



ROBERT BENTLEY
Governor

State of Alabama
Department of Human Resources

S. Gordon Persons Building
50 Ripley Street
P.O. Box 304000
Montgomery, Alabama 36130
334.242.1310
www.dhr.state.al.us



Nancy T. Buckner
Commissioner

June 30, 2013

Ms. Ruth Walker, Regional Program Manager
Administration for Children and Families
Department of Health and Human Services
Atlanta Federal Center
61 Forsyth Street, Suite 4M60
Atlanta, GA 30303 - 8909

Dear Ms. Walker:

Attached please find Alabama's 2013 Annual Progress and Services Report (APSR).

If there are any questions and/or if further information/clarification is needed, please contact Paul Butler, Director, Family Services Division, and/or Larry Dean, in Family Services. They can both be reached at (334) 242-9500.

We appreciate the assistance and support that you and your staff have again provided this year in the compiling of this report.

Respectfully Yours,

Nancy T. Buckner
Commissioner
Alabama State Department of Human Resources

NTB:fb

Cc: Donna Dummett
Carolyn B. Lapsley
Paul J. Butler
Freida S. Baker
John James
Larry Dean

Research Article

The Effects of Behavioral Parent Training on Placement Outcomes of Biological Families in a State Child Welfare System Sabrina B. Franks¹, Francesca C. Mata², Erin Wofford³, Adam M. Briggs⁴, Linda A. LeBlanc⁵, James E. Carr⁶, and Alejandro A. Lazarte⁷ Abstract

Behavioral parent training has proven effective in improving the skill performance of foster caregivers and biological parents of dependent children during role-play assessments. To date, however, no studies have examined the impact of behavioral parenting skills training on child placement outcomes. We conducted a quasi-experimental archival analysis of the case files of 171 biological parents who completed a behavioral parent training program and 171 control families who did not participate in the program but were matched on the county of service and time of Child Protective Services involvement in Alabama. Results indicate that parents were not only able to demonstrate use of the new skills after behavioral parent training, but that skill acquisition was associated with better placement outcomes for their children compared to control families and a greater number of closed cases for the state service-delivery system.

Keywords - applied behavior analysis, behavioral parent training, child placement outcomes, child welfare, positive parenting, skill acquisition.

Children who live in chaotic home environments are at increased risk of abuse and neglect and related negative outcomes such as emotional disturbance, academic failure, and injury or death (Hochstadt, Jaudes, Zimo, & Schachter, 1987; Holland & Gorey, 2004; Zima et al., 2000). Child welfare systems are designed to keep children safe and to strengthen and stabilize families through a continuum of family-centered services that include family preservation, out-of-home placements, reunification, and adoption (Child Welfare Information Gateway, 2011). Foster parents play an important role in these services; however, child welfare agencies often struggle to maintain the necessary number of foster caregivers because of the extensive and unique needs that foster children often have (Martin, 2000). For example, children in foster care are significantly more likely to exhibit substantial disruptive behavior and emotional detachment, which means that foster parents often find it challenging to parent these children (Leathers, 2002). Behavioral parent training programs have been developed to teach positive and consistent parenting strategies in efforts to prevent child abuse by biological parents and to increase the effectiveness and durability of foster-care placements (Lundahl, Nimer, & Parsons, 2006; Rork & McNeil, 2011). These programs generally teach the biological or foster parents some combination of skills including attending to appropriate behavior, ignoring mildly disruptive behavior, providing high rates of positive and nurturing social interactions, and providing consistent rules and consequences. However, the terms used, structure, and specific content of the training experiences vary across programs (Berry, 1988; Lee & Holland, 1991). In 2008, a special issue of *Research on Social Work Practice* was devoted to describing the Florida Behavior Analysis Services program and evaluating outcomes associated with this statewide parent training initiative that had been in place for several years in Florida (Dunlap & Vollmer, 2008). In the issue, Stoutimore, Williams, Neff, and Foster (2008) described the origins of "Tools for Positive Behavior Change," a behavioral parent-training curriculum based on Latham's (1994) *The Power of Positive Parenting*. The "Tools" program involves a 30-hr parent-training course delivered across several weeks that incorporates instruction, role-plays, homework assignments, and

1 Alabama Department of Human Resources, Birmingham, AL, USA

2 Alabama Department of Human Resources, Mobile, AL, USA

3 Alabama Department of Human Resources, Montgomery, AL, USA

4 University of Kansas, Lawrence, KS, USA

5 Trumpet Behavioral Health, Lakewood, CO, USA

6 Behavior Analyst Certification Board, Tallahassee, FL, USA

7 Auburn University, Auburn, AL, USA

Corresponding Author: Linda A. LeBlanc, Trumpet Behavioral Health, 390 Union Blvd., Suite 300, Lakewood, CO 80228, USA. Email: lleblanc@tbh.com

Research on Social Work Practice 23(4) 377-382

© The Author(s) 2013

Reprints and permission:

sagepub.com/journalsPermissions.nav DOI: 10.1177/1049731513492006 rsw.sagepub.com Downloaded from rsw.sagepub.com by guest on June 7, 2013

in-home visits with coaching. The following target skills were selected for the curriculum and named to be understandable and acceptable to individuals without an extensive background in behavior analysis: Avoid Coercion, Stay Close, Use Reinforcement, Pivot, Redirect-Use Reinforcement, Set Expectations, Use Contracts, Timeout, and the ABCs of behavior. Initial implementation of this curriculum resulted in a significant decrease in placement disruption resulting in subsequent statewide implementation and evaluation of the program (Stoutimore, Williams, Neff, & Foster, 2008). Van Camp, Vollmer, et al. (2008) documented that caregivers who completed the program demonstrated substantial improvements in the targeted skills from pretest to posttest role-play evaluations. However, Van Camp, Montgomery, et al. (2008) found decreases in role-play performance at 8–35 months after the course had ended. The authors then demonstrated that a brief booster training immediately restored performance to the previously attained levels. In addition to documenting skill acquisition, Crosland, Cigales, et al. (2008) and Crosland, Dunlap, et al. (2008) demonstrated increased positive interactions and decreased use of restrictive procedures by foster-care staff who participated in the curriculum. Berard and Smith (2008) extended the aforementioned studies that were conducted with foster caregivers by evaluating the effects of a modified curriculum with biological parents who had been referred as at risk of child maltreatment. The modified curriculum included examples relevant for biological families and homework activities that were modified to accommodate parents whose children were no longer in their home. The curriculum was delivered in five 3-hr classes and covered six of the tools from the original curriculum: Stay Close, Use Reinforcement, Pivot, Redirect-Use Reinforcement, Set Expectations, and Use a Contract. The 10 biological parents who participated in the study generally demonstrated improved performance on written quizzes as well as in role-play tests, although a few parents showed no increase on at least 1 of the 6 tools. However, Berard and Smith did not evaluate whether the skills acquired in the Tools curriculum actually resulted in children remaining safely with their family, reunifying with their family, or decreases in out-of-home placements, which are all goals of child welfare systems (Child Welfare Information Gateway, 2011, 2012). The Family Services division of the Alabama Department of Human Resources (DHR) began developing a system of coordinated delivery of behavioral services in 2005. The department developed and adopted a revised version of the original Tools for Positive Behavior Change curriculum (described in Stoutimore et al., 2008) titled the Tools of Choice curriculum. A behavioral services program was also established by the department to provide training and support for biological families, foster families, and staff employed in the child welfare system, primarily through trainings using the Tools of Choice curriculum. The curriculum is used to train caregivers on seven task-analyzed behavior management skills for positive parenting and discipline strategies. Participants attend 3-hr weekly classes for 5 weeks, complete homework assignments for each class, and complete an in-home training during which they are required to demonstrate the tools in their natural environment. The in-home component is used to promote the maintenance and generalization of the skills across different environments. The program is competency based such that caregivers must meet a mastery criterion of 100% for a single role-play performance during the class and a more stringent mastery criterion for performance during in-home visits (i.e., 3 times at 100% accuracy). The Tools of Choice curriculum is offered in four Alabama counties with large population concentrations. Foster families are encouraged to attend the parent-training course as an optional resource as a follow-up to their state-required training. Biological families are referred to this training program by their DHR caseworker for family preservation, as a result of an open case, as a part of the family reunification process, or due to a court order. However, participation in the program is voluntary, so a referral does not ensure that a family would initiate or complete the program. The purpose of the current study was to evaluate the effects of a state-sponsored behavioral parent training initiative on child placement outcomes for biological parents served with the Alabama DHR Tools of Choice program. This study extends the current literature by incorporating data from a much larger sample than prior studies, by directly examining placement outcomes in addition to skills acquired in class, and by providing another investigation focused on biological families as a follow-up to Berard and Smith (2008). In addition, the current quasi-experimental analysis includes a control group of parents being served by the child welfare system who did not receive the Tools of Choice curriculum.

Method Participants An archival analysis was conducted of the electronic records of biological families who completed the Tools of Choice curriculum and a control group of parents who had no contact with the curriculum during the same 3.25-year window. When both biological parents participated, the mother's data were used in the analysis because relatively few fathers were represented in the sample. Those fathers' data were not entered to ensure that each participant's data were fully independent of all other participants. Thus, the experimental group consisted of (a) every biological mother and (b) every biological father who participated independently (i.e., without the mother as a partner) who completed the entire 15-hr course and met the mastery criterion in the in-home visit between September 2006 and December 2009. The control group consisted of the biological parent cases selected from the child welfare

database (i.e., Family and Children Tracking System) to match experimental cases on (a) county of residence and (b) time of Child Protective Services (CPS) involvement. These variables were selected for the matching process to minimize the likelihood of validity threats due to group differences in the local judicial system, case management practices, and sampling from urban or rural areas. 378 Research on Social Work Practice 23(4) Downloaded from rsw.sagepub.com by guest on June 7, 2013 The resulting groups had the following demographic composition. The experimental group consisted of 171 participants with a mean age of 33.3 years (range, 17–58). Of this group, 104 (60%) were Caucasian, 64 (37%) were African American, and the racial identities of 4 (2.3%) were unknown. The control group also consisted of 171 participants with a mean age of 33.8 years (range, 17–69). Of this group, 76 (44%) were Caucasian, 89 (52%) were African American, and the racial identities of 7 (less than 1%) were unknown. We should note that, although there were racial differences between groups, they did not ultimately affect placement outcomes.

Training Setting, Format, and Curriculum The training courses took place in a classroom at a DHR administrative office in each of the four counties. The rooms could accommodate approximately 20 people and were furnished with a data projector and projection screen, a table, and chairs that could be arranged in various configurations. The training was conducted by either one trainer (a master's level board certified behavior analyst) or a trainer and a small team of master's students in behavior analysis. The trainers delivered the curriculum using a behavioral skills training model (i.e., instructions, modeling, rehearsal, feedback). The instructions and modeling were delivered with the aid of a PowerPoint presentation and a participant workbook. The participant workbooks included in-class and homework activities for each session. Rehearsal and feedback occurred during individual role-plays between the trainer (playing the role of the child) and each participant. Feedback was delivered until the participant reached a mastery criterion (100% accuracy during a single role-play) for each target skill. Role-plays were conducted with the 5 (of the 7) tools for which it was practical to evaluate within that format (see Table 1). The first skill, Stay Close-Cool, Random, and Routine, was designed to enhance the parent-child relationship through the use of noncontingent attention in the form of pleasant parent interactions that would increase the likelihood of future positive parent-child interactions. Use Reinforcement involved the delivery of preferred stimuli (e.g., praise, rewards, privileges) contingent upon appropriate child behavior. Pivot combined the use of reinforcement for appropriate behavior with extinction of attention-maintained problem behavior (i.e., differential attention). The Stay Close-Hot skill was used during "emotionally heated" situations where the success of the tool was largely based on the conditioning of the caregiver's attention as a reinforcer (i.e., Stay Close-Cool, Random, and Routine). Redirect-Use Reinforcement involved the extinction of minor, but potentially harmful behavior likely to be maintained by attention and reinforcement of the redirected, more desirable behavior. The other two skills taught during the course but not assessed through the use of role-plays were Avoid Using Coercion (i.e., negative interactions) and Use a Contract (i.e., a behavioral contract). See Table 1 for a description of the skills taught in each of the seven tools. Table 1. The Targets Within Each of the Seven Parenting Tools.

Tool #1: Stay Close-Cool, Random, and Routine

- _ Move toward the child and be within arm's reach
- _ Touch appropriately
- _ Show a caring facial expression
- _ Use a caring tone of voice
- _ Display relaxed body language
- _ Ask open-ended, positive questions
- _ Use empathy statements
- _ Use encouragement
- _ Listen while the child is speaking
- _ Do not react to "junk" behavior
- _ Stay cool throughout the process

Tool #2: Use Reinforcement

- _ Tell the child what behavior you liked
- _ Provide a consequence that matched the value of the behavior
- _ Provide the consequence within 3 s of recognizing the behavior
- _ Use sincere and appropriate facial expressions, tone of voice, and body language
- _ Avoid reacting to "junk" behavior
- _ Avoid using coercion

Tool #3: Pivot

- _ Do not say anything about “junk” behavior
- _ Do not do anything to react to “junk” behavior
- _ Actively attend to another child, person, or activity
- _ Provide reinforcement for the child’s appropriate behavior
- _ Stay cool and avoid using coercion

Tool #4: Stay Close-Hot

- _ Move toward the child and be within arm’s reach
- _ Touch appropriately
- _ Express caring and concern appropriate to the situation and use a caring tone of voice with relaxed body language
- _ Ask open-ended, positive questions
- _ Use empathy statements
- _ Use encouragement
- _ Listen while the child is speaking
- _ Do not react to “junk” behavior
- _ Stay cool throughout the process
- _ Redirect to calming, problem solving, replacement behavior

Tool #5: Redirect-Use Reinforcement

- _ Get within arm’s reach of the child before saying anything
- _ Make sure the child stops the undesirable behavior
- _ Do not say anything about the undesirable behavior or the possible consequences of the behavior
- _ Calmly say something like, “Hey (child’s name), I want you to (state the appropriate behavior)”
- _ If the child does not begin to do the suggested behavior within 3 s, model or gently guide him or her to do the activity
- _ Use reinforcement within 3 s after the child’s appropriate behavior begins
- _ Avoid reacting to “junk” behavior
- _ Stay cool and avoid using coercion throughout the process

Tool #6: Avoid Using Coercion

- _ Examples of coercion (e.g., arguing, threats, teasing)
- _ The negative effects of coercion
- _ When parents are typically coercive
- _ Always avoid using coercion and punishment

Tool #7: Use A Contract

- _ Begin positively
- _ Use one simple empathy statement
- _ Encouragement statement
- _ Ask to restate expectations and consequences
- _ Avoid reacting to junk behavior
- _ Pivot if necessary
- _ Avoid using coercion

Franks et al. 379 Downloaded from rsw.sagepub.com by guest on June 7, 2013 During in-home observations, participants were encouraged to interact with their children and use the tools as the opportunities naturally occurred. These observations were ideally programmed to occur from anytime after the first class until the participant met the mastery criterion (three opportunities at 100% accuracy) on a performance checklist for each assigned tool. Participants typically achieved this mastery criterion across three separate 1-hr home visits. Dependent Variables and Measurement Parent skill performance. Performance data were collected for each participant following completion of the instructional content and role-plays, but before the in-home follow-up visit. Trainers scored participants using a performance checklist that included the critical step for each tool (see Table 1). During these posttest performance assessments, participants were presented with a role-play scenario for each of the five skills taught in class. Each of the role-play scenarios were scripted and remained the same across all participants. The scenarios were presented in a quasi-random order and each scenario was introduced by a trainer who provided a brief description of the scenario

prior to the assessment. The participant was asked to respond to the scenario as he or she normally would. The trainer then acted as the child in the scenario while engaging in the scripted behaviors that would provide an opportunity for the participant to complete each step of the particular tool being assessed. Following each role-play assessment, the trainer marked a yes (i.e., correct and independent), no (i.e., incorrect, omitted, or prompted), or N/A (i.e., no need for that step in the role-play, rarely used) for each step based on the participant's response. The percentage of steps completed correctly was calculated for the posttest (i.e., a one-time role-play with the trainer) of the skill by dividing the number of correct responses (scored yes) by the total number of steps attempted for the given opportunity (yes plus no) and multiplying the result by 100. The percentage accuracy was averaged across the five role-play performances (one for each tool) for each individual participant.

Placement outcomes. The outcomes were coded for the experimental group at two different times during the study: (a) at the time of referral to the Tools of Choice program and (b) 6 months following completion of the last in-home visit. The outcomes were coded for the control group at the time of the referral to CPS and at the time of the follow-up for the matched participant in the experimental group. The outcome data were coded from the state's online database for tracking all child welfare cases. The placement was scored as in home or out of home at each time. The four possible outcome combinations are depicted in Table 2. Reunified was defined as an out-of-home placement at referral and an in-home placement (i.e., returned to the biological family) at the 6-month follow-up period. Remained at home was defined as an in-home placement at referral and at follow-up. Both of these outcomes constituted an intact family outcome. Not at home was defined as an out-of-home placement at referral and at follow-up. Removed was defined as an in-home placement at referral but an out-of-home placement at follow-up. The not-at-home and removed designations constituted an apart family outcome. For only the intact families, additional data were collected on whether the case was closed at the 6-month follow-up date. A case was determined closed if (a) the court or DHR concluded that the family had met all necessary goals of their service plan and all safety concerns were met or (b) DHR determined the family had the protective capacities to control any future threats. Families with closed cases were no longer involved in the justice system and either had no involvement or a short-term (1–6 months) monitoring relationship with DHR.

Research Design A posttest-only design was used to evaluate the effects of the in-class portion of the Tools of Choice curriculum on participant performance of the five target Tool skills in the natural environment. A log-linear analysis of the frequencies using race, group, and type of outcome as factors was performed for this evaluation. A posttest-only, quasi-experimental design with a patched-up control group (Kazdin, 2003) was used to evaluate the effects of the Tools of Choice curriculum on child placement outcomes. The design was "quasi-experimental" in nature because participants were not randomly assigned to groups. The control group can be classified "patched-up" because it was formed from existing archival data from individuals who had no contact with the project's investigators.

Results and Discussion Participant performance of the five target Tool skills after meeting competencies within training program (but before the in-home visit) averaged 86.6% (SD $\frac{1}{4}$ 18.9; Median $\frac{1}{4}$ 93% correct) correct across participants. Overall, 77.8% of parents exceeded 80% correct on this assessment.

Table 2. Placement Outcomes for Participants in the Experimental and Control Groups.

Condition	Placement Outcome	Experimental Group	Control Group
Research on Social Work Practice 23(4)	Reunified	55	14
	Remained at Home	59	42
	Not at Home	55	101
	Removed	2	14
Total	171	171	

Downloaded from rsw.sagepub.com by guest on June 7, 2013

Placement-outcome data for all participants are depicted in Table 2. There were more intact family positive placement outcomes (Reunified, Remained at Home) in the experimental group and more negative placement outcomes (Not at Home, Removed) in the control group. However, the matching procedure resulted in groups that differed in racial composition. A greater proportion of the experimental group participants were Caucasian compared to control group participants; this difference was statistically significant ($df \frac{1}{4} 1, p \frac{1}{4} .014, \text{partial } w^2 \frac{1}{4} 6.10$). Thus, race was included as a variable in the evaluation of placement outcomes by group. As seen in Table 2, the number of children who were removed from the home at follow-up was quite small for each group; thus, the Removed outcome was removed from the subsequent statistical analyses. Even when controlling for racial differences, more experimental group participants achieved a positive placement outcome with an intact family by having a reunification of their family (Reunified) or retention of the family placement (Remained at Home) than those in the control group ($df \frac{1}{4} 2, p < .001, \text{partial } w^2 \frac{1}{4} 44.84$).

Finally, more intact families (Reunified, Remained at Home) had closed cases in the experimental group (53.2%; 59 of the 111) compared to the control group (21.4%; 12 of the 56). The results of the present study are consistent with prior studies in that parents were able to acquire positive behavioral parenting skills using a training program based on the Florida Tools for Positive Behavior Change curriculum (Stoutimore et al., 2008). This finding replicates the positive outcomes achieved with biological parents reported by Berard and Smith (2008). The present study's outcome analysis, however, represents a substantial extension of this literature. Although other studies have demonstrated skill-acquisition effects, there has not yet been an analysis of long-term placement impacts or a no-treatment or system-as-usual comparison. The quasi-experimental analysis showed that parents who received

training were more likely to have positive placement outcomes and closed cases compared to parents who did not. This analysis is particularly relevant to statewide systems that rely on larger samples to make policy predictions. Despite the study's extension of the existing literature, a number of limitations are worth mentioning. First, the skill-acquisition assessment was not as rigorous as those of earlier studies (e.g., Berard & Smith, 2008; Van Camp, Vollmer et al., 2008) in that it did not include assessments of baseline performance, interobserver agreement, or long-term follow-up. These limitations notwithstanding, the between group differences in positive placement outcomes are strongly suggestive of an effect of the training curriculum. Of course, the most noteworthy limitation of the between-group assessment was the use of preexisting groups instead of random assignment. Although such quasi-experimental designs with preexisting groups are capable of demonstrating intervention effects, they are susceptible to multiple threats to internal validity (Kazdin, 2003). That said, steps were taken to minimize existing differences between groups and the present arrangement might represent the most rigorous option for many state-service environments in which random assignment is impractical. The recent literature on skills oriented, behaviorally based parenting programs has demonstrated positive short-term and long-term effects (e.g., Van Camp, Montgomery et al., 2008) with biological parents (e.g., Berard & Smith, 2008), foster parents (e.g., Van Camp, Vollmer et al., 2008), and residential staff (e.g., Crosland, Dunlap et al., 2008). The present study extends this work by demonstrating positive effects of parental acquisition of key repertoires on the more socially meaningful outcome of parent placement and by demonstrating less optimal outcomes of "treatment as usual" approaches. Future researchers might consider the following methodological characteristics to further advance this developing literature: larger sample sizes, random assignment to conditions, assessment of consumer satisfaction (participants and policy stakeholders), and longer term placement outcomes. In addition, systematic replications with other relevant populations (e.g., foster parents) are warranted.

