees</th>
<th>Offerings</th>
<th>Training/Coaching Days</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-2018 (actual)</td>
<td>479</td>
<td>31 Classroom; 76 Coaching</td>
<td>88.5</td>
</tr>
<tr>
<td>2018-2019 (proposed)</td>
<td>1332</td>
<td>87</td>
<td>87</td>
</tr>
</tbody>
</table>

FAR TRAINING COURSES:

Advanced Supervision in FAR

Mode of Delivery: Classroom
Duration: 1 Day
Work Plan Code: CC03
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
Work Plan Code: CC03
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
Work Plan Code: CC03
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
Work Plan Code: CC03
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
Work Plan Code: CC03
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
Work Plan Code: CC03
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.

CPS In-service Compliance

All CPS Investigative/FAR workers are required to attend six hours of annual in-service training. Overall, 82 percent of CPS caseworkers in areas excluding NYC were compliant with their annual training requirements in 2017 (3,287 CPS workers in learning management system, 2,679 given credit for CPS in-service). If the nine counties with the lowest compliance rates are removed, the overall rate increases to 83 percent. OCFS will improve on this requirement by targeting those counties: Cattaraugus (50%); Chemung (65%), Clinton (66%), Jefferson (67%), Schenectady (67%), Seneca (67%), St. Regis Mohawk (69%), Ulster (65%) and Wyoming (60%).

<table>
<thead>
<tr>
<th># of Counties Compliant with Annual In-service Training Requirement</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>100%</td>
<td>1</td>
</tr>
<tr>
<td>90-99%</td>
<td>11</td>
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<tr>
<td>80-89%</td>
<td>24</td>
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<td>70-79%</td>
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<tr>
<td>60-69%</td>
<td>8</td>
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<td>50-59%</td>
<td>1</td>
</tr>
<tr>
<td>42-49%</td>
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</tbody>
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New York LDSS Districts CPS Compliant Report for 2017 by County (58)
<table>
<thead>
<tr>
<th>County</th>
<th># of Active CPS Staff</th>
<th># of CPS Training Compliant</th>
<th># Not Compliant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Albany County Department for CYF</td>
<td>96</td>
<td>90</td>
<td>6</td>
</tr>
<tr>
<td>Allegany County DSS</td>
<td>33</td>
<td>25</td>
<td>8</td>
</tr>
<tr>
<td>Broome County DSS</td>
<td>93</td>
<td>77</td>
<td>16</td>
</tr>
<tr>
<td>Cattaraugus County DSS</td>
<td>42</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>Cayuga County HHS</td>
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<td>Chautauqua County DHHS</td>
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<td>13</td>
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<tr>
<td>Chemung County DSS</td>
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<tr>
<td>Chenango County DSS</td>
<td>16</td>
<td>12</td>
<td>4</td>
</tr>
<tr>
<td>Clinton County DSS</td>
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<td>19</td>
<td>10</td>
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<tr>
<td>Columbia County DSS</td>
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<td>29</td>
<td>8</td>
</tr>
<tr>
<td>Cortland County DSS Personnel</td>
<td>45</td>
<td>41</td>
<td>4</td>
</tr>
<tr>
<td>Delaware County DSS</td>
<td>48</td>
<td>40</td>
<td>8</td>
</tr>
<tr>
<td>Dutchess County Community &amp; Family Services</td>
<td>52</td>
<td>39</td>
<td>13</td>
</tr>
<tr>
<td>Erie County DSS</td>
<td>197</td>
<td>157</td>
<td>40</td>
</tr>
<tr>
<td>Essex County DSS</td>
<td>21</td>
<td>17</td>
<td>4</td>
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<tr>
<td>Franklin County DSS</td>
<td>16</td>
<td>12</td>
<td>4</td>
</tr>
<tr>
<td>Fulton County DSS</td>
<td>34</td>
<td>31</td>
<td>3</td>
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<tr>
<td>Genesee County DSS</td>
<td>14</td>
<td>12</td>
<td>2</td>
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<td>Greene County DSS</td>
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<td>16</td>
<td>6</td>
</tr>
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<td>Hamilton County DSS</td>
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<tr>
<td>County DSS</td>
<td>Cases</td>
<td>New Cases</td>
<td>Deaths</td>
</tr>
<tr>
<td>-------------------------------</td>
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<td>-----------</td>
<td>--------</td>
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<tr>
<td>Herkimer County DSS</td>
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<td>3</td>
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<td>Jefferson County DSS</td>
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<td>29</td>
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<td>Lewis County DSS</td>
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<td>Livingston County DSS</td>
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<td>12</td>
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<td>Monroe County DHS</td>
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<td>58</td>
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<tr>
<td>Montgomery County DSS</td>
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<tr>
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*NYC is not included

82% 18%

FOSTER CARE AND ADOPTION TRAINING

Upstate Training Requirements

Mode of Delivery: See below
Duration: See below
Work Plan Code: FA01
Approved Audience: Local district and voluntary agency staff, caseworkers and supervisor, home-finders and foster/adoptive parents
Training Provider: SUC Buffalo ICHP/CDHS
Estimated cost per delivery: $6,770
Title IV-E administrative function(s): referral to services, case management and supervision, placement of the child, development of the case plan

- 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. 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 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 2.5-day classroom training assists staff to work with individual families to prepare them to foster or adopt.

<table>
<thead>
<tr>
<th>Year</th>
<th>Trainees</th>
<th>Training Days</th>
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New York City Training Requirements

Mode of Delivery: See below  
Duration: See below  
Work Plan Code: FA01
Approved Audience: NYC child welfare staff, supervisors and voluntary agency staff, caseworkers and supervisor, home-finders and foster/adoptive parents
Training Provider: SUC Buffalo ICHP/CDHS
Estimated Cost per Delivery: $6,770
Title IV-E administrative function(s): referral to services, case management and supervision, placement of the child, development of the case plan

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<th>Pre-Service</th>
<th>Pre Service Completion Date</th>
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<th>Recommended additional In-Service training hours</th>
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<td>MAPP</td>
<td>Before certification and placement</td>
<td>6 (delivered by agency)</td>
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<td>Emergency RFBH</td>
<td>Caring for Our Own or mini-MAPP</td>
<td>Within 150 days of placement</td>
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<td>MAPP or mini-MAPP + PST</td>
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<td>Minimum of 12 (delivered by agency or community, including professionals treating the child)</td>
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<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 and Adoptive Parent Training Specialty Topics:**

- 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.

- “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.

- “Reasonable and Prudent Parenting Standard Training for Foster Parents and Caregivers” is a one-half-day classroom training that focuses on applying the Reasonable and Prudent Parenting Standard including immunity from liability.

- “Home Finder Summit” is a 2-day training program that provides home finders and their supervisors with additional knowledge, materials, tools, insight, training topics, skills practice and networking opportunities that will enhance their effectiveness as home finders 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.
Achieving Permanency through Surrender and Termination of Parental Rights

Mode of Delivery: Classroom  
Duration: 6 Days  
Work Plan Code: CC02  
Approved Audience: Local district and voluntary agency preventive, foster care and adoption caseworkers and supervisors  
Training Provider: SUC Buffalo ICHP/CDHS  
Estimated cost per delivery: $35,325  
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 apply 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>
<th>Training Days</th>
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<td>2018-2019 (proposed)</td>
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COMPASS In-Service Leader Certification

Mode of Delivery: Classroom  
Duration: 4 days  
Work Plan Code: FA01  
Approved Audience: Trainers of foster and adoptive parents, foster care and adoption caseworkers, supervisors, home finders, trainers and agency administrators in local districts and provider agencies
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.

