

# **Health Care Services Plan 2015 – 2019 CFSP Table of Contents**

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## HEALTH CARE SERVICES PLAN

### **I. Introduction**

Recent policy updates have been incorporated including updates on Psychotropic Medications and sharing of medical information electronic health record.

The Department of Human Resources has required for many years that children coming into care receive health care services when they enter care and during their stay in care. To achieve this, the Individualized Service Plan process was developed to assure that health care needs and/or strengths are addressed for each child in care. Through this process, county departments ensure health care needs are assessed and identified and that health services are received when needed. Quality Assurance efforts in each county may bring health care professionals together in order to enhance the health care services for children in care.

### **II. Importance of a Medical Home**

Alabama's health care community recognizes the great importance and benefit to children of a having "medical home" in providing optimal health care for children and recommend that whenever possible a foster care child continue to be cared for by his/her established physician. The physician who has been caring for the child previously is in the best position to assess the child's overall health and any changes from baseline, and will be best able to recommend any needed follow-up care or treatment. Children who have had their lives severely disrupted by being removed from their familiar environments should be able to continue their relationship with the physicians they already know and trust.

If for some reason the established medical home cannot be maintained, the child's established physician should be notified immediately so that appropriate transfer of care (including possible telephone communication) can be made with the child's new physician. At the very least, the name of the child's previous physician or clinic should be obtained and provided to the new physician. Every effort should be made to obtain prior medical records and especially immunization records, as soon as possible.

The plan for assuring oversight, coordination and a coordinated strategy to identify and respond to health care needs of children begins with a review of requirements that each child's health care needs are addressed upon entry into care and during the child's stay in care.

### **III. Initial Medical Examination**

When a decision is reached that out-of-home care is necessary, arrangements are to be made for completion a medical examination (see timeframes below). When a child is placed in care as a result of an abuse/neglect investigation, a medical assessment may be necessary to assess the child's medical needs related to any abuse suffered by the child. DHR provides for medical examinations to occur during child abuse/neglect investigations when needed. It is recommended that at entry into foster care, the use of standardized developmental screening instruments that include social-emotional assessment should be administered.

The purpose of the initial medical examination is:

- Record a brief medical history;
- Document the child's medical condition upon entry into care, including visible injuries;
- Determine whether the child is free from contagious disease; and
- Identify needed medical concerns and care needed.
- Screen for social-emotional or mental health concerns.

### **IV. Timeframe for Initial/Periodic Medical Exam**

It is preferable that a medical examination be made just prior to the child's entry into care to assess the physical, emotional, and behavioral issues facing the child. If this is not possible, the examination must be made within 10 days after placement. The initial examination may be obtained through EPSDT (Early and

Periodic Screening, Diagnosis, and Treatment Services) for Medicaid eligible children. A child must have an annual medical exam for the duration of the stay in foster care. The yearly EPSDT may be used for the annual medical exam requirement. It is preferable that standardized developmental screening instruments be administered to children at age intervals recommended by the American Academy of Pediatrics.

## **V. EPSDT**

Children in care under 21 years of age and eligible for Medicaid should have an EPSDT screening each year. Following EPSDT screenings, medical services are covered by Medicaid when identified through EPSDT periodic screening or inter-periodic screening and treatment is determined to be medically necessary. These medical services include medical, dental and vision examinations, physical and occupational therapy, speech therapy, rehabilitation services and psychological services.

Outreach activities are critical to successful health screening services that are available to children. The outreach process assures that eligible families are contacted, informed, and assisted in securing health-screening services. The Alabama Medicaid Agency, in conjunction with the Department of Human Resources, informs foster families of EPSDT services.

Alabama's Medicaid program utilizes a managed care system of assigned primary providers. Children in foster care may be exempted from this program if it is in the best interest of the child's health care needs. The exemption allows a child to remain with his/her usual "medical home" particularly if the child has chronic medical conditions. It may also allow the ISP team the ability to choose the more appropriate primary care physician. Additionally, and when appropriate, foster parents may use one primary care physician for all the children in their home.

When a child is placed in foster care and is already eligible for Medicaid, EPSDT screening should be requested unless the child has had an EPSDT screening within the last three months; has had a thorough medical examination other than EPSDT screening within 3 months prior to placement in foster care; or another medical examination, other than Medicaid Screening, is indicated.

EPSDT screenings encompass six broad categories and are available for children in foster care as well as children in their own home.

1. Initial screenings indicate the first time an EPSDT screening is performed on a recipient by an EPSDT screening provider.
2. Periodic screenings that are well-child checkups performed based on a periodicity schedule. The ages to be screened are 1 month, 2 months, 4 months, 6 months, 9 months, 12 months, 15 months, 18 months, 24 months, and annually beginning on or after the child's third birthday.
3. Inter-periodic screenings are considered problem-focused and abnormal. These are performed when medically necessary for undiagnosed conditions outside the established periodicity schedule and can occur at any age. Inter-periodic screenings must be provided when a medical condition is suspected or a condition has worsened or changed sufficiently enough that further examination is medically necessary.
4. Vision screenings must be performed on children from birth through age two by observation (subjective) and history. Objective vision testing should begin at age three, and should be documented in objective measurements.
5. Hearing screenings must be performed on children from birth through age four by observation (subjective) and history. Objective hearing testing begins at age five, and should be recorded in decibels.
6. Dental screenings must be performed on children from birth through age two by observation (subjective) and history. Beginning with age three, recipients must be either under the care of a dentist or referred to a dentist for dental care. Additional Medicaid screening protocols for infants, children and adolescents are addressed in the Medicaid Provider Manual, EPSDT Chapter, Appendix A, <http://www.medicaid.alabama.gov>.

**VI. Health Care for Children Not Eligible for Foster Care Medicaid**

Some children in out-of-home care will be ineligible for foster care Medicaid. In these cases, application is made for other medical insurance coverage including SOBRA Medicaid, ALL Kids and Child Caring Foundation. The Department of Public Health coordinates the application process for each of these medical insurance coverage types. Completed applications are routed to the ALL Kids program for screening and if the child appears to be SOBRA Medicaid eligible, the application is routed to Alabama Medicaid. If the child is not Medicaid eligible, the application will be sent first to the ALL Kids program (ADPH) and then the Child Caring Foundation (Blue Cross Blue Shield) in that order. Some children may have private insurance known as third party insurance which will need to be accessed before any of the needs based medical insurances will pay. Medical insurance may be purchased from local funds or a child’s private funds if the child is not eligible for any of the above addressed programs.

**VII. Monitoring and Treatment of Ongoing Health Care Needs**

When the ISP team determines that foster care is an appropriate and necessary service or that the foster care provider needs to change, the ISP team assesses the health care needs (physical, mental and emotional) of a child through contacts with and reports from the child’s health care providers. The Comprehensive Family Assessment shall include developmental information related to emotional and medical/physical functioning.

Unless otherwise recommended by the pediatrician, the following guidelines are recommended in determining the frequency of medical examinations for foster children:

<u>To 1 year</u>	<u>Age 1 year to 2 years</u>	<u>Age 2 years through 18 years</u>
at 1 mo.	At 15 mos.	At age 2 years
at 2 mos.	At 18 mos.	Annually through age 18
at 4 mos.		
at 6 mos.		
at 9 mos.		
at 12 mos.		

It is through the ISP team process that a child’s health needs, once identified through EPSDT or other medical screenings or procedures, are monitored and services/treatment avenues are established. Medical professionals may be ISP team members working with the child and family. Providers of health care services are identified by team members and a specific plan made to access the health care provider.

**VIII. Importance of Immunizations**

In addition to the above examinations, all foster care children are required to have all immunizations currently recommended by the Advisory Committee on Immunization Practices (ACIP) and the American Academy of Pediatricians, including influenza vaccinations. Immunizations are routine care and should not involve residual rights of parents to consent. The immunization record must be obtained and presented to the primary care provider if the provider is not the child’s physician prior to entry into care. Immunizations may be paid for by Medicaid, the Vaccines for Children program or may be obtained at county health departments.

**IX. Coordination Between DHR and County Health Departments**

Approved foster parents and related caregivers of children in the temporary or permanent custody of DHR are authorized to complete and sign certification forms for the Women and Infant Care Program through the county health departments. Approved foster parents and related caregivers are provided with a letter from the County DHR Department verifying that the foster parent or relative has physical custody of the child and DHR has legal custody. Other health care needs of children in care, e.g. immunizations, are coordinated with county health departments by child welfare workers after the ISP determines a health care need.

**X. Coordination of Health Services Between DHR and Alabama Early Intervention Service (AEIS)**

Infants and children under 3 years of age who are the subject of an indicated child abuse/neglect investigation must be referred to the AEIS for evaluation. There is a formalized DHR referral process in place for this to occur. As part of the initial EPSDT or the initial medical when a child enters care, infants and children under 3 years of age should be screened for developmental delays and referred to AEIS.

#### **XI. Coordination of Health Information Between DHR and Foster Parents**

In Alabama the Foster Parent Bill of Rights, Code of Alabama, 1975 § 38-12A-2(7) provides that foster parents must be provided with health history information that is known by the Department at the time of placement. "When the Department knows of such information after placement, the Department shall make that information available to the foster parent as soon as practicable." Foster parents will need to be made aware of the following:

- All health problems including allergies, bedwetting, emotional problems;
- Both prescribed medications and regularly administered over the counter medications and the purpose of the medicine;
- Special diets or food allergies;
- Pediatrician's name and/or primary health care provider along with the telephone number; and
- Verification of health insurance--private insurance, Medicaid card or Medicaid number.

Foster parents are members of a child's ISP team, in accordance with Department policy. They are to be informed of follow-up medical appointments and referrals.

#### **XII. Dental Care**

Children should have care established in a dental home by the age of 1 or eruption of the first tooth. Many primary care providers will be able to make an initial assessment through Medicaid's First Look program and this is encouraged. Annual dental examinations are recommended.

All Medicaid eligible children in foster care are to have a dental examination under Medicaid Screening (EPSDT). Children who do not qualify for Medicaid will have a dental examination authorized through the ISP with payment through local flex funds after other resources have been explored and exhausted.

If the dental examination indicates a medical necessity for braces and or other orthodontic care, local DHR funds may be used for this. Medicaid does not pay for braces except in rare and unusual circumstances. Medicaid requirements state that braces must be a medical necessity and documentation from a health care provider must show evidence of the medical necessity. The caseworker must obtain approval from Medicaid. Any third party insurance should be explored to determine whether this insurance covers braces. The ISP team must determine this is a needed service before payment can be pursued. If a child age fourteen or older is in need of braces and the need can relate to one or more of the Chaffee outcomes and the ISP states a need for braces, ILP funds are explored.

#### **XIII. Mental Health Needs of Children In Foster Care**

The ISP process is utilized to identify strengths and needs of children and their families, identify steps and services to address needs, and determine the least restrictive environment in which a child's needs may best be met. The ISP team shall be fully involved when assessing the need for, and appropriateness of, inpatient services. Before a child enters inpatient placement, concurrence must be received from State DHR. Placements that are more restrictive than foster family homes include therapeutic foster home-homes,, moderate residential treatment facilities, acute psychiatric hospitals and intensive residential treatment facilities.

Best child welfare practice requires that any behavior modification program employed in the treatment or management of a child's behavior be individualized and meet certain standards, including, but not limited to, the following:

- the program relies primarily on rewards instead of punishment;

- the program be based on a careful assessment of the antecedents of the behavior that the program is designed to change; and
- the program be consistently implemented throughout the day, including in school, residential and leisure activity settings.

The Department utilizes a Residential Placement Intake Protocol to provide guidance on and concurrence with the placement of children into certain programs. The Protocol addresses emergency residential placements and the completion of a Multi-dimensional Assessment Tool (MAT) when a child needs either a Therapeutic Foster Care (TFC) placement or placement in a moderate residential facility. Continuous oversight and monitoring of children receiving treatment in more restrictive settings is performed through the use of the MAT to determine the continued need for the placement. Intensive residential treatment requires completion of a "Certification of Need for Services" by a qualified professional in addition to completion of a MAT to determine the continued need for this level of treatment.

#### **XIV. Use of Prescription Medication for Children in Psychiatric Residential Treatment Placements**

Medication prescribed for mental health reasons may only be administered to children when (a) the informed consent of the parent, legal custodian/guardian, or the foster parent who is legally authorized to provide consent and (b) the informed consent of the child (age 14 or older) has been obtained. The child and adult(s) whose consent is sought will be provided sufficient information to permit them to make an informed decision. Consent may be withdrawn at any time; however, a child's refusal to consent may be overridden by a court of appropriate jurisdiction. If it appears that psychotropic medication will be used to address crises in a periodic, on-going pattern with the child, informed consent must be obtained from the child (age 14 or older) and the parent(s), legal custodian, guardian or foster parent who is legally authorized to provide consent.

The reasons for using psychotropic medication, its expected benefits, and the potential side effects should be explained in terms understandable to the child and parents along with any significant alterations in dosage. The children's and parents' preferences and requests for alternative interventions should be considered and documented in the children's

DHR records and their medical records. [NOTE: The term "parent" as used here means the child's biological, or adoptive parent, or the primary caregiver from whom the child in care was removed. Code of Alabama, 1975 § 12-15-102(23), allows the Department to give permission for medical care to include surgery, other medical treatment, emergency or non-emergency. The Department has authority to make the decisions without court approval or approval from the parents.]

Prescriptions for psychotropic medication must be written by a licensed physician who is trained in the use of such medication with children and adolescents. If the physician prescribing the psychotropic medications for the child is other than the child's primary physician, there should be consultation with the child's primary physician. When psychotropic medication is used as a treatment intervention, it must be administered only as prescribed by the physician writing the prescription. Psychotropic medication is to be carefully and closely monitored by the child's physician and the ISP team for both desired effects and potential side effects. Monitoring should include information received from the child, parent(s), and caregivers. See also XXI.

#### **XV. Criteria For Prescription of Medication for Mental Health Reasons**

A qualified physician must complete a thorough assessment of the child before prescribing medication. This assessment (especially a psychiatric assessment) should be comprehensive and include history, direct observation of the child, and all pertinent information from the school, parents, foster parents, therapists and pediatrician. This will require effective communication from all the stakeholders in the child's life. The assessment is performed to determine the appropriateness of prescribing the medication and to establish baseline data for monitoring its effects. The physician shall conduct a physical examination of the child, review the child's medical history and other relevant evaluations (e.g., medical, psychiatric, psychological) and obtain input from the child's

parent(s)/caregiver(s), the DHR worker, and other relevant service providers and school personnel. The children's and parents' preferences and requests for alternative interventions should be considered by the physician as informed consent is required prior to administering medication.

The physician should be a member of the ISP team with input at times being obtained through written report, telephone calls, etc. If the physician is a consultant to a service provider, the provider and the child's DHR worker shall ensure the physician is aware of the caregiver's capabilities, appropriate alternative treatment interventions, and the changing needs of the child and family.

In a crisis where the child will seriously harm self, harm others, or cause substantial property damage, medication may be administered without informed consent upon an order by the treating physician and in accordance with generally accepted medical standards. There must be documented evidence in the child's record that in the physician's professional judgment, the harm or substantial property damage will occur without the benefit of the medication and that less restrictive interventions are not therapeutically indicated. The child's physical and psychological condition must be frequently monitored by the physician or an appropriate staff member or other provider following administration of the medication.

The dispensing of Prescribed as Needed (PRN) psychotropic medication can only be allowed if in compliance with a physician's approved protocol and the order is documented in the child's medical file of the provider's record and the child's DHR case record. PRN medications administered to address a child's behavior two or more times a week for three consecutive weeks will result in a comprehensive review of the child's individualized service and behavior management plans and the incidents, factors, and rationales for such PRN medication use.

#### **XVI. Oversight of Medications in Foster Family Homes**

Individuals providing daily care for children in care must take precautions in administering medications to children in their care. While every child has individual health needs, there are consistent measures that shall be taken in administering medication to children in the care of the Department. The following should be discussed with all out-of-home care providers.

##### **A. Over the Counter Medications**

Out-of-home providers shall follow the procedures listed below when administering over-the-counter medications.

- Carefully read the manufacturer's product information before administering any over the counter medication.
- Underscore the importance of paying close attention to product labels, particularly precautions and contraindications.
- Administer over-the-counter medication to a child **only** if the product information indicates the medication is safe for the age child ~~it is being administered to~~ to whom it is being administered
- Administer medications according to the manufacturers' recommended dosage and in the manner prescribed by the manufacturer (e. g. by teaspoon, entire pill, and capsule) unless the child's doctor has given written instructions that vary from this.
- When preparing to administer over-the-counter medication, reread the labels to assure that the medication is safe for the age of the child.
- Check the expiration date on the medication container. Out-of-date medication shall not be administered.
- Certain medical conditions contraindicate the use of over-the-counter medications. In these situations, the foster parent and the child's worker shall consult with the child's doctor before administering any over the counter medications.

##### **B. Prescription Medications**

Out-of-home providers shall follow the procedures listed below when administering prescription

medications:

- Because individuals react differently to medications, give prescription medication **only** to the child for whom it is prescribed.
- Some pharmacies will add a discard date to prescription labels, although this is not required. Any “left over” prescription medication should be discarded.
- Give the medication as directed by the child’s doctor.
- If the child appears to have an adverse reaction to the medication, notify the doctor who prescribed the medication for the child. The adverse/allergic reaction to the medication should be documented in the child’s/patients medical record. The foster parent also needs to notify the child’s DHR social worker about the reaction, and especially if the child is allergic to the medication. Documentation of the adverse/allergic reaction should be made in the DHR case record.
- Maintain a log (DHR 2073) of all prescription medications administered to a child as required in the Minimum Standards For Foster Family Homes.