Acknowledgment The authors thank Sue Berry for her administrative support of the Tools of Choice program. **Declaration of Conflicting Interests** The authors declared no potential conflicts of interest with respect to the research, authorship, and/or publication of this article. **Funding** The authors received no financial support for the research, authorship, and/or publication of this article.

References Berard, K. P., & Smith, R. G. (2008). Evaluating a positive parenting curriculum package: An analysis of the acquisition of key skills. *Research on Social Work Practice, 18*, 442–452. Berry, M. (1988). A review of parent training programs in child welfare. *Social Service Review, 62*, 302–323. Child Welfare Information Gateway. (2011). Child maltreatment prevention: Past, present, and future. Washington, DC: U.S. Department of Health and Human Services, Children's Bureau. Child Welfare Information Gateway. (2012). Evaluating family centered services. Retrieved from <http://www.childwelfare.gov/famcentered/evaluating>

Crosland, K. A., Cigales, M., Dunlap, G., Neff, B., Clark, H. B., Giddings, T., & Blanco, A. (2008). Using staff training to decrease the use of restrictive procedures at two facilities for foster care children. *Research on Social Work Practice, 18*, 401–409. Crosland, K. A., Dunlap, G., Sager, W., Neff, B., Wilcox, C., Blanco, A., & Giddings, T. (2008). The effects of staff training on the types of interactions observed at two group homes for foster care children. *Research on Social Work Practice, 18*, 410–420. Dunlap, G., & Vollmer, T. R. (2008). Introduction to the special issue on the Florida Behavior Analysis Services Program. *Research on Social Work Practice, 18*, 365–366. Franks et al. 381 Downloaded from rsw.sagepub.com by guest on June 7, 2013 Hochstadt, J. J., Jaudes, P. K., Zimo, D. A., & Schachter, J. (1987). The medical and psychosocial needs of children entering foster care. *Child Abuse and Neglect, 11*, 53–62. Holland, P., & Gorey, K. M. (2004). Historical, developmental and behavioral factors associated with foster care. *Child Abuse and Neglect, 11*, 53–62. Kazdin, A. E. (2003). *Research designs in clinical psychology* (4th ed.). Boston, MA: Allyn and Bacon. Latham, G. I. (1994). *The power of positive parenting* (Rev. ed.). North Logan, UT: P & I Ink. Leathers, S. J. (2002). Foster children's behavioral disturbance and detachment from caregivers and community institutions. *Children and Youth Services Review, 24*, 239–268. Lee, J. H., & Holland, T. P. (1991). Evaluating the effectiveness of foster parent training. *Research on Social Work Practice, 1*, 162–174. Lundahl, B. W., Nimer, J., & Parsons, B. (2006). Preventing child abuse: A meta-analysis of parent training programs. *Research on Social Work Practice, 16*, 251–262. Martin, J. A. (2000). *Foster family care: Theory and practice*. Boston, MA: Allyn and Bacon. Rork, K. E., & McNeil, C. B. (2011). Evaluation of foster parent training programs: A critical review. *Child & Family Behavior Therapy, 33*, 139–170. Stoutimore, M. R., Williams, C. E., Neff, B., & Foster, M. (2008). The Florida child welfare behavior analysis services program. *Research on Social Work Practice, 18*, 367–376. Van Camp, C. M., Montgomery, J. L., Vollmer, T. R., Kosarek, J. A., Happe, S., Burgos, V., & Manziolillo, A. (2008). Behavioral parent training in child welfare: Maintenance and booster training. *Research on Social Work Practice, 18*, 392–400. Van Camp, C. M., Vollmer, T. R., Goh, H., Whitehouse, C. M., Reyes, J. R., Montgomery, J. L., & Borrero, J. C. (2008). Behavioral parent training in child welfare: Evaluations of skills acquisition. *Research on Social Work Practice, 18*, 377–391. Zima, B. T., Bussing, R., Greeman, S., Yang, X., Belin, T. R., & Forness, S. R. (2000). Behavior problems, academic school delays and school failure among school-aged children in foster care: Their relationship to placement characteristics. *Journal of Child and Family Studies, 9*, 87–103. 382 *Research on Social Work Practice 23*(4) Downloaded from rsw.sagepub.com by guest on June 7, 2013



ROBERT BENTLEY
Governor

State of Alabama Department of Human Resources

S. Gordon Persons Building
50 Ripley Street
P.O. Box 304000
Montgomery, Alabama 36130-4000
(334) 242-1310
www.dhr.alabama.gov



Nancy T. Buckner
Commissioner

June 24, 2013

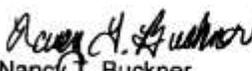
Mrs. Carlis V. Williams, Southeast Regional Director
Administration for Children and Families
ATTN: Jill Cabanaro
Atlanta Federal Center
61 Forsyth Street, S.W., Suite 4M60
Atlanta, GA 30303-8909

Dear Sir/Madam:

Enclosed please find the original submission of Alabama's fiscal year 2014 Annual Budget Request Form CFS-101, Parts 1, 2 and 3 for Title IV-B, Subparts 1 & 2 funds, CAPTA, Chafee Foster Care Independence (CFCIP) and Education and Training Voucher (ETV) funds.

If you should have any questions, please contact Mrs. Conitha King, Director, Finance Division, at (334) 242-9426.

Sincerely,


Nancy T. Buckner
Commissioner

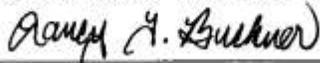
NTB:bsd

Enclosures

An Affirmative Action / Equal Opportunity Employer

CFS-101, Part I: Annual Budget Request for Title IV-B, Subpart 1 & 2 Funds, CAPTA, CFCIP, and ETV

Fiscal Year 2013, October 1, 2012 through September 30, 2013

1. State or Indian Tribal Organization (ITO): ALABAMA		2. EIN: 63-6000619-A6	
3. Address: Department of Human Resources, 50 N. Ripley Street, Montgomery, AL 36130-4000		4. Submission: <input checked="" type="checkbox"/> New <input type="checkbox"/> Revision	
5. Total estimated title IV-B Subpart 1, Child Welfare Services (CWS) Funds		\$4,905,196	
a) Total administration (not to exceed 10% of title IV-B Subpart 1 estimated allotment)		\$35,000	
6. Total estimated title IV-B Subpart 2, Provides Safe and Stable Families (PSSF) Funds. This amount should equal the sum of lines a - f.		\$6,555,017	
a) Total Family Preservation Services		\$1,930,005	
b) Total Family Support Services		\$1,930,005	
c) Total Time-Limited Family Reunification Services		\$1,311,004	
d) Total Adoption Promotion and Support Services		\$1,311,003	
e) Total for Other Service Related Activities (e.g. planning)		\$0	
f) Total administration (FOR STATES ONLY: not to exceed 10% of title IV-Bsubpart 2 estimated allotment)		\$73,000	
7. Total estimated Monthly Caseworker Visit (MCV) Funds (FOR STATES ONLY)		\$414,115	
a) Total administration (FOR STATES ONLY: not to exceed 10% of estimated MCV allotment)		\$0	
8. Re-allotment of title IV-B subparts 1 & 2 funds for States and Indian Tribal Organizations:			
a) Indicate the amount of the State's/Tribe's allotment that will not be required to carry out the following programs: CWS \$ 0, PSSF \$ 0, and/or MCV(States only)\$ 0			
b) If additional funds become available to States and ITOs, specify the amount of additional funds the States or Tribes requesting: CWS \$ 200,000, PSSF \$ 572,897, and/or MCV(States only)\$ 0			
9. Child Abuse Prevention and Treatment Act (CAPTA) State Grant (no State match required): Estimated Amount plus additional allocation, as available. (FOR STATES ONLY)		\$405,799	
10. Estimated Chafee Foster Care Independence Program (CFCIP) funds		\$1,749,078	
a) Indicate the amount of State's or Tribe's allotment to be spent on room and board for eligible youth (not to exceed 30% of CFCIP allotment)		\$400,000	
11. Estimated Education and Training Voucher (ETV) funds		\$583,215	
12. Re-allotment of CFCIP and ETV Program Funds:			
a) Indicate the amount of the State's or Tribe's allotment that will not be required to carry out CFCIP Program		\$0	
b) Indicate the amount of the State's or Tribe's allotment that will not be required to carry out ETV Program		\$0	
c) If additional funds become available to States or Tribes, specify the amount of additional funds the State or Tribe is requesting for CFCIP Program		\$300,000	
d) If additional funds become available to States or Tribes, specify the amount of additional funds the State or Tribe is requesting for ETV Program		\$0	
13. Certification by State Agency and/or Indian Tribal Organization.			
The State agency or Indian Tribe submits the above estimates and request for funds under title IV-B, subpart 1 and/or 2, of the Social Security Act, CAPTA State Grant, CFCIP and ETV programs, and agrees that expenditures will be made in accordance with the Child and Family Services Plan, which has been jointly developed with, and approved by, the Children's Bureau.			
Signature and Title of State/Tribal Agency Official Nancy T. Buckner, Commissioner June 24, 2013 		Signature and Title of Central Office Official	

CFS-101 Part II: Annual Estimated Expenditure Summary of Child and Family Services
 State or Indian Tribal Organization (ITO): ALABAMA

For FY OCTOBER 1, 2013 TO SEPTEMBER 30, 2014

SERVICE/ACTIVITY	TITLE IV-B			(6) CAPTA*	(6) EFCP	(7) ETV	(8) TITLE IV-E	(10) STATE, LOCAL, & DONATED FUNDS	(9) NUMBER TO BE SERVED	(11) POPULATION TO BE SERVED	(12) GEOG. AREA TO BE SERVED
	(a) Subpart 1- CW*	(b) Subpart 2- PSSP	(c) Subpart 3- MCV *								
1) PREVENTION & SUPPORT SERVICES (FAMILY SUPPORT)	0	1973		0				810000	2625	Children & families in need; children & other eligible youth	0 counties or other agency is served
2) PROTECTIVE SERVICES	677			606				73000 20700 430		Children in need of other protective services & youth	Statewide
3) CRISIS INTERVENTION (FAMILY PRESERVATION)	0	1928		0				7700 100	199	Families at immediate risk of child being removed	Statewide
4) TIME-SHARED FAMILY REUNIFICATION SERVICES	0	111		0				44 0 0	81	Families with children remaining home following placement	Statewide
5) ADOPTION PROMOTION AND SUPPORT SERVICES	0	131		0				190 0 0	208	All eligible children	Statewide
6) FOR OTHER SERVICE RELATED ACTIVITIES (e.g. program)	1229	0		0				1000 0 0		All eligible children	Statewide
7) FOSTER CARE MAINTENANCE:											
(1) FOSTER FAMILY & RELATIVE FOSTER CARE	117			0			6600	4700 0 0	4700	All children in foster care	Statewide
(2) GROUP/HSR CARE	0			0			300	7300 0 0	7300	All children in foster care	Statewide
8) ADOPTION SUBSIDY PAYS	178			0			10850	11800 0 0	11800	All eligible children	Statewide
9) GUARDIANSHIP ASSIST. PAYS	0			0			30	240 0 0	240	All eligible children in foster care	Statewide
10) INDEPENDENT LIVING SERVICES	0	0		0	1700	0	1477	1990		All eligible children	Statewide
11) EDUCATION AND TRAINING SERVICES	0			0	0	180	0	190	180	All eligible children	Statewide
12) ADMINISTRATIVE COSTS	34	71	0	0	0	0	2788	2764			
13) STAFF & EXTERNAL PARTNER TRAINING	0	0		0	0	0	1477	823			
14) FOSTER PARENT RECRUITMENT & TRAINING	0	0		0	0	0	11	1			
15) ADOPTIVE PARENT RECRUITMENT & TRAINING	0	0		0	0	0	1816	337			
16) CHILD CARE RELATED TO EMPLOYMENT/TRAINING	0	0		0	0	0	8125	712		All eligible children	Statewide
17) CASEWORKER RECRUITMENT & TRAINING	0	0	414	0	0	0	134				
(8) TOTAL	4903	6551	414	406	1700	180	47115	114619			

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

CFS-101, PART III: Annual Expenditures for Title IV-B, Subparts 1 and 2, Chafee Foster Care Independence (CFCIP) and Education And Training Voucher (ETV) : Fiscal Year 2011: October 1, 2010 through September 30, 2011

1. State or Indian Tribal Organization (ITO): Alabama		2. EIN: 63-00000619-06		3. Address: 50 North Ripley Street, Montgomery, AL 36130-4000			
4. Submission: <input checked="" type="checkbox"/> New <input type="checkbox"/> Revision							
Description of Funds	Estimated Expenditures	Actual Expenditures	Number served		Population served	Geographic area served	
			Individuals	Families			
5. Total title IV-B, subpart 1 funds	\$ 4,716,123	\$ 4,702,623	37,913	Black Cat	Provision from other A region	Statewide/reservation	
a) Total Administrative Costs (not to exceed 10% of title IV-B, subpart 1 total allotment)	\$ 471,612	\$ -					
6. Total title IV-B, subpart 2 funds (This amount should equal the sum of lines a - f.)	\$ 7,153,538	\$ 7,127,917		31403	Foster & children in foster care	Statewide/reservation	
a) Family Preservation Services	\$ 1,788,385	\$ 2,089,067					
b) Family Support Services	\$ 2,146,061	\$ 1,990,850					
c) Time-limited Family Reunification Services	\$ 1,788,385	\$ 1,625,259					
d) Adoption Promotion and Support Services	\$ 1,430,707	\$ 1,422,741					
e) Other Service Related Activities (e.g. planning)	\$ -	\$ -					
f) Administrative Costs (FOR STATES: not to exceed 10% of total title IV-B, subpart 2 allotment after October 1, 2007)	\$ -	\$ -					
7. Total Monthly Caseworker Visit Funds (STATE ONLY)	\$ 424,784	\$ 323,003					
a) Administrative Costs (not to exceed 10% of MCV allotment)	\$ 42,478	\$ -					
8. Total Chafee Foster Care Independence Program (CFCIP) funds	\$ 2,174,877	\$ 2,174,877					
a) Indicate the amount of allotment spent on room and board for eligible youth (not to exceed 30% of CFCIP allotment)	\$ -	\$ 424,074	89		Eligible youth	Statewide/reservation	
9. Total Education and Training Voucher (ETV) funds	\$ 726,700	\$ 725,191	190		Eligible youth	Statewide/reservation	
10. Certification by State Agency or Indian Tribal Organization (ITO). The State agency or ITO agrees that expenditures were made in accordance with the Child and Family Services Plan, which has been jointly developed with, and approved by, the Children's Bureau.							
Signature and Title of State/Tribal Agency Official <i>Nancy T. Buckner, Commissioner</i>		Date June 24, 2013	Signature and Title of Central Office Official		Date		

Alabama Department of Human Resources

FY 2013 CFS-101 application for funds

Request for Financial information comparing the total amount the State expended of Title IV-B, Subpart 1 funds for foster care maintenance payments, adoption assistance and child day care related to employment or training for employment in FY 2010 against Federal allotments made under title IV-B in 2009 (see ACYF-CB-PI-03-07).

Alabama Federal allotment for IV-B payments per 2009 are:				<u>\$1,172,918</u>
Alabama expended Title IV-B, subpart 1 funds for:				
110003	2227	TOTAL FOR ACTIVITY 2227 ACFC	/0290	\$ 6,886,655.05
110003	2227	TOTAL FOR ACTIVITY 2227 ACFC	/0290	\$ 223,893.48
Total Foster Care Maintenance payments paid in FY2011				<u>\$ 6,612,548.53</u>
110003	2233	DHR FAMILY & CHILDREN SERVICES	/90	\$ 8,894,202.96
110003	2233	DHR FAMILY & CHILDREN SERVICES	/90	\$ (1,480,661.88)
Total Adoption assistance subsidy paid in FY2011				<u>\$ 5,423,321.08</u>
Total Foster Care and Adoption Assistance paid for FY 2011				<u>\$ 12,388,069.61</u>
Alabama Federal allotment for IV-B, subpart 1, payments in FY 2011				<u>\$1,172,918</u>
State funds used to match Federal allotment for payments in FY 2011				<u>\$458,018</u>
				72% match
BASE YEAR DATA				
Total payments made for assistance in FY 2009				<u>\$ 12,170,324.59</u>
Alabama Federal allotment for IV-B, subpart 1, Foster Care payments in FY 2009				<u>\$1,172,918</u>
State funds used to match Federal allotment for Foster Care payments in FY 2009				<u>\$390,873</u>

FY 2011 grant spending components of grant:	\$9,503,688 =total costs				total
	Preservation	Support	Rehabilitation	Adoption	
percent plan	25%	30%	25%	20%	
qr 12/31/10	\$2,375,871	\$2,851,188	\$2,375,871	\$1,850,777	\$9,503,688
qr 3/31/11	\$1,061,280	\$824,039	\$0.00	\$452,743	\$2,348,032.29
qr 6/30/11	\$604,203	\$736,489	\$637,270	\$538,537	\$2,516,504.08
qr 9/30/11	\$325,271	\$343,588	\$1,221,983	\$123,382	\$2,214,233.18
qr 12/31/11	\$794,895	\$348,441	\$307,784	\$772,328	\$2,424,214.78
qr 03/31/12					\$0.00
qr 6/30/12					\$0.00
qr 09/30/12					\$0.00
total	\$2,785,419	\$2,854,488	\$2,187,012	\$1,896,688	\$9,503,688
balance of grant	(\$409,445)	\$195,699	\$208,959	\$3,789	\$0
adjust to FY 2012 funds	\$0	\$0	\$0	\$0	\$0
	\$2,785,419	\$2,854,488	\$2,187,012	\$1,896,688	\$9,503,688
actual percentage spread indirect according mandays % per qtr	29.3%	27.9%	22.6%	20.0%	100.0%
FEDERAL SHARE	\$2,089,064	\$1,960,850	\$1,825,259	\$1,422,741	\$7,127,914

6/5/2013

STATE OF ALABAMA
DEPARTMENT OF HUMAN RESOURCES
FAMILY OPTIONS/PRESERVATION
EXPENDITURES THROUGH Q.E. 9/30/12

Base amount required for MOE
= \$1,016,682

FY 2012
RPTG.CAT.: 0029, 0988
indirect code: 1385
final pool: 8251

OBJECT CODE:	DESCRIPTION	QTR ENDED 12/31/11	QTR ENDED 03/31/12	QTR ENDED 06/30/12	QTR ENDED 09/30/12	FY 2012 TOTAL
0100	SALARIES-REG	\$124,435.20	\$101,601.60	\$101,601.60	\$84,668.00	\$412,306.40
0200	FRINGE BENEFITS	\$47,740.20	\$41,175.11	\$41,162.50	\$30,244.08	\$160,321.87
0300	TRAVEL-IN-STATE	\$9,437.34	\$6,080.12	\$6,293.90	\$6,181.08	\$27,972.44
0400	TRAVEL-OUTSTATE					\$0.00
0500	REPAIRS & MAINTENANCE					\$0.00
0600	RENTALS & LEASES		\$0.00			\$0.00
0700	COMMUNICATION LINES					\$0.00
0800	PROF. SERVICE:					\$0.00
0900	SUPPLIES & OPER EXP	\$60.00				\$60.00
1100	GRANTS & BENEFITS		\$624,076.00	\$157,924.00		\$782,000.00
1400	FURNITURE/EQUIPMENT					\$0.00
1402	COMPUTER EQUIPMENT					\$0.00
	TOTAL DIRECT COST	\$181,672.74	\$772,912.83	\$306,982.00	\$121,093.14	\$1,382,660.71
0000	INDIRECT COSTS	\$87,117.90	\$63,147.97	\$72,238.97	\$55,118.43	\$277,623.27
	QUARTERLY TOTAL	\$268,790.64	\$836,060.80	\$379,220.97	\$176,211.57	\$1,660,283.98

LOC CODE	insurance for quarter = # OF merit EMPLOYEES IN THESE COUNTIES:	FTE	SALARY COSTS PER COUNTY
48	MARSHALL	0.0	\$0.00
49	MOBILE	0.0	\$0.00
51	MONTGOMERY	4.0	\$47,729.50
63	TUSCALOOSA	2.7	\$39,708.92
	(PER PAYROLL REPORT)	7	\$87,438.42
	Conversion & Compliance	0.0	\$0.00
	FINANCE DIV ADJUST.	0.0	\$0.00
			\$87,438.42

fee is calculated by taking insurance paid in each county and dividing it by \$775.00 which is monthly ins rate for 3 months
(insurance rate went to \$717 effective 10/6/06)
(insurance rate went to \$775 effective 10/1/07)
(insurance rate went to \$805 effective 10/1/09)
(insurance rate went to \$9180@yr which = \$325+11mo@\$805 effective 10/1/11)

Re-Unification Report

Month: March

Year: 2013

Program	Type	# Children Served	# Children Discharged	AVLOS Days	Successful Discharges	Best Placement Discharges	Death of Placement Discharges	Out of Control discharges	Unsuccessful Discharges	Successful Post-discharge 3 mos.	Successful Post-discharge 6 mos.	Successful Post-discharge 12 mos.	Successful Post-discharge 24 mos.
Central FOCUS	Per/Reu	72	39	109	93.0%	0.0%	0.0%	0.0%	7.0%	96.0%	96.0%	82.0%	93.0%
East AL FOCUS	Per/Reu	160	158	85	84.0%	0.0%	0.0%	10.0%	6.0%	97.0%	93.0%	94.0%	98.0%
East Central FOCUS	Per/Reu	21	12	98	92.0%	0.0%	0.0%	0.0%	8.0%	100.0%	100.0%	100.0%	100.0%
Jefferson Shelby FOCUS	Per/Reu	31	12	82	100.0%	0.0%	0.0%	0.0%	0.0%	95.0%	92.0%	91.0%	91.0%
Montgomery DHR FOCUS	Per/Reu	102	90	56	83.0%	0.0%	0.0%	0.0%	17.0%	92.0%	94.0%	96.0%	100.0%
Northeast FOCUS	Per/Reu	72	30	109	93.0%	0.0%	0.0%	0.0%	7.0%	96.0%	95.0%	83.0%	93.0%
Northwest FOCUS	Per/Reu	456	426	88	93.0%	0.0%	0.0%	0.1%	7.0%	92.0%	91.0%	90.0%	90.0%
South east Focus	reuni	361	348	100	95.0%	0.0%	0.0%	0.0%	5.0%	97.0%	96.0%	97.0%	100.0%
South west FOCUS	Per/Reu	166	158	85	87.0%	0.0%	0.0%	1.0%	12.0%	84.0%	88.0%	83.0%	86.0%