Deciding Together/MAPP Leader Certification

**Mode of Delivery: Classroom**
**Duration:** 2 1/2 Days
**Work Plan Code:** FA01
This training prepares GPSII/MAPP Leaders to locally facilitate the six pre-certification consultations in the one-family individualized developmental training process for prospective foster/adoptive parents.

Foster/Adoptive Parent Special Topics

**Mode of Delivery: Classroom**
**Duration:** Varies
**Work Plan Code:** FA01
**Approved Audience:** Foster and adoptive parents, caseworkers and supervisors, home finders, trainers and agency administrators in local districts, Voluntary and Provider agencies.

- Foster and Adoptive Parent Training Specialty Topics include: all COMPASS inservice; 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: Promoting Options to Kin/Relative Caregivers

The following applies to training requirements for foster parents who take foster children who have been assessed to have special/exceptional needs: foster parents must have demonstrated their ability to care for foster children with special or exceptional conditions through past training and experience in nursing, special education, child care or the completion of or participation in special training provided by an authorized agency or other relevant training and experience; and actively participate in agency training for foster parents of not less than four hours per year in the case of providers of special foster care services and not less than five hours per year in the case of providers of exceptional foster care services [18 NYCRR 427.6(e)(3)].

Training required by 18 NYCRR 446.5(a) applies to “designated emergency foster boarding homes.” These homes are not the same as certified emergency homes and approved emergency homes defined in Part 443. The training requirements for designated emergency foster boarding homes is that for foster parents providing this type of care they must complete
15 hours of specialized training and a minimum of six hours of follow-up training each year [18 NYCRR 446.5(b)].

Group Preparation and Selection II/Model Approaches to Partnerships in Parenting Leader Certification

Mode of Delivery: Classroom
Duration: 9 Days
Work Plan Code: FA01

This foundation course of the MAPP series provides the knowledge and skills to locally deliver the 30-hour GPSII/MAPP mutual selection/pre-certification/developmental training process. This course is a prerequisite to all other Leader Certification trainings.

Mini-MAPP Direct Staff Training

Mode of Delivery: Classroom
Duration: 2 Days
Work Plan Code: FA01

Mini-MAPP training provides the framework and teaching principles of GPSII/MAPP. This component is a condensed overview of the primary activities, the conceptual framework, basic concepts, information and language found in the GPS II/MAPP pre-certification program for prospective foster/adoptive parents.

Therapeutic Foster Boarding Home (TFBH) Foster Parent Training
Mode of Delivery: Classroom
Duration: 1/2 Day
Work Plan Code: FA01
Training Provider: SUC Buffalo ICHP/CDHS

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
Work Plan Code: FA01
Approved Audience: Staff of certified TFBH/TFFC foster homes
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.

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Therapeutic Foster Boarding Home (TFBH) Train-the-Trainer

Mode of Delivery: Classroom
Duration: 3 Days
Work Plan Code: FA01
Approved Audience: Local district and provider agency trainers in OCFS approved Therapeutic Foster Boarding Home programs
Title IV-E administrative function(s): Recruitment and Licensing of Foster Homes and Institutions.

This is 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.

Virtual Classroom Training for Foster and Adoptive Parents

Mode of Delivery: Virtual Classroom
Duration: Varies
Work Plan Code: FA01
Approved Audience: Foster and adoptive parents, foster care and adoption caseworkers, supervisors, home finders, trainers and agency administrators in local districts and provider agencies

iLinc foster and adoptive parent training schedules: various topics of different lengths related to foster/adoptive care are announced twice a year.
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
Training Provider: SUNY Albany - PDP
Estimated cost per delivery: Varies
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 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 2017, 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>
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<th>Year</th>
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**The courses for Youth Services training include:**

**Adolescent Sexuality: Promoting Sexual Health and Sexual Responsibility**

**Mode of Delivery:** Classroom & Virtual Classroom  
**Duration:** 1 Day Classroom or 1/2 Day iLinc

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 one full 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: Where to Draw the Line**

**Mode of Delivery:** Classroom & Virtual Classroom  
**Duration:** 1/2 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:** 1/2 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.

Constructive Confrontation

Mode of Delivery: Classroom
Duration: 1/2 Day

This course explores the skills involved in a positive approach to giving directions to youth. It helps participants examine their verbal and nonverbal presentation and develop more effective communication techniques. Participants explore the reasons for youth resistance and develop more positive attitudes toward it. When facing the prospect of confronting youth about their behavior, participants learn to determine when and how it should be done. They will increase their skills and ability to determine if a confrontation was successful.

Creating Youth Leaders in Your Agency

Mode of Delivery: Classroom
Duration: 1/2 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.

Cultural Competence and Adolescents

Mode of Delivery: Classroom & Virtual Classroom
Duration: 1/2 Day

In order to effectively work with youth of diverse backgrounds, adults must be sensitive to cultural issues. This training is designed to assist adults to provide effective services to youth from a variety of racial, ethnic, and cultural backgrounds. It will challenge commonly held beliefs about diverse groups of people, and identify how prior experiences and assumptions can lead to misunderstanding. The impact of cultural competence on good casework practice will also be examined, as well exploring the ways in which culture impacts foster care placement.
Developing Life Books and LifePaks with Youth in Care

Mode of Delivery: Classroom & Virtual Classroom
Duration: 1/2 Day

Both the LifeBook and LifePak provide youth with concrete means to help understand their past and plan for their future. This training will help create an understanding of the necessity to collect information pertinent to the success of youth as they transition out of foster care. Participants will learn practical methods for gathering and compiling information and also learn ways in which to help youth deal with emotions that can arise as a result of the LifeBook/LifePak development process. It will help those working with youth to use the process of developing a LifeBook as a way to produce a tangible product while helping the youth to explore future goals.

Developing Money Management Skills with Youth in Care

Mode of Delivery: Classroom & Virtual Classroom
Duration: 1 Day Classroom or 1/2 Day iLinc

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.

Getting Down to Basics: Essential Skills for Child Care Workers

Mode of Delivery: Classroom
Duration: 1/2 Day
Work Plan Code: RC01
Approved Audience: Child care workers, direct care staff and YDAs

This course examines the concept of self-awareness and looks at how workers’ responses and physical posturing give off nonverbal messages to the youth they interact with during the course of their work. It also explores the significance of developing skills of posturing, observation, and decision making, and introduces the concepts of therapeutic intervention and positive role modeling.
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: The Challenge of Change

Mode of Delivery: Classroom
Duration: 1/2 Day

This course focuses on the reasons why youth in care lose motivation, as well identifying the skills staff can use to help youth make changes in their lives.