As stated in the Minimum Standards For Foster Family Homes, Revised 2002,

“All medications shall be secured in a locked storage area that is inaccessible to small children.”

In the event of an accidental overdose or adverse reaction to either an over-the-counter medication or a prescribed medication, the Children’s Poison Control Center toll free telephone number 1-800-292-6678 should be contacted. The regular Poison Control Center, toll free telephone number 1-800-222-1222, may also be contacted.

#### **XVII. Health Care Oversight for Older Youth Currently Served in Foster Care and Transitioning Out of Foster Care**

The Department of Human Resources recognizes the need to provide specific support for older youth currently in foster care and/or who will be exiting care due to their age. . Therefore the Office of Permanency, through the Independent Living and Foster Care program, will provide increased focus and support to caseworkers in addressing health care planning for this population.

Education through training and other forums will be provided to build capacity of staff and providers serving older youth in addressing and planning for the youth’s oversight of health care needs.

The expectation is that prior to emancipation from foster care, youth are to have a personalized transition plan that would include addressing oversight of their health care needs. Through the Individualized Service Planning process staff will develop a specific plan with the youth which addresses the following:

- A transition plan developed no later than 90 days prior to the date on which the child is expected to age out of the system.
- Providing education and information regarding designating another individual, i.e. a health care proxy, to make health care treatment decisions on the youth’s behalf should the youth be unable to participate in such decisions and does not have or want a relative otherwise authorized under State Law to make such decisions.
- Providing education and information as to the option to execute a health care power of attorney, health care proxy, or similar document recognized under State law.
- Providing medical information and documents to the youth which are available to the agency.

The Department has a responsibility to educate and prepare youth to have the capacity of overseeing their individual health care needs. This can only be accomplished through ongoing efforts to engage youth around a transition plan that is timely and specific.

### **XVIII. Department's Evaluation of Health Services**

The Office of Quality Assurance (QA) is tasked with the responsibility to assess the Health/Physical Well-Being and Emotional Well-Being of children in the system. This is a two-fold approach comprised of periodic case reviews by state QA team members, as well as county-specific QA teams operating in each of the 67 counties, that conduct a continuous review of records in their own county. These county teams often include physical and mental health professionals serving as reviewers, or as part of the reviews.

When assessing Health/Physical Well Being, the review (process) team considers the following items: 1.) Is the child in good health? 2.) Are the child's basic physical needs being met? and 3.) Does the child receive health care services as needed? Children should achieve and maintain good health status, consistent with their general physical condition. Healthy development of children requires that basic physical needs for proper nutrition, clothing, shelter, hygiene, and medical/dental care are met on a daily basis. Preventive health care should include immunizations, dental hygiene, and screening for possible physical or developmental problems. The central concern here is that the child's physical needs are met and that special care requirements are provided as necessary to achieve optimal health status. This also includes follow up with appropriate sub-specialists, other health care providers and therapists. Adult caregivers and professional interveners in the child/youth's life bear responsibility for ensuring that basic physical needs are being met and that health risks, chronic health conditions, and acute illnesses are adequately addressed in a timely manner.

A child receives an optimal rating for Health/Physical Well-Being when: all of the child's physical needs for food, shelter, and clothing are reliably met on a daily basis; routine preventive medical (e.g., immunizations, check-ups, and developmental screening) and dental care are provided on a timely basis; any acute or chronic health care needs are met on a timely and an adequate basis, including follow-ups and required treatments; and, any prescribed medications are being provided and taken according to exact instructions and with excellent medication management.

When assessing Emotional Well-Being, the review process considers the following items: 1.) Is the child symptom free of anxiety, mood, thought, or behavioral disorders that interfere with his/her capacity to participate in daily living activities and benefit from his/her education? 2.) If such symptoms are present, is the child making substantial progress toward normal functioning in school and at home while making use of supports and therapeutic services, as necessary? Emotional well-being is essential for adequate functioning in a child's daily life settings, including school and home. To do well in school and in life, a child should: present a major emotional pattern appropriate to time, place, person, and situation; have a sense of belonging and affiliation with others rather than being isolated or alternated; socialize with others in various group situations as appropriate to age and ability; be capable of participating in major life activities and decisions that affect him/her, including educational activities; and, be free of or experiencing reduced major clinical symptoms of emotional/behavioral/thought disorders that interfere with daily activities.

For a child with mental health needs who requires special care, treatment, supervision, or support in order to make progress toward stable and adequate functioning at school and home, the child should be receiving necessary services and demonstrating progress toward adequate functioning in normal settings. Some children may require assistance or services to improve communication, social, and problem-solving skills to be successful. Other children may require special behavioral interventions, medications, and/or wraparound supports (such as behavior aides, access to a therapist when needs arise, etc.). Timely and adequate provisions of supports and services should enable the child to benefit from his/her education and enjoy the routine activities of childhood. The level, mix, and fit of services (referenced in the rating definitions) refer to the importance of children being provided with services in the right amount, with the needed frequency, by persons with the necessary skills, etc. A child receives an optimal rating for emotional well-being when: the child shows optimal well-being in daily settings and enjoys positive and effective enduring support and interventions from teachers, counselors, key adult supporters, and friends; OR, the child has become emotionally and behaviorally stable and functioning well and symptoms are largely relieved or seldom occur; OR, excellent progress is being made toward adequate functioning in normal daily settings and activities of childhood in the near term; OR, the presence of emotional and behavioral problems is being

addressed with the optimal level, mix and fit of assistance, support, supervision and/or treatment leading to a level of stabilization appropriate for the child and his/her condition.

**XIX. DHR Assessment, Treatment and Monitoring of Emotional Trauma / Training of Staff & Providers to Support the Treatment of Emotional Trauma**

The synopsis that follows identifies training content (and modules within which the content is located) that

support the treatment of emotional trauma. **NOTE: See New Requirements Update**

**Document for information on other aspects of addressing the needs of this population.**

**ACT**

- Comprehensive Family Assessment

A guide for gathering/analyzing information related to four areas of family life (parent functioning, child functioning, family functioning, and the family's community), in order to create a basis for informed decision-making, identifying the nature/extent of underlying conditions, and developing a strengths/needs based individualized service plan. At a minimum, the information gathered for each family member should include the following: developmental, behavioral, emotional, educational, medical/physical and family history.

- Cycle of Need

A framework which helps promote an examination of underlying needs and how behaviors serve as the means of expressing those needs. This perspective is designed to help one consider interventions that are designed to control/manage behavior, versus those that are designed to respond to the needs of another in a more effective, respectful way to truly help the family member get their needs met.

- People Mover

The "People Mover" is a guided imagery referred to as the "Imaginary Journey" examines the importance of attachment to the child's maturation and the development of a relationship between children and parents. It SOMEHOW THE WORD "IT" AND THE WORD "FOCUSES" WON'T COME TOGETHER IN THE NEXT LINE. IT'S A DOUBLE SPACE NO MATTER WHAT I TRIED. focuses on the ways loss affects children and families in care and strategies for maintaining the relationship between the birth family and the child in care.

- Module 3, Resource Guide

Chapter -7-Assessing consequences of prior life experiences to children who have been abused or neglected; page 179 (third paragraph). Also in same chapter, pages 185 to 189 discusses early warning signs of indicators that demonstrate medical, developmental, and psychological needs for infants to school aged children. The Appendix for this chapter on pages 203-212 is a child development tool that lists observable milestones for children birth to 5 years of age. It explains that if child is not meeting said milestones that further evaluation may be needed.

**Underlying Conditions - an ACT II Curriculum**

Comprehensive Family Assessment (see description under ACT I)

- Cycle of Need (see description under ACT I)

- Stages of Change

An approach that examines the impact on the assessment and planning process with families who experience maltreatment and have to make changes to assure their family is able to achieve the overall outcomes for their children, children's safety, well-being and permanence. The phases of change are presented with an emphasis on the family members' feelings and behaviors at each phase. Useful techniques are provided and demonstrated by trainers to assist workers and the family's team in helping families deal with, and successfully handle the changes in their lives. In

addition, participants examine expectations the family, the team members and the child welfare worker have of one another, as they empower the family to move through the phases of change.

- The Challenge Model

A tool that is designed to help the practitioner (and family member) better understand and identify the deeper pain experienced by an individual (family), as well as focus on the ability or resilience to overcome the pain. Family members are supported in seeing how both their pain and corresponding strengths can give them a sense of hope and willingness to move forward.

- Stages of Grief

A paradigm that is intended to describe the responses/reactions an individual has when going through grief or sadness, regardless of the scope and/or intensity being experienced by the person.

### Substance Abuse – an ACT II Curriculum

- The Substance Abuse Curriculum provides participants with intervention options for family members who are dependent on substances. Discussion includes intervention options for all family members, not just for the person who abuses substances.
- Several handouts that provide workers/family members with intervention techniques when dealing with substance abuse are “Children From a Substance Abuse Family”; “Ways to Help Children From a Family Where There is Substance Abuse”; “What to Do and Not to Do When Your Family Experiences Substance Abuse”; “Things for Workers to Remember to Empower Families With Substance Abuse”; “Tips for Planning”; “Treatment Resources for Substance Dependence”; “Treatment Resources for Non-Abusing Family Members”; and “Barriers Women Face When Recovering”.

### Concurrent Permanency Planning – an ACT II Curriculum

- Training: Handout 1.5 - CORE CONCURRENT PLANNING COMPONENTS (Adapted from Concurrent Planning Materials of Lutheran Social Services of Washington and Idaho)  
FULL DISCLOSURE  
Respectful, candid discussion early on about impact of foster care on children, clarity about birth parents’ rights and responsibilities, supports agency will provide, permanency options, and consequences of not following through with case plan
- Small group activity using the Roosevelt story  
Roosevelt is a 14 year old who has been in foster care since age 4. The activity is processed by discussing the length NO MATTER WHAT I DO I CAN’T MAKE THE SENTENCE BELOW COME UP A SPACE TO FOLLOW “LENGTH” of time he has been in care, and assessing his developmental needs that have and have not been met from age 4 until now (age 14). These are the handouts used in this activity:

#### Handout 1.7 - Factors Related to Out-of-home Care

1. Extended stays in out-of-home care can have negative and lasting effects on child development
  2. Negative impact increases with multiple placements and relationship disruptions
  3. Children placed close to family and community are more likely to have parental visitation and to return home
  4. Parents who visit regularly are more likely to be reunited with their children
  5. Children who remain in care longer than 12-18 months are less likely to return home (indicating that attention needs to be focused on their need to be allowed to move on to a permanent family)
- HANDOUT 1.8 - Children’s Developmental Needs
    1. SECURITY AND PROTECTION FROM HARM
    2. FOOD, CLOTHING, SHELTER, HEALTH CARE
    3. TO BE NURTURED, LOVED, ACCEPTED

4. SPIRITUAL AND MORAL FRAMEWORK IN WHICH TO LEARN RIGHT FROM WRONG
  5. OPPORTUNITIES TO GROW INTELLECTUALLY, EMOTIONALLY, SOCIALLY, PHYSICALLY AND SPIRITUALLY - AND IDEALLY , TO REACH MAXIMUM POTENTIAL
  6. STABILITY, CONSISTENCY, CONTINUITY AND PREDICTABILITY IN FAMILY RELATIONSHIPS – SECURE ATTACHMENT WITH AT LEAST ONE SIGNIFICANT ADULT
  7. LIFETIME FAMILY CONNECTIONS WITH THE INTENT OF LIFETIME COMMITMENT WHICH GIVES A SENSE OF BELONGING
  8. CONNECTIONS TO THE PAST
  9. HOPE FOR THE FUTURE...
- Discussion about “why secure attachments are so critical for children’s healthy growth and development”, using “Erikson’s stages of emotional development”, “Types of attachment”, and “Secure attachments and insecure attachments” handouts. Discussion includes points such as:
    1. Children need care and nurturing from at least one consistent adult in their first year of life for basic trust and positive attachments to emerge.
    2. The way children’s needs (for food, clothing, changing, sleep, play, overall developmental stimulation) are met - especially in first year of life - will influence whether the child sees the world as a pleasant, safe place to be.
    3. When children feel safe and secure, it is easier to move through the other stages of developmental challenges.
    4. When children do not have daily, consistent and nurturing caretakers, or when their relationships/attachments are disrupted through removal from the family/home, they are traumatized from the loss of the known relationship and find it difficult to trust new caregivers - no matter how serious the need for removal and how well-meaning new caretakers may be.
    5. Secure attachments are formed through consistent daily caregiving that meets the child’s physical, emotional, social, intellectual and spiritual needs.
    6. When the child’s needs are met, a reciprocal interaction emerges. The child relaxes/is satisfied, the parent relaxes/is satisfied - and a bonding between the two develops.
    7. Comment that recent research is now beginning to show the importance of early life experience and secure attachments for the healthy brain development of young infants and toddlers. Nurturing or non-nurturing experiences shape the pathways that are formed in the brain which in turn determine the kind of responses the child will develop and carry with him/her into childhood and adulthood.

Handouts include:

Handout 1.10 - Erik Erikson’s Stages in Children’s Emotional Development

(Adapted from Katz, Spoonemore, Robinson. Concurrent Planning: From Permanency Planning to Permanency Action. Lutheran Social Services of Washington and Idaho. 1994)

Handout 1.12 – Attachments: Secure Attachments

- Emerge from continuity and stability overtime
- Involve predictability in relationships and caretaking
- Are a critical task of early childhood development
- Impact overall development: Social, emotional, intellectually, physical and spiritual
- Are formed through connections with at least one adult caretakers who helps the child feel special, worthy, valued, a sense of belonging, certainty, trust and connectedness over time
- Build positive self-esteem
- Are formed through the process of the Tension/Relaxation Cycle
  - Tension/Need – Baby Cries
  - Caretaker meets need – Need Met/Relaxation
  - Tension/Need – Baby Cries

## Caretaker meets need – Need Met/Relaxation

### Insecure Attachments

- Emerge when basic needs are met inconsistently or when there is no response to basic needs
- Emerge when there is little consistent or predictable comfort
- Results in a learned mistrust that needs will be met
- Result in a child feeling worthless, unvalued, helpless, hopeless and uncertain about the predictability of the world
- Results in children who have little conscience development, poor impulse control, low self-esteem, poor relationships with peers, learning difficulties, and eventually an inability to parent his/her own children (Fahlberg, 1991.)
- Often the results seen in children who experience foster care drift

### Child Protective Services – an ACT II Curriculum

- Display OVERHEAD: Pyramid  
Begin by displaying the top part of the pyramid, then work down to the foundation. To accomplish the mission of achieving safety and permanency we need effective services and supports. To have effective services and supports, we need an effective ISP. To have an effective ISP, we need an understanding of the facts (disposition -- was the child maltreated or is the child threatened with maltreatment) and the underlying issues related to the maltreatment. To understand the facts and underlying issues, we need to gather accurate facts and interpret them correctly. It is that foundation this training is focused on.
- Preschool Children – Risk Factors
  1. Curious, exploratory behavior
  2. Physically busy and active
  3. Normal cognitive development may be misinterpreted by caretakers (egocentric thought, illogical/magical thinking, limited sequencing ability)
- Explain that each has a significant impact on the child's psychological development.  
In fact, unless the child is killed or permanently physically damaged by abuse or neglect, it is really the physiological psychological impact that will last the longest and can intrude into the child's life as an adult, as a parent, and in the workplace -- interfering with their ability to function.
- Display OVERHEAD: Developmental Assessment  
Assessing a child's developmental level is more of an art than a science. Your understanding of the child's developmental level broadens throughout the interview, but the assessment formats outlined here provide a framework of general developmental issues affecting the interview process. The techniques are designed around three general age categories, although chronological age does not always dictate what works best with a given child. For example, children with disabilities may need to be assessed using techniques normally reserved for younger children. Before discussing children's developmental limitations in the context of interviewing, an important issue must be raised. In this session, we will describe examples in which children's developmental limitations may make it difficult for them to provide the specific information that the interviewer is seeking. This does not suggest that children are incapable of providing specific and accurate information. It does suggest that adults questioning children need to be aware of children's cognitive level in order to ask questions which the child understands. Using clear language and simple questions matched to the child's developmental level will optimize children's completeness and accuracy. Interviewers find themselves faced with children of all developmental stages, from as young as 2 up to age 17. Naturally, different developmental assessment techniques apply to these age groups. Therefore, three sections on developmental assessment are included in this session (pre-school, elementary age and adolescents).

### Group Preparation and Selection – Curriculum for Prospective Resource Parents

- Stages of Grief (see description under Underlying Conditions)

- Helping resource parents build positive relationships with birth parents.
- Supporting resource families' understanding of the commitment necessary to ensure the well-being of children placed in their care.
- Providing resource families with a network of essential services, support and nurturing for children placed in their care.
- Emphasizing the importance of maintaining close connections between children and their birth families.
- Underscoring the benefits of foster care from within the child's own community.
- Providing understanding of behavioral problems the child may experience.
- Helping resource families understand the dynamics of the foster care system.

In addition, both the Alabama Foster and Adoptive Parent Association (AFAPA) and Alabama Post Adoptive Connections (APAC) produce and distribute quarterly newsletters that publicize mini-conferences and the statewide conference. Information about training is also on the web sites for both groups. Also both AFAPA and APAC can provide training “upon request” to local associations and/or county offices.

## **XX. Psychotropic Medications UPDATE:**

In December 2014, Dr. Brent Wilson ended the contractual agreement with Casey Family Programs and the Department of Human Resources as he relocated to another state. This year, the foster care supervisor and foster care manager have developed a psychotropic medication plan to continue the existing monitoring of a foster youth's medication while building on and expanding efforts to address concerns about the appropriateness and frequency of psychotropic prescriptions for Alabama's foster care children and youth. This plan includes hiring or making arrangements under contract for a medical team to provide consent and supervision. This plan can be reviewed below under the Plan heading.