S													
Tuscaloosa Hub FOCUS	Per/Reu	62	58	70	91.0%	0.0%	0.0%	0.0%	9.0%	91.0%	90.0%	87.0%	88.0%
West Central FOCUS	Per/Reu	109	102	93	92.0%	0.0%	1.0%	1.0%	6.0%	94.0%	93.0%	94.0%	97.0%
Total		1612	1433	89	91.2%	0.0%	0.1%	1.1%	7.6%	94.0%	93.5%	90.6%	94.2%

Intensive In-home Services Monthly Report

Month: April

Year: 2013

Program	Type	# Chn/Fams Served	# Chn/Fams Discharged	AVLOS Days	Successful Discharges	Best Placement Discharges	Death of Placement Discharges	Out of control discharges	Unsuccessful Discharges	Successful Post-discharge 3 mos.	Successful Post-discharge 6 mos.	Successful Post-discharge 12 mos.	Successful Post-discharge 24 mos.
Central Alabama FOCUS	Prv	175	75	110	95.0%	0.0%	0.0%	0.0%	5.0%	93.0%	91.0%	89.0%	95.0%
East AL FOCUS	Prv	392	351	89	97.0%	0.0%	0.0%	1.0%	2.0%	98.0%	96.0%	94.0%	95.0%
East Central FOCUS	Prv	35	25	90	96.0%	0.0%	0.0%	0.0%	4.0%	91.0%	93.0%	100.0%	100.0%
Jefferson-Shelby FOCUS	Prv	86	25	86	98.0%	0.0%	0.0%	0.0%	2.0%	100.0%	100.0%	n/a	n/a

Montgomery County DHR FOCUS	Pr v	121	109	45	78.0%	0.0%	0.0%	0.0%	22.0%	91.0%	92.0%	93.0%	97.0%
Northeast FOCUS	Pr v	140	55	98	96.0%	0.0%	0.0%	0.0%	4.0%	94.0%	94.0%	92.0%	96.0%
Northwest FOCUS	Pr v	456	426	88	93.0%	0.0%	0.0%	0.0%	7.0%	92.0%	91.0%	90.0%	90.0%
South east FOCUS	Pr v	178	141	190	89.0%	0.0%	0.0%	0.0%	11.0%	88.0%	91.0%	90.0%	92.0%
South west FOCUS	Pr v	430	401	94	94.0%	0.8%	0.0%	0.2%	5.0%	92.0%	90.0%	89.0%	91.0%
Tuscaloosa Hub FOCUS	Pr v	391	373	82	94.0%	0.0%	0.0%	0.0%	6.0%	94.0%	94.0%	93.0%	96.0%
West Central FOCUS	Pr v	200	193	85	97.0%	0.0%	0.0%	2.0%	1.0%	97.0%	96.0%	96.0%	95.0%
Total		2604	2174	101	93.4%	0.1%	0.0%	3.0%	6.3%	94.9%	93.5%	92.6%	94.7%

Continuum Monthly Report

Month: April

Year: 2013

Program	Type	# Children Served	# Children Discharged	AVLOS Days	Successful Discharges	Best Placement Discharges	Death of Placement Discharges	Out of control discharges	Unsuccessful Discharges	Successful Post-discharge 3 mos.	Successful Post-discharge 6 mos.	Successful Post-discharge 12 mos.	Successful Post-discharge 24 mos.
---------	------	-------------------	-----------------------	------------	-----------------------	---------------------------	-------------------------------	---------------------------	-------------------------	----------------------------------	----------------------------------	-----------------------------------	-----------------------------------

Alliance Jefferson	C	23	14	21 0	50.0%	43.0%	0.0%	0.0%	7.0%	80.0%	88.0%	86.0%	85.0%
Alliance North	C	66	48	15 9	73.0%	19.0%	0.0%	6.0%	2.0%	95.0%	93.0%	85.0%	0.0%
Alliance South	C	27	17	21 5	59.0%	5.0%	0.0%	18.0%	18.0%	81.0%	82.0%	75.0%	n/a
Alliance Montgomery	C	22	13	20 2	62.0%	15.0%	n/a	23.0%	n/a	100.0 %	100.0 %	100.0 %	n/a
Seraaj	C	191	133	18 0	85.0%	1.0%	0.0%	1.0%	13.0%	83.0%	83.0%	80.0%	0.0%
LCYD C Lee	C	171	162	22 7	77.0%	0.0%	0.0%	1.0%	22.0%	86.0%	81.0%	81.0%	100.0 %
Mentor	C	14	9	18 2	56.0%	0.0%	0.0%	0.0%	44.0%	80.0%	100.0 %	100.0 %	90.0%
SAFY	C	20	10	22 5	57.0%	0.0%	0.0%	0.0%	43.0%	66.0%	n/a	n/a	n/a
Youth Villages Jefferson	C	117	102	21 7	88.0%	0.0%	0.0%	0.0%	17.0%	71.0%	73.0%	73.0%	65.0%
Youth Villages Mobile	C	10	7	24 5	100.0 %	0.0%	0.0%	0.0%	0.0%	88.0%	88.0%	87.0%	86.0%
		661	515	20 6	71.0%	8.2%	0.0%	4.8%	16.0%	84.0%	88.0%	85.0%	85.0%

\

FY 2014 CFCIP FUNDS REQUESTED

Federal Funds Requested \$1,749,078

State Match Amount \$ 437,270

Sources **Business Donations:** **Cash and Items**
 Private Donations: **Cash and items**
 Volunteer Time

Amount of Federal Funds to be used for Room and Board- \$400,000

States must also complete line 10 of the CFS-101 that they submit with their Annual Progress and Services Report by June 30, 2013.

I certify that I am authorized to submit the CFCIP application for FY 2014 funds in the State of Alabama.

Application submitted by:

Nancy T. Buckner
Name

Commissioner, Alabama State Department of Human Resources
Title

Nancy T. Buckner
Signature

6/29/13
Date

Approval Date: _____

Signature of ACF Regional Administrator

FY 2014 ETV FUNDS REQUESTED

Federal Funds Requested \$ 583,215
State Match Amount \$ 145,804

Sources **Business Donations:** **Cash and Items**
 Private Donations: **Cash and items**
 Volunteer Time

States must also complete line 11 of the CFS-101 that they submit with their Annual Progress and Services Report by June 30, 2013.

I certify that I am authorized to submit the ETV application for FY 2014 funds in the State of Alabama.

Application submitted by:

Nancy T. Buckner
Name

Commissioner, Alabama State Department of Human Resources
Title

Nancy T. Buckner
Signature

6/27/13
Date

Approval Date: _____

Signature of ACF Regional Administrator



Annual Reporting of State Education and Training Vouchers Awarded

Name of State: Alabama

	Total ETVs Awarded	Number of New ETVs
Final Number: 2011-2012 School Year (July 1, 2011 to June 30, 2012)	188	93
2012-2013 School Year* (July 1, 2012 to June 30, 2013)	185	91

Comments:

*in some cases this might be an estimated number since the APSR is due June 30, 2013.

Success in the 21st century demands skills, attitudes, and abilities that make some form of postsecondary education— a certificate, an associate degree, or a bachelor's degree— a critical requirement.

Annual Report
ALABAMA EDUCATION & TRAINING VOUCHER PROGRAM
Academic Year 2011 – 2012



**Kayla Boland
2012 Graduate
Lee University
Administrative Leadership**

Founded in 1981, Foster Care to Success' mission (formerly Orphan Foundation of America, OFA) is to help young people succeed at post-secondary education and training and enter the workforce as productive, able citizens.

The Alabama Education and Training Voucher Program (ETV) administered by Foster Care to Success (FC2S) forges relationships with students that go beyond awarding a grant. AL ETV encourages their dreams, shares their joys and coaches them around and over challenges to help them realistically plan and achieve their education and training goals.

In addition to fiscally managing the AL ETV Program, FC2S provides a comprehensive support program that combines academic coaching and support (ASP), volunteer mentors, care packages, career guidance and targeted coaching for seniors prior to graduation. InternAmerica places AL ETV students in prestigious internships in Washington DC and in opportunities closer to home, and supports them through the experience.

FC2S guidance is always practical and based on the individual student's situation. ETV students are young; their chronological ages range from 18-23, but they have varying levels of sophistication and understanding about college, finances, careers, relationships, goal planning, time management, accessing services, parenting, health and wellness and positive decision making.

The living situation of each student is different as well. Some remain in care and have an array of supportive adults in their lives while others live independently and still others live in dorms or out of state. Some have a child(ren), or care for siblings or an ill relative, and some students are in very precarious situations or homeless.

The spectrum of academic and social readiness for post-secondary education and training differs for every student. The AL ETV Program is committed to helping each young person understand there is a path to success that is built one step at a time. Students differ vastly – their individual aptitude, temperament, learning style, and circumstances affect their ability to succeed in a college program.

[Pathways to Prosperity: Meeting the Challenge of Preparing Young Americans for the 21st Century](#), a recent report issued by Harvard Graduate School of Education, is strongly influencing the discussion about high school curriculum

and post-secondary goals for young Americans. The lauded report contends that our national strategy for education and youth development has been too narrowly focused on an academic, classroom-based approach.

It notes that at present, we place far too much emphasis on a single pathway to success: attending and graduating from a four-year college. Despite this emphasis, only 30 percent of young adults successfully complete this pathway and data shows that in the second decade of the 21st century, most jobs do not require a bachelor's degree. The United States is expected to create 47 million jobs in the 10-year period ending in 2018; only a third of these jobs will require a bachelor's or higher degree. Almost as many jobs – some 30 percent – will only require an associate's degree or a post-secondary occupational credential.

Given the challenges many foster youth face in their pursuit of higher education and training, this acknowledgement that a two year degree or specialized / technical certificate are viable paths to employment is welcome news. Foster Care to Success' goal is to help AL ETV recipients identify an achievable education and career goal and work towards success whether it is through a traditional four-year program, an associate's degree, or a technical certificate.

For some the path is linear – fund them and get out of their way. Others struggle in remedial courses and risk failing out or dropping out because of their frustration. FC2S tries to help young people recognize that their strengths and interests align with a career path, but we also remind these very young people that life is long and where they start on the career ladder today is just a start to a lifetime of learning and growing, personally and professionally.

The information in this report is data derived from students' applications and other documentation, and FC2S student support services. Beyond detailing data, the challenge in writing this report is to acknowledge that each and every AL ETV Program participant is an adult with a complex set of needs, strengths and weaknesses and expectations. *One step at a time, slow but steady, onward and upward, believe in yourself, ask for help, you're doing great, what do you need to succeed, how can I help you* - these words and sentiments have never been truer than when Foster Care to Success works with AL ETV Program participants.

AL ETV Program 2011-12

Funded Students: 188

- 93 New Students (49%)
- 95 Returning Students (51%)

In academic year 2011-12, all eligible Alabama youth who completed their applications and attended school were funded.

Annually, starting on July 1, new and returning students begin applying online. Eligible applicants must be enrolled in a post-secondary program, attending and in good standing, and they must receive funding prior to their 21st birthday. Eligible students may receive funding until their 23rd birthday if they are making progress towards completing a degree or certificate.

Alabama ETV Applications: 438 Ineligible Applicants: 250

Individuals who do not meet basic program eligibility criteria or have been ruled ineligible by their County do not receive ETV funding. These applicants include those who were not in foster care, did not attend school or were not making progress, first time applicants over the age of 21 and previous recipients who are older than 23.

Students funded:

- 2011-12 188
- 2010-11 198

College-bound foster youth are often uniquely disadvantaged. States and counties do their best to meet the needs of children in care; yet the complexity of their lives before foster care coupled with federal, state and local policies and the children's emotional needs often make their lives precarious. Their elementary and secondary school history may include sporadic attendance and multiple school placements. Gaps in education lead to a host of well-documented problems that follow youth into young adulthood, post-secondary education and the workforce. Additionally, many of those who pursue higher education may be the first in their families to graduate from high school, let alone start college.

Too often, these young adults are simultaneously grappling with birth family issues, emotional and social delays, and unidentified learning disabilities or mental health needs.

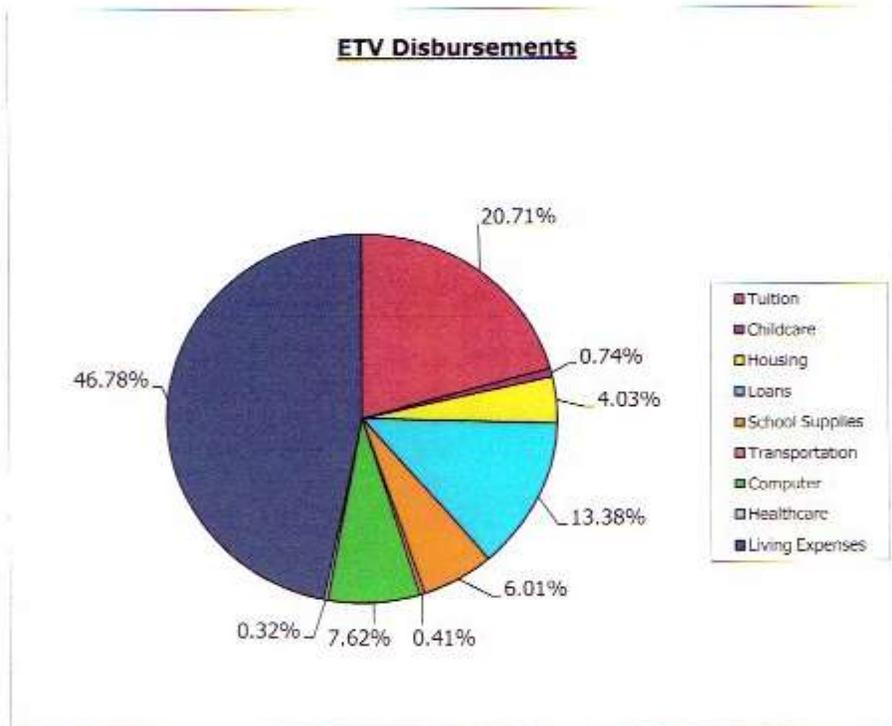
Yet, foster youth are remarkably resilient and optimistic about their future. Although they do not all immediately attend, each application is recognition that education or training is important and accessible, and that foster youth are aware of the AL ETV Program. Many who do not complete the application the first time reapply and start their education within a year or two.

Student Demographics

Demographic information from students is self-reported by the youth via the online application, financial information is provided by the school's financial aid office, and the registrar forwards the students' official transcripts.

Unless noted, demographic information is collected from the initial application and does not reflect important changes in living arrangements, internet access, etc. that happen during the academic year.

2011-2012 School Year		
Alabama ETV		
Purpose	Totals	Ratios
Tuition	\$125,232.43	20.71%
Childcare	\$4,450.00	0.74%
Housing	\$24,353.89	4.03%
Loans	\$80,890.00	13.38%
School Supplies	\$36,360.57	6.01%
Transportation	\$2,475.00	0.41%
Computer	\$46,046.13	7.62%
Healthcare	\$1,950.00	0.32%
Living Expenses	\$282,806.18	46.78%
Grand Total	\$604,564.20	100.00%



Age of funded students:

18 yrs	56	30%
19 yrs	51	27%
20 yrs	41	22%
21 yrs	24	13%
22 yrs	16	9%

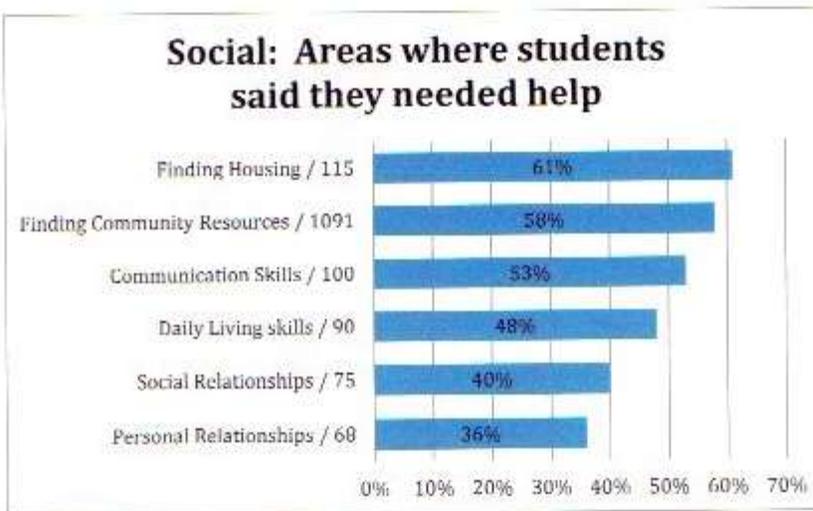
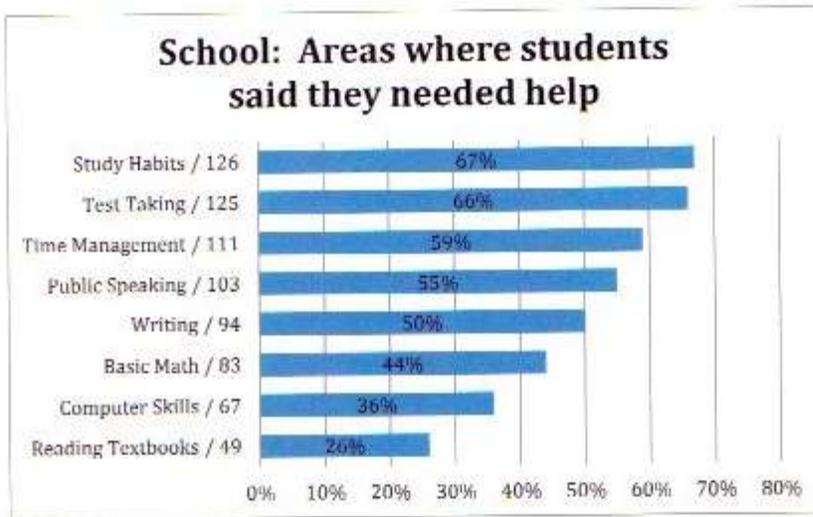
African-American:	118	(63%)	Latino:	1	(1%)
Caucasian:	61	(32%)	Mixed-Race:	8	(4%)

Trends in Higher Education indicate that young men are not attending college at the same rate as young women. Colleges have begun addressing the disparity by developing strategies to engage young men in ways that make the college experience more relevant. The ETV Program specifically reaches out to young men in an effort to establish and maintain a bond with them, because college or a training program can provide the safe, stable environment and sense of structure that is so critical to the process of maturing. Much of the coaching provided to young men focuses on strength-based career exploration and planning.

For example, male students are asked about role models. Do they have bonds with men they respect and can they articulate the traits they admire in men they respect? We talk to them about on-campus clubs, activities and affiliations that might interest them and help them connect with mentors who can encourage them to evolve academically. Academic departments are ideal places for young men to identify a mentor who will take a lasting interest in their academic and career path.

Male:	44	(23%)	US Citizens:	188	(100%)
Female:	144	(77%)	Permanent Resident:	0	(0%)

Applicants are asked to rank their academic and social needs so they can be sent Academic Success information on those topics. Additionally, this information helps ASP volunteers work with students.



Health Insurance

Often students do not think of Medicaid as insurance; therefore, they may not apply for it despite being eligible as per AL law. All applicants who answer NO - without health insurance - are encouraged to apply for it and advised to obtain and retain a letter from their county DHR office verifying eligibility. If a student is over 21, we discuss options for buying insurance including a plan through their college.

Additionally, the Academic Success Program (ASP) includes information on post-college insurance options offered by employers so they are aware of this sort of 'employee benefit'.

Students with health insurance:	93	(49%)
Students without health insurance:	95	(51%)

Volunteerism and Work

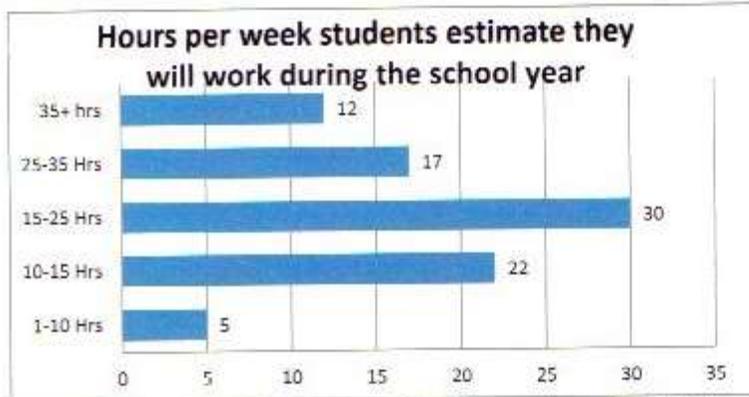
Studies show that youth who volunteer have increased self-esteem, engage with positive contacts and role models and develop workforce-transferrable skills and a better understanding of potential careers. In a competitive job market volunteer work shows initiative and can be the experience needed to get a first job. ASP urges students to get involved in campus and community-based activities and accurately record those experiences - tasks and skills, dates and duration, and include this information on scholarship applications and their resumes.