Youth Services continued – New York City Residential Child Care

Mode of Delivery: Varies
Duration: Varies
Training Provider: Council of Family and Child Caring Agencies (COFCCA)
Work Plan Code: RC04
Estimated cost per delivery: Varies
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

Boundaries and Counter-transference for Supervisors and Caseworkers

Mode of Delivery: Classroom
Duration: 1 Day
Work Plan Code: RC04
Approved Audience: Foster Care & Preventive Caseworkers and Supervisors

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.”
Domestic Violence

Mode of Delivery: Classroom
Duration: 1 Day
Work Plan Code: RC04
Approved Audience: Foster Care & Preventive Caseworkers and Supervisors

Most workers take domestic violence seriously, but often lack sufficient training and support to be confident about their practice. Effective domestic violence interventions require unique, deliberate and coordinated services. This one-day interactive course will help raise workers awareness of the issue, formulate guidelines and protocols and help workers respond effectively to domestic violence victims.

From Super Worker to Supervisor

Mode of Delivery: Classroom
Duration: 2 Days
Approved Audience: Foster Care & Preventive Supervisors

This two-day workshop will present a basic overview of the educational, supportive and administrative components of supervision. Special attention will be given to issues of “disciplining” staff as well as to finding out the appropriate balance between assisting staff with personal issues and making legitimate demands for work. This training is geared toward newly appointed (within the last year) supervisors; staff who anticipate becoming supervisors; and supervisors who seek a “refresher” of the basic ideas of supervision.

Gang Violence Prevention

Mode of Delivery: Classroom
Duration: 1 Day
Work Plan Code: RC04
Approved Audience: Foster Care & Preventive Caseworkers

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.

Maintaining the Supervisory Relationship
Supervisors often encounter ongoing issues in the supervision of staff or problems that were not anticipated in an earlier phase of their relationship with supervisees. In addition, supervisors may wish to deepen the quality of their supervision so that their staff may become more self-directed professionals. This training will review the basics of supervision and explore how supervisors can become mentors for their workers.

**Time and Stress Management**

Mode of Delivery: Classroom  
Duration: 2 Days  
Work Plan Code: RC04  
Approved Audience: Foster Care & Preventive Caseworkers and Supervisors

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  
Work Plan Code: RC04  
Approved Audience: Foster Care & Preventive Caseworkers and Supervisors

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 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
Work Plan Code: RC04
Approved Audience: Foster Care & Preventive Caseworkers

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.

Courses for Child Welfare Staff and Supervisors

Sections 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.

*COURSES ARE LISTED IN ALPHABETICAL ORDER

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
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
Advanced Medical Issues Training

Mode of Delivery: Classroom
Duration: 2 Days
Work Plan Code: CC28
Training Provider: SUNY Stony Brook
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.

Attachment and Separation Issues in Child Welfare

Mode of Delivery: Classroom
Duration: 3 Days
Work Plan Code: RC04
Approved Audience: Foster Care & Preventive Caseworker and Supervisor
Training Provider: SUNY Albany
Title IV-E administrative function(s): placement of a child; development of the case plan, case management and supervision.

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. Upon completion of the module, participants will have an understanding of the process and dynamics of normal attachment of children to their parents and to other significant caregivers, and an understanding of the potentially traumatic outcomes of separation and placement for children and their families.

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: $4,182
Title IV-E administrative function(s): placement of a child; development of the case plan, case management and supervision.

Provides local district/voluntary agency specific training on requested topics related to Casework documentation training.
Child Welfare Casework Documentation Training

Training Population: LDSSs child welfare caseworkers, supervisors and voluntary agency staff.

This training program prepares child welfare caseworkers to effectively document on-going case activities, decisions and milestones with families and children in a manner consistent with the practice framework, policy, and procedures of NYS. The program provides a structure for the management of the case through assessment, service planning, implementation, evaluation, and documentation. There are four courses:

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: $4,182
Title IV-E administrative function(s): placement of a child; development of the case plan, case management and supervision.

Provides local district/voluntary agency specific training on requested topics related to Casework documentation training.

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Child Centered Family Focused Practice Toolkit

Mode of Delivery: Classroom & CBT Duration Varies by district
Work Plan Code: CC35
Approved Audience: Local district commissioners, provider agency directors, directors of services, staff development coordinators, supervisors, caseworkers; other identified stakeholders
Training Provider: SUC Buffalo
Title IV-E administrative function(s): referral to services, case management and supervision.

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.
Coaching Family Visits Toolkit

Mode of Delivery: Classroom & CBT Duration Varies by district
Work Plan Code: CC35
Approved Audience: Local district commissioners, provider agency directors, directors of services, staff development coordinators, supervisors, caseworkers; other identified stakeholders
Training Provider: SUC Buffalo
Title IV-E administrative function(s): referral to services, case management and supervision.

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.

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
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.

Family Assessment Service Plan Refresher Training

Mode of Delivery: Classroom
Duration: 1 1/2 Days
Work Plan Code: CC04
Approved Audience: Child Welfare local district and provider agency staff
Training Provider: SUNY Albany
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

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
Title IV-E administrative function(s): 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

Related topics: CONNECTIONS, Child Welfare Casework Documentation

Legal Training for Case Planners and Supervisors

Mode of Delivery: Classroom
Duration: 2 Days
Work Plan Code: RC04
Approved Audience: Foster Care & Preventive Caseworkers and Supervisors
Training Provider: COFFCA
Title IV-E administrative function(s): case reviews, case management and supervision

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.
Legal Updates for CPS and Child Welfare Webcast*

Mode of Delivery: Webcast
Duration: 3 hours
Work Plan Code: SYS14
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
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.

Safetyville

Mode of Delivery: CBT
Duration: 3 hours
Work Plan Code: DLT01
Approved Audience: Local District and Voluntary Agency Staff
Training Provider: CUNY
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

Mode of Delivery: CBT
Duration: 1 hour
Work Plan Code: DLT01
Approved Audience: Local District and Voluntary Agency Staff
Training Provider: CUNY
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.
Training for New and Existing Teams (The Teaming Model)

Mode of Delivery: Classroom
Duration: 4 Days (with additional follow-up support as needed)
Work Plan Code: SPD01
Approved Audience: Workers, supervisors, and administrators of districts which have elected to participate in the Teaming Model Project.
Training Provider: SUC Buffalo ICHP/CDHS
Estimated cost per delivery: $3,500
Title IV-E administrative function(s): case management and supervision, development of the case plan.

The Teaming Model of practice is done by teams identified by local district administration. The objective is to assist new teams to define themselves as teams and function well as a team to accomplish case tasks, make appropriate decisions, and achieve case goals. Established teams will continue to receive technical assistance and training in response to their needs.

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<th>Offerings</th>
<th>Training Days</th>
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ALCOHOL AND SUBSTANCE ABUSE TRAINING

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.
Approved Audience: Local District and Voluntary Agency child welfare caseworkers and supervisors
Training Provider: SUNY Albany PDP
Title IV-E administrative function(s): referral to services, 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.