### **Major accomplishments 2012-2014 technical assistance agreement through Casey Family Programs included:**

- Creating a data sharing process with Alabama Medicaid to obtain, both retroactively and on an ongoing basis, pharmacy claims records for all children in foster care
- Analyzing Medicaid pharmacy claims records and producing summary information in clear, accessible language for state officials
- Presenting training workshops and providing training materials for the DHR Directors, DHR supervisors and assisting training Division in updating materials to include scenarios on psychotropic medication for future ACT trainings.
- Creating a survey for social workers to collect information on how frequently they address mental health care issues with their caseload, their comfort in doing so, and receiving feedback to assist the division with policy development and assess future training opportunities.
- Summarizing data claims and any other pertinent information regarding the usage of psychotropic medication by our foster care youth so it's available for public distribution and presenting those results to state officials.
- Drafting a policy document to help Alabama comply with federal government mandates regarding monitoring of psychotropic medications for children in foster care
- Participating in the *Because Minds Matter: Collaborating to Strengthen Management of Psychotropic Medications for Children in Foster Care* (sponsored by the United States Administration for Children and Families, the Center for Medicare and Medicaid Services, and the Substance Abuse and Mental Health Services Administration) as part of the Alabama delegation
- Participating as an expert witness on foster care cases where there were concerns about the administering of psychotropic medication
- Providing limited medical consultation to county-level staff regarding specific cases
- Identifying patterns of utilization that the state may be interested in studying further and transmitting to DHR (children on multiple classes of medications, children on more than one medication from the same class, etc).

### **Progress:**

- Family Services Division under contract with Casey Programs and Dr. Brent Wilson has been able to review a foster care youth's psychotropic medication usage on a monthly basis through a partnership with Alabama Medicaid.
- Social Workers, Supervisors, County Directors and judges have received training in several venues such as; Permanency conference, Supervisor's conference, and Regional Judicial Summits to make them aware of drug classes and dosage levels, as well as ways to advocate for foster care youth when there is concern about psychotropic medication usage.
- DHR county staff and state staff have been trained to be advocates for youth when assisting with medical visits and now know what questions to ask when inquiring about a child's dosage levels, or when there are significant behavior changes from new prescriptions.

### **Barriers:**

- Creating a psychotropic medication policy that will fit the needs of all foster care youth
- Selecting an appropriate trauma assessment tool
- Finding innovative ways to engage providers and obtain medical consent as psychotropic medication policy is being developed
- Developing capacity to effectively reach the medical community with these materials and policies

### **Plan**

The Department is tasked with development and implementation of a systemic approach to address its concerns with this issue based on the foundational work of Dr. Brent Wilson. Next steps would include:

- Develop a team, to be known as the **Alabama Psychiatric Medication Review Team (APMRT)** to include a part-time Child/Pediatric Psychiatrist, full-time Psychiatric Nurse/Nurse Practitioner and two additional Behavior Analysts to begin service as soon as possible.

#### **TASKS**

- The Team will work to provide staff support, monitoring and oversight, training and program implementation for Alabama's foster youth regarding psychotropic medication.
- The Team will review current data, compare it to FY2013 baseline and subsequent year's data for foster care youth psychotropic medication use. The data analysis will include information from the Department's SACWIS system FACTS as well as the information provided by the Alabama Medicaid Agency. The Department will also request information from the Department of Mental Health regarding all foster youth receiving community based mental health services.
- The Team will provide preliminary findings and develop strategies to monitor and provide permission to the counties for psychotropic medication use that will include updating the current notification form.
- In addition, it will engage providers by conducting training to medical as well as county staff before starting implementation.
- The Team will also work with departmental policy staff to establish treatment protocols addressing informed consent, minimum and maximum dosage guidelines, prior approval protocols, use of PRN, and prior notification with regard to any changes in medications, dosages and methods of administering medications. Required medical testing to ensure that basic vital signs are within normal range and when medications are administered will be closely monitored and documented in our FACTS system.
- Alabama's long-term authorization and monitoring model will be monitored by the team and updated based on the initial analysis and the completion and findings of initial surveys of partner agencies, stakeholders, staff members and providers regarding efficacy and methodology.
- In addition, staff, providers, community members and medical practitioners will be educated regarding trauma based treatment and psychotropic medication use.
- Oversight and review of Team actions will be provided by the **Strategic Planning Group (SPG)**. The SPT will include Alabama Department of Human Resources, Alabama Medicaid Agency, The Department of Mental Health, Residential Treatment Facility Clinical Directors, Alabama Foster Parent Association Representatives and Therapeutic Foster Care Clinical Directors. The primary purpose of the team will be to review the baseline and current data regarding psychotropic medication use among foster youth provided to Alabama DHR, Alabama Medicaid Agency, and the community Mental Health Agencies by the APMR ( quarterly meetings ). Timelines for these various tasks, products to be developed, and specific responsibilities will be developed as this process moves forward.

## 2016 APSR – Alabama Disaster Plan

Maintain a plan by which the Department can identify, locate, and continue availability of services for children under state care or supervision who are displaced or adversely affected by a disaster.

1. Maintain a plan by which the Department can respond to new child welfare cases in areas adversely affected by a disaster and provide services in those cases.
2. Maintain communication with caseworkers and other essential child welfare personnel displaced because of a disaster.
3. Preserve essential program records, coordinate services, and share information with States.

The following are the methods whereby DHR will respond to disasters:

1. To identify, locate, and continue availability of services for children under state care or supervision who are displaced or adversely affected by a disaster, DHR will implement these steps:
  - Identify the affected areas of the state. Designate a liaison from the local county office-to be point of contact for inquiry by foster care providers who are displaced or adversely affected by disaster. The appointed liaison will conduct on site visits to determine if there are any displaced children or families.
  - The liaison will determine whether any staff members are affected by the disaster and which staff members may be available for making contact with providers (foster homes, shelters, group homes, residential facilities).
  - The liaison will maintain contact with local Emergency Management Agency and the ADHR State Mass Care/ESF-6 Coordinator on duty at the AEMA State Emergency Operations Center in Clanton, Alabama.
  - It is the liaison's responsibility to provide shelter staff with a contact should the following circumstances come to their attention:
    - a. children in the custody of State of Alabama
    - b. foster parent from State of Alabama
    - c. children in the custody of another state
    - d. foster parent from other state
    - e. any children without parent or legal guardian
    - f. any reports of child abuse and neglect related to children receiving shelter services
  - ADHR has been designated as the Emergency Support Function 6 (ESF-6) lead agency for the State of Alabama. The Director of Emergency Welfare Services/Safety (Field Administration) serves as the State Mass Care Coordinator.
2. To respond to new child welfare cases in areas adversely affected by a disaster and provide services in those cases, DHR will implement these steps.
  - When the appointed liaisons visit shelters established by Red Cross or State/Local Emergency Management Agency, they will assess whether there are any children and families needing child welfare services. The liaison (s) will be responsible for referring those children and families to appropriate services.
  - Because Alabama is a coastal state, the need to assess displaced children from other states in the region is recognized. Contact will be established with other states that may have been affected by the natural disaster.
3. To remain in communication with caseworkers and other essential child welfare personnel displaced because of a disaster, DHR will implement this step.
  - The Department recognizes that the effect the disaster has had upon Department staff must be assessed very soon after the disaster occurred. The staff liaison appoints someone to maintain contact with staff members and assess what services they may need. This includes assessing any stress reactions staff may have and obtaining help for them to work through their feelings. Staff who may have been personally affected by the disaster, but are working with the victims of the disaster, may have stress reactions and may need help to work through their feelings.

NOTE: The Minimum Standards for Foster Family Homes addresses a section on emergency plans which include emergency procedures.

4. To preserve essential program records, coordinate services, and share information with States, DHR has implemented.

- Each county has a disaster recovery plan in place that addresses how they preserve the records. Disaster recovery plans are required to be updated once a year.

NOTE: The Alabama Emergency Management Agency has the overall responsibility for coordinating disaster preparedness activities in the state, while the Alabama Department of Public Health (ADPH) has the responsibility for emergency preparedness in the state that relates to medical and social services in the event of public health threats and emergencies. ADPH provides education to help people prevent disease and injury. ADPH works with businesses, voluntary organizations and individuals on preparedness and prevention activities. ADPH publishes a booklet on emergency preparedness and The ADPH Center for Emergency Preparedness maintains a web site <http://www.adph.org/CEP/>. The Center for Emergency Preparedness (CEP) coordinates Alabama's health, medical, and social services in the event of public health threats and emergencies. Under The state Emergency Operations Plan, Emergency Support Function (ESF) 8 includes all medical aspects of an emergency response. ADPH is the lead agency in ESF 8 and the support agency for healthcare organizations that provide direct patient care in an emergency response. Each of the 11 public health areas has an Emergency Preparedness team devoted to preparedness planning. Team members include some combinations of the following roles:

- Emergency Preparedness Coordinator
- Disease Intervention Director
- Senior Environmentalist
- Surveillance Nurse
- Administrative Support Assistant
- Social Worker

It should also be noted that the "Shelter and Mass Care Support Strategy Plan" was signed by the Governor along with a number of representatives from State or County (governmental and non-governmental) agencies. This plan articulated the following vision, and established goals designed to achieve the stated vision: ***A statewide sheltering and mass care effort that engages all levels of government and the nonprofit and private sectors, so that when a disaster threatens or strikes the State of Alabama we collectively meet the sheltering needs of Alabama disaster victims and, as directed by the Governor, victims of other states.*** Additionally, the Department of Human Resources maintains a "Continuity of Operations Plan", that provides an operational framework for state and county offices in terms of response preparedness in times of emergency or disaster. The ADHR COOP was revised November 2013 and provided to AEMA.

**2014 Update:**

Alabama Severe Storms, Tornadoes, Straight-line Winds & Flooding (DR-4176)

**XXI.** Incident Period: April 28, 2014 to May 5, 2014

Major Disaster Declaration declared on May 2, 2014

Release Date: July 25, 2014

Release Number: 75

Montgomery, Alabama – Federal aid provided to Alabama residents affected by the April 28 through May 5 severe storms, tornadoes, straight-line winds and flooding has reached more than \$43.6 million. The following number, compiled July 25, 2014, provides a snapshot of the Alabama/FEMA disaster recovery to date.

**Funds approved:**

\$20.8 million for Housing Assistance grants to help with recovery rental expenses & home repair costs.

\$4.2 million for Other Needs Assistance to cover essential disaster-related needs, such as medical expenses and lost personal possessions.

\$16 million approved by the U.S. Small Business Administration for low-interest loans to eligible homeowners, renters, and businesses.

\$6.8 million for Public Assistance programs to help state and local governments with costs of recovery. Of that amount \$1.9 million has been allocated for debris removal. Another \$575,000 will go toward storm response and \$4.1 million has been obligated for infrastructure repair and replacement.

**Survivor Recovery:**

16,113 damaged homes and properties have been inspected (99 percent of requests). 9 counties designated for Individual Assistance 21 counties designated for Public Assistance. No county DHR office implemented their ISD disaster plan in 2014. However, the State Emergency Operations Center was activated, so the SDHR EWS Disaster Response Plan was in effect. There were no foster family homes that were seriously damaged or foster children displaced during the 2014 event.

## **FOSTER & ADOPTIVE PARENT DILIGENT RECRUITMENT PLAN**

### **Characteristics of Children in Care**

Historically, we have utilized a report from BOE to describe the population of approved foster parents available to serve our children. The FC085 report provides information about the characteristic of children in care for a given month. Ethnicity is among the characteristics reported. Hispanic/Latino is not an ethnic group currently being captured by this report. The Office of Data Analysis has been working on a query to expand the information reported out on race and ethnicity (along with other information) on the children in care. See Goal 1, Objective 1 later in this document.

There is a similar report for characteristics of foster home (PVDR230). However, the report is not pulling from FACTS correctly. For the report dated May 2014, there is a total of 3,235 approved homes, including boarding homes, related homes and TFC homes. However, information about race is only reported on the report for approximately 2,422 families with ethnicity (Hispanic/non-Hispanic) being reported on 2,388.

Based in information gleaned through meetings with the Office of Adoption Recruitment Program Supervisor, the Office of Data Analysis staff have been working throughout the year with FACTS functional staff to design a query to provide the information necessary to better assess the characteristics that our existing foster parents are willing to parent. Applicable screens for pulling data from FACTS have been identified and business rules developed. Once complete, the query should enable us to have information on child welfare foster homes, provisional foster family homes, related foster family homes as well as therapeutic foster homes. Information requested in the query includes a family's willingness to accept certain age groups, special needs characteristics as well as the race and ethnicity of the provider along with any special skills they possess. Results of the query were not yet available at the time of this progress report.

Based on data currently available it is difficult to determine if the foster family homes currently approved by Alabama DHR or private child-placing agencies providing therapeutic foster care services are reflective of the characteristics of children in care. Components of this recruitment plan will address needs around data entry and reporting so that the Agency will be better aware of the population for which foster/adoptive homes are needed.

### **Strategies for reaching out to all parts of the community**

Alabama DHR has 67 county offices. Annually in February for the last several years counties have been required to implement a campaign to raise the public's awareness of the need for more foster families. Counties provide a copy of their plans to the SDHR office. The individual county plans are combined into a statewide recruitment planning document. During the current reporting period members of the State Quality Assurance Committee have inquired into the recruitment activities. A copy of the statewide planning document was provided to the State QA Program Manager who reviewed it and provided information at the March 2015 meeting of the State QA Committee. The Office of Adoption's Program Supervisor for Recruitment will be presented at the June 12, 2015 State QA meeting. Many counties utilize businesses and organizations with wide public access as venues for their recruitment activities. Counties have placed banners and signs in park & recreation facilities, ball fields, etc. Other examples of methods used to access the communities include: counties providing information and material to a wide range of faith communities; placing information about foster care and adoption in restaurants, including those with delivery service so the message about the need for more foster/adoptive families has been taken directly into the home of potential providers. Counties are encouraged to arrange diligent recruitment training/planning sessions with the Recruitment Supervisor at SDHR/Office of Adoption. Market segmentation lifestyle group information on the state's existing successful foster families is used in this session. Market segmentation lifestyle information is mostly silent on whether or not group members are active in faith-based activities. However, through our day-to-day experiences with our successful foster parents we are aware that they get much of the support (hands-on and emotional) from faith-based organizations. Therefore, we recognize recruitment through communities of faith to be a vital method of reaching potential foster and adoptive families. Through congregations we are also able to target specific racial and ethnic groups for the purpose of recruiting potential foster/adoptive families. Thus far in FY 2014-15, Bibb, Madison, Cullman and Jackson counties have taken advantage of training and technical assistance around market segmentation and developing diligent recruitment plans.

### **Diverse methods for disseminating both general information about being a foster/adoptive parent & child-specific information.**

In addition to the county recruitment plans described above, the Department has a statewide media campaign with radio and television. Since June 2010 Alabama DHR has had a professional services agreement with the Alabama Broadcaster's Association for participation in a Public Education Program (PEP). Through the PEP, ABA-member radio and television stations statewide air pre-recorded public service announcements about the need for foster/adoptive

families. The radio and television outlets that are members of ABA present formats from all genre of music (rock, pop, jazz, blues, county, gospel, etc.) broadcasting the need for homes to people with multiple and diverse interests. Two years ago, the Department partnered with a Spanish-speaking adoptive parent and a broadcaster and recorded a Spanish-language radio PSA that was released as a part of the PEP. The PSA was distributed to all Spanish-language radio stations in the state.

During the fall of 2014 Alabama DHR utilized Adoption Incentive Funds for radio advertising during regular season football games for the University of Alabama and Auburn University. As a foster parent, Auburn Director of Athletics Jay Jacobs, served as the voice on the Auburn spots. Former Alabama standout and Denver Broncos running back Bobby Humphrey served as the voice for the Crimson Tide. Mr. Humphrey has an undergraduate degree in social work and although he currently works in the banking field, he continues to serve as a mentor to youth. Following the end of the regular season both broadcasting networks and spokespersons gave permission for Alabama DHR to use these :30 second spots in the rotation of spots aired through the ABA PEP program described above.

In 2009 Alabama DHR worked in partnership with another state agency through an inter-agency agreement to obtain market segmentation and lifestyle grouping information on the agency's pool of foster family/adoptive resource homes at that time. The information was generated using address (zip code) information on foster family homes that had been re-approved at least once and had at least one placement. For adoptive-only homes, information on families that received a special needs adoption assistance payment was also included. This analysis provided us with information on families more likely to say yes when asked to foster and/or adopt. Several counties have worked with the recruitment supervisor to obtain their county-specific demographic information and how it compares with the segmentation groups included in the statewide data and have developed targeted recruitment plans/strategies based on the same. The supervisor will continue to work with counties, upon invitation, to share this information and help them develop targeted recruitment plans built on the data.

The Department has a pre-adoption services program through Children's Aid Society/APAC through which families are recruited, trained and home-studied for the purpose of adopting children that meet the Department's special needs definition. The vendor for this contract has also gone through the market segmentation training and is using the strategies included in their plan to increase the number of families willing/able to parent this population of children. To aid in consistency and brand recognition the PAS (pre-adoption services) utilizes the same "Open Your Heart Open Your Home" theme and logo/art work. The Children's Aid Society/PAS contract also provides for the Recruitment Response Team that answers all web site, e-mail and hotline inquiries from individuals interested in becoming foster/adoptive families.