Volunteering

No:	75	(40%)
Yes:	113	(60%)

Students that stated that they work during the school year

46% - work during the school year

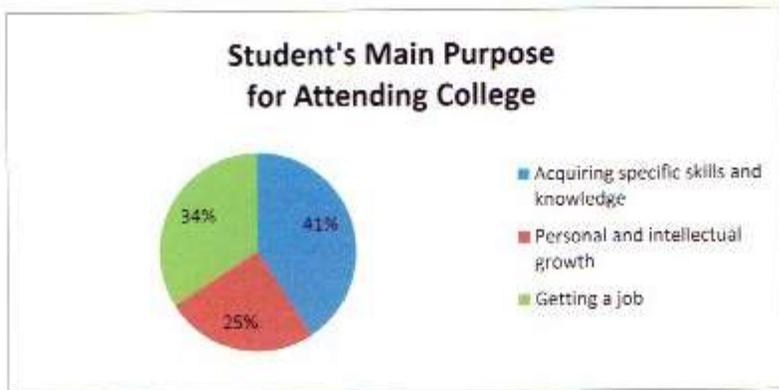


The numbers along the bottom reflect the number of students

52% - had difficulty balancing work with school
60% - working 25 or more hours per week

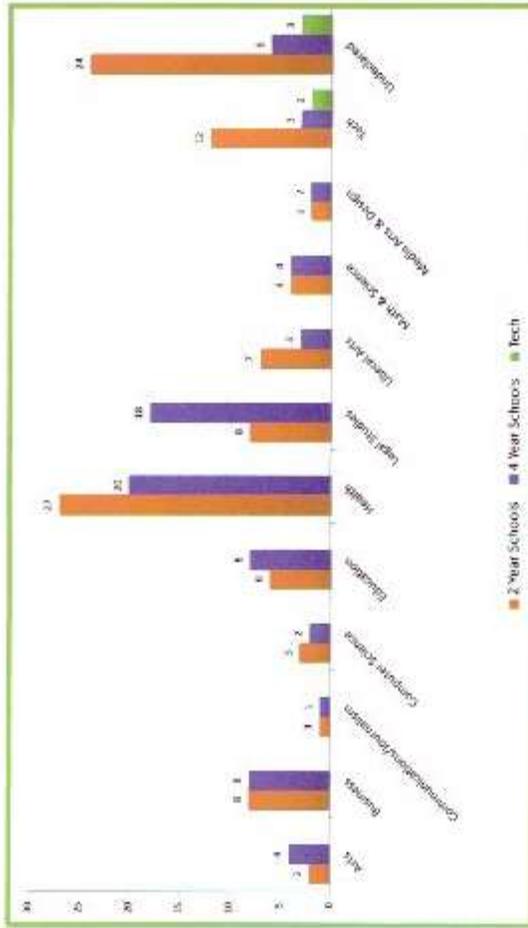
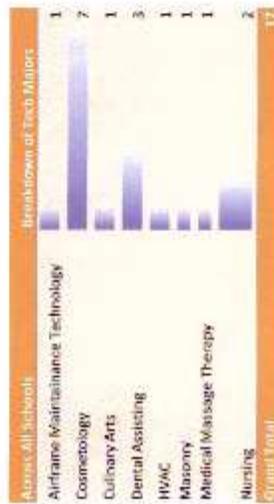
48% - working helped them balance school
67% - worked 15 or less hours per week

5% - had an internship during the school year
60% - unpaid



86% - believe they will obtain meaningful employment after graduation based on their major

Alabama - Majors by Field



Communications

Communicating with young adults presents a challenge to colleges, employers and programs such as ETV. The digital revolution has produced the first generation of digital natives, who are better at communicating online than in person and often are more closely connected to a virtual social-media community than to a physical campus community, or anyone else outside their peer group. Even retailers are struggling to sustain brand loyalty, as young consumers are bombarded with ads tailored to their ever changing online footprint.

FC2S and the AL ETV Program are committed to helping program participants understand that they must be able to move between two worlds - a web-based instant gratification environment and the more traditional one of academia, community norms and the workplace. The ability to move between the two is a new dividing line - the haves and have nots of appropriate and effective communication skills. Providing students with both an understanding of the realities of the world and the skills and knowledge to thrive outside of their current 24/7, college-age universe of Vimeo, Instagram, FaceBook and Twitter is challenging.

As a rule, students' cell phone numbers change frequently, they do not listen to voice mail messages and they do not return phone calls. This is endemic in their age group. FC2S is using multiple modes of communication besides phone calls - email, text messaging, Twitter and Facebook to reach students, and we are constantly reviewing our messages to be effective using the various communication platforms. The time, energy and effort the AL ETV team puts into reaching out to students throughout the year needs to be recognized.

Between July 1, 2011 and June 30, 2012 the AL ETV team outreached to potential AL ETV applicants and students:

AL	Phone	Email	Text*	Total Communications
Funded Students	1583	1375	166	3124
Non Funded Students	418	431	103	**952
Total	2001	1806	269	4076

*not all students list a cell phone number or their cell blocks text messages

** this number represents over 23% of the total communications

The ETV program is premised on students moving forward; to help them do that we need them to engage with us. Some ETV recipients do not equate funding with being in a post-secondary support program, and coordinators work very hard to help youth realize that the program is not 'just a check,' but that we want them to learn to be proactive and seek out information and guidance as well as being open to relevant, timely information sent to help them.

A core component of the program involves reviewing every applicant's budget with them prior to funding. Often students are not aware of the different funding streams they are receiving and they may not plan appropriately. For example, by taking all of their funding added together – ETV, the Pell grant and other funds such as scholarships, agency payment for campus housing, etc. – often we help the student realize they may not need to accept the student loans automatically offered, or that their loan amount can be reduced.

We help students make decisions between the more expensive for-profit school and the local community college. Conversations about going out of state or attending an AL public institution, changing schools and losing credits, dropping classes, and moving across town without having reliable transportation are only a few of the very important conversations we have daily with students regarding logistics, planning for the future, and understanding the impact of their decisions.

Our goal is to have at minimum monthly phone calls with students. As per the chart above, each funded student is called over eight times throughout the year. We encourage students to be proactive and set up a monthly phone meeting with ETV. Some enjoy the regular contact; however, others we call numerous times and despite our best efforts we may only talk with them two or three times a semester. Yet, it is a balancing act; these are young adults many of whom do not want to be in another 'program' that tells them what to do. Prior to being funded each student must have a phone meeting with ETV to discuss financial aid and classes. At that time we talk to them about how our experience and support can help them navigate the academic, financial and social challenges of college. Over time, our regular phone calls, text messages and emails forge a strong relationship with many students.

Additionally, all students are sent targeted academic success information based on their stated needs. Helping youth understand the realities of the world beyond foster care and their immediate community, and the skills and knowledge needed to progress in an ever-changing global, digital-information economy means helping them focus on career planning and the steps required to enter the workforce. During the calls, therefore, we discuss challenges, successes, changes in living situations, and academic concerns with a goal of helping them start to develop a short-term and longer-term life plan.

Computer used for checking email prior to receiving ETV funding:

Don't have access to computer	3	2%
Personal computer	118	63%
Shared at school or library	20	11%
Shared at foster/group home	11	6%
My cell phone	36	19%

How often students check primary email account:

Rarely/Never	7	4%
Once a week	62	33%
Every few days	38	20%
Daily	58	31%
Several times per day	23	12%

Housing and Transportation

Most AL ETV students live off campus, and therefore reliable transportation is a key component to post-secondary success. For students living in more urban settings, public transportation is generally reliable if sometimes circuitous, but getting to and from school is a major challenge for many students living outside metropolitan areas.

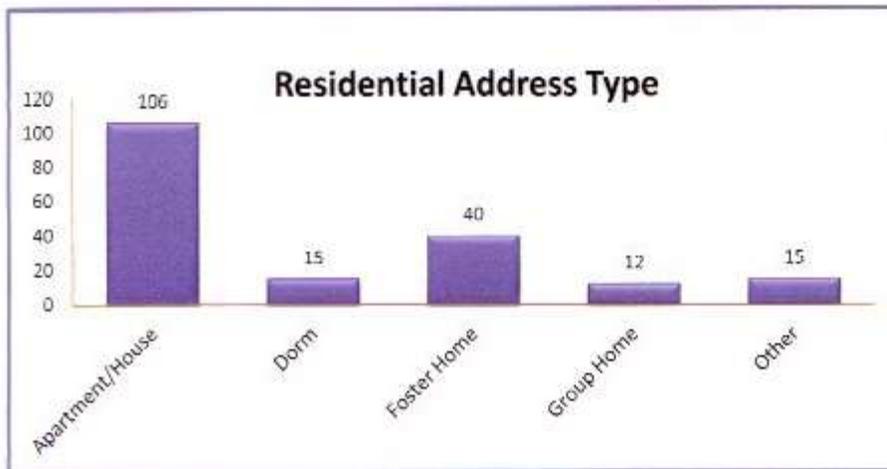
Often, however, when ETV Coordinators ask students about transportation to campus it seems to catch them off guard. In discussions with workers and education specialists, the focus is on registering for classes, not on the logistics of attending them.

Incoming freshmen most often say, "My friend will drive me," or they believe the social worker who helped them register for school is responsible for their transportation. Unfortunately, when ETV coordinators later discuss withdrawing from or failing classes, those same students say they couldn't get to school or they could only go sporadically.

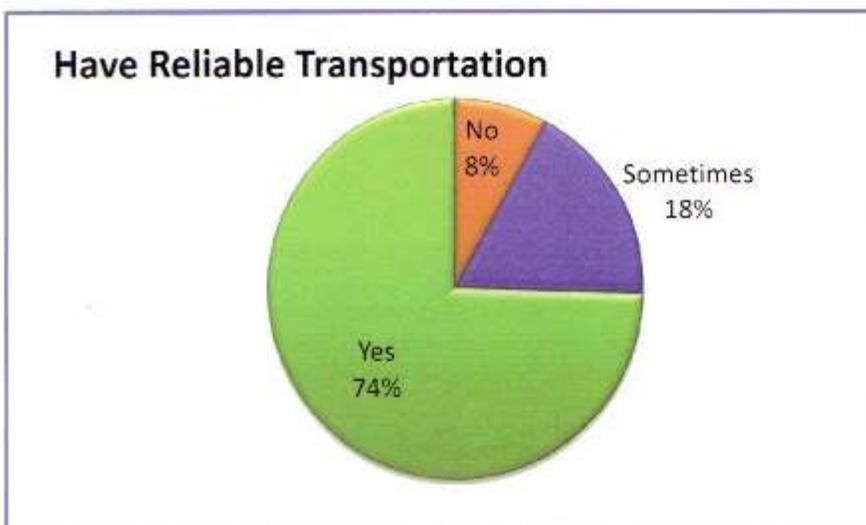
One rather extreme example proves the point. A worker called to ask about ETV funding to compensate a foster parent who was willing to drive a student with a chronic health problem to and from school, a 40-minute trip each way. It quickly became clear that this would not be feasible; the foster parent was older and had recurring appointments and activities, and the young man's class schedule would have required either multiple daily trips to campus or having the foster parent wait while he was in class. In this case as so often, the barrier was not funding but rather reliability and convenience.

There is no easy recommendation in these situations – cars and auto insurance are expensive and out of reach for most foster youth when they are first starting college.

Alabama Residential Demographics



Residential Address Type	Number of Students	Percent
Apartment/House	106	56.38%
Dorm	15	7.98%
Foster Home	40	21.28%
Group Home	12	6.38%
Other	15	7.98%
Grand Total	188	100.00%



Ideally, AL ETV students should have housing, on-campus or close to campus, in place prior to the start of classes. Belonging to a campus community is an integral part of the college experience. It facilitates attending every class, meeting with other students for study sessions, studying in the library or student center, and using the gym. Youth who live on or near campus are also more likely to ** visit the Student Service Center, which offers sessions on college success skills, counseling (personal, academic, and career) and, at community colleges, planning to transfer to a four-year program.

We strongly urge social workers and education advocates to invest considerable time in working with youth on the logistics and mechanics of housing and transportation that facilitates their being able to independently travel to and from campus. Creative strategies must also be developed to ensure that students have a place to stay during holidays and over breaks; today, with many youth remaining in care until 21, the option of returning to their foster homes is often a reasonable solution.

Foster Care to Success does not promote taking online classes in order to overcome housing and transportation challenges. Online classes are only a good option for the most responsible students, and they should not take more than one or two classes at a time. Successful online students must have strong reading and writing skills and must manage their time effectively. There are weekly assignments, and without scheduling the time to physically sit in a classroom, the responsibility for meeting deadlines falls entirely upon the student. Online classes were initially developed for working adults in Masters Programs who had to juggle job and family responsibilities, and studies show that younger students do not do well in these classes and programs.

Upperclassmen who are academically achieving may have the discipline to take these classes, but it does not replace face-to-face time with peers and professors.

Students should be encouraged to visit their career center to take advantage of all that it offers. A study of more than 13,000 Class of 2007 graduates found that students who used the Career Center and its resources at college were more likely to report job-search success than their friends who had decided to go their own way (Source:** *Moving On: Student Approaches and Attitudes Toward the Job Market for the College Class of 2007*. National Association of Colleges and Employers).

Nationwide

Half of all U.S. college students drop out before graduating.

Only about half of all Americans ever earn a higher degree or credential after high school. Furthermore, less than half of all first-time, full-time students complete a four-year degree within six years or a two-year degree within three years. That figure drops to about 25 percent for low-income students and is even more bleak for foster youth. According to Connected by 25, "only one to five percent of foster youth earn a bachelor's degree or higher."

There is general agreement in the field of higher education that students do not do well for a variety of reasons, including:

- Academic unpreparedness
- Unfamiliarity with college structure versus that of high school
- Unrealistic world view
- Attending the wrong school/selecting the wrong major
- Financial issues
- Inability to prioritize time and responsibilities between school, work, family and social life
- Lack of maturity

In addition to these reasons, college-bound foster youth are often uniquely disadvantaged. Not only are many of them the first in their families to graduate from high school, let alone start college, but they may be grappling with family issues, emotional and social delays, unidentified or untreated learning disabilities or mental health needs.

Recent findings from the science of brain development show that intense and sustained stress biologically alters the structure of the growing brain. Prolonged stress can impede the appropriate connection of brain circuits, affect the immune system, and even cause cognitive defects. Lack of bonding as an infant or child can cause emotional and psychological trauma that is very difficult to overcome. Many foster youth enter young adulthood without a stable emotional, social or educational foundation.

Academic Preparation for the rigors of college work

Remedial education courses teach high school learning skills and material students need to be ready for college-level work. *Students pay for the classes, earn no credits and the course is reported on their transcript.*

Studies have shown that three out of every four students (75%) who take remedial classes will not graduate within eight years, compared to 40 percent of

students not required to take remedial courses. Additionally, students in the bottom quarter by income were more than twice as likely to take remedial courses as those in the top quarter.

4-year colleges - 30+% of full-time students need remedial classes

Community college students - 60% need remedial course work, 90% of low-income students

Remedial Math Classes

- 55% of students who pass them graduate
- Of those who fail, only 20% graduate

Remedial English Classes

- 50% of students who pass them graduate
- Of those who fail, only 21% graduate

AL ETV Students

Some AL ETV recipients, like their peers, are academically unprepared when they start college. Many lack core math, reading and comprehension skills, but they can through remedial work learn these skills in a semester or two and be successful in upper level classes. The challenge is to help young people realize that progress is made one class at a time. Other students are very ready academically and they understand that the coursework will get progressively more challenging.

Credit Hours Earned	# Students	%
None reported	67	36%
1 - 14	32	17%
15 - 29	28	15%
30 - 44	15	8%
45 - 59	11	6%
60 - 74	11	6%
75 - 89	8	4%
90 - 104	6	3%
105 - 119	8	4%
120 or more	2	1%
Total	188	100%



# Students Year in School *	%
127 First (Freshman)	68%
26 Second (Sophomore)	14%
16 Fourth (Senior)	9%

* Students may retain a school year status (Freshman, Sophomore, etc.) for more than two semesters if they are taking non-credit remedial classes, are not full-time or are repeating classes they previously failed.

School Type	# Students	%
Public	157	84%
Proprietary	18	10%
Private, Non-Profit	13	7%

Parenting

Parenting students are a unique group of ETV recipients. In 2011-12 we developed a cohort of interested coaches who were especially trained to mentor them. While some of these matches were very successful, the problems young parents face are often so complex that they are beyond the scope of a volunteer. Therefore, we created a staff position to focus entirely on parenting students, supplementing the work of coaches and coordinators. The staff person knowledgeably works with each student's specific circumstances, helping more youth balance school and parenting to succeed in programs that allow them to enter the workforce with a certificate or degree.

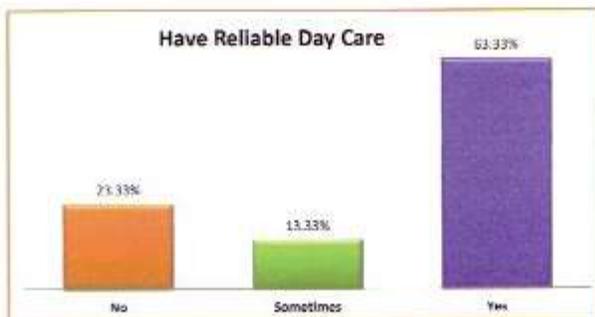
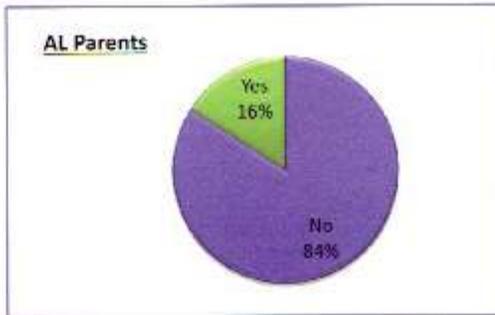
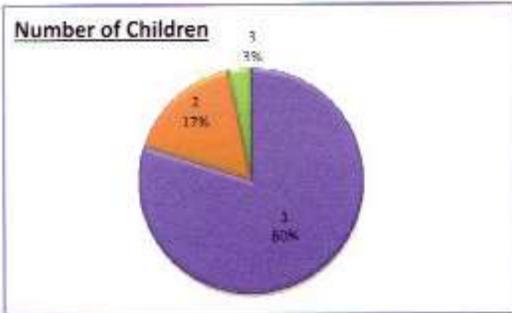
Too often students do not understand or are unwilling to consider how having a child impacts their daily life. For example, a student will apply for an ETV and say they are starting school the same week as their due date, or their due date is the end of the semester when they are scheduled to take finals and hand in papers.

Daily, ETV has conversations about child development, reliable day care and a back-up plan if the child is sick, child support, stable housing, avoiding disruptive altercations with the other parent or relatives, choosing a career path and taking the steps to be successful.

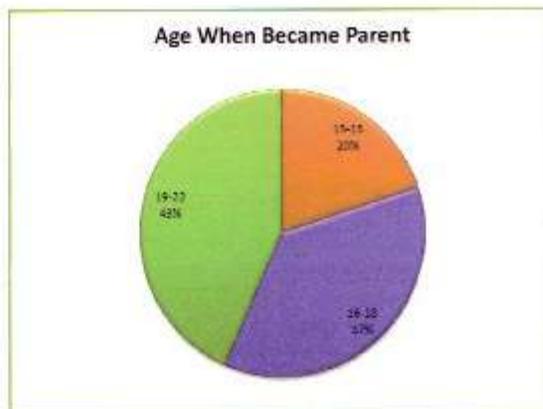
Parenting information is updated two times annually, at the start of the spring semester and in early May. Knowing which students are pregnant and or parenting helps us make the ETV coaching relevant to their situation.

Alabama ETV Parent Information

Number of Parents	Total
No	158
Yes	30
Grand Total	188



Age When Became Parent	Total
13	2
14	1
15	3
16	6
17	3
18	2
19	4
20	3
21	5
22	1
Grand Total	30



In-Kind – Student Supports

Academic Success Program:

Volunteer academic coaches are screened and trained and matched with students, see the next two pages. The coaches help students problem-solve, provide advice when asked, help students stay on track academically and most importantly encourage, cheer, celebrate and sometimes commiserate with them. They are caring listeners, helpful advisors and partners in brain-storming and goal-planning sessions. Coaches, engaged with AL youth, have an ASP contact person to call or email when they want or need specific help or guidance with their student(s.)

Senior Year Coaching:

AL ETV students were selected to participate in the Senior Year Coaching Program. The competitive program matches students in the senior year with a professional coach who is either an HR professional or a certified life/career coach. Students and coaches have been working on a graduation plan that includes collecting letters of reference, identifying projects, reports or publications the student can contribute to and earn a resume citation and identifying/applying for paid summer or year-long internships or fellowships. The goal of the program is to help students begin planning for the transition from college student to graduate and be competitive as a job seeker or young professional with a college degree.

Mentoring:

The Mentoring Program is a less structured support program for youth who are not good candidates for the ASP Program. These students need regular contact and support, but if they are not in a position to work with a coach, for example, parenting students and those who struggle with following through or maintaining regular communication, or those with mental health problems have different needs than those in ASP. Mentors are trained to always be proactive rather than expect the give and take that is inherent in a coaching relationship. Mentoring often focuses on making students aware of and accessing additional needed services –health care, accessing on campus education resources and disability services, and on campus services

Care Packages:

Three times each school year, students are sent care packages, in the Fall- late October early November when students are funded and their housing (address is stable), again on the first Sat. in February for Valentine's Day and in Spring, late April around exam time. Each box is themed and contains items college students want and need such as a dorm/apt. accessories, computer memory sticks, toiletries, fun summer items, gift cards, healthy food snacks, Girl Scout cookies, and a hand knit or crocheted red scarf to celebrate Valentine's Day. Throughout the school year, additional care packages were sent by community groups to selected groups of students such as those who are parenting, students in a geographical area or by gender.

InternAmerica:

Three AL students participated in the Washington DC, six-week summer program.

Scholarships:

FC2S provided private scholarship funding to AL students selected on a competitive basis. This funding is in addition to AL ETV funding.

Recruitment of coaches

Outreach is made to professional, educational, community and civic organizations and businesses in order to recruit coaches. We advertise in association newsletters, online forums and through social media. Because so many of the students in need of coaching are young men of color, we recruit coaches through institutions to which such men belong, such as historically black colleges and universities. Many coaches are recruited by their own friends and family members who already participate in the program. Finally, we have a large number of veteran coaches, who have been in the program for three or more years.