LL: Overview of Fetal Alcohol Spectrum Disorder

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.
Title IV-E administrative function(s): referral to services, case management and supervision

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.
Substance Abuse

Mode of Delivery: Classroom
Duration: 1 Day
Work Plan Code: RC04
Approved Audience: Foster Care & Preventive Caseworkers and Supervisors
Training Provider: COFFCA
Title IV-E administrative function(s): referral to services, case development, case management and supervision

The training session will help child welfare workers and related professionals respond to substance abuse in the child welfare context. This training will address the following: (1) Common issues related to alcohol abuse, including information on the impact of parental alcohol abuse on children, advice to parents with drinking problems, services and treatment for parents seeking help, and more. (2) Provides caseworkers with an overview of conducting a concurrent investigation with multiple disciplines covering team work and developing a Drug Endangered Children Response Team and (3) Provides a tutorial with an overview of the prevalence and nature of substance use among pregnant women in the United States, including factors that often contribute to substance abuse.

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: $2,185 (Special Topics) to $2,735 (WASAF).
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. This program includes Working with Alcohol and Substance Affected Families (WASAF) as well as Special Topics, all one-day classroom deliveries. Special Topics training includes “Helping People Change*,” “Brief Solution-oriented Interventions*,” “Substance Use and Family Dynamics*,” and “Opioid Use and Family Dynamics*.”

This program also provides online synchronous training. The 2-3-hour LearnLinc courses include LL: Opiates and Child Welfare, and LL: Fetal Alcohol Spectrum Disorder.

### WASAF Classroom

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### WASAF Online Synchronous

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<td>2018-2019 (proposed)</td>
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### Special Topics:

**Brief Solution Oriented Interventions with Substance Affected Families**

**Mode of Delivery:** Classroom  
**Duration:** 1 Day  
**Work Plan Code:** CC05  
**Training Provider:** SUNY Albany PDP  
**Approved Audience:** Local district and voluntary agency child welfare caseworkers and supervisors  
**Title IV-E administrative function(s):** referral to services, case development, case management and supervision.

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

Mode of Delivery: Classroom  
Duration: 1 Day  
Work Plan Code: CC05  
Training Provider: SUNY Albany PDP  
Approved Audience: Local district and voluntary agency child welfare caseworkers and supervisors  
Title IV-E administrative function(s): referral to services, case development, case management and supervision.

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*

Mode of Delivery: Classroom  
Duration: 1 Day  
Work Plan Code: RC04  
Training Provider: COFFCA  
Approved Audience: Local District and Voluntary Agency child welfare workers  
Title IV-E administrative function(s): referral to services, case development, case management and supervision.

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.
Opiates and Child Welfare*

Mode of Delivery: Virtual Classroom  
Duration: 2 Hours  
Work Plan Code: CC05  
Training Provider: SUNY Albany PDP  
Approved Audience: Local district and provider agency child welfare caseworkers and supervisors, and child care workers and supervisors in provider agencies.  
Title IV-E administrative function(s): referral to services, case development, case management and supervision.

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.

Opioid Use and Family Dynamics*

Mode of Delivery: Classroom  
Duration: 1 Day  
Work Plan Code: CC05  
Training Provider: SUNY Albany PDP  
Approved Audience: Local District and Voluntary Agency child welfare workers  
Title IV-E administrative function(s): referral to services, case development, case management and supervision.

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.

FAMILY ENGAGEMENT TRAINING

This program is designed to provide training and consultation to LDSS and provider agency preventive, foster, adoption and CPS caseworkers and supervisor, as well as leadership staff, to support their ability to initiate and maintain ongoing engagement with families. The focus of the
The project 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 family engagement toolkits:

**Child-Centered Family-Focused Practice Toolkit**

CPS Mode of Delivery: Classroom & CBT  
Duration: Varies by district  
Work Plan Code: CC35  
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  
Estimated Cost: $6,868  
Title IV-E Administration function referral to services, case management and supervision, placement of the child, development of the case plan

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
2) The toolkit training has three parts: a classroom day of orientation, 8-10 hours of online activities, and a day of skills practice, where trainees apply what they have leaned.

**Implementation**

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**Coaching Family Visits Toolkit**

Mode of Delivery: Classroom & CBT  
Duration: Varies by district  
Work Plan Code: CC35
Approved Audience: Local district commissioners, provider agency directors, directors of services, staff development coordinators, supervisors, caseworkers; other identified stakeholders

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.

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<td>2018-2019 (proposed)</td>
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Family Meetings Toolkit

Mode of Delivery: Classroom & CBT
Duration: Varies by district
Work Plan Code: CC35
Approved Audience: Local district commissioners, provider agency directors, directors of services, staff development coordinators, supervisors, caseworkers; other identified stakeholders
Training Vendor: SUC Buffalo ICHP/CDHS
Estimated Cost:
Title IV-E Administrative Function: referral to services, case management and supervision

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.

Locating and Engaging Fathers Toolkit

Mode of Delivery: Classroom & CBT
Duration: Varies by district
Work Plan Code: CC35
Approved Audience: Local district commissioners, provider agency directors, directors of services, staff development coordinators, supervisors, caseworkers; other identified stakeholders
Training Vendor: SUC Buffalo ICHP/CDHS
Title IV-E Administrative Function referral to services, case management and supervision
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.

The Caseworkers’ Role at the Family Team Conference (FTC)

Mode of Delivery: Classroom
Duration: 1 Day
Work Plan Code: RC04
Approved Audience: Foster Care & Preventive Caseworkers and Supervisors
Training Vendor: SUC Buffalo ICHP/CDHS
Title IV-E Administrative Function: referral to services, case planning, case management and supervision

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.

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.

Work Plan Code: CC18
Training Vendor: SUC Buffalo ICHP/CDHS
Title IV-E Administrative Function: data collection and reporting; case reviews

LL: Bridging Services Eligibility and Fiscal Claiming

Mode of Delivery: Virtual Classroom
Duration: 1/2 Day
Approved Audience: The local DSS should send paired staff: one Child Welfare Eligibility staff person and one Fiscal Claiming/Accounting staff person
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.

**LL: Kinship Guardianship Assistance Eligibility**

**Mode of Delivery:** Virtual Classroom  
**Duration:** 1/2 Day  
**Approved Audience:** Child Welfare Workers, Services Eligibility Workers, their Supervisors, and Voluntary Agency staff

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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**LL: Temporary Assistance to Needy Families - EAF for Child Welfare Workers**

**Mode of Delivery:** Virtual Classroom  
**Duration:** 1/2 Day  
**Approved Audience:** Child Welfare Workers, Services Eligibility Workers, and Child Welfare Supervisors

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.

**LL: Title XX Below 200% of Poverty**

**Mode of Delivery:** Virtual Classroom  
**Duration:** 1/2 Day  
**Approved Audience:** Child Welfare Workers and Service Eligibility Workers
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.

**LL: Title IV-E Purchase of Services**

*Mode of Delivery: Virtual Classroom*

*Duration: 1/2 Day*

*Approved Audience: Child Welfare Workers and Service Eligibility Workers*

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.

**LL: Title IV-E Candidacy for Foster Care**

*Mode of Delivery: Virtual Classroom*

*Duration: 1/2 Day*

*Approved Audience: Child Welfare Workers and Service Eligibility Workers*

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 his/her home or satisfying the reasonable efforts requirement with regard to preventing the removal.

**LL: Bridging Services Eligibility and Fiscal Claiming**

*Mode of Delivery: Virtual Classroom*

*Duration: 1/2 Day*

*Approved Audience: The local DSS should send paired staff: one Child Welfare Eligibility staff person and one Fiscal Claiming/Accounting staff person*
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.