Child specific recruitment is done primarily through use of photo and video on web-based photo listing. Photos, videos, bio narratives and profiles of children available for adoption are included on four different web sites: [www.adoptuskids.com](http://www.adoptuskids.com); [www.adoption.com](http://www.adoption.com); [www.heartgalleryalabama.com](http://www.heartgalleryalabama.com); and [www.dhr.alabama.gov](http://www.dhr.alabama.gov). Child-specific recruitment is also done in partnership with the state's foster and adoptive parent association and through our post-adoption services provider. This recruitment is done through quarterly newsletters that feature photos and narrative about the children. These newsletters are still sent via U.S. Mail to the homes of foster and/or adoptive families approved throughout the state and those working on pre-service training and/or home studies.

Each quarter the Office of Adoption Program Supervisor with recruitment responsibilities is a participant in a "Partners Meeting". AFAPA, Heart Gallery Alabama and CAS/APAC's PAS staff are the other participants. The Department's diligent recruitment plan is shared with the group annually. This was done in March, 2015 and feedback has been received

Many of the agencies and groups with whom DHR partners for child-specific recruitment utilize various forms of social media for both general and child-specific. Appropriate sophisticated use of social media can give the agency targeted access to families whose Internet and social media habits indicate they may have an interest in parenting through foster care and/or adoption. Alabama DHR partners with AdoptUsKids, when they do "twitter parties" or other events to feature children that seldom receive inquiries on the regular photo listing. Heart Gallery Alabama features a child of the month in an electronic newsletter and on their Facebook page. At the current time, Alabama DHR Family Services Division has few policies addressing social media. The policies that are in existence are more about foster parents and others including photos of children in foster care on their on social media pages. The FSD plans to work with the NRCDR

through AdoptUsKids to develop policies and implement policies on use of social media in the area of recruitment. In May 2015 the Office of Adoption Program Supervisor with recruitment responsibilities attended a training session, provided by the social work program at the University of Montevallo on social work ethics in use of social media.

Child-focused recruitment is also the focus of the two grants with the Dave Thomas Foundation for Adoption to operate *Wendy's Wonderful Kids* projects in two geographic locations in the state. The initial grant is currently in its ninth year and serves the Mobile, Baldwin and southwest Alabama portion of the state. Funding for the second grant has been in place since FY 2010-11. In an effort to replicate the WWK model, utilizing our funds, the CAS/APAC Pre-adoption Service contract includes funds for a child-specific recruiter. This project has not been as successful as the two WWK models. A meeting was held with CAS/APAC PAS leadership and recruiter in April 2015 to review the caseload and to identify obstacles and barriers and strategize methods for overcoming those barriers. CAS/APAC does not replicate the WWK model exactly. Their recruiter sees the children every-other-month rather than monthly. Their recruiter has a caseload of children from all over the state rather than in limited geographic areas. Through observation, is the Program Supervisor's opinion that the barriers seen in this project are similar to those across the county in the WWK projects when the grantee is not also the custodial agency of for the child.

Plan Updates:

1. At the time of the submission of the 2016 APSR (6/30/15), the query had not yet been completed. Recently however query results were obtained, and analysis of these results will be the next step.

<b>RECRUITMENT GOALS, OBJECTIVES &amp; STRATEGIES</b>
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**NOTE:** In collaboration with members of the FSD management team and external recruitment partners, targeted time frames for achieving the goals/objectives will be established, and reported on in the 2015 APSR, recognizing that adjustments will be made as necessary as implementation continues.

**GOAL R-1:** Alabama DHR will be able to analyze and determine if the pool of available foster/adoptive parents is reflective of the population of children in care, not living in their own home or relatives.

**OBJECTIVE 1:** Alabama DHR will have data that provides information on race and ethnicity of approved foster family/ adoptive resource families.

**IMPLEMENTATION STRATEGIES:**

1. The Office of Adoption supervisor with recruitment responsibilities will meet with staff of the Office of Data Analysis to develop a query that will run quarterly that will report information on the race and ethnicity of foster family/adoptive resource homes. If the elements exist in FACTS, other characteristics to include in the query include a FFH/AR willingness to:
  - a. Parent teens
  - b. Parent children with special health care needs
  - c. Parent sibling groups of three or more
2. Based on the elements included in the query in strategy 1, training will be provided to county resource workers and supervisors about the essential data that must be entered into the provider screens on FACTS.
3. The query will run quarterly and the results will be analyzed and information provided to counties. This information will be used for the basis of the annual recruitment campaign implemented by the county departments.

4. When linguistic barriers to recruitment, training and/or approval of homes exist, counties will access the foreign language translation services under contract with the DHR or natural community/family supports to remove the barrier.
5. The department charges no fees to potential foster/adoptive resource families for pre-service training and/or completion of the home study process

2014-2015 UPDATE:

- Staff in the Offices of Adoption and Data Analysis have met and reviewed screens and designed business rules for a query intended to provide this information. The results of the query are currently pending.

**GOAL R-2:** Alabama will have a larger pool of well-trained foster/adoptive resource families to select from for matching/placing children in foster care so that rates of stability of placement and sibling separation are improved and our dependence on congregate care facilities is decreased.

**OBJECTIVE 1:** The overall number of foster/adoptive resource families will increase by 5% by 9/30/2019.

**IMPLEMENTATION STRATEGIES:**

1. Counties will continue to develop and implement annual recruitment plans during the month of February.
2. Recruitment/retention supervisor will continue to work with counties (by invitation) sharing market segmentation information and developing targeted recruitment plans.
3. Provide training to resource staff and supervisors to help them recruit and train foster families willing and able to address the special care needs of youth in care, therefore, providing better matches of foster youth to providers.
4. Alabama DHR will continue to utilize the recruitment response team to respond to inquiries from interested families and to share information and follow-up with families once contact is made.
5. Alabama DHR will continue our partnership with Alabama Broadcasters Association for our public service campaign on radio and television stations statewide.
6. Alabama DHR will continue to contract with CAS/APAC for recruitment, training and adoption home study preparation for families/willing and able to parent children that meet the Department's Special Needs definition.
7. Upon expiration of CAS/APAC contract revise/reissue the RFP for special needs home recruitment, training and study work.
8. Alabama DHR will continue to review resource records as a part of on-site State QA review to ensure compliance with minimum standards including criminal history checks and CA/N Clearances.

2014-2015 UPDATE:

- In January, 2015 counties were once again instructed to develop a plan for a focused effort on recruitment during February 2015. Plans from most counties contained activities and events throughout the year. Four additional counties took advantage of the diligent recruitment work this year Bibb, Jackson, Madison and Cullman.
- We continue to fund the Recruitment Response Team through the pre-adoption services contract through Children's Aid Society's APAC program.
- The Professional Service Agreement with Alabama Broadcasters Association was renewed for FY 2015 and there are plans to renew for FY 2016. During FY 2014 we received inquiries from 96 families indicating they made contact with us as a result of seeing or hearing a TV or radio PSA. Thus far during FY 2015 we have received inquiries from 44 families indicating the same.

- Alabama DHR continues to contract with Children’s Aid Society’s APAC program for pre-adoption services in the area of special needs adoption recruitment. CAS/APAC has asked specifically about stability in adoptive placements and how stability compares in families they recruit, train and study with other families with whom our children are placed. The recruitment supervisor will work with the Office of Data Analysis to determine what data already exists in the form of BOE reports, AFCARS data and/or queries developed by their office.

**OBJECTIVE 2:** The annual continuing education requirements for foster families will be revised to require minimum amounts of training in trauma, reactive attachment disorder, sexual safety in foster/adoptive placements.

**IMPLEMENTATION STRATEGIES:**

1. Draft and release an administrative letter reminding counties of the purpose and importance of appropriate continuing education training for their foster parents.
2. Draft and release a document that will track continuing education hours and will indicate the focus/applicability of training for which foster parents are given credit.
3. Work with AFAPA to include speakers with expertise in the areas of trauma, reactive attachment disorder and sexual safety in foster/adoptive placements on their agenda for their annual conference.

2014-2015 UPDATE:

- In response to the passage of Public Law 113-183 a subcommittee on “Normalcy in Foster Care” has been created. Members of this subcommittee are currently (May/June 2015) reviewing multiple standards and policy documents to develop recommendations regarding necessary divisions to address the Safe & Prudent Parenting standards provided for in this legislation.
- An e-mail has been submitted to county directors (and copied to resource supervisors and workers) asking them to share their county’s current method for recording and tracking their foster parents required continuing education training. This information will be pulled together and recommendations developed for a method and/or form.

**OBJECTIVE 3:** Alabama DHR will have polices addressing the use of social media in recruitment, general and child-specific

**IMPLEMENTATION STRATEGIES:**

1. The Recruitment Supervisor will submit a request for NRCDR technical assistance to the regional office staff of the Children’s Bureau.
2. Once approval is obtained, Supervisor will contact NRCDR assigned consultant to initiate technical assistance.
3. Working with the NRC research will be done to obtain information about use of social media policies with other public child-welfare agencies.
4. Alabama DHR will reach out to other state agencies that significantly utilize social media in their work (i.e. Governor’s office, Office of the First Lady, Department of Public Health, Department of Rehabilitation Services, and/or Department of Mental Health.
5. FSD will pull together a work group for development of social media policies. The task force will be made up resource staff/supervisors from counties that have expressed an interest in recruiting through social media, as well as representatives from the Agency’s Public Information office, the Division’s Child Welfare Policy Office and our recruitment partners (Heart Gallery, Kids to Love, CAS/APAC, AFAPA, etc.).
6. Draft policies will be submitted to the FSD administration for review and, if approved, on to the Commissioner for approval and implementation.

2014-2015 UPDATE:

- A request for T/TA from the NRCDR has not yet been submitted. The Office of Adoption Program Supervisor with recruitment responsibilities has attended a training on Social Work Ethics in Social Media. Additionally, Alabama DHR has a planned visit in with representatives from the Capacity Building Partnership. Once more information is learned as a result of our agency's assessment, the T/TA request will be submitted to the NRCRDR.

**GOAL R-3:** Older youth (14 and older) will experience increased rates of achieving permanency through adoption.

**OBJECTIVE 1:** Youth in foster care 14 or older will increase their understanding of what it means when they choose not to consent to adoption.

**IMPLEMENTATION STRATEGIES:**

1. Continue to renew our grant with the Dave Thomas Foundation for Adoption for intensive child-focused adoption recruitment.
2. A request will be sent to the Office of Data Analysis to identify children in care, 14 years and older with TPR and a goal of APPLA.
3. Identify a pool of these children to include in the work of the Wendy's Wonderful Kids Recruiters.
4. Recruiters will visit children periodically, providing adoption preparation training/support in an effort to educate youth to consent to changing goal to adoption, or at least having a concurrent plan of adoption.

2014-2015 UPDATE:

- The grant funding for both Wendy's Wonderful Kids projects has been renewed.
- Toward the end of FY 2014 a request was made to the Office of Data Analysis for a list of those children defined as legal orphans (children with TPR and a goal of APPLA). A spreadsheet containing the names of these children was submitted to the Office of Adoption. However, since that time the caseload for both WWK recruiters have been at capacity.

**OBJECTIVE 2:** Alabama DHR will increase the number of families willing/able to foster teens by 5% by 2019.

**IMPLEMENTATION STRATEGIES:**

1. Recruitment & ILP will collaborate to implement a public awareness/recruitment campaign that delivers a message focused on fostering/adopting older youth in care.
2. Recruitment supervisor will collaborate with the Independent Living Program Supervisor in order to get input from the Dream Council on additional strategies for recruiting more families willing/able to parent teens.

**OBJECTIVE 3:** Alabama DHR will increase the number of families of Hispanic ethnicity, or with Spanish Language skills by 2.5% by 2019

**IMPLEMENTATION STRATEGIES:**

1. Alabama DHR has developed a Spanish Language Radio PSA that has been distributed to Spanish radio stations by Alabama Broadcaster's Association.

2. Alabama DHR will identify other agencies, organizations or groups that can partner with us in the development of a recruitment campaign targeting the Hispanic community. NOTE: Additional strategies will be identified as a part of developing the campaign referred to in step 2.
3. Continue to work with Language Translator Service and sources of natural (community or local) support when language barriers do exist.

As the Department moves forward with the 2015-2019 CFSP, the plan for diligent recruitment will be expanded to address needs in the area of families willing/able to parent with special health care needs and children/youth that are part of a sibling group of three or more.

2014-2015 UPDATE: The Spanish Language PSA produced earlier through our Professional Services Agreement with the Alabama Broadcaster’s Association is still available to member broadcast affiliates.

## APPENDIX 1 – Individual County Recruitment Plans

### COUNTY RECRUITMENT PLANS 2014

CO. #	CO. NAME	COUNTY PLAN
1	Autauga (former resource staff participated in Market Segmentation training when NRC was here)	<p><b>Per Danita Lowe, 1/12/2015</b></p> <p>The Department is planning to send all local churches a letter asking them to place an advertisement in their Sunday Bulletin on Sunday, February 15, 2015. The Department plans to put out flyers and signs throughout the community in the month of February as in effort to recruit foster/adoptive parents. As of now, our next GPS class will be held in June 2015. The Department is planning to run an advertisement in the local newspaper(Prattville Progress) every Wednesday in the month of April 2015. In May 2015, the Department will set up a booth at Prattville City fest and provide the community with information about foster care and adoption. In December 2015, the Department is planning to participate in the local Christmas Parade. Lastly, the Department is planning to arrange speaking engagement(s) with local churches and civic groups to raise awareness about foster care and adoption.</p>
2	Baldwin	<p><b>Per Tina Green, 1/8/2015</b></p> <p>The following resources will be utilized in recruiting foster parents for the Baldwin County Department of Human Resources. The program supervisor and resource worker will work on recruitment for foster parents in Baldwin County.</p> <p>1) <u>Radio/TV Broadcasting –</u></p> <ul style="list-style-type: none"> <li>• Work with local business owner, Ms. Kathy Sternenberg, who has experience in marketing and has media connections to assist in establishing a relationship between the Department and local media</li> <li>• Contact local radio/tv stations to present the need for foster parents in Baldwin County {WBHY, WYCT, WBZR, WHEP, WABF, WNGL Cumulus Media, Goforth Media, Archangel Communications (Radio);</li> </ul>

CO. #	CO. NAME	COUNTY PLAN
		<p>WJTC, WHBR, WKRG, WEAR, WPMI, WALA, WFNA, Local 15, Coast 360 Television (TV Stations)}</p> <ul style="list-style-type: none"> <li>• Provide local radio stations to do public service announcements about the need for foster and adoptive parents &amp; upcoming GPS classes</li> <li>• Provide local radio/tv stations with information regarding National Foster Care Month in May</li> <li>• Look for opportunities for resource staff to participate in interviews regarding recruitment</li> </ul> <p>2) <u>Newspapers/Local Magazines/Other Written Media –</u></p> <ul style="list-style-type: none"> <li>• Contact local newspapers/sales papers to request they run monthly ad to share the need for foster and adoptive parents and who to contact for more information (Gulf Coast Newspaper, Independent, Mobile Press Register, The Islander, Baldwin Times, Daphne Bulletin, Atmore Advance, Mullett Wrapper, On-Looker, Eastern Shore Parents)</li> <li>• Contact local newspapers/sales papers to see their willingness to advertise the upcoming GPS classes in their community announcements</li> </ul> <p>3) <u>Churches and other Religious Organizations</u></p> <ul style="list-style-type: none"> <li>• Contact local churches to schedule speaking engagements to various church groups/organizations</li> <li>• Contact local churches and provide inserts to distribute in church bulletins/newsletters</li> </ul> <p>4) <u>Strawberry Festival, Arts and Crafts Festival, Hot Air Balloon Festival, Other Community Resources</u></p> <ul style="list-style-type: none"> <li>• Contact the above listed festival coordinators regarding setting up an informational booth at their festivals</li> <li>• Work with Lisa Laraway, employee at Gulf State Park, regarding recruitment</li> </ul> <p>5) <u>Current Foster Parents</u></p> <ul style="list-style-type: none"> <li>• Contact current foster parents and utilize them in the above listed recruitment efforts.</li> <li>• Try to have a foster parent and staff member attend all above referenced recruitment activities.</li> <li>• Program supervisor and/or resource worker will attend FAPA meetings as requested by foster parents and provide information to them at that time.</li> </ul> <p>6) <u>DHR Staff</u></p> <ul style="list-style-type: none"> <li>• Encourage staff to recruit in their churches/communities; provide them with basic information regarding the application process</li> <li>• Make sure staff is informed of GPS dates/times</li> </ul>
3	Barbour (Market Segmentation Work conducted on	<p><b>Per Eric Graves</b></p> <p>At this time the resource unit is using yard signs previously purchased yard signs with the State approved <b>Open</b></p>