Training and support of coaches:

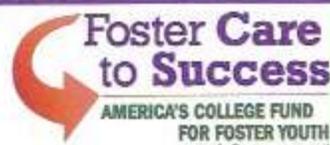
Coaches make a one-year commitment to support 3-4 students by connecting with them a minimum of twice a week through telephone, email, text messaging, Facebook, instant messaging – even Skype – wherever they are located. Coaches offer resources, help to problem-solve, provide advice when asked, keep students on track, and most importantly encourage, cheer, celebrate and sometimes commiserate as appropriate. Coaches are caring listeners, helpful advisers, and partners in brainstorming and goal-planning sessions.

Before being matched with student(s):

- **Coaches complete a comprehensive application** including references
- **Coaches are interviewed** by FC2S staff regarding expectations, responsibilities and requirements to ensure a comfortable fit between volunteer and program
- **FC2S conducts a background check** on all coaches
- **Coaches view training webinars** designed to
 - Enhance their understanding of foster care and the unique challenges faced by our students,
 - Provide theory and best practice for coaching at-risk youth,
 - Offer an academic framework for helping students succeed in school, and
 - Give a comprehensive overview of the mechanics of FC2S's Academic Success Coaching Program as well as of FC2S's other programs and how they integrate into a holistic program of support for college-aged foster youth.

As a result of our partnership with FC2S, we have been able to provide a comprehensive and ongoing support system for our students. This support system includes a variety of services and resources that are designed to help our students succeed in school and in life. We are proud to be a part of this program and to support our students in their journey towards a bright future.

InternAmerica



Since 1994, Foster Care to Success has brought hundreds of students to Washington D.C. to begin the transition from college student to young professional.

An internship is more than just a resume builder. It is a crucial step between college and the workforce and some 60% of employers hire staff from among their interns. Like other college students, foster youth deserve the opportunity to have this important experience. However, too often the best internships aren't paid and involve hefty expenses which foster youth can ill afford.

InternAmerica brings students in its Scholarship and Education and Training Voucher programs to our nation's capital for six weeks every summer, providing transportation, housing and a stipend to ensure that every eligible applicant can afford to participate. Professionally-led seminars help youth prepare for the transition from student to young professional, covering HR issues, working with colleagues and supervisors, managing workplace expectations, financial decision-making, networking, personal empowerment and communications training.

Interns have been placed at the White House, the Smithsonian Institution and in the Capitol Hill offices of members from both sides of the aisle, at law offices, investment firms and in hotels and newspapers. Specific to a student's major, InternAmerica changes lives by opening doors for deserving foster youth.

A special thanks to Southwest Airlines. They are the official airline of InternAmerica.



ALABAMA

Kayla Becker

Kayla Becker is a rising senior at Belmont University, where she is studying Mass Communication and Broadcast Journalism. She's already preparing for her career, as the founder and host of the YouTube show, "What's Goin' Down in Bruin Town." Since January 2012, she has produced 24 videos highlighting current events at school and in the city of Nashville, interviewing local celebrities and addressing important issues such as domestic violence. She plans to take the show to a higher level and larger audience next year, as the renamed "Nashville View."



Kayla entered care at the age of nine, and remained with the same foster family until she emancipated. They are her most permanent relationships, and she says of her foster father, "He has supported me and encouraged me from the day I became his. He has helped me develop my public speaking skills and is the reason I have had the opportunities I have had. Eleven years later, he is still just as helpful as he was in the beginning. If it were not for him, I would have given up on myself a long time ago."

This summer, Kayla is interning with the American Bar Association. Because the American Bar Association represents a variety of interests, Kayla will learn about several different types of communication. She is particularly excited about the fact that her internship involves public speaking, which is a passion of hers.

Sean Hudson

Sean Hudson is a rising senior at the University of Alabama, where he is studying Social Work with a minor in Psychology. He is very active on campus, serving as a Justice on the Student Judiciary Board and the Academic Honor Council. He is also an outspoken advocate for foster youth, and his success story was recently featured on CNN.



Sean was placed in foster care at the age of 14. After living in several foster homes he ultimately ended up in a group home. While some might have become bitter, Sean overcame his adversity to become stronger. He learned to advocate for himself and his peers and to effectively communicate his ideas to people in power. He also recognized the importance of maintaining good relationships with those around him. In fact, Sean credits a lot of his success to his relationship with his Independent Living Coordinator, Alice Westery. "Ms. Westery is my stepping stone. I met her while residing in a group home. At first, I thought she would be just like any other typical social worker! However, I was wrong. Ms. Westery didn't look at me differently, or label me; instead she treated me like one of her own children. It was because of her overwhelming kindness and sincerity that I was able to gain an

InternAmerica



Sean Hudson - Continued

appreciation for life. Over the years, as I continue to work with Ms. Westery, I believe I have grown into a mature and confident individual. She, more than anyone else, raised my confidence level to great heights."

Sean's internship at the American Bar Association will utilize his social work studies as well as his psychology minor and his personal experiences in the foster care system. He hopes that this internship will cement his desire to go into the field of law as it relates to youth.



Felicia Ware

Felicia Ware is a rising junior at Alabama State University in Montgomery. She is majoring in Social Work with a concentration in Psychology. Felicia is a member of her school's Student Support Services and Student Leadership programs. She enjoys mentoring young girls to become productive women in society. She hopes this passion can translate into a career one day, perhaps with a business or non-profit of her own that helps youth transition successfully from foster care.

Felicia came into care at the age of six and was in five placements before settling permanently with her current foster family at the age of nine. Felicia's role models are her foster mother, who she calls, "my real mom," and her foster sister Kristen, who taught Felicia that the most important thing of all is to love and believe in yourself even when others do not show you love.

Felicia's is excited to be interning at the Women's Business Center. Because the Center works with a variety of other women's groups, she will be able to observe diversity and learn to adapt to different situation. She also feels that this internship will give her some of the tools she will need if she starts her own business, and that it will be a resource for future contacts.

InternAmerica 2012 - May 31-July 14.

Benjamin Alexander (AR), University of Arkansas, [Alexandria Times](#) Newspaper
Sophia Buckson-Murphy (OH), Kent State University, Foster Care Alumni of Amer.
Ashley Bynum (NY), St. Bonaventure University, American Bar Association
Dashanne Czegledy (OH), University of Toledo, CASA of DC
DaShae Dunbar (MO), Oklahoma Christian University, Office of Senator Roy Blunt
Tobey Edwards (MO), Missouri State University, Small Business Administration
Trudy-Kay Ganpatt (NY), Full Sail University, Connection Newspapers
Russell Harris (AZ), Pima Community College, Carroll Travel
April Higley (MO), Missouri Western State University, American Bar Association
Rebecca James (NC), Appalachian State University, W.M. Council of Governments
Katherine Meyer (CO), University of Colorado, Office of Senator Mark Udall
Latasha Moore (MD), University of Maryland, Sport and Health
Quatez Scott (OH), Wilmington College, Good360
Margaret Stickney (NY), St. Lawrence University, Amer. Inst. of Biological Sciences
Anthony Taveras (NY), Baruch College, Small Business Administration
Phyllis Willis (MD), University of Baltimore, Washingtonians for Children

Additional Thanks to our other InternAmerica Partners:

Alliant Credit Union	American Red Cross
Burston Marsteller	Casey Family Programs
Jack Kent Cooke Foundation	Nature Conservancy
NeighborWorks America	Reed Smith Law Firm
Siemens Corporation	Smithsonian Institution

End of Year Survey

188 Funded Students

100 (53%) response rate

99% - ETV funding was making a difference in their life

78% - without ETV funding they would not be in school

79% - ETV funding reduced or eliminated student amount borrowed

95% - AL ETV program is well organized and managed.

98% - understood the program expectations and knew how to remain eligible each year

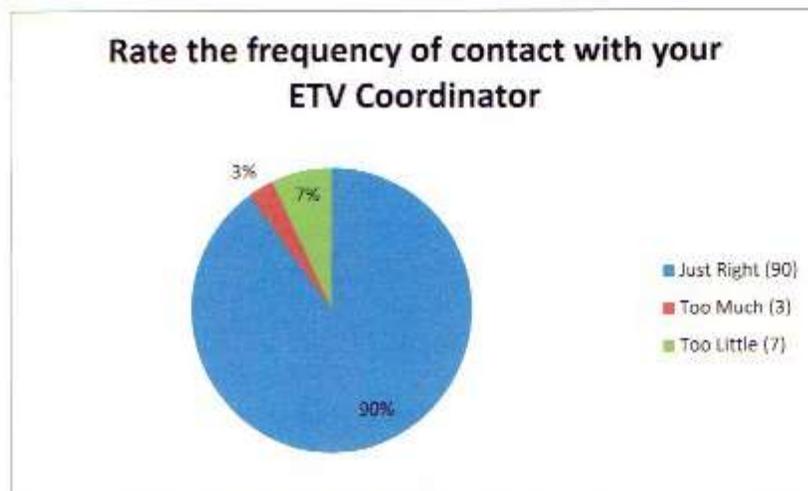
98% - liked their ETV coordinator

97% - their coordinator was responsive to them

96% - their coordinator cares about them

10% - wanted changes to the ETV program

- Increase the annual amount
- Increase the age limit to 25





IN CONCLUSION:

Foster Care to Success is proud to administer the Education and Training Voucher Program on behalf of the State of Alabama.

Our work with these foster youth and adoptees begins with ensuring that each eligible student receives the funding they need, appropriately disbursed in a timely manner. However, our staff and trained volunteers go much farther, working with individual students to help them plan for their own futures and achieve their goals step by step. We believe that educational success is founded not simply on test-taking, book-learning intelligence but also on aptitude for and interest in the subject, persistence, hard work, good time management, and supportive resources including an engaged faculty, positive and supportive peers, helpful community organizations including social workers, guidance counselors and education advocates, and FC2S staff and volunteers.

Together, with DHR we are moving Alabama's foster youth towards successful adulthood one step at a time, teaching them to form good connections, understand financial responsibilities, study and progress through school efficiently, and develop appropriate short- and long-term plans.

Alabama youth are making great educational and personal gains as a result of ETV funding, and we are pleased to play a part in this progress. We look forward to continuing to support Alabama foster youth and adoptees in the years to come.

Respectfully submitted,

A handwritten signature in black ink that reads "Eileen McCaffrey".

Eileen McCaffrey
Executive Director
Orphan Foundation of America
(DBA Foster Care to Success America's College Fund for Foster Youth)
21351 Gentry Drive, Suite 130
Sterling, VA 20166
571-203-0270
emccaffrey@fc2success.org

**State of Alabama
Personnel Department
64 North Union Street
P. O. Box 304100
Montgomery, AL 36130-4100
Phone: (334) 242-3389
Fax: (334) 242-1110**

www.personnel.alabama.gov

Continuous Announcement

SOCIAL SERVICE CASEWORKER - 50246

Salary: \$29,954.40 – \$47,757.60

Announcement Date: April 15, 2009

JOB INFORMATION

The Social Service Caseworker is a permanent full-time position used by various agencies throughout the state. This is service social work developing social service plans for select caseloads; investigating abuse and neglect cases; providing crisis intervention; assessing need and delivery of services; arranging for clinical services and/or planning for nursing home care; determining financial eligibility of day care and homemaker schedules; recruiting applicants for foster care and residential day care providers; speaking to the general public and groups; and preparing court reports and testifying in court.

MINIMUM REQUIREMENTS

- Bachelor's degree from an accredited* college or university in a social science.

OR

- Bachelor's degree from an accredited* college or university with a degree in any major **and** at least 30 semester or 45 quarter hours in social or behavioral science courses. **Please submit a college transcript or a list of social or behavioral science courses and hours completed with application.**

ADDITIONAL REQUIREMENTS

- On the reverse side of this announcement is a willingness questionnaire. These questions are tasks in which a Social Service Caseworker may be asked to perform. Carefully read each question, then check yes or no as to your willingness to perform the task. If you answer no to any questions, you may wish to reconsider applying for Social Service Caseworker. Attach the completed questionnaire to your application and return it to the State Personnel Department. **Applications without the willingness questionnaire attached will not be accepted.**
- **Applicants must have available, suitable transportation for use on the job.**
- **Per Alabama Act Number 2000-775, beginning November 1, 2000, persons who apply for child welfare jobs will be subjected to a criminal background investigation prior to employment with the Department of Human Resources.**

NOTES

- Applicants may apply for this position during their last semester of college; however, applicants will be required to submit documentation verifying completion of the Bachelor's degree to the hiring agency prior to beginning work.

BENEFITS

- Low-Cost Health/Dental Insurance (Single Coverage) • Optional Family Coverage (Health/Dental)
- Accrue Thirteen Annual Leave Days per Year • Accrue Thirteen Sick Days per Year
- Thirteen Paid Holidays per Year • Retirement Plan
- Flexible Employee Benefit Plans • Optional Deferred Compensation Plans

EXAMINATION

- **Open-Competitive** to all applicants
- Evaluation of **Training and Experience** as shown on your application

HOW TO APPLY

- Complete an Application for Examination Form available at www.personnel.alabama.gov, the above address, or any Alabama Career Center Office.

- Apply online, by mail or by fax. *Applications will be accepted until further notice.*

Individuals placed on the register before May 25, 2008 MUST reapply to remain eligible for employment.

Individuals placed on the register on or after May 25, 2008 are not required to reapply and their current applications on file will be evaluated and scored using the new selection procedure.

THE STATE OF ALABAMA IS AN EQUAL OPPORTUNITY EMPLOYER

*Please refer to the State Personnel Department web site or call us at (334) 242-3389 for complete information on our policy for accepting post-secondary and advance degrees. Except for pretest information provided by State Personnel to all applicants, you should not directly or indirectly obtain information about examinations. If you do, the State Personnel Director may do several things. One, you may not be

given an examination. Two, you may be disqualified after an examination. Three, your name may be removed from a register. Or four, your name may not be certified from the register. (Rules of the State Personnel Board, Chapter 670-x-9). According to the Code of Alabama, 36-26-47, a willful violation of exam security is a misdemeanor. Any person who is convicted of this type of misdemeanor will not get a state job. If they are officers or employees of the state, they will be required to forfeit their office or position for five years. If you know of anyone who has violated this policy, you should contact the Examination Manager at the State Personnel Department.

**WILLINGNESS QUESTIONNAIRE FOR SOCIAL SERVICE CASEWORKER
(50246) Are you willing and able to:**

1. Work in situations where children or adults are deprived of basic living needs (i.e., food, shelter, education, medical services, clothing etc.)? Yes No
2. Remove children from current living situations for placement in foster care against the wishes of the parents or legal guardians? Yes No
3. View graphic physical abuse of children or adults? Yes No
4. Work in high crime areas, sometimes alone? Yes No
5. Use your personal vehicle to transport clients, children, supplies, or conduct visits? Yes No
6. Work with persons who are substance abusers? (alcohol and drugs) Yes No
7. Work in low income housing projects sometimes alone? Yes No
8. Occasionally work nights and weekends? Yes No
9. Take verbal abuse without retaliating physically or verbally? Yes No
10. Visually observe children, clients, or adults for physical signs of deprivation (ie clothing, hygiene, extreme weight loss, etc)? Yes No
11. Handle large case loads? Yes No
12. Maintain strict confidentiality of all information to which you have access? Yes No
13. Serve as a witness in court proceedings? Yes No
14. Maintain very detailed case notes? Yes No
15. Work in highly emotional situations and maintain composure? Yes No
16. Handle a large volume of paperwork? Yes No
17. Handle the pressure of meeting deadlines? Yes No

Signature: _____ **Social Security Number:**

State of Alabama
Personnel Department
64 North Union Street
P. O. Box 304100
Montgomery, AL 36130-4100
Phone: (334) 242-3389
Fax: (334) 242-1110
www.personnel.alabama.gov

Continuous Announcement

SOCIAL WORKER - 50248

Salary: \$31,488.00 - \$48,924.00

Announcement Date: February 16, 2000

Revised Date: September 1, 2008

JOB INFORMATION

The Social Worker is a permanent full-time position with the Department of Human Resources. Positions are located throughout the state. Employees in this class perform entry level to advanced level service social work by developing a social service plan for a select caseload in child protective services, adult protective services, day care, child and adult foster care, and/or adoptions.

MINIMUM REQUIREMENTS

- Bachelor's degree in Social Work from a social work program accredited by the Council on Social Work Education.
- Eligibility for Licensure as issued by the Alabama Board of Social Work Examiners

ADDITIONAL REQUIREMENTS

- Licensure must be obtained within the probationary period in order to obtain permanent employment.
- Applicants must complete and submit with their applications the willingness questionnaire on the reverse side of this announcement. **Applications without the willingness questionnaire will not be accepted.**
- Applicants must have available, suitable transportation for use on the job.
- Per Alabama Act Number 2000-775, beginning November 1, 2000, persons who apply for child welfare jobs will be subjected to a criminal background investigation prior to employment with the Department of Human Resources.

NOTES

- Applicants may apply for this position during their last semester of college; however, applicants will be required to submit documentation verifying completion of the Bachelor's degree to the hiring agency prior to beginning work.

BENEFITS

- Low-Cost Health/Dental Insurance (Single Coverage) • Optional Family Coverage (Health/Dental)
- Accrue Thirteen Annual Leave Days per Year • Accrue Thirteen Sick Days per Year
- Thirteen Paid Holidays per Year • Retirement Plan
- Flexible Employee Benefit Plans • Optional Deferred Compensation Plans

EXAMINATION

- **Open-Competitive** to all applicants
- Evaluation of **Training and Experience** as shown on application

HOW TO APPLY

- Complete an Application for Examination Form available at www.personnel.alabama.gov, the above address, or any Alabama Career Center Office.
- Apply on-line, by mail, or by fax. *Applications will be accepted until further notice.*

Individuals currently on the register MUST reapply to remain eligible for employment.

THE STATE OF ALABAMA IS AN EQUAL OPPORTUNITY EMPLOYER

Please refer to the State Personnel Department web site or call us at (334) 242-3389 for complete information on our policy for accepting post-secondary and advance degrees..

Except for pretest information provided by State Personnel to all applicants, you should not directly or indirectly obtain information about examinations. If you do, the State Personnel Director may do several things. One, you may not be given an examination. Two, you may be disqualified after an examination. Three, your name may be removed from a register. Or four, your name may not be certified from the register. (Rules of the State Personnel Board, Chapter 670-x-9). According to the Code of Alabama, 36-26-47, a willful violation of exam security is a misdemeanor. Any person who is convicted of this type of misdemeanor will not get a state job. If they are officers or employees of the state, they will be required to forfeit their office or position for five years. If you know of anyone who has violated this policy, you should contact the Examination Manager at the State Personnel Department.

WILLINGNESS QUESTIONNAIRE FOR SOCIAL WORKER (50248)

Are you willing and able to:

1. Work in situations where children or adults are deprived of basic living needs (ie food, shelter, education, medical services, clothing etc.)? Yes No
2. Remove children from current living situations for placement in foster care against the wishes of the parents or legal guardians? Yes No
3. View graphic physical abuse of children or adults? Yes No
4. Work in high crime areas, sometimes alone? Yes No
5. Use your personal vehicle to transport clients, children, supplies, or conduct visits? Yes No
6. Work with persons who are substance abusers? (alcohol and drugs) Yes No
7. Work in low income housing projects sometimes alone? Yes No
8. Occasionally work nights and weekends? Yes No
9. Take verbal abuse without retaliating physically or verbally? Yes No
10. Visually observe children, clients, or adults for physical signs of deprivation (ie clothing, hygiene, extreme weight loss, etc)? Yes No
11. Handle large case loads? Yes No
12. Maintain strict confidentiality of all information to which you have access? Yes No
13. Serve as a witness in court proceedings? Yes No
14. Maintain very detailed case notes? Yes No
15. Work in highly emotional situations and maintain composure? Yes No
16. Handle a large volume of paperwork? Yes No
17. Handle the pressure of meeting deadlines? Yes No

Signature: _____ **Social Security Number:**

State of Alabama
Personnel Department

64 North Union Street
P. O. Box 304100
Montgomery, AL 36130-4100
Phone: (334) 242-3389
Fax: (334) 242-1110

www.personnel.alabama.gov

Continuous Announcement

SENIOR SOCIAL WORKER - 50221

Salary: \$35,589.60 – \$53,995.20

Revised Date: September 1, 2008

JOB INFORMATION

The Senior Social Worker is a permanent full-time position used by various agencies throughout the state. This is advanced professional service social work. Employees in this class develop a social service plan for a difficult and complex select caseload in child protective services, adult protective services, child and adult foster care and/or adoptions; investigate complex abuse and neglect cases; provide immediate crisis intervention; assess need and delivery of services; arrange for clinical services; and/or plan for nursing home care.

MINIMUM REQUIREMENTS

- Master's degree in Social Work from a social work program accredited by the Council on Social Work Education.
- Eligibility for Licensure as issued by the Alabama Board of Social Work Examiners

ADDITIONAL REQUIREMENTS

- Licensure must be obtained within the probationary period in order to obtain permanent employment.
- Applicants must complete and submit with their applications the willingness questionnaire on the reverse side of this announcement. **Applications without the willingness questionnaire will not be accepted.**
- Applicants must have available, suitable transportation.
- Per Alabama Act Number 2000-775, beginning November 1, 2000, persons who apply for child welfare jobs will be subjected to a criminal background investigation prior to employment with the Department of Human Resources.

NOTE

- Applicants may apply for this position during their last semester of college; however, applicants will be required to submit documentation verifying completion of the Master's degree to the hiring agency prior to beginning work.

BENEFITS

- Low-Cost Health/Dental Insurance (Single Coverage) • Optional Family Coverage (Health/Dental)
- Accrue Thirteen Annual Leave Days per Year • Accrue Thirteen Sick Days per Year
- Thirteen Paid Holidays per Year • Retirement Plan
- Flexible Employee Benefit Plans • Optional Deferred Compensation Plans

EXAMINATION

- **Open-Competitive** to all applicants
- Evaluation of **Training and Experience** as shown on application

HOW TO APPLY

- Complete an Application for Examination Form available at www.personnel.alabama.gov, the above address, or any Alabama Career Center Office.