**LL: Non-reimbursable Payments**

**Mode of Delivery:** Virtual Classroom  
**Duration:** 1/2 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

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.

**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 $3,097  
**Title IV-E administrative function(s):** placement of the child, development of the case plan, and case

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**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 substantiate/unsubstantiate 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 Child Protective Services 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. Learners will discover 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.

LL: 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.

LL: 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.)

**LL: 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.

**LL: Exploring the Person List Window in the CONNECTIONS Family Services Stage:**

**Mode of Delivery:** Virtual Classroom  
**Duration:** 3 Hours  
**Approved Audience:** Caseworkers responsible for working with FAR cases.

This 90-minute LearnLinc training familiarizes caseworkers with the Person List window in the Family Services Stage in CONNECTIONS. Participants learn how to review the Person List window; end date persons; add and relate persons; maintain addresses and phone numbers; edit the Family Relationship Matrix; and maintain caretaker information.

**LL: 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.
LL: 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.

LL: 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.

LL: Working with Progress Notes in CONNECTIONS

Mode of Delivery: Virtual Classroom
Duration: 1.5 hours
Approved Audience: Child Welfare local district and provider agency staff

This 90-minute LearnLinc 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. This LL replaces the Classroom version which was converted to LL in 2017.)

NYC Integrated Core CONNECTIONS Training (Satterwhite) part 1 and 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  
**Work Plan Code:** CONN01  
**Approved Audience:** NYC case managers, case planners, caseworkers, and other professionals who maintain information in the FSS.

Formerly known as Specialized Preventive Case Management (SPCM), this course offers Administration for Children's Services (ACS) and provider agency staff with instruction on recording preventive casework activities in the CONNECTIONS 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.

**Getting to Know the CONNECTIONS Activities Window**

*Mode of Delivery: Classroom*
*Duration: 1 Day*
*Approved Audience: Local district and voluntary agency staff responsible to review or record legal and movement activities in CONNECTIONS.*

The purpose of this training is to instruct local district and voluntary agency workers with experience documenting and viewing information in the Child Care Review Services (CCRS) system, how to complete this work on the CONNECTIONS Activities window. Participants will utilize scenario-based examples to practice entering Movement and Legal codes, to learn how and when these codes should be recorded for a child track, and to review the importance of entering data correctly.

**Recording Education in CONNECTIONS (HSLC web)**

*Mode of Delivery: CBT*
*Duration: 45 Minutes*
*Approved Audience: Local district and voluntary agency workers.*

This course introduces local district and provider agency workers to the CONNECTIONS Education component. Participants will become familiar with the requirements for recording education information, and learn to record, view, and maintain that information in CONNECTIONS.
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 (1 x year)
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

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Additional Systems Training available to OCFS, LDSS and VAs

Digital Literacy Fundamentals: Skills for Using Your Computer Effectively

Mode of Delivery: Classroom
Duration: 1/2 Day
Work Plan Code: SYS04
Approved Audience: OCFS, local districts, and voluntary agencies
In order to make efficient use of a PC, there are several essential skills that need to be mastered. A lack of understanding of how to navigate within the Windows 7 environment and manipulate common objects and applications can lead not only to user frustration, but can result in wasted time or the loss of data. This course is aimed at users with minimal prior experience or comfort with personal computers, and teaches students the foundational concepts and skillsets necessary to begin effectively utilizing their computer. Topics include:

- An overview of the Windows 7 operating system, including its objects and features
- Best practices for file management
- Navigating the Internet and Intranet using a web browser
- Introducing the function and utility of the various Microsoft Office 2016 applications
  - Searching and browsing Microsoft Windows Help

Microsoft Office - various courses

Mode of Delivery: Classroom, CBT and/or Virtual Classroom
Duration: half day and full day courses
Work Plan Code: SYS04
Approved Audience: OCFS, OTDA, local districts, and voluntary agencies

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.
For virtual classroom training, the Introduction to iLinc course (offered through DLT01) should be completed.

STSJP: Recording STSJP Data in Excel (webinar)

Mode of Delivery: Webinar
Duration: 2 Hours
Work Plan Code: SYS04
Approved Audience: OCFS, local districts, and voluntary agencies

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 (OCFS). 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 (TA).
Topics include:
- Understanding the Process to Record STSJP Data
- Completing a Program Roster
- Completing a County Summary Sheet
- Getting Help with Recording STSJP Data

**Webinar: Detention Risk Assessment Instrument System (DRAIS)**

**Mode of Delivery:** Webinar  
**Duration:** 2 Hours  
**Work Plan Code:** SYS04  
**Approved Audience:** OCFS and local districts

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.

**Courses for All LDSS Staff**

**A Workplace of Difference**

**Mode of Delivery:** Classroom  
**Duration:** 1 Day  
**Work Plan Code:** LDST02  
**Approved Audience:** Local district staff

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.
Adult Learning Theory and Principles

Mode of Delivery: Classroom  
Duration: 3 Days  
Work Plan Code: LDST01  
Approved Audience: Local District Staff

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.

Advanced Writing Skills: Honing Written and Verbal Communication

Mode of Delivery: Classroom  
Duration: 1 Day  
Work Plan Code: LDST01  
Approved Audience: All Staff

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

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
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.

**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_

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.

**Bloodborne Pathogen Training for Voluntary Agencies and Local District Staff**

_**Mode of Delivery:** CBT  
**Duration:** 1 hour  
**Work Plan Code:** DLT01  
**Approved Audience:** Local District / Voluntary Agency Staff_

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. In the course of caseworkers 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.

Bridges Out of Poverty

Mode of Delivery: Classroom
Duration: 1 Day
Work Plan Code: LDST01 & LDST02
Approved Audience: All Staff

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 a community needs to prevent, reduce, and alleviate poverty. The Bridges Out of Poverty training 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.

Bringing Your Whole Self to Work

Mode of Delivery: Classroom
Duration: 1 Day
Work Plan Code: LDST02
Approved Audience: Local district staff

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

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

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

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

This program helps employees stay effective during unpleasant situations. It has proven techniques to handle turmoil on the job. It also has a component that addresses particular crisis intervention skills for those who are involved in Human Services.
CFSR: Opportunities for Improvement (Recorded Webinar)

Mode of Delivery: CBT
Duration: 1 Hour
Work Plan Code: DLT01
Approved Audience: Local District and Voluntary Agency Staff / Administrators

This is a recorded webinar by CWCS to discuss the current federal Child and Family Services Review findings.

Change the Stress of It All

Mode of Delivery: Classroom
Duration: 1 Day
Work Plan Code: LDST02
Approved Audience: Local district staff

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.

Collaborative Team Approach

Mode of Delivery: Classroom
Duration: 1 Day
Work Plan Code: LDST02
Approved Audience: Local district staff

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.
Communication Across the Generational Divide

Mode of Delivery: Classroom  
Duration: 1 Day  
Work Plan Code: LDST01  
Approved Audience: Local district staff

In today's workplace people often struggle when tackling the complexities of effectively working in a multi-age 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

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 clients of Social Services 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.