CO. #	CO. NAME	COUNTY PLAN
	site in FY 2013)	<p><b>your Heart/Open your home</b> foster/adoptive logos which have been placed in visible areas throughout the county. Additional signs will be purchased when needed.</p> <p>The County resource unit currently maintains a roster including all inquiries that have not completed training since 2013 and become licensed. The resource staff is currently in the process of sending letters to each inquiry for notification of GPS orientation (March 3, 2015). The resource unit will also be following up with telephone calls to every inquiry to discuss the training and to determine an approximate number for GPS training. At this time the county has a roster of approximately 30 inquiries.</p> <p>The resource worker is currently completing GPS training and the Supervisor is scheduled for training in March 2015. Deciding Together will also be scheduled for both (worker and supervisor) when available to assist training when GPS is not available.</p> <p>At this time a newspaper AD has been created by Dothan Eagle (Eufaula Tribune) to run prior to GPS classes; however, approval is pending from SDHR. Once approved, this AD will be purchased to announce upcoming GPS orientation and classes. This year public service announcements have also been placed in the local tribune announcing the previous GPS graduation. Information was also provided in this announcement for foster/adoptive recruitment as well as foster/adoptive appreciation celebrations that the department hosted with the help of community sponsors.</p> <p>The resource unit has completed presentations to several community organizations including the Head Start Program, local churches, and the local boys and girls club regarding foster/adoption recruitment.</p> <p><b>Note: Our First GPS class of 2015 began with orientation on March 3, 2015 and the first class followed on March 10, 2015. There will be one additional class following for 2015 with 1 more to be scheduled depending on the amount of inquiries. (Newspaper ADS will be purchased to make announcements for all upcoming GPS plans and to announce recruiting information)</b></p> <p>The resource unit was able to purchase tent in 2014 to accompany a display board previously purchased that has been created to display recruitment information. A projector and screen is also available with the capability to show heart gallery videos. This display has been used on several occasions at multiple events in 2014 and appears to be a success. Other events will be scheduled including the local Pilgrimage Festival and Indian Summer Festival in Barbour County as well other opportunities that may become available. The resource unit will continue to give presentations to local churches and community groups throughout the county. This has been a practice for the past few years and has resulted in several new foster family homes.</p> <p>The county will continue to utilize current foster parents as a recruitment resource. Recruitment incentive fees will also be used according to policy requirements to aid in recruitment assistance from existing foster parents.</p>
4	Bibb Market	<b>Per John Richards, 1/12/2015</b>

CO. #	CO. NAME	COUNTY PLAN
	Segmentation work day completed on 2/26/2015.	<p>Goal: License at least 4 new foster/adoptive homes and 1 adult foster home in the 2015 calendar year.</p> <p>Steps:</p> <ol style="list-style-type: none"> <li>1. New worker assigned to foster/adoptive parent licensing will attend GPS training starting 3/23/2015 and ending 4/10/2015.</li> <li>2. A list of possible candidates for recruitment will be kept and maintained by the new worker. Recruitment will be targeted and based on the principle "Good parents know good parents." Community members in good standing will be identified to assist in identifying prospective families.</li> <li>3. Recent local home studies and ICPC home studies will be reviewed for possible interest in completing GPS and being retained as a foster/adoptive home.</li> <li>4. Recruitment worker will meet with community agencies to aid in identifying recruits and spreading the word regarding foster/adoptive parent recruitment. The agencies that serve the community already likely have the inside track on candidates to help the community. Signs will be posted in the community to bolster interest in foster parenting.</li> <li>5. Possible candidates will be contacted in January 2015 for a prescreening interview and invited to a group informational meeting to be held in February 2015 at Bibb Co. DHR to discuss steps to take prior to GPS class. Candidates will be encouraged to invite other interested parties to the meeting. Attendance will not be required to proceed but will be helpful in staying organized.</li> <li>6. Candidates who wish to continue will receive an application as well as instructions regarding completing background checks, financial statements, medicals, etc. in preparation for GPS class in April.</li> <li>7. Candidates will have two weeks to complete the application. After two weeks, recruitment worker will attempt to reach the family by phone. If no success after another week, worker will mail a letter to the candidates' home requesting the family to contact the worker.</li> <li>8. Applications will be screened. Those who successfully pass prescreening will be invited to GPS class.</li> <li>9. GPS classes will be held consecutively on weekly basis on a day and time agreed upon by the group.</li> <li>10. Funds will be used on multimedia to aid in GPS classes and recruitment such as a projector for a laptop.</li> <li>11. After successful completion of GPS class, the Department will offer Deciding Together to any family still wishing to serve as foster/adoptive parents but were not identified as candidates in time or were unable to attend due to scheduling conflicts. Families will be encouraged to complete one book every two weeks to unsure timeliness. Worker will be responsible for contacting the family every two weeks to follow-up on completion.</li> <li>12. GPS will be completed by August 1, 2015 to include training, home evaluations, etc.</li> </ol>
5	Blount	<b>Per Debra Cheek, 1/23/2015</b>

CO. #	CO. NAME	COUNTY PLAN
		<p>During February, 2015, Blount County Department of Human Resources will implement the following steps to promote foster and adoptive homes in the county:</p> <ol style="list-style-type: none"> <li>1. Completion of Group Preparation &amp; Selection (started January 13, 2015) to include the following training: <ul style="list-style-type: none"> <li>• Encouragement to the potential foster and/or adoptive parents in the need for homes for special needs children and teens</li> <li>• Encouragement to the potential foster and/or adoptive parents to make a thorough, informed decision as to whether they can become effective foster/adoptive parents</li> <li>• Consistent effort on the part of social workers to promote the possibility of other community partners to foster/adopt</li> </ul> </li> <li>2. Placement of adoption cards in local county areas such as banks, churches and stores</li> <li>3. Fair booth in September to promote foster/adoptive parents</li> <li>4. November banners posted at DHR and Blount County Juvenile Court, as well as the regularly scheduled adoption party to celebrate the year's successful adoptions</li> </ol>
6	Bullock	<p><b>Per Tracy Larkins, 1/21/2015</b></p> <p>When a Potential Foster/Adoptive (PF/A) person comes in to the office (or calls) to inquire about becoming a provider, the service intake worker will take their name, contact number and provide the information to the Resource Developer.</p> <p>The Resource Developer (RD) will maintain a log of all PF/A's that comes into the office (or calls) detailing the date of the inquiry, their name, telephone #, and address.</p> <p>If someone in the Service Unit gets a PF/A inquiry, they will give the name, contact number, address and the date of the inquiry to the R D in order that she may mail them an application and a copy of Frequently Asked Question (FAQ) about Fostering/Adopting. Applications and accompanied information will be mailed within 24 hours. This will be indicated on the log also.</p> <p>A copy of the log will be provided to the Supervisor at individual worker conferences.</p> <p>Supervisor will review the log to ensure that Resource Developer has followed up with the PF/A person to acknowledge that DHR has received their request and offer assistance in completing the application within 5 days of the inquiry's initial contact. The R D will offer assistance such as going to the home to get the application and/or by having them come into the office to discuss it further.</p> <p>If the Resource Developer has not received the application back within 9 days, on the 10<sup>th</sup> day the RD will contact the PF/A again to remind them of the application and their interest to continue with the process.</p> <p>Once applications are received RD will request that ASA make a provider record in order to separately maintain applications and pertinent information.</p>

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		<p>If there are 2 or more inquiries noted Resource Developer will schedule a GPS class. <b>**Perspective class scheduled to begin February 16, 2015 at 6 p.m.</b></p> <p>If there is only one inquiry R D will partner with a neighboring county who will be having an upcoming GPS class or we will conduct a Deciding Together class (if needed).</p> <p>The President of the Bullock County Foster Parent Association will contact the PF/A's to acknowledge their interest and provide words of encouragement and support.</p> <p style="text-align: center;">Bullock County DHR Foster/Adoptive Parent Recruitment Plan FY 2015</p> <ol style="list-style-type: none"> <li>1) Participate in several community events (APS Quarterly Network; Yellow Dot; Relay for Life in May; Christmas in July; National Adoption Celebration; Pike County CAC fundraiser and Veterans and Family Informational Seminar) to recruit Foster/Adoptive families.</li> <li>2) Publicize GPS Orientation to be held at least twice yearly, February and August.</li> <li>3) Newspaper articles regarding GPS, Foster and Adoptive parent activities to raise awareness of the need for additional foster and adoptive home.</li> <li>4) Place recruitment signs in front of agency and community regarding information on becoming a foster/adoptive parent.</li> <li>5) Continue to utilize "Open your heart, Open your home" at other local events.</li> <li>6) Mail letters of need for foster/adoptive homes to local and surrounding churches.</li> <li>7) Foster/Adoptive Parent recruitment booths will be set up and flyers handed out at Annual Chunnenugee Fair in Union Springs, AL.</li> <li>8) Foster Care Awareness Month program at Richard B. Stone Armory in May and Adoption Press Conference in November at Bullock County Courthouse.</li> </ol>
7	<p><b>Butler</b> Previous staff (now retired) has participated in Market Segmentation training</p>	<p><b>Per Lisa Butts, 1/8/2015</b></p> <p>In the past few years Butler County has had some positive results from posting banners at school sports events as well as in other parts of the community. We have also spread the word through posting signs in local businesses regarding informational meetings and GPS Classes. We continue to set up a booth at the county fair every year providing pamphlets and contact information as well as speaking at civic clubs and churches. This year we plan to put up 11x17 "Open Your Heart, Open Your Home" posters throughout the community in local businesses and churches. In February, we will provide "Open Your Heart, Open Your Home" bookmarks to local churches for insertion in bulletins. We will also put our banners back up. We will continue to speak at civic clubs</p>

CO. #	CO. NAME	COUNTY PLAN
		<p>and local churches, too. When our next GPS date is set we will again put up posters including the dates for the trainings.</p> <p><b>Follow-up per Lesa Syler, 1/19/2015</b></p> <ol style="list-style-type: none"> <li>1. February- Meet with our local ministerial association to present information regarding the need for new foster family homes. We will share information regarding the current number of children in care, number of available homes and number of Child Protective Services ongoing cases. We will also share our concerns related to children having to move outside of their communities when they enter foster care. We will partner with the ministers to reach out to their congregations.</li> <li>2. February- partner with our local newspaper to prepare an article related to the need for more foster families in our community. Highlight a current foster family.</li> <li>3. February- April- visit area churches, beginning in the McKenzie and Georgiana areas, to share information regarding foster parenting and our current needs. Provide video clips and bulletin inserts to the local churches. Share information about the upcoming GPS class that is scheduled for May.</li> <li>4. May- Foster Parent Appreciation Month- host the foster parent appreciation dinner, as well as partner with our local newspaper to highlight a family who has adopted through foster care. Also use this as a time to advertise the upcoming GPS class.</li> <li>5. May- begin a new GPS class</li> <li>6. August-October- visit churches throughout the county in areas that were not visited during the first wave of recruitment.</li> <li>7. October- begin the 2<sup>nd</sup> GPS class</li> <li>8. Throughout the year we will continue to use the banners that we have purchased at various sporting events, businesses, and other areas of the county.</li> </ol>
8	Calhoun Market Segmentation Training 1/10/2012	<p><b>Per Jane Harris, 1/12/2015</b></p> <ol style="list-style-type: none"> <li>1. Provide GPS classes three times a year and Deciding Together as often as needed.</li> <li>2. Participate in local functions at Quintard Mall, Boat Show and Health Fair.</li> <li>3. February 2015 participate in event at Anniston Museum.</li> <li>4. Recruitment at Social Work Day at Jacksonville State University.</li> <li>5. Post banner at Shoney's regarding need for Foster and Adoptive Parents.</li> <li>6. Workers will speak at church groups, day care homes and other venues.</li> <li>7. Send flyers to local churches and organizations quarterly.</li> <li>8. March 2015 recruitment efforts for April GPS class.</li> <li>9. Special Recruitment for Foster Parent Awareness Month in May.</li> <li>10. Distribute flyers at Wal-Mart, Winn Dixie, Piggly Wiggley, Food Outlet, Family Dollar, Cato's, and Martin's</li> </ol>

CO. #	CO. NAME	COUNTY PLAN
		<p>about the need for Foster and Adoptive homes. Quarterly</p> <ol style="list-style-type: none"> <li>11. Advertise with yard signs at local businesses and homes.</li> <li>12. Public Service Announcements with radio stations and Channel 24</li> <li>13. QUARTERLY (SPECIAL ANNOUNCEMENTS FOR FOSTERCARE AND ADOPTION AWARENESS MONTHS)</li> <li>14. Partner with the Foster Parent Association to recruit homes at different venues quarterly.</li> <li>15. Attend Oxford Fest and recruit with Foster Parents.</li> <li>16. Foster Parent Incentive Fund to assist in recruitment efforts.</li> <li>17. Purchase items with DHR logo for recruitment events</li> <li>18. Special articles in the Anniston Star newspaper for May and November for Foster and Adoptive Parent awareness months.</li> <li>19. Supervisor will go out and recruit by passing out flyers and talking with customers regarding recruitment at different areas in the county.</li> </ol>
9	<p><b>Chambers</b> (has participated in Market Segmentation training when NRC was here)</p>	<p><b>Per Julia Ann Hyde, 1/20/2015</b></p> <p>During this past year and as an on-going process, there have been many efforts to recruit foster and adoptive Homes.</p> <ol style="list-style-type: none"> <li>a. Much of the success that we have had has been in the area of word of mouth from our existing foster parents. Each time we hear from an interested party, they always tell us that they have heard from one of our foster parents and are interested in talking further with us about this process.</li> <li>b. This past year we had a foster parent information event banquet where Freida Baker came and spoke as did our Judge and some of our foster parents as an encouragement to have others join us.</li> <li>c. We created a t-shirt for foster parents and DHR staff to wear. We recently participated in a McDonald's parade and we were able to show our signs on our cars that helped identify us.</li> <li>d. Have begun recent speaking engagements at churches in the area. We have several ministers as foster parents who give us guidance on this.</li> <li>e. One resource that we use are school teachers. We will ask that we be allowed to send a brochure through to the teachers in the two school systems. We have several teachers who are foster parents who guide us through this process.</li> <li>f. Have in the past had a running sign as advertisement on cable networks in the area and will continue to do this as well at no cost to us. This year we will also do articles on foster adoptive care and use interviews with foster parents as a part of this process. In the past they have gone with us on local TV networks to encourage others to join them.</li> <li>g. We have joined in with church events where we have had tables set up to explain the process and do hand-</li> </ol>

CO. #	CO. NAME	COUNTY PLAN
		<p>outs. We have created our own brochure which we use to distribute and we have little gift items that we distribute as well.</p> <p>h. We have created a video of children and adoptive parents that have been used in some circumstances. We want to create a generic video that can be used in presentations</p> <p>i. We have created a wanted poster that we have put up in various locations and we have created yard posters which are disbursed throughout the county</p> <p>j. We invite interested individuals to come to our foster parent meetings to hear their concerns and to see the comradery that exists with our foster parents.</p> <p>k. We have created an information booklet that is distributed to new foster parents about the various processes along with other information that they need to help them be better foster adoptive parents and to help them be able to answer questions</p> <p>l. We have a wall at DHR that is dedicated to our foster and adoptive homes that is covered with pictures of adoptive families.</p>
10	Cherokee	<p><b>Per Gerald Ware, 1/7/2015</b></p> <p>We will develop and utilize yard signs that will be placed throughout the community, which will address the County's need for foster/adoptive homes. The signs will have the resource worker's direct contact information.</p> <p>The resource worker will attend community events in an effort to recruit foster/adoptive parents. DHR staff will attend community meetings and discuss the need for foster/adoptive parents.</p> <p>Letters will be sent to all local churches, which will describe the need for foster/adoptive parents. The resource worker will arrange to speak at the churches, if requested. In addition to this, the worker will request that churches post a small statement in their church bulletins regarding the need for foster/adoptive homes in Cherokee County. This will be completed during the month of February.</p> <p>Cherokee County DHR will host a community event this spring. Current and former foster parents will be invited as well as people from the community who might be interested in fostering and or adopting. Activities will be provided for children and the local news service will be invited.</p> <p>Current and former foster/ adoptive parents will be invited to the office for an appreciation event. Each person will be challenged to invite someone who is interested in fostering and or adopting.</p> <p>When in-service meetings are conducted with the local school systems, the worker can discuss the need for</p>

CO. #	CO. NAME	COUNTY PLAN
		foster/adoptive parents with school faculty.
11	Chilton	<p><b>Per Marilyn Colson, 1/12/2015</b></p> <ol style="list-style-type: none"> <li>1. Follow up with all inquiries to advise them of dates of upcoming GPS orientation/classes.</li> <li>2. Letters/flyers to selected churches <ul style="list-style-type: none"> <li>• FUMC Clanton</li> <li>• FBC Clanton</li> <li>• FBC Jemison</li> <li>• FBC Thorsby</li> <li>• Maplesville Baptist Church</li> <li>• New Life</li> <li>• Church at Bethel</li> <li>• Union Springs</li> <li>• Walnut Creek UMC</li> <li>• WEBC</li> <li>• Lomax AOG</li> <li>• First Assembly</li> <li>• Grace Fellowship</li> </ul> </li> <li>3. Advise local media about this and provide information for a newspaper article about the recruitment efforts, as well as working with newspaper to develop a series of informative articles regarding foster/adoptive parents and DHR/GPS classes.</li> <li>4. Letters to current foster/adoptive parents</li> <li>5. On-going sign distribution of Open Your Heart/Open Your Home signs.</li> <li>6. Email to staff providing GPS information/dates encouraging staff to help identify/recruit potential foster/adoptive parents.</li> <li>7. Creating a GPS Class “event” on social media (Facebook). This will be a way to publicize GPS classes as to what they are and when they will be held. If this in ANY WAY attracts negativity, I will delete the event IMMEDIATELY.</li> <li>8. Create a recruitment “status” for employees and foster/adoptive parents to “share” on social media regarding upcoming GPS classes.</li> <li>9. Flyers for pizza boxes at Little Caesar’s, Pizza Hut, Papa John’s.</li> <li>10. Utilize Chamber of Commerce email newsletter announcement page and publicize at February Chamber of Commerce monthly meeting.</li> <li>11. Attend local community events where vendors/organizations can have informational booths, such as Chilton Co. Fair, Peach Festival/Jam/Parade, Health Fair, etc. and distribute recruitment materials to prospective foster/adoptive parents.</li> </ol>