- Apply on-line, by mail, or by fax. *Applications will be accepted until further notice.*

Individuals currently on the register MUST reapply to remain eligible for employment.

THE STATE OF ALABAMA IS AN EQUAL OPPORTUNITY EMPLOYER

Please refer to the State Personnel Department web site or call us at (334) 242-3389 for complete information on our policy for accepting post-secondary and advance degrees.

Except for pretest information provided by State Personnel to all applicants, you should not directly or indirectly obtain information about examinations. If you do, the State Personnel Director may do several things. One, you may not be given an examination. Two, you may be disqualified after an examination. Three, your name may be removed from a register. Or four, your name may not be certified from the register. (Rules of the State Personnel Board, Chapter 670-x-9). According to the Code of Alabama, 36-26-47, a willful violation of exam security is a misdemeanor. Any person who is convicted of this type of misdemeanor will not get a state job. If they are officers or employees of the state, they will be required to forfeit their office or position for five years.

If you know of anyone who has violated this policy, you should contact the Examination Manager at the State Personnel Department.

WILLINGNESS QUESTIONNAIRE FOR SENIOR SOCIAL WORKER (50221)

Are you willing and able to:

1. Work in situations where children or adults are deprived of basic living needs (ie food, shelter,

education, medical services, clothing etc.)? Yes No

2. Remove children from current living situations for placement in foster care against the wishes of

the parents or legal guardians? Yes No

3. View graphic physical abuse of children or adults? Yes No

4. Work in high crime areas, sometimes alone? Yes No

5. Use your personal vehicle to transport clients, children, supplies, or conduct visits? Yes No

6. Work with persons who are substance abusers? (alcohol and drugs) Yes No

7. Work in low income housing projects sometimes alone? Yes No

8. Occasionally work nights and weekends? Yes No

9. Take verbal abuse without retaliating physically or verbally? Yes No

10. Visually observe children, clients, or adults for physical signs of deprivation (ie clothing, hygiene, extreme

weight loss, etc)? Yes No

11. Handle large case loads? Yes No

12. Maintain strict confidentiality of all information to which you have access? Yes No

13. Serve as a witness in court proceedings? Yes No

14. Maintain very detailed case notes? Yes No

15. Work in highly emotional situations and maintain composure? Yes No

16. Handle a large volume of paperwork? Yes No

17. Handle the pressure of meeting deadlines? Yes No

Signature: _____ **Social Security Number:**

**State of Alabama
Personnel Department
64 North Union Street
P. O. Box 304100
Montgomery, AL 36130-4100
Phone: (334) 242-3389
Fax: (334) 242-1110**

www.personnel.alabama.gov

Continuous Announcement

SERVICE SUPERVISOR - 50223

Salary: \$35,589.60 - \$53,995.20

Announcement Date: March 3, 2010

JOB INFORMATION

The Service Supervisor is a permanent full-time position with the Department of Human Resources. Positions are located throughout the state. This is supervisory service social work. Employees in this class plan, organize, and supervise child protective services, adult protective services, Medicaid waiver, child and adult foster care, and/or adoption operations within a county Human Resources office.

MINIMUM REQUIREMENTS

- For the promotional register, current permanent status as a Social Worker or Social Service Caseworker with the Department of Human Resources
- Bachelor's degree from an accredited* four year college or university in any major **AND** three (3) years of professional social work experience in child protective services, adult protective services, child/adult foster care, and/or adoption operations

OR

- Bachelor's degree from an accredited* four year college or university **AND** 30 semester or 45 quarter hours in social or behavioral science courses **AND** two (2) years of professional social work experience in child protective services, adult protective services, child/adult foster care, and/or adoption operations. **Please submit a transcript or list of all social or behavioral science courses completed.**

NOTE

- A Masters Degree in Social Work from a social work program accredited* by the Council on Social Work Education will substitute for one year of the required professional experience in child protective services, adult protective services, child/adult foster care, and/or adoption operations.

ADDITIONAL REQUIREMENTS

- **Per Alabama Act Number 2000-775, beginning November 1, 2000, persons who apply for child welfare jobs will be subjected to a criminal background investigation prior to employment with the Department of Human Resources.**
- Applicants must have available, suitable transportation for use on the job

BENEFITS

- Low-Cost Health/Dental Insurance (Single Coverage) • Optional Family Coverage (Health/Dental)
- Accrue Thirteen Annual Leave Days per Year • Accrue Thirteen Sick Days per Year
- Thirteen Paid Holidays per Year • Retirement Plan
- Flexible Employee Benefit Plans • Optional Deferred Compensation Plans

EXAMINATION

- **Open-Competitive** to all applicants and **Promotional** to current state employees with the Department of Human Resources in the job classes listed above
- An **Evaluation of Training and Experience** as shown on the application will comprise 90% of the applicant's final score for the promotional register, with the remaining 10% being based on the average of the applicant's service ratings for the last three years. Scores from the **Evaluation of Training and Experience** will comprise 100% of the final score for the opencompetitive register.

HOW TO APPLY

- Complete an Application for Examination Form available at www.personnel.alabama.gov, the above address, or any Alabama Career Center Office.
- Apply by mail or by fax. *Applications will be accepted until further notice.*
Individuals currently on the register MUST reapply to remain eligible for employment.
Veteran's credits are NOT allowed on promotional examinations.

THE STATE OF ALABAMA IS AN EQUAL OPPORTUNITY EMPLOYER

*Please refer to the back of this announcement for complete information on State Personnel's policy for accepting post-secondary and advanced degrees.

Except for pretest information provided by State Personnel to all applicants, you should not directly or indirectly obtain information about examinations. If you do, the State Personnel Director may do several things. One, you may not be given an examination. Two, you may be disqualified after an examination. Three, your name may be removed from a register. Or four, your name may not be certified from the register. (Rules of the State Personnel Board, Chapter 670-x-9). According to the Code of Alabama, 36-26-47, a willful violation of exam security is a misdemeanor. Any person who is convicted of this type of misdemeanor will not get a state job. If they are officers or employees of the state, they will be required to forfeit their office or position for five years.

If you know of anyone who has violated this policy, you should contact the Examination Manager at the State Personnel Department.

State of Alabama Personnel Department Policy on Accepting College Coursework, Post-Secondary and Advanced Degrees

1. Specific college coursework required for a job, as well as Bachelor's, graduate, post graduate, and doctoral degrees will be accepted from the schools accredited by any of the six regional accreditation associations in the United States. These associations are listed below.

- Southern Association of Colleges and Schools (SACS)
- Middle States Association of Colleges and Schools (MSA)
- Northwest Commission on Colleges and Universities (NWCCU)
- North Central Association of Colleges and Schools – The Higher Learning Commission (NCA-HLC)
- New England Association of Schools and Colleges – Commission on Institutions of Higher Education (NEASCCIHE)
- Western Association of Schools and Colleges – Accrediting Commission for Senior Colleges and Universities (WASC-ACSCU)

2. Coursework or degrees from schools that have not been accredited by a regional accreditation association will be accepted if a regionally accredited school considers the coursework or degree to be an acceptable prerequisite for admission to an advanced degree program. For example, if a regionally accredited school accepts an applicant's bachelor's degree for admittance into a graduate degree program, State Personnel will accept the degree. In the case of required college coursework (but no degree requirement), State Personnel will accept the college coursework if a regionally accredited school accepts the coursework towards a post-secondary degree (e.g., a bachelor's degree). ***This must be documented by a letter of acceptance from the regionally accredited school.*** State Personnel will review such requests on a case-by-case basis.

Note: This policy is subject to change. Certain state agencies may have additional requirements.

State of Alabama
Personnel Department
64 North Union Street
P. O. Box 304100
Montgomery, AL 36130-4100
Phone: (334) 242-3389
Fax: (334) 242-1110
www.personnel.alabama.gov

Continuous Announcement

SENIOR SOCIAL WORK SUPERVISOR - 50224

Salary: \$41,258.40 - \$62,529.60

Announcement Date: May 19, 2004

Revised Date: September 1, 2008

JOB INFORMATION

The Senior Social Work Supervisor is a permanent full-time position with the Department of Human Resources. Positions are located throughout the state. This is advanced supervisory service social work. Employees in this class plan, organize, and supervise difficult child protective services, adult protective services, Medicaid waiver, child and adult foster care, and/or adoption operations within a county Human Resources office.

MINIMUM REQUIREMENTS

- Master's degree in Social Work from a social work program accredited by the Council on Social Work Education
- For the promotional register, current permanent status with the Department of Human Resources as a Social Service Caseworker, Social Worker, Senior Social Worker, Service Supervisor, or Human Resources Program Specialist
- Two years of professional social work experience in child welfare and/or adult services in a public welfare agency

ADDITIONAL REQUIREMENTS

- Applicants must possess licensure as issued by the Alabama Board of Social Work Examiners at or above the LGSW level in order to be considered for this position. **Please include this information on the application.**
- Per Alabama Act Number 2000-775, beginning November 1, 2000, persons who apply for child welfare jobs will be subjected to a criminal background investigation prior to employment with the Department of Human Resources.
- Applicants must have available, suitable transportation for use on the job.

BENEFITS

- Low-Cost Health/Dental Insurance (Single Coverage) • Optional Family Coverage (Health/Dental)
- Accrue Thirteen Annual Leave Days per Year • Accrue Thirteen Sick Days per Year
- Thirteen Paid Holidays per Year • Retirement Plan
- Flexible Employee Benefit Plans • Optional Deferred Compensation Plans

EXAMINATION

- **Open-Competitive** to all applicants and **Promotional** to current state employees
- An **Evaluation of Training and Experience** will comprise 95% of the applicant's final score for the promotional register, with the remaining 5% being based on the average of the applicant's service ratings for the last three years. Scores from the **Evaluation of Training and Experience** will comprise 100% of the final score for the open-competitive register.

HOW TO APPLY

- Complete an Application for Examination Form available at www.personnel.alabama.gov, the above address, or any Alabama Career Center Office.
- Apply by mail or by fax. *Applications will be accepted until further notice.*

Individuals currently on the register MUST reapply to remain eligible for employment.

Veteran's credits are NOT allowed on promotional examinations.

THE STATE OF ALABAMA IS AN EQUAL OPPORTUNITY EMPLOYER

Please refer to the back of this announcement for complete information on State Personnel's policy for accepting post-secondary and advanced degrees.

Except for pretest information provided by State Personnel to all applicants, you should not directly or indirectly obtain information about examinations. If you do, the State Personnel Director may do several things. One, you may not be given an examination. Two, you may be disqualified after an examination. Three, your name may be removed from a register. Or four, your name may not be certified from the register. (Rules of the State Personnel Board, Chapter 670-x-9). According to the Code of Alabama, 36-26-47, a willful violation of exam security is a misdemeanor. Any person who is convicted of this type of misdemeanor will not get a state job. If they are officers or employees of the state, they will be required to forfeit their office or position for five years.

If you know of anyone who has violated this policy, you should contact the Examination Manager at the State Personnel Department.

State of Alabama Personnel Department Policy on Accepting College Coursework, Post-Secondary and Advanced Degrees

1. Specific college coursework required for a job, as well as Bachelor's, graduate, post graduate, and doctoral degrees will be accepted from the schools accredited by any of the six regional accreditation associations in the United States. These associations are listed below.

- Southern Association of Colleges and Schools (SACS)
- Middle States Association of Colleges and Schools (MSA)
- Northwest Commission on Colleges and Universities (NWCCU)
- North Central Association of Colleges and Schools – The Higher Learning Commission (NCA-HLC)
- New England Association of Schools and Colleges – Commission on Institutions of Higher Education (NEASCCIHE)
- Western Association of Schools and Colleges – Accrediting Commission for Senior Colleges and Universities (WASC-ACSCU)

2. Coursework or degrees from schools that have not been accredited by a regional accreditation association will be accepted if a regionally accredited school considers the coursework or degree to be an acceptable prerequisite for admission to an advanced degree program. For example, if a regionally accredited school accepts an applicant's bachelor's degree for admittance into a graduate degree program, State Personnel will accept the degree. In the case of required college coursework (but no degree requirement), State Personnel will accept the college coursework if a regionally accredited school accepts the coursework towards a post-secondary degree (e.g., a bachelor's degree). ***This must be documented by a letter of acceptance from the regionally accredited school.*** State Personnel will review such requests on a case-by-case basis.

Note: This policy is subject to change. Certain state agencies may have additional requirements.

1. State or Indian Tribal Organization (ITO): Alabama	2. EIN: 63-60000619-A6	3. Address: 50 North Ripley Street, Montgomery, AL 36130-4000				
4. Submission: [X] New [] Revision						
<i>Description of Funds</i>	<i>Estimated Expenditures</i>	<i>Actual Expenditures</i>	<i>Number served</i>		<i>Population served</i>	<i>Geographic area served</i>
			<i>Individuals</i>	<i>Families</i>		
5. Total title IV-B, subpart 1 funds	\$ 4,716,123	\$ 4,702,623	37.913	Blank Cell	Prevention & Protection from abuse & neglect	Statewide/reservation
a) Total Administrative Costs (not to exceed 10% of title IV-B, subpart 1 total allotment)	\$ 471,612	\$ -				
6. Total title IV-B, subpart 2 funds (This amount should equal the sum of lines a - f.)	\$ 7,153,538	\$ 7,127,917	-	31403	Families & children at imminent risk	Statewide/reservation
a) Family Preservation Services	\$ 1,788,385	\$ 2,089,067				
b) Family Support Services	\$ 2,146,061	\$ 1,990,850				
c) Time-Limited Family Reunification Services	\$ 1,788,385	\$ 1,625,259				
d) Adoption Promotion	\$ 1,430,707	\$ 1,422,741				

and Support Services									
e) Other Service Related Activities (e.g. planning)	\$ -	\$ -							
f) Administrative Costs (FOR STATES: not to exceed 10% of total title IV-B, subpart 2 allotment after October 1, 2007)	\$ -	\$ -							
7. Total Monthly Caseworker Visit Funds (STATE ONLY)	\$ 424,784	\$ 323,003							
a) Administrative Costs (not to exceed 10% of MCV allotment)	\$ 42,478	\$ -							
8. Total Chafee Foster Care Independence Program (CFCIP) funds	\$ 2,174,877	\$ 2,174,877							
a) Indicate the amount of allotment	\$ -	\$ 424,074					89	Eligible youth	Statewide/reservation

spent on room and board for eligible youth (not to exceed 30% of CFCIP allotment)						
9. Total Education and Training Voucher (ETV) funds	\$ 726,700	\$ 725,191	190		Eligible youth	Statewide/reservation
10. Certification by State Agency or Indian Tribal Organization (ITO). The State agency or ITO agrees that expenditures were made in accordance with the Child and Family Services Plan, which has been jointly developed with, and approved by, the Children's Bureau.						
<i>Signature and Title of State/Tribal Agency Official</i> <i>Nancy T. Buckner, Commissioner</i>	<i>Date</i> June 24, 2013	<i>Signature and Title of Central Office Official</i>			<i>Date</i>	

CFS-101 Part II: Annual Estimated Expenditure Summary of Child and Family Services

State or Indian Tribal Organization (ITO) ALABAMA
 For FFY OCTOBER 1 ,2013 TO SEPTEMBER 30, 2014

SERVICES/ACTIVITIES	TITLE IV-B			(d) CA PTA *	(e) CF CIP	(f) ET V	(g) TI TL E IV -E	(h) STAT E, LOCA L, & DON ATED FUND S	(i) NUMBER TO BE SERVED		(j) POPUL ATION TO BE SERVE D	(k) GEOG . AREA TO BE SERV ED
	(a) Subp art I- CWS	(b) Subpa rt II- PSSF	(c) Subpart II- MCV *						Indivi duals	Fa mili es		
1.) PREVENTION & SUPPORT SERVICES (FAMILY	0	1930		0				8100	n/a	282 52	Children & families, at-risk children & other	12 counties in which agency is located

SUPPORT)										eligible clients			
2.) PROTECTIVE SERVICES	632						406		25000	29290	4563	Children in need of abuse preventions, protection & remedy.	Statewide /reservation
3.) CRISIS INTERVENTION (FAMILY PRESERVATION)	0	1930					0		5500	n/a	1086	Families at imminent risk of child being removed	Statewide /reservation
4.) TIME-LIMITED FAMILY REUNIFICATION SERVICES	0	1311					0		7430	n/a	800	Families w/children returning home following placement	Statewide /reservation
5.) ADOPTION PROMOTION AND SUPPORT SERVICES	0	1311							350	n/a	2089	All eligible children	Statewide /reservation
6.) FOR OTHER SERVICE RELATED ACTIVITIES (e.g. planning)	1329	0							5000	n/a		All eligible children	Statewide /reservation
7.) FOSTER CARE MAINTENANCE:													Statewide/reservation
(a) FOSTER FAMILY & RELATIVE FOSTER CARE	1173							6600	10390		4700 a month	All children in foster care	Statewide /reservation
(b) GROUP/INST CARE	0							500	2500		380 a month	All children in foster care	Statewide/reservation
8.) ADOPTION SUBSIDY PMTS.	1736							10050	11600		3455 a mo.	All eligible children	Statewide/reservation
9.) GUARDIANSHIP ASSIST. PMTS.	0							50	24		80 a month	All eligible children	Statewide/reservation
10.) INDEPENDENT LIVING SERVICES	0	0					1749	0	1437	1940		All eligible children in foster care	Statewide/reservation
11.) EDUCATION AND TRAINING VOUCHERS	0						0	583	0	146	185	All eligible children	Statewide /reservation
12.) ADMINISTRATIVE COSTS	35	73	0					27820	27964				
13.) STAFF & EXTERNAL PARTNERS TRAINING	0	0					0	0	0	1475	825		
14.) FOSTER PARENT	0	0					0		10	3			

RECRUITMENT & TRAINING													
15.) ADOPTIVE PARENT RECRUITMENT & TRAINING	0	0	0				101 0	337					
16.) CHILD CARE RELATED TO EMPLOYMENT/TRAINING	0						0	8175	7128		All eligible children	Statewide	
17.) CASEWORKER RETENTION, RECRUITMENT & TRAINING	0	0	414				0	138					
18.) TOTAL	4905	6555	414	406	174 9	583	475 15	114919					

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

CFS-101, Part I: Annual Budget Request for Title IV-B, Subpart 1 & 2 Funds, CAPTA, CFCIP, and ETV

Fiscal Year 2014, October 1, 2013 through September 30, 2014

1. State or Indian Tribal Organization (ITO): ALABAMA	2. EIN: 63-600000619-A6
3. Address: Department of Human Resources, 50 North Ripley Street, Montgomery, AL 36130-4000	4. Submission: [X] New [] Revision
5. Total estimated title IV-B Subpart 1, Child Welfare Services (CWS) Funds	\$ 4,905,196.00
a) Total administration (not to exceed 10% of title IV-B Subpart 1 estimated allotment)	\$ 35,000.00
6. Total estimated title IV-B Subpart 2, Provides Safe and Stable Families (PSSF) Funds. This amount should equal the sum of lines a - f.	\$ 6,555,017.00
a) Total Family Preservation Services	\$ 1,930,005.00
b) Total Family Support Services	\$ 1,930,005.00
c) Total Time-Limited Family Reunification Services	\$ 1,311,004.00
d) Total Adoption Promotion and Support Services	\$ 1,311,003.00
e) Total for Other Service Related Activities (e.g. planning)	\$ -

f) Total administration (FOR STATES ONLY: not to exceed 10% of title IV-Bsubpart 2 estimated allotment)	\$	73,000.00
7. Total estimated Monthly Caseworker Visit (MCV) Funds (FOR STATES ONLY)	\$	414,115.00
a) Total administration (FOR STATES ONLY: not to exceed 10% of estimated MCV allotment)	\$	-
8. Re-allotment of title IV-B subparts 1 & 2 funds for States and Indian Tribal Organizations:		
a) Indicate the amount of the State's/Tribe's allotment that will not be required to carry out the following programs: CWS \$ _____ 0 _____, PSSF \$ _____ 0 _____, and/or MCV(States only)\$ _____ 0 _____.		
b) If additional funds become available to States and ITOs, specify the amount of additional funds the States or Tribes requesting: CWS \$ _200,000_____, PSSF \$ ____572,897_____, and/or MCV(States only)\$ _____ 0 _____.		
9. Child Abuse Prevention and Treatment Act (CAPTA) State Grant (no State match required): Estimated Amount plus additional allocation, as available. (FOR STATES ONLY)	\$	405,799.00
10. Estimated Chafee Foster Care Independence Program (CFCIP) funds	\$	1,749,078.00
a) Indicate the amount of State's or Tribe's allotment to be spent on room and board for eligible youth (not to exceed 30% of CFCIP allotment)	\$	400,000.00
11. Estimated Education and Training Voucher (ETV) funds	\$	583,215.00
12. Re-allotment of CFCIP and ETV Program Funds:		
a) Indicate the amount of the State's or Tribe's allotment that will not be required to carry out CFCIP Program	\$	-
b) Indicate the amount of the State's or Tribe's allotment that will not be required to carry out ETV Program	\$	-
c) If additional funds become available to States or Tribes, specify the amount of additional funds the State or Tribe is requesting for CFCIP Program	\$	300,000.00
d) If additional funds become available to States or Tribes, specify the amount of additional funds the State or Tribe is requesting for ETV Program	\$	-
13. Certification by State Agency and/or Indian Tribal Organization.		
The State agency or Indian Tribe submits the above estimates and request for funds under title IV-B, subpart 1 and/or 2, of the Social Security Act, CAPTA State Grant, CFCIP and ETV programs, and agrees that expenditures will be made in accordance with the Child and Family Services Plan, which has been jointly developed with, and approved by, the Children's Bureau.		
Signature and Title of State/Tribal Agency Official Commissioner, June 24, 2013	Nancy T. Buckner,	Signature and Title of Central Office Official

Alabama 2013 APSR – ADDENDUM to Full Report

I.	Services for Children under Five:	Pages	2 – 8
II.	CAPTA Update:	Pages	8 - 9
III.	Populations at Greatest Risk of Maltreatment:	Pages	9 – 14
IV.	Caseworker Visit Grant	Pages	14 - 15

I. Services for Children under Five:

Services for children under five in Alabama are again accessible both within the organization and through partners across the state. Alabama's Child Welfare Training (ACT) addresses the needs of this population in current Family Services Training curricula. Specific case examples are studied and developmental milestones are featured. Our partners providing foster care and adoption for our children receive Group Preparation and Selection Training (GPS), which features the current and evolving needs of children under age five. We recognize the need for a renewed focus on this population in terms of review and action to be taken. Find enclosed Memorandum recently submitted to counties with emphasis on these children and their families. Following the Department's Individualized Service Planning process, services to address family needs are identified and referrals made accordingly to programs and opportunities provided by DHR as well as other agencies/entities. Most of Alabama's children aged five and under have defined plans for permanency (see data on p.4 below*), with services specific to that age-group being considered through the assessment and planning process with the family.