Coping with Difficult People

Mode of Delivery: Classroom  
Duration: 1/2 Day  
Work Plan Code: LDST02  
Approved Audience: Local district staff

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
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 & LDST02
Approved Audience: Local district staff

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: 1/2 Day
Work Plan Code: LDST02
Approved Audience: Local district staff

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.
This training introduces exercises and tips for arriving at creative solutions to problems. Key topics include: The Creative Process and its applications to creative thinking, planning and innovation at work; Factors that enhance and inhibit creative thinking; Strategies for maximizing creativity at work; Creativity Tools and Techniques; Leadership Strategies to foster individual and team creativity in work units.

Critical Thinking

Mode of Delivery: Classroom  
Duration: 1 Day  
Work Plan Code: LDST02  
Approved Audience: Local district staff

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.

Critical Thinking and Casework

Mode of Delivery: Classroom  
Duration: 1 Day  
Work Plan Code: LDST01  
Approved Audience: Caseworkers and Frontline Staff

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

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

Mode of Delivery: Classroom
Duration: 1 Day
Work Plan Code: LDST01
Approved Audience: Local district staff

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 Positively with Workplace Negativity

Mode of Delivery: Classroom
Duration: 1/2 Day
Work Plan Code: LDST02
Approved Audience: Local district staff

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.

Dealing with Difficult People

Mode of Delivery: Classroom
Duration: 1 Day
Work Plan Code: LDST01
Approved Audience: Local district staff

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.

Disproportionate Minority Representation - Creating Better Outcomes for Child Welfare Cases

Mode of Delivery: Webinar
Duration: 1.5 hours
Work Plan Code: DLT01
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.

Diversity-Differences That Add Options

Mode of Delivery: Classroom
Duration: 1 Day
Work Plan Code: LDST02
Approved Audience: Local district staff

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).

Domestic Violence Prevention Training for Healthy Families Staff

Mode of Delivery: CBT
Duration: 1.5 hours
Work Plan Code: DLT01
Approved Audience: Local District Staff
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.

**Effective Communication**

Mode of Delivery: Classroom  
Duration: 1 Day  
Work Plan Code: LDST02  
Approved Audience: Local district staff  

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  

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.

**FISH!**

Mode of Delivery: Classroom  
Duration: 1 Day  
Work Plan Code: LDST02  
Approved Audience: Local district staff  

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.
How to Work with a Jerk (Dealing with Difficult People)

Mode of Delivery: Classroom
Duration: 1/2 Day
Work Plan Code: LDST02
Approved Audience: Local district staff

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.

Human Trafficking/Commercial Sexual Exploitation of Children: An Overview

Mode of Delivery: CBT
Duration: 1 Hour
Work Plan Code: DLT01
Approved Audience: Local District and Voluntary Agency Staff

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.

Influencing with Assertive Communication

Mode of Delivery: Classroom
Duration: 1 Day
Work Plan Code: LDST02
Approved Audience: Local district staff
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.

Inspiring Others through Leadership: A Journey Within

Mode of Delivery: Classroom
Duration: 1 Day
Work Plan Code: LDST01
Approved Audience: Local district staff

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

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

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 All About Attitude

Mode of Delivery: Classroom
Duration: 1 Day
Work Plan Code: LDST02
Approved Audience: Local district staff
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.

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

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.

LL: But I Don't Have Customers

Mode of Delivery: Virtual Classroom  
Duration: 2 Hours  
Work Plan Code: LDST01  
Approved Audience: Local district staff

Internal customers are often ignored and or taken for granted -- an attitude the compromises the productive flow of work through organizations. This LearnLinc 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.

LL: Conflict Resolution

Mode of Delivery: Virtual Classroom  
Duration: 2 Hours  
Work Plan Code: DLT01  
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.

**LL: Conquer Your Stress**  
**Mode of Delivery:** Virtual Classroom  
**Duration:** 2 Hours  
**Work Plan Code:** LDST01  
**Approved Audience:** Local district staff

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.

**LL: Introduction to iLinc**  
**Mode of Delivery:** Virtual Classroom  
**Duration:** 1 Hour  
**Work Plan Code:** DLT01  
**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.

**LL: Teaching With LearnLinc©**  
**Mode of Delivery:** Virtual Classroom  
**Duration:** 1.5 days  
**Work Plan Code:** DLT01  
**Approved Audience:** Local District Staff  
This course is intended to develop the skills and knowledge that staff need to construct and conduct a LearnLinc Virtual Classroom course.
LL: The Young and the Rest of Us

Mode of Delivery: Virtual Classroom  
Duration: 4 Hours  
Work Plan Code: LDST01  
Approved Audience: Local district staff  

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.

LL: Walking the Tightrope: Managing Difficult Conversations

Mode of Delivery: Virtual Classroom  
Duration: 2 Hours  
Work Plan Code: LDST01  
Approved Audience: Local district staff  

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.

LL: 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  

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.
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

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

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

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.

Managing the Workplace Survivors

Mode of Delivery: Classroom  
Duration: 1 Day  
Work Plan Code: LDST01
Approved Audience: Local district staff

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.

Mandated Reporter Online Training

Mode of Delivery: CBT
Duration: 2 Hours
Work Plan Code: TT01
Approved Audience: Mandated Reporters in NYS

This on-line course is available at any time, 24/7. This course 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 State Central Register. 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 are allowed to 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.

Motivational Interviewing

Mode of Delivery: Classroom
Duration: 1 Day
Work Plan Code: LDST02
Approved Audience: Local district staff

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.
Motivational Interviewing: An Overview

Mode of Delivery: CBT
Duration: 1 Hour
Work Plan Code: DLT01
Approved Audience: Local District, State, and Voluntary Agency Staff

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.

Multi-Generational Workplace

Mode of Delivery: Classroom
Duration: 1 Day
Work Plan Code: LDST02
Approved Audience: Local district staff

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.

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

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.

Overview of the Multi Ethnic Placement Act

Mode of Delivery: CBT
Duration: 1 Hour
Work Plan Code: DLT01
Approved Audience: Local District and Voluntary Agency Staff

The purpose of this training is to provide an overview of the requirements of The Multi Ethnic 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.

Overview of Trauma

Mode of Delivery: CBT
Duration: 1 Hour
Work Plan Code: DLT01
Approved Audience: Local District, State, and Voluntary Agency Staff

Understanding how trauma affects both children and adults is essential for those who work in the child welfare system. After participating in this 1 hour 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.

Parenting Someone Else’s Child

Mode of Delivery: Classroom
Duration: 1 Day
Work Plan Code: LDST02
Approved Audience: Local district staff

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

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.
Preventing Sex Trafficking and Strengthening Families Act Presentation

Mode of Delivery: CBT  
Duration: 1 Hour  
Work Plan Code: DLT01  
Approved Audience: Local District, State, and Voluntary Agency Staff

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.

Productive Confrontation/Crucial Confrontation

Mode of Delivery: Classroom  
Duration: 1 Day  
Work Plan Code: LDST02  
Approved Audience: Local district staff

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.

Professional Boundaries

Mode of Delivery: Classroom  
Duration: 1 Day  
Work Plan Code: LDST01  
Approved Audience: Local district staff

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.

**Reasonable and Prudent Parenting Standards Training**

**Mode of Delivery:** CBT  
**Duration:** 1.5 Hours  
**Work Plan Code:** DLT01  
**Approved Audience:** Local District, State, and Voluntary Agency Staff

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.