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12	Choctaw	<p><b>Per Gloria Graham, 1/9/2015</b></p> <p>(1) Choctaw County DHR plans to distribute flyers to churches, civic organizations, local businesses, hospitals and other medical facilities. The flyers will contain information which will focus on the need for resources for foster/adoptive homes.</p> <p>(2) Choctaw County DHR plans to place an article in the local newspaper (upon approval from Connie Rogers) to run throughout the month of February focusing on the need for foster/adoptive homes. The newspaper article will focus on the need for homes for older children and children with special needs.</p> <p>(3) Choctaw County will continue to participate in the yearly Choctaw County Health Fair with a booth displaying information on how to become a foster/adoptive parent.</p>
13	Clarke	<p><b>Per April Williamson-Rocker, 1/12/2015</b></p> <p>Here are the ideas for Clarke County's recruitment plan for fostering or adopting children. We plan to have an Open House to invite the community to discuss fostering and adopting. During this time we will have an introduction/overview of fostering and adopting and plan to have one or two of our current foster parents to speak. We will also discuss GPS classes and the process and provide a tentative date for the next GPS classes. We will send flyers out to our community resources and invite them to attend. We would also place an ad in the local newspaper inviting the community to this event. We also have a relationship with the local radio stations and they would be willing to give us free air time to discuss the need in our county for fostering and adopting as well as inviting the community to the Open House.</p>
14	Clay	<p><b>Per Pamela Brooks, 3/25/2015</b></p> <ol style="list-style-type: none"> <li>1. DHR resource worker will order posters from the DHR recruitment packet.</li> <li>2. Posters will be displayed in local businesses, the DHR lobby, the court house lobby, and mailed to churches to display.</li> <li>3. DHR will check on placing banners at local ball fields to be displayed during ball season.</li> <li>4. DHR will send a mass mailing to all county churches during the month of February and ask the churches to include foster/adoptive information in their church bulletins.</li> <li>5. Director Kay Robertson will research for recruitment resources at no cost to the agency as per recommendations from our county QA Team.</li> <li>6. Director, resource worker and other management positions will continue to speak to civic organizations, the local leadership conference, church groups, etc. to promote the need for foster/adoptive homes for our community.</li> </ol>

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15	Cleburne	<p><b>Per Leslie Driver, 1/13/2015</b></p> <ul style="list-style-type: none"> <li>• <u>Contact Local Radio Stations and ask them to run a PSA regarding fostering/adopting with contact information.</u></li> <li>• <u>Contact Local Churches and Speak on Wednesday Evening or at Special Organizational Meetings about Fostering and Adopting</u> <ul style="list-style-type: none"> <li>○ Heflin Baptist</li> <li>○ Freedom Baptist Church</li> <li>○ Crumbley's Chapel</li> <li>○ First United Methodist Church</li> </ul> </li> <li>• Contact local youth ministers and discuss the need for foster/adoptive homes that are willing to accept teenage placements.</li> <li>• Synthesize data regarding current foster parents and what communities within the county do not have foster homes or are limited in the number of foster homes. Once the data is constructed contact local churches within those communities and arrange for speaking events to deliver the information to families. The target date for completing this goal is February 27, 2015.</li> <li>• Contact the President of CCFAPA and speak with them regarding the upcoming interest meeting and GPS class. Assess the possibility of payment for successful recruitment of new homes by other foster families. This recruitment incentive fee will not exceed \$100.00 as outlined in Foster Family Home/Adoptive Resource Approval Polices page 46.</li> <li>• Create and Provide fliers or information boards for placing at county offices such as city hall, the court house, local doctor's offices, etc.</li> <li>• We will utilize the local QA committee as a recruitment team. We will provide them with packets of information to share with other community members regarding the need for foster and adoptive homes. This will include a form that they can have an interested party complete with basic information so that we can follow up with them.</li> <li>• Contact the Chamber of Commerce and ask to utilize their meetings and activities for recruitment purposes.</li> <li>• Have local community members such as the EMA, Law Enforcement, etc. make announcements on their Facebook pages that the County has upcoming Foster and Adoptive parent classes.</li> </ul>
16	Coffee	<p><b>Per Amanda Wallace, 1/12/2015</b></p> <ol style="list-style-type: none"> <li>1. Speeches at local churches and Civic Clubs (Republican Women, Altrusa Club, Rotary Club, Lions Club, and the Pilot Club are examples of clubs we have talked to and will continue to attend.</li> <li>2. Display brochures and flyers at different locations around the county such as post offices, county buildings, local businesses, and local hospitals.</li> </ol>

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		3. Contact will be made with the local newspaper regarding news release and the possibility of a feature story. 4. Recruitment event in coordination with National Adoption Awareness Day with local news station. 5. Participate in local community events
17	<b>Colbert</b> Market Segmentation work & targeted recruitment planning in FY 2014	<b>Per Tonya Holden, 1/9/2015</b> <ul style="list-style-type: none"> <li>• Work in partnership with our local foster and adoptive parent association to recruit through word of mouth and other civic organizations periodically throughout the year.</li> <li>• Place pamphlets in Colbert County DHR lobby.</li> <li>• Place brochures in doctor's offices, dance studios, dentist offices, restaurants, and other businesses as allowed.</li> <li>• Letters to area churches/speaking events at churches.</li> <li>• Letter to local businesses asking them to add to their business sign: <i>Contact DHR for Foster Parent/Adoption Information.</i></li> <li>• Attempt to locate free radio and newspaper advertising.</li> <li>• Return all phone calls regarding potential foster parents within 24 hours. Follow up with those expressing interest on a routine basis.</li> </ul>
18	Conecuh	<b>Per Lou Boykin, 3/9/2015</b> Our agency plans to recruit foster parents utilizing the following methods: -Through word of mouth by our staff and existing foster parents -Newspaper Articles -Hosting a Foster/Adoptive Parent Appreciation Luncheon and invite prospective parents -Utilizing the local Radio Station for free air time to present program -Contact other counties with a success rate with recruitment ideas
19	Coosa	<b>Per Billie Robinson, 1/9/2015</b> Coosa County DHR will continue our efforts in recruit foster/adoption throughout 2015 by the efforts listed below: <ol style="list-style-type: none"> <li>1. Coosa County will purchase 2 cameras for staff to take photos of children in care for life books and sharing.</li> <li>2. Coosa County will purchase lifebook materials if funds are available after the purchase of the two cameras.</li> <li>3. Coosa County will set up a booth at annual health fair located in Coosa County in October 2015.</li> <li>4. Coosa County will use leftover incentives for recruitment of foster/adoptive homes.</li> <li>5. Coosa County will place banners and yard signs out that were purchased in past years.</li> </ol>
20	<b>Covington</b> (has participated in Market Segmentation training)	<b>Per Lesa Syler, 1/19/2015</b> <ol style="list-style-type: none"> <li>9. GPS Panel Night will be held March 2. We will celebrate the completion of the largest GPS class in Covington County's history. We will partner with local media to highlight the new potential foster parents and the reasons they made the decision to join our efforts.</li> <li>10. April-July- we will coordinate with churches in the areas of the county we have not visited and present</li> </ol>

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		<p>information to these church congregations. In addition to presenting information regarding the need for foster family homes, we will also highlight the need for medically fragile homes. We currently have two medically fragile children who are placed out of the county due to the lack of available resources. We will begin with Red Level, Florala and Wing.</p> <p>11. May- as part of Foster Parent Appreciation Month, we will recognize our current foster parents, including those who complete the current GPS class. We will also invite those who are on the list of potential homes and request their assistance in providing the dinner, door prizes, etc. We believe this is a good way to have these potential foster parents become involved with our system and build a relationship with each of them.</p> <p>12. Throughout the year, we will call upon those who are considering becoming foster parents when our children have needs such as school supplies, Easter Baskets, Valentines gifts, etc. This will allow us to begin building the prospective parents comfort level and commitment to our system.</p> <p>13. July- August- we will partner with the local media to advertise the upcoming GPS class, and the need for foster families in various areas of the county. We will also highlight the need for medically fragile homes.</p> <p>14. July-August- we will place the yard signs we have previously purchased, as well as the banners that have been purchased, strategically throughout the county.</p> <p>15. August- We will begin our second GPS class of the year.</p> <p>16. Throughout the year, the staff will utilize their various social media pages to highlight the need for foster families in our area. We are able to reach a large number of individuals through this media and we have seen a tremendous response over the past year.</p> <p>We have found that our recruitment efforts are most successful when the public hears from us personally. We must make the effort to go to the public so that they know us and learn to trust us. Once they begin to see the individuals in our office and we share information about the work we do, they respond. Therefore, the majority of our recruitment efforts are related to building relationships with those people in our community who have an interest in caring for our children.</p>
21	Crenshaw	<p><b>Per Jennifer Butts – 1/12/2015</b></p> <ul style="list-style-type: none"> <li>• PSA's on our local radio station, WAOQ</li> <li>• Advertisement in the local paper, Luverne Journal</li> <li>• Insert flyers in local church bulletins</li> <li>• Foster/Adoption Display at our library</li> <li>• Speak at local civic organizations</li> <li>• Flyers on local pizza restaurant boxes</li> <li>• Flyers on cars</li> <li>• Flyers in our local supermarket sale paper</li> <li>• Hand out free drink koozies at our local sports park</li> </ul>

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		<ul style="list-style-type: none"> <li>• Advertisement on our Health Department Scrolling Marque Sign</li> <li>• National Logo sign displayed in the area where our local hospital, health department, DHR and children's hospital are located</li> <li>• Recruitment Display at Relay for life walk/run</li> <li>• Foster/Adoptive Parent Recruitment cards available for taking at other local business</li> <li>• Recruitment Display at local Peanut Boil Festival</li> </ul>
22	<p>Cullman Market Segmentation work &amp; targeted recruitment planning in FY 2014</p>	<p><b>Per Callie Smith – 1/14/2015</b></p> <p>January- Smoke Rise Baptist Church Panel –January 18<sup>th</sup> Mazzoula Children's Musical-January 24<sup>th</sup>- Fliers available</p> <p>February- Ask newspaper to run notice in local news column for upcoming GPS Leave fliers at local restaurants</p> <p>March- Walk Me Home Event- March 14<sup>th</sup> (tentative date) Signs/Cards at Feed and Seed Companies/Farm and Garden Shops</p> <p>April- Safe Kids Expo April 11<sup>th</sup> Cullman Caring for Kids Radio Show</p> <p>May- Ask newspaper to run article on foster parents for FP appreciation month Contact 4 churches about putting notices in their bulletins</p> <p>June- Attend Bi-annual Cattleman's Dinner with Flier's and Cards. Put cards/signs at City Park and Rec office where children are signed up for sports</p> <p>July- Ask vet clinics to put up fliers in their clinics Post Signs at the Fest Halle Marketplace</p> <p>August- Ask local radio to run advertisement Talk with school counselors about leaving information for school meetings</p>

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		<p>September- Ask newspaper to run notice in local news column for upcoming GPS Post signs at entrance of Rodeo at the Agriculture Center</p> <p>October- Place Flier in the Print Publication that Oktoberfest Publishes-Local Publication Ask 4 dental offices to put up fliers in their clinics</p> <p>November- Adoption Celebration for Yearly Adoptions for National Adoption Month, Take Pictures and have article in paper Place Fliers and Cards at the Sheriff's Department and Probate Office</p> <p>December- Post fliers in local stores that are frequented during Christmas Post Signs at Santa/Reindeer at Belk Shopping Center</p>
23	Dale	<p><b>Per Chris Woodall, 1/23/2015</b></p> <p>Goal: To recruit and develop foster care and/or adoptive resources (individual and couples).</p> <p>Target Area: Faith-based resources.</p> <p>A. Explore potential resources through existing relationship. <i>As a Southern Baptist Christian and interim pastor in a Southern Baptist Church; I have an existing relationship with like-minded believers through the Dale Baptist Association. In addition, the Southern Baptist Convention is currently an advocate in the area of adoption. Many leaders in the convention have adopted or plan to adopt (domestic and international).</i></p> <p>The Dale Baptist Association currently consists of 34 churches that are in Ozark, Ariton, Daleville, Clayhatchee, Level Plains and throughout Dale County. These churches include diverse membership that includes Caucasians, African Americans, Korean, and Hispanics.</p> <ul style="list-style-type: none"> <li>▪ Step One: Schedule a meeting with Rev. Kenneth Hale, Associational Missionary, and discuss the need for foster and adoptive resources. Explore with him the biblical instruction and example of adoption as well as explore the state requirements and process for foster care and adoption.</li> <li>▪ Step Two: Schedule a meeting with the pastors/staff of the churches in the Association. They meet every Monday. At the meeting, share similar information with them that was shared with Rev. Hale. Explain the</li> </ul>

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		<p>desire to communicate more specific information to the local congregations. Discern pastors and leaders who are interested in gathering more information.</p> <ul style="list-style-type: none"> <li>▪ Step Three: Schedule opportunities to promote information with congregations. This can be done on Sundays or other predetermined times. For example, schedule interest meetings at various churches. This could be done during office hours or after as needed to accommodate the schedules of those who are interested.</li> <li>▪ Step Four: Develop a list of couples and individuals who would like more information. Schedule meetings at their homes and/or DHR office to dive deeper into the process (pre-screen). For those who are interested, provide Foster Care /Adoption Application Packets.</li> <li>▪ Step Five: Develop and maintain a solid pool of foster care and adoptive resources. In the relationship with the resources, using the characteristic willing to parent form, help connect with waiting children throughout Alabama and match them with forever homes.</li> </ul> <p><b><i>Dale County can be the catalyst to spark of an adoption revival and see the number of children leave the system and connect with forever families.</i></b></p> <p>B. Explore potential resources through new relationships. In line with the faith-based movement, expand the development of resources through other Christian denominations such as Methodists, Lutheran, Assembly of God, etc. Follow the five steps in Point A in developing meetings with associations and leadership groups as well as individual churches in the community.</p> <p>C. Create avenues for developing potential resources through marketing. For example, in November (National Adoption Month), pass out information outside of Walmart, to spark the individual or couple into possibly considering becoming a resource. Consider other marketing methods to get information into the community.</p> <p>Target Area: General Public</p> <p>A. Utilize community advertisements that are no cost to community organizations (i.e. Scrolling Sign at CB&amp;T) to promote and share contact information for interested individuals and couples.</p> <p>B. Explore contact with Civic Organizations. Meetings and speaking engagements about foster care and adoption can be arranged through organizations such as Rotary Club or Kiwanis Club of Ozark.</p>

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		<p>This plan would fit into the scope of the adoption policy. <b>Introduction Section IV Adoption Services Segment A: Recruitment</b> <i>“The first approach to recruitment is generic recruitment. This method makes a broad general statement of appeal to the public for homes for all waiting children, specifically those with special needs.”</i></p>
24	<p>Dallas (has participated in Market Segmentation training when NRC was here)</p>	<p><b>Per Wanda Goodwin, 1/13/2015</b></p> <p>Orientation/Meet &amp; Greet <b>“Open Your Heart, Open Your Home”</b> will be held on February 12, 2015 for prospective applicants. Flyers announcing event will be sent to local churches. Announcement will also be sent to local newspaper for publication.</p> <p>In conjunction with the 50<sup>th</sup> anniversary of the civil rights movement, displays will be put up in key focal point locations, which include recruitment toolkits emphasizing <b>“Your Ordinary Can Be a Foster Child’s Extraordinary”</b>.</p> <p>The Selma Dallas Library will be contacted regarding creating a display of books on foster care and adoption and recruitment toolkits for the month of May.</p> <p>A Recruitment Fair at a park with food and games will be held in June.</p> <p>Display board and recruitment toolkits will be displayed at the Central Alabama State Fair in October.</p> <p>An Adoption Celebration will be held in November and publicized in the local newspaper.</p>
25	DeKalb	<p><b>Per Suzanne Thomas, 1/13/2015</b></p> <p>Media:</p> <ul style="list-style-type: none"> <li>• County will contact foster/adoptive parents asking them to help recruit on social media, in the community, and etc...</li> </ul> <p>Community Resources:</p> <ul style="list-style-type: none"> <li>• County will have a meet and greet at a local coffee shop to try to recruit more families from the community. This will be held on February 9, 2015.</li> <li>• County will make coloring sheets and give them out to local daycares with the Departments contact information to try to recruit more families.</li> <li>• County will contact local churches and ask them to make an announcement in their bulletins and see if they will advertise on their marquees.</li> </ul>

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		<ul style="list-style-type: none"> <li>• The Department will contact the Tourist Information Center about posting information on the Marquee.</li> <li>• County will have yard signs made to place strategically throughout the county to recruit more foster families.</li> <li>• County will contact the DeKalb County Board of Education and ask them to notify all the parents, teachers, and education staff about the need for more foster/ adoptive parents.</li> <li>• County will contact the DeKalb County Children’s Advocacy Center to ask them to add the Department’s contact information on their newsletters and bulletins to give out during their annual fundraisers which are given out all over the community.</li> </ul> <p>Clubs and Affiliations:</p> <ul style="list-style-type: none"> <li>• Make speeches to civic clubs and other organizations to recruit more families during the month of February.</li> </ul>
26	<p><b>Elmore</b>          (has participated in Market Segmentation training when NRC was here)</p>	<p><b>Per Christian Holly, 1/8/2015</b></p> <ul style="list-style-type: none"> <li>• Flyers will be placed in local grocery stores and will be given to customers as they check out. The stores will be Winn Dixie in Wetumpka, Winn Dixie in Millbrook, Winn Dixie in Tallassee, and Food Outlet in Millbrook.</li> <li>• The recruitment board will be set up in the Elmore Community Hospital for the entire month of February, along with flyers.</li> <li>• The recruitment board will be set up in the Wetumpka and Millbrook Wal-Marts several times throughout the year.</li> <li>• The recruitment board will be set up at the regularly occurring Chamber of Commerce Business Expo in Wetumpka.</li> <li>• Flyers and other recruitment information will be placed in local businesses such as Dr.’s offices, Dentists offices and banks.</li> <li>• Local churches will put recruitment information in the church bulletins.</li> <li>• Checking with local newspapers about running ads at least one week during the month of February.</li> <li>• Resource Worker or Supervisor will speak at local civic clubs and organizations regarding the foster care program and provide application information.</li> <li>• Elmore County DHR will host a Foster Parent Appreciation Luncheon and invite current Foster Parents to invite prospective parents. Recognition awards will be given to current Foster Parents and information provided to prospective parents. Speakers may include foster parents or former foster children.</li> <li>• Offer incentives for current foster parents who refer prospective parents who complete GPS.</li> <li>• Complete an in-house review to determine what areas of the county we are lower in number of homes and target recruitment in those areas</li> </ul>
27	<p><b>Escambia</b>          Gail Cooper –</p>	<p><b>Per Lynn Barnes, 1/19/2015</b></p>