- Individualized Service Planning/Case Management
- Behavioral Analysts may teach the "Tools of Choice" Parenting Program if indicated in the ISP, which includes in-home consultation to demonstrate that each parent has acquired the skills they were taught. Work is done in individual cases where the behaviors of the child are challenging and place the child at risk of removal.
- Flexible funds are available through State D.H.R. to be used by counties toward safety outcomes as identified in the Individualized Service Plan. These funds may be used to purchase hard services or others as needed.
- Information and Referral to other agencies/entities. (See below.)
- Protective Services Day Care. This service is designed to provide safe substitute care for a portion of the day for children who at threat of serious harm due to the family situation. Protective services day care is authorized when the child needing day care services was identified in a CA/N report as allegedly experiencing abuse/neglect and the child's family is receiving other child welfare services as an on-going protective services case.
- Head Start Child Development and Early Learning
- Women, Infants and Children (WIC) is a supplemental nutrition program for pregnant women, breastfeeding women, women who had a baby within the last six months, infants, and children under the age of five. Assessment for WIC eligibility and referral if needed is routine in planning with families.
- Jefferson County Pilot Project to Prevent Child Maltreatment and Death. Mission is to reduce preventable child maltreatment and death in children age birth to (3) in Jefferson County through the coordination of existing programs and organizations.
- Cribs for Kids is a partnership between the Children's Trust Fund and SIDS of Pennsylvania. A parent/caregiver who does not have a safe sleep environment for their baby to sleep will be provided a Pack n Play. The core purpose of Cribs for Kids is to reduce infant deaths by providing an appropriate sleep environment through education and safe cribs. Any group participating in Cribs for Kids must adhere to the American Academy of Pediatrics' Safe-Sleep Guidelines of October 2005.

- Mentoring New Moms assists parents who might benefit from a friendly guide/mentor relationship. The goals of the program are to prevent child abuse and neglect; encourage responsive, responsible parenting; strengthen and stabilize the family unit; link parents to supportive community-based services; and help parents to enhance their self-esteem and promote their personal growth. The Mentoring New Moms program also assists women in seeking to move from welfare to work. The uniqueness of the Mentoring New Moms Program of the Children's Trust Fund is the voluntary nature of the service. It is a professional/volunteer approach that offers non-threatening friendship and assistance that paid professionals in agencies cannot provide.
- The **Department of Child Abuse and Neglect Prevention** is the Alabama chapter for Prevent Child Abuse America, which was established May 18, 2007. The Department of Child Abuse and Neglect Prevention and Prevent Child Abuse America share the common mission to prevent child abuse and neglect before it occurs. PCA Alabama and the Department of Child Abuse and Neglect Prevention also share the same focus on the prevention of child abuse and neglect in many of the activities they support and implement:
 1. Parenting education and support
 2. Public/community awareness
 3. Home visitation
 4. Mentoring
 5. School based programming
 6. After-school activities
 7. Respite care
 8. Child Abuse Prevention Month activities

In prevention and early intervention services, collaboration is essential to maximize effective use of resources and eliminating duplication of efforts. The collaboration with the Department of Child Abuse and Neglect Prevention provides PCA Alabama with a means to share information on educational initiatives and community involvement to bring increased awareness to the prevention of child abuse and neglect for the children in Alabama.

- **Alabama School Readiness Alliance** supports the well-being and necessary developmental milestones for children under five through the growth of high quality pre-K in Alabama. See figures below for progress toward pre-K services available to our children. ASRA has joined efforts of advocates and leaders throughout Alabama to advocate for increased funding for First Class, Alabama's state funded pre-k program so that more of Alabama's 4 year olds have access to high quality pre-k. Note that in the last four years, funding for Alabama's state funded pre-k program has more than tripled:

<u>Budget Year</u>	<u>Amount of Appropriation to Office of School Readiness for First Class pre-k program</u>	<u>Number of Classrooms</u>
2005-2006	\$ 4,326,050	57
2006-2007	\$ 5,369,898	59
2007- 2008	\$ 10,000,000	128
2008- 2009	\$ 15,490,831	185
2009- 2010	\$ 18,376,806	215
2010- 2011	\$ 18,376,806	217
2011-2012	\$17,998,620	217

2012-2013	\$19,087,050	TBD
-----------	--------------	-----

- **Early Intervention** – as a primary referral source, the Department routinely identifies the developmental needs of the children in our CPS and Prevention cases and reviews the EI Developmental Checklist (see below) with families where milestones have not been reached or needs have already been identified. The Alabama Department of Rehabilitation Services, Division of Early Intervention, coordinates Alabama’s Early Intervention System.

Eligible infants and toddlers, **from birth to age 3**, are children with disabilities who need early intervention services as identified by a Multidisciplinary Evaluation Team and reflected in the Individualized Family Service Plan because (a) they are experiencing developmental delay equal to or greater than 25 percent as measured by appropriate diagnostic procedures in one or more of the following areas: cognitive development; physical development, including vision and hearing; communication development; social or emotional development; or adaptive development skills; or (b) they have a diagnosed physical or mental condition which has a high probability of resulting in developmental delay.

Eligible **3, 4 and 5 year olds** are those children who have been identified as having a disabling condition as outlined in the Alabama State Department of Education’s Alabama Administrative Code. Exceptionalities served include: Developmental Delay, Deaf-Blindness, Emotional Disturbance, Hearing Impairment, Mental Retardation, Multiple Disabilities, Orthopedic Impairment, Other Health Impairment, Specific Learning Disabilities, Speech and Language Impairment, Visual Impairment, Autism and Traumatic Brain Injury.

- **Children's Rehabilitation Services (CRS)** is a statewide organization of skilled professionals providing quality medical, rehabilitative, coordination and support services for children with special health care needs and their families. Every county in Alabama is served through a network of 15 community-based offices.

CRS staff members also work closely with local school systems to enable children with special health care needs to participate fully in school. Through services such as counseling, specialized therapy, and assistive technology for children and families, as well as disability training for teachers and other school staff, CRS offers the support vital to classroom success.

- For 2012-2013, CTF funded 13 comprehensive community-based programs through CBCAP monies made available through a Federal grant under Section 201 of the Child Abuse Prevention and Treatment Act (CAPTA) for \$303,476.00. These are the only federal dollars designated specifically to the prevention of child abuse and neglect. The priorities are:
 1. Respite
 2. Parent Education and Support (Huge Emphasis on Parent Leadership)
 3. Fatherhood
 4. Home Visitation
 5. Early Care and Education
 6. Domestic Violence
 7. Engaging Homeless Youth
- The “**First Class**” Program has increased the number of children served by pre-k in the state to 21,000. Children in our custody are referred to pre-k if appropriate upon entering care. The program uses a combination of state funding, grants and State Supported Slots to keep costs affordable for families. Pre-K Excellence Grants of up to \$45,000 are awarded to public school systems, Head Start centers and child care centers to help them achieve and maintain program standards. There will be a sliding fee scale for families, dependent on income.

- **Alabama Perinatal Excellence Collaborative (APEC)**

While designed for mothers/women, a collaborative for obstetric and other healthcare providers throughout the state of Alabama has been formed for assistance in improving perinatal outcomes and ultimately the health and welfare of women and infants throughout Alabama. Their ultimate goal is to improve pregnancy outcomes/health of infants. **Important to this is to lower infant mortality and improve maternal and infant health in Alabama** through: 1) Implementation and utilization of evidence-based obstetric care guidelines; 2) Assessment of meaningful quality benchmarks; and 3) Enhanced communication and collaboration with providers, both primary and sub-specialty, and patients. Extensive guidelines and descriptions of levels of neonatal care are utilized to improve likelihood of survival of infants, particularly those at risk.

APEC Goals

Ultimate Goal: Improve Pregnancy Outcomes

- 1) Help guide OB providers via evidence-based practice protocols and decision trees;
- 2) Identify meaningful quality benchmarks
- 3) Develop data collection measures
- 4) Review quality data and provide feedback to individual providers and institutions
- 5) Develop mechanisms to help providers in achieving benchmarks

APEC Guidelines American Academy Of Pediatrics Levels of Neonatal Care

Alabama Perinatal Excellence Collaborative 7/12/2013 In order to maximize perinatal outcomes, delivery of preterm infants should occur at facilities capable of providing the appropriate level of neonatal resuscitative and supportive care commensurate with the gestational age. The American Academy of Pediatrics has recently redefined levels of neonatal care providing recommendations to ensure each newborn infant if delivered and cared for in a facility most appropriate for his or her needs, see Table 1: Levels of Neonatal Care. (Pediatrics, 2012) The importance of place of delivery is underscored by the improved survival of these neonates when delivered at tertiary care center. These levels of care have not been attained statewide, however, the initiative is drawing attention to these needs and has already prompted some facilities to strengthen their services to Alabama’s infants. Those capabilities as outlined by APEC are below.

Table 1: Levels of Neonatal Care Level of Care	Capabilities	Health Care Provider Types
Level I Well newborn nursery	<ul style="list-style-type: none"> • Provide neonatal resuscitation at every delivery • Evaluate and provide postnatal care to stable term newborn infants • Stabilize and provide care for infants born 35-37 weeks GA who remain physiologically stable • Stabilize newborn infants who are ill and those born at < 35 wks gestation until transfer to a higher level of care 	<ul style="list-style-type: none"> • Pediatricians, family physicians, nurse practitioners, and other advanced practice registered nurses

**Level II
Special care nursery**

Level I capabilities plus:

- Provide care for infants born \geq 32 wks GA and weighing \geq 1500 g who have physiologic immaturity or who are moderately ill with problems that are expected to resolve rapidly and are not anticipated to need subspecialty services on an urgent basis

- Provide care for infants convalescing after intensive care
- Provide mechanical ventilation for brief duration (<24 h) or continuous positive airway pressure or both

- Stabilize infants born before 32 wk gestation and weighing < 1500 g until transfer to a neonatal intensive care facility

Level II capabilities plus:

- Provide sustained life support
- Provide comprehensive care for infants born < 32 wks GA and weighing < 1500 g and born at all GA and birth weights with critical illness

- Provide prompt and readily available access to a full range of pediatric medical subspecialists, and pediatric ophthalmologists
- Provide a full range of respiratory support that may include conventional and/or high-frequency ventilation and inhaled nitric oxide

- Perform advanced imaging, with interpretation on an urgent basis, including computed tomography, MRI, and echocardiography

- Level I health care providers plus:

Pediatric hospitalists, neonatologists, and neonatal nurse practitioners

**Level III
NICU**

- Level II health care providers plus:

Pediatric medical subspecialists, pediatric anesthesiologists, pediatric surgeons, and pediatric ophthalmologists

**Level IV
Regional NICU**

Level III capabilities plus:

- Located within an institution with the capability to provide surgical repair of complex congenital or acquired conditions
- Maintain a full range of pediatric medical subspecialists, pediatric surgical subspecialists, and pediatric anesthesiologists at the

- Level III health care providers plus:

Pediatric surgical subspecialists

site

- Facilitate transport and provide outreach education

- **First Teacher Home Visiting**

First Teacher: Alabama's Home Visiting Program is funded by the Affordable Care Act and is a part of the Maternal, Infant, and Early Childhood Home Visiting grant. Through the grant, the Department of Children's Affairs is providing evidence based Home Visiting programs in thirteen counties of the state. The evidence based models being utilized include Nurse Family Partnership, Parents as Teachers, and HIPPO. The counties selected were identified through a Needs Assessment as being those most at-risk and in greatest need of home visiting services. Ten of the thirteen identified counties are in the state's Black Belt region, the poorest and most rural area of Alabama. Counties included in the grant are:

Barbour, Bullock, Chambers, Conecuh, Dallas, Greene, Lowndes, Macon, Perry, Russell, Sumter, Tuscaloosa, and Wilcox

Home Visiting is a prevention program with benchmark requirements set by the federal government. The six benchmarks which must be measured and reported are

- ◇ Improved maternal and newborn health,
- ◇ Reduction of child injuries, child abuse, neglect, or maltreatment and reduction of emergency department visits,
- ◇ Improvement in school readiness and achievement,
- ◇ Reduction of crime or domestic violence,
- ◇ Improvement in family economic self-sufficiency, and
- ◇ Coordination and referrals or other community resources and supports

- **DATA regarding children under age five:**

Family Services has reviewed data for children in the Department's custody who were under age five as of **07/16/13**. The total population of children under five was **1460**. The data indicates that the majority of these children are expected to achieve permanency in 2013. There were no children in this population with a plan of APPLA (see below):

1. Adoption with No Identified Resource:	76 children
2. Adult Custodial Care:	1 child
3. Permanent Relative Placement with DHR Retaining Custody:	10 children
4. Return to Parent:	754 children
5. Adoption by current foster parent:	242 children
6. Perm. Relative Placement w/ Transfer of Custody to Relative:	245 children
7. No Permanency Plan:	47 children
8. Remain with Parent:	65 children
9. Kinship Guardianship:	20 children

In February 2013, Family Services submitted a Memorandum to all counties regarding this data and the need for focus on this population (see below).



ROBERT BENTLEY
Governor

**State of Alabama
Department of Human Resources**

S. Gordon Persons Building
50 Ripley Street
P.O. Box 304000
Montgomery, Alabama 36130
334.242.1310
www.dhr.alabama.gov



Nancy T. Buckner
Commissioner

Memorandum

February 5, 2013

To: County Directors of Human Resources
From: Paul J. Butler, Director *PJB*
Family Services
Re: Children under Age Five in DHR Custody

The Annual Progress and Services Report (APSR) provides important guidelines for identifying and serving children in our custody who are **under the age of five**. As we have gathered data regarding this key population, we have discovered that there are children in this age group who have no permanent plan identified in FACTS. It is crucial that these children and their families receive focused assessment and planning, and we are asking that counties please ensure that permanent plans for all children are captured in FACTS.

It is very important for each county to facilitate a current assessment of each child in this age group to ensure that they have a plan for permanency and that they are receiving all services available to them as identified in the ISP process and through ongoing casework and review. There are a number of state and private organizations that serve these children, and it is important that we continue to refer and support our children. Some examples include: Head Start; Early Intervention; pre-k, etc. We appreciate the work you have done to partner with all providers and remind you to continue to include them in the ISP and ongoing assessment process.

Finally, Family Services will be engaging in a focused assessment of this population of children through review of data and assessment of need for more policy and training for our staff. Thank you for your continued commitment to this vulnerable and important population of children in our care.

PB:fb

Cc: Nancy T. Buckner
Carolyn B. Lapsley
James Slaughter
DAS
Family Services Management Team

An Affirmative Action/Equal Opportunity Employer

- **Training content that addresses the needs of children under the age of five – Additional information to that found in the 2013 APSR.**

Group Preparation and Selection (GPS) is the curriculum / mutual selection process that is used with prospective foster/adoptive parents. The process ultimately leads to a decision being made on whether a prospective individual/couple will be approved as (a) foster and/or adoptive parent(s). The below information was taken from the **GPS Leaders Guide**, used to train the 30-hour course for prospective foster/adoptive parents.

Meeting 3, page 3-23, item #2 – Grieving Process Work Sheet (Handout3): A small group activity and then large group discussion where participants have an opportunity to look at grieving behaviors that children ages **6 months, 5 years, 11 year** and 15 years, may exhibit when entering foster care.

Meeting 3, Handout 2 - Child Development and Warning Signs of Abuse and Neglect: A 25-page handout that list tasks children should be accomplishing during a normal course of development. Pages 1-10 cover ages Birth through age 5, in 10 different phases. It is not an all-

inclusive chart, but just some items to help foster/adoptive parents be aware of any concerns of delays in development.

Meeting 3, page 3-23, item #4: Discussion and handout on the impact of children's losses on foster/adoptive parents. The discussion includes case examples of a 2-year old and a 5-year old.

Meeting 4, pages 4-19 to 4-24, item #20-28: Large group discussion of the Stages of Development with emphasis on the concept that for the first two years of life, children need to have their needs met in a non-abusive way by a consistent caregiver, and that absent from this children may have problems entering later developmental stages. It also connects how these first two years affect a child's ability to form attachments. This is accompanied by a flip chart with the stages of development.

Meeting 4, page 4-41, item #16: Handout and discussion on Developing Positive Attachments Between Parents and Children, uses a case example of a 1 year old.

Meeting 4, Handout 4: Information on helping a premature infant or a prenatally drug-exposed baby attach and develop.

Meeting 6, pages 6-20 to 6-21, item #1: Discussion on how a child's identity might be affected when placed in a foster/adoptive home. Specifically asks about children who entered care at "young ages", who might hardly remember their birth parents. Discussion on how to help the child maintain a sense of identity.

Meeting 7, pages 7-13 to 7-15, items #6 -7: A discussion and handout using a case example that follows a child from 16 months old to 4½ years of age, as the child enters care, has various moves and decisions made on her case. The discussion focuses on how the child might feel and behave through these changes and how those working with her can make this process less traumatic as moves occur.

Meeting 8, page 8-23, item #16: Discussion about considering the age of a child that might enter the foster/adoptive home. If the home currently has teens what impact would occur if a toddler were to be placed in the home and what adjustments would need to be made for the needs of that toddler.

II. CAPTA Updates

• **Fatality and Near Fatality Public Disclosure Policy (NEW MATERIAL):**

The Offices of Child Protective Services; Data Analysis; Child Welfare Policy and FACTS have worked together to develop procedures for the release of available facts about cases of child abuse and/or neglect that result in a fatality or near fatality. One action that has been taken is that an enhancement to the SACWIS (FACTS) system has been logged to capture this information. Secondly, a request from Family Services has also been made to expedite the enhancement. Third, a policy revision, along with a revised notification form will be developed that includes the directives for also reporting child near fatalities due to maltreatment. **Effective October 1, 2013**, when County Departments of Human Resources become aware of child fatalities or near fatalities due to maltreatment, the standard (revised) Child Fatality, or Near Fatality Notification Form will be submitted to the Office of Data Analysis. The information provided on the form will then be entered into a tracking system that will provide consistent information regarding:

- Cause and circumstances regarding the child fatality or near fatality.
- Age and gender of the child.
- History with the Department including previous reports of child abuse or neglect that is pertinent to the abuse or neglect that led to the fatality or near fatality.

- Information describing any previous investigations pertinent to the abuse or neglect that led to the child fatality or near fatality.
- The result of any such investigations.
- The services provided by the State and actions of the State on behalf of the child that are pertinent to the child abuse or neglect that lead to the child fatality or near fatality.

Upon request for disclosure, information regarding Child Fatalities or Near Fatalities will in turn be provided by the Office of Data Analysis.

- **Last year under "services to be provided under grant to individuals, families, or communities, either directly or through referrals aimed at preventing the occurrence of child abuse and neglect", Alabama indicated (p. 200) that CAPTA funds would be used to print 20,000 copies of *Child Abuse Hurts* pamphlets to be distributed. RO Comments: Was this done? Please provide an update.**

Changes in legislation passed during the 2013 Legislative Session changes were made in Alabama's Mandatory Reporting Law. The list of mandatory reporters has been updated to include: physical therapists, public and private K-12 employees, employees of public and private institutions of postsecondary and higher education and any other person called upon to render aid or medical assistance to any child when such child is known or suspected to be a victim or child abuse or neglect.

The recent changes in legislation require the reformatting of the "*Child Abuse Hurts*" pamphlets.

- **"Connecting Policy to Practice Training" for Supervisors and Workers: Provide a description of this training.** Connecting Policy to Practice was developed based on current policy and how it relates to practice. The one day skill building training centers on the Safety Assessment. In many situations counties are having difficulty relating policy to how they practice in the field. County Directors have requested assistance to help their staff learn better practice in safety assessments and improving safety plans.

Areas covered are interviewing skills; parental protective capacities and any other information collected in assessing child safety, which includes using policy to determine present and/or impending danger and parental protective capacities which will be enable the staff to determine whether children who safe or not safe.

- **Funding for four Program Specialists positions in 2014: Provide a brief explanation of the increase. Salaries for the Central Registry. and Administrative Record Specialists (a total of 4 staff) will increase in FY 2014 due to increases in benefits i.e. retirement, insurance and pay raises.**

III. **Identify and describe which populations are at greatest risk of maltreatment, how the State identified these populations and how services are targeted to those populations (section 432(a)(10) of the Act).**

At this time, Alabama has policy in place describing vulnerable/at-risk children. Policy is intended to address those children who are in such situations that there is a possibility they may experience serious harm unless DHR intervention occurs. Policy is attached/featured below.