**Right-to-Know Training**

**Mode of Delivery:** CBT  
**Duration:** 1 hour  
**Work Plan Code:** DLT01  
**Approved Audience:** Local District Staff

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**

**Mode of Delivery:** CBT  
**Duration:** 1 hour  
**Work Plan Code:** DLT01  
**Approved Audience:** Local District and Voluntary Agency Staff

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.

**Strategies for Working with PTSD**

**Mode of Delivery:** Classroom  
**Duration:** 1 Day  
**Work Plan Code:** LDST02  
**Approved Audience:** Local district staff

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 5 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

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. This will: 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
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.

Surviving and Transforming Negativity in the Workplace

Mode of Delivery: Classroom  
Duration: 1 Day  
Work Plan Code: LDST01  
Approved Audience: Local district staff  

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 turnaround Negativity in themselves and in others.

Territorial Games in the Workplace

Mode of Delivery: Classroom  
Duration: 1/2 Day  
Work Plan Code: LDST02  
Approved Audience: Local district staff  

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: 1/2 Day  
Work Plan Code: LDST02  
Approved Audience: Local district staff
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 Power of Fear and Mistrust**

**Mode of Delivery:** Classroom  
**Duration:** 1/2 Day  
**Work Plan Code:** LDST02  
**Approved Audience:** Local district staff

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

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

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: 1/2 Day  
Work Plan Code: LDST02  
Approved Audience: Local district staff

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.

Using the Initial Trafficking Interview Tool for Youth

Mode of Delivery: CBT  
Duration: 1 Hour  
Work Plan Code: DLT01  
Approved Audience: Local District, State, and Voluntary Agency Staff

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.

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

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.
When Helping Hurts

Mode of Delivery: Classroom  
Duration: 1 Day  
Work Plan Code: LDST02  
Approved Audience: Local district staff

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: 1/2 Day  
Work Plan Code: LDST02  
Approved Audience: Local district staff

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-aday 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.

Working with Emotional Intelligence

Mode of Delivery: Classroom  
Duration: 1 Day  
Work Plan Code: LDST01  
Approved Audience: Local district staff

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 learn how to recognize, acknowledge and manage personal feelings.
Workplace Negativity

Mode of Delivery: Classroom  
Duration: 1/2 Day  
Work Plan Code: LDST02  
Approved Audience: Local district staff

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.

Staff Development Coordinators Professional Development

Advanced Training for Staff Development Coordinators

Mode of Delivery: Classroom  
Duration: 2 Days  
Work Plan Code: LDST05  
Approved Audience: Local District Staff Development Coordinators

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.

Basic Training for Staff Development Coordinators

Mode of Delivery: Classroom  
Duration: 2 1/2 Days  
Work Plan Code: LDST05  
Approved Audience: Local District Staff Development Coordinators

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.

Field Evaluation of Training Program

Mode of Delivery: Classroom  
Duration: 2 Days
Work Plan Code: LDST05  
Approved Audience: Local district staff, OCFS & OTDA staff  

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 designed to support the quality of training programs delivered for local district staff.

Fundamentals Training for Staff Development Coordinators

Mode of Delivery: Classroom  
Duration: 2 Days  
Work Plan Code: LDST05  
Approved Audience: Local District Staff Development Coordinators

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.

Needs Assessment for Training Professionals

Mode of Delivery: CBT  
Duration: 1 Hour  
Work Plan Code: DLT01  
Approved Audience: Local District, State, and Voluntary Agency Staff

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)

Mode of Delivery: CBT
Duration: 1.5 Hours
Work Plan Code: DLT01
Approved Audience: Local District, State, and Voluntary Agency Staff

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.

Orientation for Staff Development Coordinators

Mode of Delivery: Classroom
Duration: 1 Day
Work Plan Code: LDST05
Approved Audience: Local District Staff Development Coordinators

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.

Platform Skills

Mode of Delivery: Classroom
Duration: 1 Day
Work Plan Code: LDST02
Approved Audience: Local district staff

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.

Staff Development Coordinator Samplers

Mode of Delivery: Virtual Classroom
Duration: 1/2 Day
Work Plan Code: LDST05
Approved Audience: Local District Staff Development Coordinators
Facilitated dialogues through the virtual classroom (iLinc) 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.

**STARS HSLC Training**

**Mode of Delivery:** Classroom  
**Duration:** 1 Day  
**Work Plan Code:** TT01  
**Approved Audience:** OCFS, OTDA, local district staff development organizations (including NYC) and voluntary agencies in NYS.

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.

**Supervision/Management Courses available to LDSS staff**

**Advanced Supervisory Training Program: The Coaching Clinic**

**Mode of Delivery:** Classroom  
**Duration:** 3 Days  
**Work Plan Code:** LDST01  
**Approved Audience:** Supervisors

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.

**Coaching**

**Mode of Delivery:** Classroom  
**Duration:** 1 Day
Work Plan Code: LDST02
Approved Audience: Local district supervisors

This training demonstrates both effective coaching techniques and barriers that can hamper successful coaching. Techniques are all applicable to the business or the world-of-work.

Coaching and Counseling Skills for Supervisors

Mode of Delivery: Classroom
Duration: 1 Day
Work Plan Code: LDST01
Approved Audience: Local District supervisors

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.

Commitment to Leadership

Mode of Delivery: Classroom
Duration: 1 Day
Work Plan Code: LDST02
Approved Audience: Local district supervisors

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.

Effective Meetings

Mode of Delivery: CBT
Duration: 1 Hour
Work Plan Code: DLT01
Approved Audience: Local District Staff

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.

**Effective Performance Appraisals**

**Mode of Delivery:** Classroom  
**Duration:** 1 Day  
**Work Plan Code:** LDST02  
**Approved Audience:** Local district supervisors

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.

**Financial Management**

**Mode of Delivery:** Classroom  
**Duration:** 1 Day  
**Work Plan Code:** LDST05  
**Approved Audience:** Local district staff, OCFS & OTDA staff


**Fostering Positive Team Dynamics for Supervisors**

**Mode of Delivery:** Classroom  
**Duration:** 1 Day  
**Work Plan Code:** LDST02  
**Approved Audience:** Local district supervisors
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.

**Fundamentals of Supervision**

**Mode of Delivery:** Classroom  
**Duration:** 2 Days  
**Work Plan Code:** LDST01  
**Approved Audience:** Local district supervisors

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.

**Getting Clear on the Concept of Teamwork**

**Mode of Delivery:** Classroom  
**Duration:** 1/2 Day  
**Work Plan Code:** LDST02  
**Approved Audience:** Local district supervisors

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.

**Information Security Awareness (LDSS)**

**Mode of Delivery:** CBT  
**Duration:** 1 Hour  
**Work Plan Code:** DLT01  
**Approved Audience:** Local District Staff

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 your annual training requirement.

**Internal Controls (LDSS)**

**Mode of Delivery:** CBT  
**Duration:** 1 hour  
**Work Plan Code:** DLT01  
**Approved Audience:** Local District Staff

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)**

**Mode of Delivery:** CBT  
**Duration:** 1 hour  
**Work Plan Code:** DLT01  
**Approved Audience:** Local District Staff

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 your annual training requirement.