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	participated in SDHR Market Segmentation work when NRC was here	<p>January</p> <p>February</p> <p>March</p> <p>April</p> <p>May</p> <p>June</p> <p>July</p> <p>August</p> <p>September</p> <p>October</p> <p>November</p> <p>December</p>	<p>Radio ad on WEBJ, WPFL and WKNU regarding need for homes for large sibling groups and teenagers.</p> <p>Open Your Heart and Home color page will be mailed to all local churches for the Sunday School classes to color and take home.</p> <p>Make presentations to Civic and Community Clubs about need for foster/adoptive families.</p> <p>Encourage DHR staff and foster parents to post recruitment logo on Facebook page.</p> <p>Article in newspaper regarding National Foster Parent month spotlighting a local foster family.</p> <p>Booth at Blueberry Festival in Brewton.</p> <p>Work through the Baptist Association and non-denominational ministers to develop a calendar on dates/times in July for DHR staff and/or foster parents can go to various churches and speak to the congregations/Bible study groups, etc. about becoming foster/adoptive families or things that can be done to assist those families that are already licensed.</p> <p>Utilize Foster Parent Association and DHR staff members to post flyers/posters at Hair Salons/Hospitals/Doctor's Offices/Other Various Businesses and Churches they attend or visit regularly.</p> <p>Request to have informational table or at least informational material available at PTA meetings held at the schools in the county.</p> <p>Booth at William's Station Day in Atmore</p> <p>Article in newspaper regarding National Adoption Month spotlighting a local adoptive family.</p> <p>Involve the local Kiwanis club to offer a prize and do judging for the winner of a coloring contest. Coloring sheets (recruitment logo) will be distributed to participating churches with children's church programs (ages 5-7 years old). On the day of the contest, the pastor will be asked to tie his message for the adults to the foster/adoptive theme. The winner of the contest will receive the prize donated by Kiwanis; picture in the paper; and colored logo in Escambia's future recruitment endeavors.</p>
28	Etowah	<p><b>Per Sonya Deramus, 1/12/2015</b></p> <p>January 2015 We will have our last day of GPS class January 13, 2015. There will be four new homes opening for foster and adoptions soon from this class.</p> <p>February 2015 We will have a booth set up with informative information for foster/adopt at the Jacksonville State Uni. Social Work Day. We will also have an informative booth inside the Gadsden Mall on the 13<sup>th</sup> and 27<sup>th</sup> of February.</p> <p>March 2015 We plan to start a new GPS class on March 3<sup>rd</sup>.</p>	

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		<p>April 2015 We will participate in the United Way give back event that is usually downtown Gadsden and will also attend 1st Friday downtown with informative booths at both. The last week in the month we plan to set up a booth at the YMCA Healthy Kids Day Event.</p> <p>May 2015 GPS will end on May 3<sup>rd</sup> and we will begin to license those homes. We will also attend 1<sup>st</sup> Friday in Gadsden on May 1. We will also have a Foster Parent Appreciation Day during this month.</p> <p>June 2015 We will have informative booths inside the Gadsden Mall on June 5, and 19<sup>th</sup> and 1<sup>st</sup> Friday downtown Gadsden June 5<sup>th</sup>.</p> <p>July 2015 We will attend 1<sup>st</sup> Friday event on July 3<sup>rd</sup> and informative booths inside the Gadsden Mall on July 10<sup>th</sup> and 24<sup>th</sup>. We will also attend the 1<sup>st</sup> Saturday event in downtown Gadsden.</p> <p>August 2015 We will participate in the United Way Good Hair Day held annually at the First United Methodist Church downtown early August.</p> <p>September 2015 start new GPS class September 1.</p> <p>October 2015 will participate in the United Way Give back event held at the Gadsden Mall on October 30.</p> <p>November 2015 complete GPS class and license new homes.</p> <p>December 2015 continue to license new homes and have informative booths in Gadsden Mall on December 4<sup>th</sup>.</p>
29	Fayette	<p><b>Per Dwanla Anderson, 1/12/2015</b></p> <p>Fayette County has placed signs throughout the county to advertise the need for foster/adoptive families. We are also getting ready to do a tri county GPS class with Marion and Lamar County. This has been advertised in our local newspaper. Also, last week the local newspaper interviewed our resource worker, Myra Rainey. The newspaper will feature an article on the need for families as well as information on becoming a foster parent.</p>
30	Franklin	<p><b>Per Jerry Groce, 1/14/2015</b></p> <p><u>Newspapers:</u> The Times Daily (Regional Paper) and Franklin County Times &amp; Red Bay Times (Local Papers) will be utilized as resources to raise community awareness of the need for more foster/adoptive parents. We will also post the times and dates for semi-annual Group Preparation Selection Classes.</p> <p>We will request that a Public Information article be placed in the local Franklin County newspaper each week during the month of February. We will collaborate with Lauderdale and Colbert County DHR to run a joint Public</p>

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		<p>Service Announcement in the Times Daily.</p> <p><u>Radio:</u> Public Service Announcements about GPS class orientation and class schedule will be sent to the local stations asking that they be included in their broadcast. We will also request that our staff and foster parents be allowed to do some of the announcements.</p> <p>Contact media sources include local stations: WFMH-FM 95.5, and AM 920. We will also work in conjunction with our neighboring counties of Colbert and Lauderdale to place ads on the regional radio station WQLT-FM 107.3.</p> <p><u>Public Meetings:</u> Our QA/ GPS Coordinator will be speaking at local churches, non-profit organizations, and Civic Clubs (Kiwanis, Lions, Rotary, Domestic Violence, etc.) to inform them of the need for more Foster Homes and Adoptive Placements.</p>
31	Geneva	<p><b>Per Denise Hanks, 1/6/2015</b></p> <ol style="list-style-type: none"> <li>1. Contact churches to place information in bulletins.</li> <li>2. Contact area businesses/churches with marquee and request promotional space.</li> <li>3. Contact local libraries to see if they are willing to do a display about Foster Care and adoption in the months of May and November. May is National Foster Care month and November is National Adoption Month.</li> <li>4. Contact will be made with local newspapers regarding a news release and possibly a feature story.</li> <li>5. Make bookmarks and place at the public library.</li> <li>6. We plan to request all county DHR staff and community partners, including foster parents, to post this year's recruitment logo as their profile picture on Facebook and this year's recruitment slogan as their status in May in order to raise awareness of the need for foster/adoptive families.</li> <li>7. Get on the agenda for County Commissioners for a Proclamation of National Foster/Adoptive Parent Month in May.</li> <li>8. Have a Foster/Adoptive Parent appreciation dinner. Ask each foster/adoptive parent to bring another couple who is interested.</li> <li>9. Organize a meeting/training with foster/adoptive parents. Ask them to bring one new couple who is interested in being a foster/adoptive parent.</li> </ol>

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		10. Submit a PSA to be announced by local radio stations.
32	Greene (Mollie Rowe has participated in SDHR Market Segmentation work with NRC)	<p><b>Per Beverly Vester, 1/12/2015</b></p> <p>Pamphlets will be distributed at “Grown Folks Night Out, Foster Parents Social Hour” February 14, 2015</p> <p><b>Person(s) Responsible: Foster &amp; Adoptive Parents, DHR Liaison</b></p> <hr/> <p>Display will be set up at the local library with books about foster care and adoption. Daily during the month of February</p> <p><b>Person(s) Responsible: Nettie Davis &amp; Joyce Gipson</b></p> <hr/> <p>Displays and brochures about foster care and adoption will be placed at sites where adults frequent (Hospital, Clinics, Banks, Beauty Shops, Barber Shops, and Courthouse) etc...</p> <p>During the month of February</p> <p><b>Person(s) Responsible: DHR Staff &amp; Volunteers</b></p> <hr/> <p>Speaking engagements at Civic, Social and Service organizations, etc...</p> <p>During the month of February</p> <p><b>Person(s) Responsible: DHR Staff, Foster Parents, &amp; Adoptive Parents</b></p> <hr/> <p>Announcements about foster care and adoption will be distributed at churches.</p>

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		<p>During the month of February</p> <p><b>Person(s) Responsible: DHR Staff, Volunteers, Foster Parents, and Adoptive Parents</b></p> <hr/> <p>Display will be set up in the foyer of Greene County DHR with pamphlets and brochures about fostering and adopting.</p> <p>During the entire month of February</p> <p><b>Person(s) Responsible: DHR Staff</b></p>
33	Hale Market Segmentation 12/19/2013	<p><b>Per Rose Shadwick, 1/9/2015</b></p> <p>January</p> <ul style="list-style-type: none"> <li>• Mail in Recruitment Plan</li> <li>• Community speaking engagement in schools, churches or civic club</li> </ul> <p>February</p> <ul style="list-style-type: none"> <li>• Coloring sheets to schools for Valentine's Day</li> <li>• Community speaking engagement in schools, churches or civic clubs</li> </ul> <p>March</p> <ul style="list-style-type: none"> <li>• Brochures, posters &amp; fliers at area schools.</li> <li>• Community speaking engagement in schools, churches or civic clubs.</li> </ul> <p>April</p> <ul style="list-style-type: none"> <li>• Brochures, posters &amp; fliers at area stores</li> <li>• Community speaking engagement in schools, churches or civic clubs.</li> </ul> <p>May</p> <ul style="list-style-type: none"> <li>• News article for Foster Parent Month</li> <li>• Community speaking engagement in schools, churches or civic clubs.</li> </ul>

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		<p>June</p> <ul style="list-style-type: none"> <li>• Brochures, posters &amp; fliers at area doctors &amp; vet offices</li> <li>• Community speaking engagement in schools, churches or civic clubs.</li> </ul> <p>July</p> <ul style="list-style-type: none"> <li>• Advertise with school football schedules</li> <li>• Advertise in church bulletins</li> </ul> <p>August</p> <ul style="list-style-type: none"> <li>• Advertise in school sports programs</li> <li>• Coloring sheets and crayons to local restaurants</li> </ul> <p>September</p> <ul style="list-style-type: none"> <li>• Advertise with schools via banners</li> <li>• Community speaking engagements</li> </ul> <p>October</p> <ul style="list-style-type: none"> <li>• Set up booth at Fall Festival Event(s)</li> <li>• Community speaking engagements</li> </ul> <p>November</p> <ul style="list-style-type: none"> <li>• News article for adoption month</li> <li>• Brochures, posters &amp; fliers in area churches</li> </ul> <p>December</p> <ul style="list-style-type: none"> <li>• Coloring sheets to schools for Christmas</li> <li>• Brochures, fliers &amp; posters in area churches</li> </ul>
34	Henry	<p><b>Per Stephanie McKnight, 1/5/2015</b></p> <ol style="list-style-type: none"> <li>1. Distribute Coloring sheets to daycare centers and homes.</li> <li>2. Coloring sheets distributed to known churches with children’s church programs and nursery-preschool programs. (also plan to do this for as many Vacation Bible Schools as possible this summer, will need new/different coloring sheets)</li> </ol>

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		<ol style="list-style-type: none"> <li>3. Church bulletin inserts for churches in Henry County. Also, ask Henry County DHR &amp; Health Department employees to take to their home churches as well.</li> <li>4. Request permission to place an insert in school report cards and also explore placing inserts in Alabama Power Company statements or local utility company/business statements.</li> <li>5. Newspaper Op-Ed piece in Abbeville Herald and Dothan Progress—</li> <li>6. Op-Ed piece posted to local online web news media such as Wiregrass Live, Ricky Stokes News, etc.</li> <li>7. Arrange another newspaper interview with foster/adoptive parent for Dothan Progress</li> <li>8. Advertise and Host Interest meeting in late February-March and July- August prior to beginning next GPS class or do Deciding Together.</li> <li>9. Seek out civic groups, clubs, organizations, church groups to provide information about becoming a foster/adoptive parent to include Chambers of Commerce, Lions &amp; Kiwanis Clubs and other such organizations.</li> <li>10. Distribute yard signs, business cards and other materials to raise awareness for the need for foster/adoptive parents.</li> </ol>
35	Houston	<p><b>Per Julie Lindsey – 1/5/2015</b></p> <p>Our big recruitment for potential foster and adoptive resources is in November during the National Peanut Festival which generates about 150,000 visitors each year. We always do a booth for foster and adoptive recruitment which also ties in with the theme of the festival each year. This past year we won 4<sup>th</sup> place for our booth.</p> <p>This year, in addition to the booth at the National Peanut Festival, we plan on sending out a survey to all foster and adoptive parents/ resources as well as community partners regarding recruitment ideas. We plan on sending out the survey by 01/12/2015. After we receive the survey, we would like to invite these foster and adoptive parents/ resources as well as community partners to a meeting, tentatively scheduled for 02/12/15, to discuss what we found from the surveys and strategies to address any issues and ideas regarding recruitment. From there, we hope to develop a flyer that can be distributed to local churches and possibly local</p>

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		<p>businesses. Hopefully this meeting will generate other ideas as well.</p> <p>In May we present proclamation to the County and City Commissions to recognize May as Foster Care Month. We also do proclamations in November recognizing November as Adoption month. During both of these months, some of our foster and adoptive parents are interviewed by the local newspapers in recognition of these months.</p>
36	<p>Jackson Market Segmentation work on July 2013</p>	<p><b>Per Jennifer Owens, 1/12/2015</b></p> <ul style="list-style-type: none"> <li>• Information about classes is mailed to all churches within the county at least one month prior to classes beginning</li> <li>• Posters will be hung at the local hospital prior to classes. Worker will also contact the Rec Com to possibly hang a poster</li> <li>• Worker will contact the libraries about setting up a book display regarding foster care/foster parenting along with posters and recruiting material prior to classes beginning each time</li> <li>• Contact banks and other business with marquis to advertise classes</li> <li>• Contact North Jackson Electric Board about an article or information about classes in Alabama Living.</li> <li>• Bookmarks provided during any recruiting events</li> <li>• Worker sends postcards to all inquiries about foster parenting</li> <li>• Worker mails information to potential foster parents</li> <li>• Contact newspapers about approved articles prior to classes</li> <li>• Contact the movie theater and gas station about advertising on their screens (with approval)</li> <li>• Contact Baptist Association about putting information about classes in their newsletter</li> <li>• Contact local channels for approved PSA</li> <li>• Scottsboro Christmas Parade float</li> <li>• Speaking engagements with churches, church groups, other organizations</li> <li>• Jackson Co. Foster Parent being trained for GPS co-lead. She is very beneficial to recruiting and FAPA activities.</li> <li>• Foster Parent Appreciation Dinner, Back to School Party, Christmas Party (maintenance)</li> <li>• National Adoption Month Celebration for the year's completed adoptions (maintenance)</li> <li>• Monthly training with FAPA and Shocco Springs Training for foster parents (maintenance)</li> </ul>
37	<p>Jefferson - includes Bessemer Division (has participated in abbreviated Market Segmentation training)</p>	<p><b>Per Courtney Hall, 1/20/2015</b></p> <p>Goal: Provide stable foster home placements for children entering foster care so that they experience a minimal number of placement episodes in the journey toward permanency.</p> <p>Strategies:</p> <ul style="list-style-type: none"> <li>• Increase current foster Homes in Jefferson County (Birmingham &amp; Bessemer) from current number of 220</li> </ul>

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		<p>to 250. Target approval of at least 10 homes specifically for teens and at least 5 for medically fragile/special needs children.</p> <ul style="list-style-type: none"> <li>• Provide foster parents with pre- &amp; post-adoptive services as needed.</li> <li>• Increase the number of children that are adopted by their TFC foster parents.</li> <li>• Make contact with all of the TFC providers and ask that we be allowed to speak to their staff about the benefits of adoption and the adoption process.</li> <li>• Partner with TFC providers by serving on their GPS panels to discuss adoption and answer any questions that the potential foster parents may have related to becoming adoptive parents of older youth.</li> <li>• Increase the number of adoptions of children that have the case plan of ANIR</li> <li>• Partner with APAC to serve on their GPS training panel for adoptive parents to develop a relationship as well as respond to any questions related to policy and procedure and practice within Jefferson County.</li> <li>• Coordinate and partner with APAC to staff recruitment events and activities within the community.</li> <li>• Utilize APAC services to support potential adoptive, adoptive and post-adoptive families.</li> <li>• Recruitment Intake Line: Provide more personalized ongoing engagement with prospective foster and adoptive resources that make inquiries via the County Hotline by sending informational packets within three days of inquiry. Follow up within one week of packet being mailed and at least monthly until participant has begun training or elected to withdraw from the process. We will follow up with inquiries made to the State Hotline by making contact within one week of receiving their contact information.</li> <li>• Refreshments for GPS orientation and training classes</li> <li>• Recruitment supplies &amp; equipment: Purchase supplies and equipment to develop presentations and literature that are more professional in appearance and appealing to prospective foster and adoptive families to be utilized at community awareness and recruitment events and presentations and training classes.</li> </ul> <p>Recruitment Activities:</p> <p>Recruit members for Resource Work Group/Committee</p> <p>The Resource Work Group committee will serve as a working group to assist with recruitment and retention efforts. The Resource group would expand our scope and assist with brainstorming recruitment ideas, identifying other resources, planning community based events and activities. The group will meet bi-monthly or quarterly based upon a consensus from the group. Participants will be recruited from DHR staff, community partners including but not limited to medical community (Nell Henderson liaison); Education (Becky Bevis, Liaison); Law Enforcement, Foster Parent Association (Tracy Hacker, FPA President, Judith Story, Bessemer President), Religious Community, Neighborhood Association presidents, Civic and Community Leaders, and Corporations, Churches; children's policy council; local foster parent support groups (Gardendale First Baptist); Altar 84 a local Orphan Care Ministry that partners to support local foster &amp; adoptive families .</p>