- Children Allegedly Abused Or Neglected

Initial in-person contact with children identified in the CA/N report as allegedly abused or neglected must be made within one of the following response times.

a. Immediate

Child welfare staff shall respond immediately when intake information indicates serious harm will likely occur within twenty four (24) hours to the children identified in the report as allegedly abused or neglected. Vulnerable children are more likely to be at risk of serious harm than those who are able to protect themselves. (Refer to definition of “vulnerability” in the *Glossary** for additional information.) Factors that can make children vulnerable (at-risk) include, but are not limited to:

- Age six (6) years or younger;
- Disability (e.g., physical, mental, developmental);
- Health; and
- Limited, unknown, or no access to individuals who can provide protection

Factors that suggest children may be at risk of serious harm within twenty four (24) hours and require an immediate response include, but are not limited to:

- Child death report is received with alleged abuse/neglect as the cause, and there are other vulnerable children in the home;
- Child is under age six (6) years and the alleged abuse/neglect is attributed to the parents’ or primary caregivers’ substance abuse, mental illness, Mental Retardation, or family violence;
- 1. Child is being hit, beaten, severely deprived **now**;
- 2. Child is unsupervised or alone **now**;
- 3. Child is in life threatening living arrangements **now**;
- 4. Serious allegations have been reported and a child is accessible to the person allegedly responsible for abuse/neglect or accessibility to the person is unknown;
- 5. Serious allegations have been reported and the child/family situation may or will change quickly;
- 6. Allegations involve failure to thrive;
- 7. Allegations involve medical neglect of handicapped infants;
- 8. Parents/primary caregivers are failing to seek medical care for a health problem which, if left untreated, could cause serious harm;
- 9. Parents/primary caregivers have been reported as being under the influence of substances **now**;
- 10. Parents’/primary caregivers’ whereabouts are unknown; and,
- 11. There is a history of CA/N reports which suggest the children may be at risk of serious harm **now**.

*EXCERPT FROM GLOSSARY: VULNERABILITY

Refers to (a) a child’s capacity for self-protection; (b) the type and extent of access a child has to individuals who are able and willing to provide protection; and (c) the child’s susceptibility to experience severe consequences based on age, health, size, mobility, or social/emotional state.

Please find below (p.4) Family Services’ “Risk Assessment Index Chart” which supports the policy displayed above and assists the social worker in assessment and decision-making.

RISK ASSESSMENT INDEX CHART (next page)

<u>FACTOR</u>	<u>LOW RISK</u>	<u>MODERATE RISK</u>	<u>HIGH RISK</u>
Child's vulnerability and capacity for self-protection (e.g., age, physical, mental, or developmental abilities)	11 years and older; and/or able to care for and protect self without or with limited adult assistance; no physical or mental disabilities or limitations	6 - 10 years old; and/or requires adult assistance to care for and protect self; emotionally withdrawn; minor physical or mental illness/disability; mild to moderate developmental impairment	Less than 6 years old; and/or unable to care for or protect self without adult assistance; severe physical or mental illness/disability; overactive, is challenging, or provocative behaviors; severe developmental impairment
Severity/frequency of abuse	No or minor injuries; medical attention not required; isolated incident; no discernable effect on child; no inappropriate sexual behavior; sufficient nurturing and affection;	Minor or unexplained injury requiring some form of medical treatment or diagnosis; child exposed to pornography or sex acts; touching child's breasts, genitals, or buttocks; treating child differently from siblings (e.g., lack of interaction; unrealistic expectations; belittling; scapegoating); using child as pawn in custody battle; exposure to family violence	Child requires immediate medical treatment and/or hospitalization; abuse/neglect of a sibling that resulted in death or permanent dysfunction of organ/limbs; child at imminent risk of serious harm; sodomy; vaginal intercourse; oral sex; sexual assault; digital penetration; extended and/or inappropriate isolation; extreme rejection; abandonment
Severity/frequency of neglect	No discernable effect on child; isolated incident	Parent/Primary Caregiver is suspected of being unwilling/unable to meet child's basic medical, food, clothing, and/or shelter needs; unconfirmed history or pattern of leaving child unsupervised	Parent/Primary Caregiver is unwilling/unable to meet child's basic medical, food, clothing, and/or shelter needs; confirmed history or pattern of leaving child unsupervised or unprotected for excessive periods of time
Location of injury	No visible injury or minor injury to bony body parts (e.g., knees, elbows) or buttocks	Injury to torso, arms, or legs	Injury to head, face, genitals; internal injury
History or pattern of abuse/neglect	No prior history reported or prior "not indicated" report of abuse/neglect	Prior "indicated" report; no services provided to the child, family, or person responsible for the abuse/neglect	Prior "indicated" report of a serious nature; multiple reports (regardless of disposition) involving the child, family, or person responsible for abuse/neglect
Parent's/Primary Caregiver's physical/emotional/intellectual abilities and control	No physical, emotional, or intellectual limitations; in control of mental faculties with sound reasoning abilities; realistic expectations of child; no or minimal substance use with no known effects on child	Physically or emotionally disabled; moderate intellectual limitations; poor reasoning abilities; needs help with protecting child; history of criminal behavior or mental health issues; substance use with some adverse effect on child	Significant physical, emotional or intellectual disability; poor concept of reality; unrealistic expectations/perceptions of child behaviors; substance abuse resulting in incapacity and/or significant impact on child (e.g., infant tests positive for drugs at birth)

FACTOR	LOW RISK	MODERATE RISK	HIGH RISK
Parent's/Primary Caregiver's level of cooperation	Demonstrates willingness and ability to work with DHR; at least one parent/primary caregiver (not responsible for abuse/neglect) is protective of the child and has the capacity to continue doing so	Overly compliant with CPS staff; at least one parent/primary caregiver (not responsible for abuse/neglect) is present and is willing and able to assure minimal cooperation with DHR	Denies or doesn't believe a problem exists; refuses to cooperate, uninterested or evasive; parent/primary caregiver (not responsible for abuse/neglect) is unwilling and/or incapable of protecting child
Parent's/Primary Caregiver's parenting knowledge & skills	Appropriate parenting knowledge and skills; nurturing of children	Inconsistently displays appropriate parenting knowledge and skills; children viewed with resentment; minimal nurturing	Lack of appropriate parenting knowledge and skills; unwilling and/or unable to provide minimal level of child care; lack of nurturing
Access to child by person responsible for abuse/neglect	Not in home; no access or no private access to child	In home; access to child is difficult; child is under constant supervision by other adult in the home	In home; complete access to child; not in home, but has private access or other adult in the home may not deny access
Paramour, parent substitute or stepparent in the home	No paramour, parent substitute or stepparent in the home; paramour, parent substitute or stepparent is a supportive and stabilizing influence	Paramour, parent substitute or stepparent is in the home sporadically and assumes only minimal caregiving responsibility for the child	Paramour, parent substitute or stepparent resides in the home and is allegedly responsible for the abuse/neglect
Physical condition of the home	Relatively clean with no apparent safety or health hazards; adequate food supply; utilities on	Trash and garbage not disposed; infestation of ants, roaches, or other vermin; limited food supply; one or more utilities inoperative	Structurally unsound or condemned; exposed wiring or other safety hazards; little or no food/drinking water; no heat in cold weather; inadequate or no waste disposal; homeless
Family support system	Family, neighbors, or friends available and committed to help; membership in church, community, or social group	Family supportive, but not in geographic area; some support from family, friends, and neighbors; limited community involvement	No supportive relatives, neighbors or friends; no phone or transportation geographically isolated from community services;
Stresses	Stable family; strong relationship with relatives; steady employment/income;	Pregnancy or recent child birth; illness; insufficient income; inadequate home	Death of spouse; recent change in marital or relationship status; acute

transportation available

management
skills/knowledge;
inconsistent relative
relationship

psychiatric episodes;
marital conflict; family
violence; substance abuse

• **Targeted Services for At-Risk Children in Alabama**

Targeted Services for at-risk children in Alabama are accessible both within the organization and through partners across the state. Through the Department's Individualized Service Planning process, services to address family needs are identified and referrals made accordingly to programs and opportunities provided by DHR as well as other agencies/entities. Some **internal** targeted services and strategies to serve at-risk children include:

1. Individualized Service Planning/Case Management
2. Flexible funds are available through State D.H.R. to be used by counties toward safety outcomes as identified in the Individualized Service Plan. These funds may be used to purchase hard services or others as needed.
3. Information and Referral to other agencies/entities. (See below.)
4. Maintain the Central Registry on Child Abuse and Neglect
5. Administer the Interstate Compact on the Placement of Children (ICPC) which reviews and facilitates applications for travel, placements, foster care, and adoptions of children entering and leaving the state
6. Family Services provides case consultation services
7. FOCUS (Family Outcome-Centered Unification Services) provides short-term intensive in-home interventions to help alleviate situations and conditions within families where removal of the children from the home is imminent. Providers are to use an evidence-based and national recognized model for the provision of service delivery. All of Alabama's 67 counties have access to the FOCUS services.
8. DHR Behavioral Analysts may teach the "Tools of Choice" Parenting Program if indicated in the ISP, which includes in-home consultation to demonstrate that each parent has acquired the skills they were taught. Work is done in individual cases where the behaviors of the child are challenging and place the child at risk of removal.
9. Safety Round-Tables will be introduced in calendar year 2013. This process is based on a successful model wherein challenging families who are not able to meet outcomes toward safety and preservation will have their cases reviewed by a group of social workers, supervisors, and others who can re-assess the case and offer different strategies toward successful prevention of harm. This group will provide guidance and suggestions to be incorporated into the family's ongoing Individualized Service Planning process.
10. Diagnosis And Evaluation (D&E) And Mental Health Counseling (MHC) Services For Non-Medicaid Eligible Children/Families
11. Homemaker Services

12. Medical Expenses Incurred During CA/N Assessments

|

13. Protective Services Day Care. This service is designed to provide safe substitute care for a portion of the day for children who at risk of serious harm due to the family situation. Protective services day care is authorized when the child needing day care services was identified in a CA/N report as allegedly experiencing abuse/neglect and the child's family is receiving other child welfare services as an on-going protective services case.
14. Approved and upcoming technical assistance with NRCCPS toward facilitating a statewide safety decision making steering committee whose mission is to review current state policy for Intake and CA/N (Investigations); examine the state of current practice throughout the state as compared to identified policy issues; and develop new policy and practice standards that provide detailed structure and instruction for field staff and supervisors relative to CPS. Primary recipients include DHR state office management; Office of Child Protective Services. The Safety Intervention Steering Committee will be comprised of representatives of Policy, QA, Office of Child Welfare Consultation, Training, Legal, Regional Administration and Community Stakeholders.

Steps toward greater safety are:

- Strategic Planning and adherence to Implementation Science Stages and Drivers;
- Developing a "train the trainers" package;
- Competency building with regional purveyors;
- Designing an approach/method for regional presentations to staff and supervisors;
- Developing a Quality Control Feedback Loop.

Services and strategies provided by **other agencies/organizations**:

- The Department of Human Resources has an excellent partnership with the **Department of Mental Health** in Alabama, and considers their services as fundamental to the well-being and likely successful outcomes with our families in need of preservation and reunification. A formal log of the services they provide to our children and families can be submitted if necessary.
- Children in families who have not met their basic medical needs are routinely provided services through **ALL Kids** upon referral by DHR. ALL Kids is a low-cost, comprehensive healthcare coverage program for children under age 19. Benefits include regular check-ups and immunizations, sick child doctor visits, prescriptions, vision and dental care, hospitalization, mental health and substance abuse services, and much more. The Department of Children's Affairs administers the Children's Trust Fund which is a source of funds for training and development around safety and well-being issues with our families.
- For 2012-2013, CTF (Children's Trust Fund) funded 66 programs for the maintenance, expansion, and enhancement of at-risk youth and family support through the Children's Trust Fund for a total of \$1,534,250.00. At-risk youth programs serve individuals age 8-17 that are experiencing factors that have brought them to the attention of school systems, courts, and county facilitation teams. Family Support programs are used to continue or expand Family Resource Centers and programs.

IV. Caseworker Visit Grant:

RO Comment: Discussed this briefly and State referenced information documented on pgs 75-76 of APSR. The information as submitted appears to primarily address Supervisor's and County Directors. It is not clear as to how these efforts *drill down to CW staff* and, what impact the impact will be on practice/ improved outcomes for children and families. A description regarding this would be useful.

Meetings of the supervision work group occurred in previous years. This group has been tasked with developing a strategic supervision plan that is designed to enhance the capacities of/supports for line child welfare supervisors, and meetings of this group have also been paid out of Caseworker grant funds. Two Supervisory Conferences are held every year and also occurred during the Summer of 2013. County and state staff have attended, as well as external professionals who present important workshops that have included very specific information about the importance of caseworker visits with our children. Caseworker Visit funds are used to conduct these conferences, and agendas are specific to best practice. Hundreds of supervisors benefit from these conference opportunities and evaluations have routinely been very positive for the refreshment or development of capacities around better serving children and their families in their own homes or in other settings (evaluation results 2013 are still being compiled).

Alabama's data indicates a level of commitment to safety and permanency through a series of improved outcomes which are captured in FACTS. As trainings and other activities occur, evaluations and practice outcomes indicate that the social workers are learning and implementing better practice. Local administrators have requested more intensive onsite support from Family Services as a direct result of training and conference participation of their workers. Local workers have received onsite, county-specific trainings on ISP's; Caseworker Visits; safety and other outcome areas from Family Services, much of which is tied to exposure to larger training and other settings. (Invitations for greater local support are typically offered by Family Services at any statewide training.) Workers have repeatedly given feedback, anecdotal and otherwise, that broad as well as onsite coaching, training, and modeling have been helpful and have translated into better outcomes.

Alabama 2013 APSR – Additional Addendum Material, Services to Reduce LOS for Children < the Age of Five

The Regional Office has requested further information on what the Department is doing to reduce the length of stay in foster care for children under the age of five. The supplemental information provided is shown below.

I. Early Intervention (EI)

NOTE: The first two paragraphs below on EI, were a part of Alabama’s 2013 APSR Addendum, that was submitted on 8/16/13. They are given again to show context to the additional material that is being provided (see 3rd paragraph – bold font). As a primary referral source, the Department routinely identifies the developmental needs of the children in our CPS and Prevention cases and reviews the EI Developmental Checklist (see below) with families where milestones have not been reached or needs have already been identified. The Alabama Department of Rehabilitation Services, Division of Early Intervention, coordinates Alabama’s Early Intervention System. Eligible infants and toddlers, from birth to age 3, are children with disabilities who need early intervention services as identified by a Multidisciplinary Evaluation Team and reflected in the Individualized Family Service Plan because (a) they are experiencing developmental delay equal to or greater than 25 percent as measured by appropriate diagnostic procedures in one or more of the following areas: cognitive development; physical development, including vision and hearing; communication development; social or emotional development; or adaptive development skills; or (b) they have a diagnosed physical or mental condition which has a high probability of resulting in developmental delay. Eligible 3, 4 and 5 year olds are those children who have been identified as having a disabling condition as outlined in the Alabama State Department of Education’s Alabama Administrative Code. Exceptionalities served include: Developmental Delay, Deaf-Blindness, Emotional Disturbance, Hearing Impairment, Mental Retardation, Multiple Disabilities, Orthopedic Impairment, Other Health Impairment, Specific Learning Disabilities, Speech and Language Impairment, Visual Impairment, Autism and Traumatic Brain Injury. **EI staff did a presentation at both of the Alabama DHR Supervisor Conferences that were conducted during the summer of 2013 (July and August 2013). The title of the workshop was “CAPTA CUISINE: The Perfect Recipe for Success”. The speakers talked about how the Early Intervention system works with children / families, and about the requirements of CAPTA related to DHR workers making a referral. Additionally, they provided information about eligibility determination, service coordination and developing individualized plans for developmentally appropriate services and transitioning on to additional needed services/supports when the child turns 3.**

II. Wendy’s Wonderful Kids (WWK)

NOTE: While information on WWK was included in the APSR, it is believed the below content is valuable to provide in this document, as it addresses the age group of < five in FC.

When children in foster care under the age of 5 become available for adoption, they are typically not that challenging to match with a potential adoptive family. If we have a young child that is difficult to match, it is typically because of other factors (medical, developmental, etc.) When these children are served in one of the geographic areas of the Wendy’s Wonderful Kids recruiter, we will typically put the children in that caseload. For example, presently the staff person (recruiter) has a child for whom she is doing child-focused adoption recruitment because of some medically fragile needs. She identified an interested family fairly quickly. However, the family needed to complete GPS/home study so that has taken some time. Alabama currently has two Wendy’s Wonderful Kids Projects. The first, serves southwest Alabama and currently provides child-focused recruitment for children from Mobile, Baldwin, Escambia and Marengo Counties. The second serves the area of the state that includes Jefferson and surrounding counties (primarily Tuscaloosa and Shelby).

III. Adoption Placement of Younger Children

NOTE: Information on adoption was included in the APSR. However, the following, brief synopsis was developed to serve as a reminder of how Alabama approaches adoptive placement of young children.The majority of young foster children who become free for adoption are adopted by their current foster parent. The expectation is for county workers to complete the foster parent adoption within 90 days of termination of parental rights. When a young child is not going to be adopted by his current foster parent for any reason, by policy he is referred to The Office of Permanency for adoptive recruitment and placement. The placement specialists (consultants) will immediately review approved potential adoptive families for a potential match as most times these children will be able to be placed relatively easily and quickly. If there is not a ready match, recruitment will begin immediately. The placement specialists/consultants are fully aware of the importance of moving children to permanency as quickly as possible.

1. Individualized Service Planning Process for Families Who Experience Substance Abuse

Need detailed explanation of course. Course description is too vague.

This module trains workers on the dynamics of working with families involved in substance abuse (4-day training). The *ISP Process with Families Who Experience Substance Abuse* training was designed to cover the major steps in handling substance abuse and the resulting child abuse and neglect. A high percentage of families where there is child abuse and neglect have substance abuse occurring in the home. This training builds on *ACT I* which provides the basic ground work for child welfare workers regarding the ISP process, while *ACT II* provides further training in areas of special concern to child welfare workers. This training explores the child welfare worker's role and responsibility in helping parents and children who are addicted or dependent on substances.

The **Substance Abuse** training is designed to develop the following core abilities:

- **Core Ability 1:** Identify substance abuse as a disease that affects the entire family. Be able to assess strengths and danger threats of individuals and families experiencing substance abuse.
- **Core Ability 2:** Be able to identify signs and symptoms of substance abuse and specific drugs, including new drug trends, such as OxyContin and Crystal Meth.
- **Core Ability 3:** Identify the child welfare worker's role and responsibilities as a team member in assessing and treating families who experience child maltreatment and substance abuse; i.e. how to empower families rather than enabling the substance abuse to continue.
- **Core Ability 4:** Identify the immediate danger threats and long-term effects of substance abuse on family members. Treatment modalities are explored. Identify community resources that treat the effects.
- **Core Ability 5:** Examine the recovery/relapse process experienced by a person who is addicted; i.e. how to work with a family and their team in developing an effective ISP and how to monitor the recovery process.

2. Practical Child Sexual Abuse Intervention

Does this course train on how to conduct an investigation? No.

3. Supervisor's Training

Need detailed explanation of course. Course description is too vague.

This training module is offered to and covers basic skills for supervisors (6-day training, plus an OJT component - - 3 days classroom, followed by OJT weeks in the field, followed by 3 more classroom days). *Supervisors Training* provides the foundation for supervisory practice in Child Welfare. It describes the roles and responsibilities of the Child Welfare supervisor, and provides practice-oriented demonstrations of how to carry out supervisory responsibilities. The pervading theme of the *Supervisors Training* is that the paramount role of the supervisor is to enable front line staff to meet the needs of families and children and to fulfill the mission of the agency. In a large sense, supervisors within the agency are the "Guardians of Practice."

Two overarching roles are stressed within the 6 days of training: building the foundation for and maintaining unit effectiveness, and developing and maintaining individual staff capacity. Supervisors are given opportunities to practice within the classroom setting, and after completing an On-The-Job (OJT) training assignment in their respective counties, the trainers provide coaching and modeling to the supervisors related to their experiences with OJT. OJT is

completed between the first and second weeks of training and is done in conjunction with the supervisor's regular daily activities.

Supportive practice is modeled and encouraged during the training along with practice techniques for creating a positive tone within the supervisor's unit to enhance worker productivity. Conversely, corrective action is also demonstrated as part of supervisory practice. Roles as negotiator and mediator between units and upper management is another major focal point, stressing the role of supervisor in delivering both internal and external policies and procedures to line workers, and then monitoring to ensure policy is being followed. The goal of *Supervisors Training* is to provide supervisors with basic skills and knowledge to be effective and to subsequently become a leader within the agency.

- Course states covers basic skills for supervisory staff. Is IV-E at 50 or 75%? **75%**
- What additional training is needed for continuing in-service supervisors? **Currently, there is no expectation that new supervisors complete any of the other ACT II modules, except, under certain conditions, Concurrent Permanency Planning.**

4. Concurrent Permanent Planning

What does ISP stand for? **Individualized Service Plan(ning)**

5. Targeted Case Management (TCM)

- Is the portion claimed to title IV-E for state foster care workers? **No.**
- Who are the other participants? **Not only do child welfare workers provide case management services, so do Adult Protective Service Workers.**
- How is the state isolating the foster care workers from the other participants? **FACTS (SACWIS) and LETS (the DHR Learning Management System) actually identifies participants based on their Program Effort Codes (which are provided by the Finance Division). These would be child welfare and adult protective service workers. Counties can also contact the Office of Financial Resource Management to identify new workers who need training.**

6. The Tools of Choice Parenting Program

The funding source listed is IV-B-2 Caseworker Grant Monies. I want to ensure that the penetration rate is not applied to this training course. If the penetration is applied, then I would need additional **information on the Behavior Analysts as well as course detail.** **The penetration rate is not applied if charged to Caseworker Grant funds.**

7. Supervisor Conferences

The funding source listed is IV-B-2 Caseworker Grant Monies. I want to ensure that the penetration rate is not applied to this training course. If the penetration is applied, then I would need additional information on course detail. **The penetration rate is not applied if charged to Caseworker Grant funds.**

8. FACTS Refresher Courses

Specify approximate number of days or hours of training activity' field is not completed **Days 1-5 would be the appropriate box to check, as there are a number of different "Refresher Courses", that vary in length from 1 to 4 days.**

9. FACTS Finance and/or Provider Training

'Indicate setting/venue for the training activity' field is not completed

The choices to check would be: **Initial In-Service (Intensive training to prepare new employees)**; and **Continuing In-Service (Ongoing training for existing employees)**.

10. MOTIVATE

The funding source listed is IV-B-2 Caseworker Grant Monies. I want to ensure that the penetration rate is not applied to this training course. If the penetration is applied, then I would need additional information on the Behavior Analysts as well as course detail. [The penetration rate is not applied if charged to Caseworker Grant funds.](#)