**Lead Standing Up: Developing Credibility**

**Mode of Delivery:** Classroom  
**Duration:** 1 Day  
**Work Plan Code:** LDST01  
**Approved Audience:** Supervisors and Managers
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.

**Leadership Skills for Supervisors: Communication, Coaching, and Conflict**

**Mode of Delivery:** Classroom  
**Duration:** 1 Day  
**Work Plan Code:** LDST02  
**Approved Audience:** Local district supervisors

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.

**Leadership Training**

**Mode of Delivery:** Classroom  
**Duration:** 1 Day  
**Work Plan Code:** LDST04  
**Approved Audience:** Commissioners, Deputy Commissioners

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.

**LL: Coaching for Performance**

**Mode of Delivery:** Virtual Classroom  
**Duration:** 2 hours  
**Work Plan Code:** DLT01  
**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.

LL: Coaching: The Key to Developing Workers

Mode of Delivery: Virtual Classroom
Duration: 2 Hours
Work Plan Code: LDST01
Approved Audience: Local district supervisors

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 LearnLinc 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.

LL: Conducting Performance Appraisals

Mode of Delivery: Virtual Classroom
Duration: 2 Hours
Work Plan Code: DLT01
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.

LL: Finding Your Leadership Voice

Mode of Delivery: Virtual Classroom
Duration: 2 Hours
Work Plan Code: LDST01
Approved Audience: Local district supervisors
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.

**LL: Improving Performance Through Feedback**

**Mode of Delivery:** Virtual Classroom  
**Duration:** 2 Hours  
**Work Plan Code:** LDST01  
**Approved Audience:** Local district supervisors

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.

**LL: Improving Personal Productivity**

**Mode of Delivery:** Virtual Classroom  
**Duration:** 2 Hours  
**Work Plan Code:** LDST01  
**Approved Audience:** Local district supervisors

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.

**LL: Managing Difficult Employees**

**Mode of Delivery:** Virtual Classroom  
**Duration:** 2 hours  
**Work Plan Code:** DLT01  
**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.

**LL: The Art and Skill of Delegation**

**Mode of Delivery: Virtual Classroom**
**Duration:** 4 Hours
**Work Plan Code:** LDST01
**Approved Audience:** Local district supervisors

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.

**LL: The M Factor: Motivating Your Staff**

**Mode of Delivery: Virtual Classroom**
**Duration:** 2 Hours
**Work Plan Code:** LDST01
**Approved Audience:** Local district supervisors

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.

**LL: Transitioning from Employee to Supervisor**

**Mode of Delivery: Virtual Classroom**
**Duration:** 2 hours
**Work Plan Code:** DLT01
**Approved Audience:** Local District Staff

The experience of a first-time supervisor is often one of the most trying times in his or her career. In the past, he or she was only responsible for his or her 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 his or her role as a worker. Therefore, it's not uncommon for new supervisors to experience a 'roller coaster' of mixed feelings.
New Commissioner Training

Mode of Delivery: Classroom
Duration: 1 Day
Work Plan Code: LDST04
Approved Audience: New Local District Commissioners

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.

Positive Counseling for Managing Problematic Employee Behaviors

Mode of Delivery: Classroom
Duration: 1 Day
Work Plan Code: LDST01
Approved Audience: Local district supervisors

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. Participants will learn practical tools for what-to-say and how-to-say- it- when confronting a behavior, giving feedback or conducting a counseling session.

Profound Leadership: Critical Thinking Skills

Mode of Delivery: Classroom
Duration: 1 Day
Work Plan Code: LDST02
Approved Audience: Local district supervisors

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.
So, You Want to be a Supervisor

Mode of Delivery: Classroom
Duration: 1 Day
Work Plan Code: LDST01
Approved Audience: Local district staff

Many workers have aspirations to join the managerial ranks. Unfortunately for many when their dream becomes a reality they are woefully unprepared. Individuals who transition from worker to supervisor must prepare themselves to face a whole set of unique issues not encountered in their role as worker. This course is specifically designed to assist non-managerial workers to manage their career path to first-line supervisor.

Supervisory Training Certificate Program Course 1 - Improving Communication Effectiveness

Mode of Delivery: Classroom
Duration: 2 Days
Work Plan Code: LDST01
Approved Audience: Local district supervisors

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.

*This is one module of a 7-part course. To complete the Supervisory Training Certificate Program (STCP), you must complete all 7 modules.

Supervisory Training Certificate Program Course 2 - Building High Performance Teams

Mode of Delivery: Classroom
Duration: 2 Days
Work Plan Code: LDST01
Approved Audience: Local district supervisors

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.

*This is one module of a 7-part course. To complete the Supervisory Training Certificate Program (STCP), you must complete all 7 modules.
Supervisory Training Certificate Program Course 3 - Planning and Goal Setting

Mode of Delivery: Classroom  
Duration: 2 Days  
Work Plan Code: LDST01  
Approved Audience: Local district supervisors

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.

*This is one module of a 7-part course. To complete the Supervisory Training Certificate Program (STCP), you must complete all 7 modules.

Supervisory Training Certificate Program Course 4 - Work Management

Mode of Delivery: Classroom  
Duration: 2 Days  
Work Plan Code: LDST01  
Approved Audience: Local district supervisors

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.

*This is one module of a 7-part course. To complete the Supervisory Training Certificate Program (STCP), you must complete all 7 modules.

Supervisory Training Certificate Program Course 5 - A Winning Training Approach

Mode of Delivery: Classroom  
Duration: 2 Days  
Work Plan Code: LDST01  
Approved Audience: Local district supervisors

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.

*This is one module of a 7-part course. To complete the Supervisory Training Certificate Program (STCP), you must complete all 7 modules.
Supervisory Training Certificate Program Course 6 - Managing Conflict

Mode of Delivery: Classroom  
Duration: 2 Days  
Work Plan Code: LDST01  
Approved Audience: Local district supervisors

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.

*This is one module of a 7-part course. To complete the Supervisory Training Certificate Program (STCP), you must complete all 7 modules.

Supervisory Training Certificate Program Course 7 - Selection Interviewing and Performance Evaluation

Mode of Delivery: Classroom  
Duration: 2 Days  
Work Plan Code: LDST01  
Approved Audience: Local district supervisors

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.

*This is one module of a 7-part course. To complete the Supervisory Training Certificate Program (STCP), you must complete all 7 modules.

The Art of Project Management

Mode of Delivery: Classroom  
Duration: 1 Day  
Work Plan Code: LDST01  
Approved Audience: Local district supervisors
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 Code: 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.

The Five Exemplary Leadership Practices

Mode of Delivery: Classroom
Duration: 1 Day
Work Plan Code: LDST02
Approved Audience: Local district supervisors

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
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.

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 3 phase transition process changes in the workplace.
- Explore the role of change and team development.
### ADDENDUM

**Annually Required Mandated Training courses for all OCFS Employees For 2018**

Each title represents course topic; no other description is included.

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<td>Prevention of Workplace Discrimination for Supervisors</td>
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<td>*Human Trafficking/Commercial Sexual Exploitation of Children: An Overview</td>
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*Human Trafficking/Commercial Sexual Exploitation of Children: An Overview is required one time, not annually.*