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		<ul style="list-style-type: none"> <li>• Meeting with Children’s Aid Society Independent Living Program Coordinator and Teen Advisory Board to brainstorm ideas for recruitment venues; schedule times that teens will present “Caring for Teens” message to foster parents and prospective foster parents.</li> <li>• Collaborate with Children’s Hospital of Alabama to develop strategies for recruitment of homes for medically fragile children from the medical community.</li> <li>• Contact Alabama 13 to discuss development of media campaign</li> <li>• Foster parent president Tracy Hacker to be spotlighted on “Joy in our Town” WTBN to promote awareness of need for foster and adoptive parents in Jefferson County.</li> </ul> <p>Social Media – Post notices of training, foster parent incentive payments, recruitment calendar of events on Jefferson County Alabama Foster Parent Association Facebook page. Amanda Dunn Jefferson County foster parent serves as contact; ask that she serve on workgroup committee</p> <p><u>January</u></p> <p>Poster &amp; Brochure Campaign Place Open your heart posters and/or brochures in community venues, civic organizations, businesses, government offices, barber, &amp; beauty shops, daycares, churches (include ads in Church bulletins); libraries, bookstores, Board of Education, Pediatric Dentist and physician offices (Jefferson County, Birmingham City, Bessemer, Hoover, Homewood, Trussville, Vestavia), Movie Theatres and Restaurants.</p> <ul style="list-style-type: none"> <li>• 1/16/15 - Meet with Children’s Aid Society Independent Living Program/Dream Council leaders to brainstorm development of literature &amp; training and recruitment venues to place posters, facilitate trainings to recruit homes specifically for teens.</li> </ul> <p>Targeted Goal: 10 new homes for teens Slogan: “Raise Hope &amp; Nurture Dreams... foster parent a teen”</p> <ul style="list-style-type: none"> <li>• Foster Parent Association Meetings (Bessemer &amp; Birmingham) announce financial incentive to foster parents for making referrals that complete the licensing process. Also send out flyer notifications to current foster parents.</li> <li>• Utilize Recruitment Incentive Fee to provide least restrictive community based placements.</li> <li>• Begin GPS orientation and Training class</li> <li>• Obtain directory of Birmingham neighborhood Associations within the 9 Districts</li> <li>• Secure approval to place a Banner with contact information at all Birmingham Blitz Basketball Games – Regina Weathersby to research</li> </ul> <p><u>February</u></p> <ul style="list-style-type: none"> <li>• Poster Campaign continues</li> </ul>

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		<ul style="list-style-type: none"> <li>• Birmingham CrossPlex Sporting Events . Specific Sporting Events TBD throughout Month</li> </ul> <p>* Post a Banner at Birmingham Blitz Basketball games</p> <ul style="list-style-type: none"> <li>• Develop presentations that target potential foster homes for teens, medically fragile and sibling groups in partnership with Children’s Aid Society and Children’s Health Systems.</li> <li>• Dream Council to facilitate training on “fostering teens” to FPA in Birmingham &amp; Bessemer</li> <li>• Mercedes Marathon February 20-21 (unconfirmed)</li> <li>• Presentation @ a Birmingham and Bessemer Neighborhood Association meeting</li> <li>• Presentation or table set up at Alter 84 event on February 28<sup>th</sup>.</li> <li>• Meeting with Claire Lenker, Children’s Hospital of Alabama</li> </ul> <p><u>March</u> Open Your Heart Community Awareness Events Kickoff (Facilitate targeted Presentations to at least 2 community organizations per month March – September 2014; churches, civic groups, fraternities, sororities, neighborhood association meetings; professional groups, meetings, conferences. Currently identified need to be confirmed:</p> <ul style="list-style-type: none"> <li>• Birmingham Neighborhood Association (We will obtain a list of all Neighborhood associations from our local City Hall)</li> <li>• Table set up outside of hospital break rooms in effort to recruit medical staff to foster medically fragile foster children.</li> </ul> <p><u>April – Child Abuse Awareness Month</u></p> <ul style="list-style-type: none"> <li>• GPS Orientation &amp; Training Class – Bessemer</li> <li>• Community Presentations in conjunction with Child Abuse Awareness Month activities co-facilitate by Dream Council Youth</li> <li>• A Birmingham Neighborhood Association</li> <li>• April 25<sup>th</sup> – Magnolia Festival – Gardendale Civic Center Kerri Rice Contact</li> </ul> <p><u>May – Foster Care Month</u></p> <ul style="list-style-type: none"> <li>• GPS orientation &amp; Training Class – Bessemer</li> <li>• I Love Homewood Day – Pamela Steele contact</li> <li>• Community Presentations in conjunction with Child Abuse Awareness Month activities co-facilitate by CAS ILP Program/Dream Council Youth</li> <li>• May 16th - Foster Parent Appreciation Dinner or Lunch</li> </ul> <p><u>June</u> Birmingham and Bessemer Neighborhood Association</p>

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		<p>June 6<sup>th</sup> - Juneteenth Culture Feast – Pam Steele Contact</p> <p><u>July</u> Birmingham and Bessemer Neighborhood Association Tannehill Trade Days – Anna Smith Contact</p> <p><u>August</u> Birmingham and Bessemer Neighborhood Association Request table set-up at local churches and organizations back to school events and services.</p> <p><u>September</u> Birmingham and Bessemer Neighborhood Association</p> <p><u>October</u> Birmingham and Bessemer Neighborhood Association</p>
38	Lamar	<p><b>Per Rachel Oakes, 12/30/2014</b></p> <p>Because we are not able to have frequent GPS classes locally due to lack of interest and lack of a foster parent leader, we have partnered with Fayette and Marion Counties to have GPS classes beginning in February. We will plan to recruit prior to the beginning of the February 2015 GPS classes as well as throughout the year.</p> <p><b>January 8, 2015</b> Service Unit meet to discuss: (a) new ideas for foster parent recruitment (b) identify community partners for recruitment (c) identify workers willing to volunteer to speak (d) identify worker to respond to info requests (e) identify tracking system of responses (f) identify waiting applicants</p> <p><b>January 9, 2015</b> Send letters to waiting applicants reminding them that GPS classes will be held for Lamar, Fayette, and Marion Counties at The Guin City Hall beginning on February 3<sup>rd</sup> at 6 p.m.</p> <p>Send article to local newspapers regarding the need for foster/adoptive homes.</p> <p><b>February 2015</b> Send letters to all local newspapers volunteering to speak about becoming foster/adoptive homes at church, civic, and organization meetings. The local newspapers are:</p>

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		<p>The Lamar Democrat, The West Alabama Gazette, The Lamar Leader</p> <p><b>March 2015</b> Call the Office of Permanency Recruitment and Retention to obtain new recruitment materials.</p> <p>Make a list of local businesses and divide among service unit. Call local businesses and ask for permission to hang posters/place flyers.</p> <p><b>April 2015</b> Send article to local newspapers regarding the need for foster/adoptive homes.</p> <p>Contact local radio station WWSA and request public service announcements for the month of May.</p> <p>Many Lamar County residents have Direct TV or Dish Satellite. Both of those media sources consider Lamar County in the Mississippi market and their customers have Mississippi News Stations. We will contact the nearest Mississippi TV station (WCBI, Columbus, Ms) and request public service announcements for May.</p> <p><b>April 2015</b> Take flyers and or posters to businesses that have agreed to partner.</p> <p><b>May 2015</b> Ensure that each person that has inquired about becoming a foster/adoptive home has received a response from our agency.</p>
39	Lauderdale (has participated in Market Segmentation training in Dec., 2013)	<p><b>Per Jennifer Berry</b></p> <p>All interviews, mailings, posters, etc. will mention the need for foster and adoptive homes as well as the date of our upcoming GPS classes</p> <ol style="list-style-type: none"> <li>1. Set up interviews as well as public service announcements with local radio stations to share the need for homes - Kix 96, WQLT 107.3, WLAY 103.5, Rock 105.5, Star 94.9, WBTG 106.3, WBCF 97.1, Alabama Public Radio</li> <li>2. Contact local television stations about broadcasting a story about the need for homes and possibly include an interview with a foster/adoptive parent – WAAY, WAFF, WHDF, WZDX, Alabama Public Television</li> <li>3. Contact local newspapers and magazines about running stories about the need for homes and possibly</li> </ol>

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		<p>include an interview with a foster/adoptive parent – Times Daily, Courier Journal, NOLA Magazine, Shoals Women Magazine</p> <ol style="list-style-type: none"> <li>4. Contact and go to the area's larger churches to speak about the need for homes – Christ Chapel, Crosspoint Church, Faith Church, First Assembly Church, Florence Boulevard Church of Christ, Highland Baptist Church, St. Joseph Catholic Church, Underwood Baptist Church, Woodmont Baptist Church</li> <li>5. Mass mailing to all churches in the county asking them to share information with their congregations concerning the need for homes and we will include paperwork that would fit in a church bulletin or paperwork that could be hung on a bulletin board</li> <li>6. Take posters/brochures/business cards to the following places in our community that were identified as part of our county's market segmentation – Library, Co-ops; tractor supply; various hardware stores such as Lowe's, Home Depot, Yazoo's, Ace Hardware, Home Depot; Bait and Tackle Shops as well as sporting goods stores such as Dick's, Gander Mountain, Shoals Outdoors; Pet stores such as Pet Depot and Petco; Local grocery stores such as Foodland, Big Star, Publix; Craft stores such as Hobby Lobby, Joanne's, and Hancock's; Local gyms and the YMCA; various family restaurants; and, local school sporting events.</li> <li>7. Set up information booths at First Fridays and at any other community activity where setting up booths is allowed to share the need for homes</li> <li>8. Ask our staff members to share information with their families, churches, and friends concerning the need for homes</li> <li>9. Place information in the teacher's lounges at the city, county, and private schools advertising the need for homes</li> <li>10. Pass out the yard signs that we already have to our foster and adoptive parents, staff members, and any person or business whom is willing to display the signs where they can be seen</li> </ol>
40	Lawrence	<p><b>Per Debra Coffey, 1/13/2015</b></p> <ul style="list-style-type: none"> <li>• Advertisement in Moulton Advertiser/local newspaper and Decatur Daily</li> <li>• Presentations to churches and community organizations</li> <li>• Radio Announcements on local radio station</li> </ul>

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		<ul style="list-style-type: none"> <li>• Distribute and display flyers in local businesses, schools, and medical practices</li> <li>• Inserts in local church bulletins</li> </ul>
41	<p>Lee (has participated in Market Segmentation training when NRC was here)</p>	<p><b>Per Carolyn Hunter, 1/12/2015</b></p> <ol style="list-style-type: none"> <li>1. Submit a PSA to be announced by local radio stations, such as Auburn Network Inc. and Jarrell Communication, in February 2015 and August 2015.</li> <li>2. During all training meetings, foster and adoptive parents will be asked to share their experience through word of mouth, testimony, social connections, and email to their family, friends and refer potential providers to the Resource Unit. Foster parents will be asked to identify someone who has expressed an interest in fostering/adoption so that information can be provided to them along with a special invitation to the next GPS orientation.</li> <li>3. In February 2015, local churches and small businesses will be sent recruitment material containing information about how to become a foster parent for Lee County DHR.</li> <li>4. Resource Unit Workers will seek speaking engagement opportunities to inform the community about fostering and adopting. GPS orientation and classes will be available at a minimum of 3-4 times per year depending upon the need.</li> <li>5. Community partners such as Judge Mike Fellows/Carrie Fellows, Big House Foundation Director Micah Melnick, Auburn University Athletic Director Jay Jacobs/Angela Jacobs have all committed to assist in recruiting events. We will continue to ask community partners, church members, foster parents, and adoptive parents to be active recruiters throughout the year; we will provide them with recruitment materials and other assistance as requested.</li> <li>6. Resource Unit will contact Lee County Parent Magazine to see if they would be willing to run an advertisement in an attempt to recruit foster parents.</li> <li>7. DHR staff will be asked to take flyers to their churches if in Lee County.</li> <li>8. Local banks, children's clothing stores, and pediatrician offices will be contacted in February 2015 to see if flyers can be placed at their business.</li> <li>9. We are currently working with a Spanish-speaking community partner to help us recruit Spanish speaking foster parents.</li> <li>10. Businesses and licensed foster parents will be asked to display yard signs aimed at recruiting foster parents.</li> </ol>
42	Limestone	<p><b>Per Angela Mayberry, 1/23/2015</b></p> <p>Goal for 2015: Develop a Limestone County Recruitment Team to plan and implement successful foster and adoptive parent recruitment ideas in order to have a successful recruitment all year.</p> <p><b>Booth/Event-</b> Foster Parent will attend the <b>Chili Challenge</b> February 2015 at Athens High School to pass out fliers regarding the GPS class and the need for foster homes.</p> <p><b>Radio-</b> DHR will provide a recruitment announcement for <b>WKAC</b> and <b>WZYP</b>.</p>

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		<p><b>Advertisement-</b> Limestone County DHR will ask the Athens News Courier/Decatur Daily to run an article in Lifestyles in February 2015. Possible topics of discuss: General Information, Questions and Answers Interview with a foster parent, Ways to Support a foster parent, All types of foster parents (single, two parent) Teens</p> <p>DHR will run an announcement weekly in the Limestone Ledger regarding the next GPS class scheduled for March 3, 2015</p> <p><b>Church Involvement-</b> Resource Worker will mail all churches in Limestone County a flier regarding the next GPS class. All of DHR staff, foster and adoptive parents will be asked to take a brochure to display at their church, hair salon, child's school/sports facility.</p> <p><b>School Involvement-</b> Resource Worker will ask local schools and daycares to hand out fliers or post a flier during the month of February 2015.</p> <p><b>Public Involvement-</b> Resource Worker will ask Dominoes or Pizza Hut to place flier on the pizza orders.</p> <p>Continue to place sign in front of DHR regarding the need for adoptive and foster parents</p>
43	<p><b>Lowndes</b> (has participated in Market Segmentation training – with other counties)</p>	<p><b>Per Jacqueline S Lee, 1/22/2015</b></p> <p>Set up booth at community events such as Old Americans Month, Back to School rally, Head Start Program on the square day of the Week of Young Child Event.</p> <p>Contact local telephone company about advertising on monthly bill.</p> <p>Place flyers on bulletin at the Courthouse, local stores, Post Office, and Dollar General.</p> <p>Place article in the Lowndes Signal local newspaper.</p> <p>Advertise by ordering Fans, planners and ink pens to distribute to churches and individuals.</p>
44	<p><b>Macon</b> (has participated in Market Segmentation training when NRC was here)</p>	<p><b>Per Shavon Mayes, 1/9/2015</b></p> <p>The following is a list of tentative presentations Macon County Department of Human Resources has planned and/or is awaiting confirmation.</p> <p><b>January</b></p> <ul style="list-style-type: none"> <li>• Distribute flyers to current foster parents to assist with recruiting new parents within their neighborhoods.</li> </ul> <p>January 29, 2015 @ 10:00 am Local foster parent meeting at Macon County DHR</p>

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		<p><b>February</b></p> <ul style="list-style-type: none"> <li>• WAKA- News- Channel 8 –Recruiting for teen foster homes and foster homes for children with special needs. Date &amp; Times to be announced (No charge)</li> <li>• Recruitment Ad Tuskegee News Paper (Local Newspaper) (Print date TBA) (No charge)</li> <li>• Recruitment Presentation- Town of Shorter Town Hall Meeting - Date &amp; Time- 2/19/15- 5:00 pm</li> </ul> <p><b>March</b></p> <p><b>Community wide recruitment</b></p> <ul style="list-style-type: none"> <li>• Distribute flyers at local town city/government building</li> <li>• Distribute flyers at local businesses</li> <li>• Open House- Invite the community for an informal discussion on becoming foster parents</li> </ul> <p><b>April</b></p> <ul style="list-style-type: none"> <li>• Community Organizations Presentations (Date &amp; Time TBA)</li> <li>• Optimist Club</li> <li>• Golden Life</li> <li>• Retired Nurses</li> <li>• Kiwanis Club</li> </ul> <p><b>May</b></p> <ul style="list-style-type: none"> <li>• Foster Parent Appreciation Celebration (Date &amp; Time TBA)</li> <li>• Recruitment Booth- Carver Festival (Date &amp; Time TBA)</li> </ul> <p><b>June</b></p> <p>County Wide Church Recruitment</p> <ul style="list-style-type: none"> <li>• Mail recruitment flyers to churches in the county</li> </ul> <p><b>July</b></p> <ul style="list-style-type: none"> <li>• Canvassing shoppers at local business parking lots with recruitment flyers - 07/02/15- 10:00 am -12:00 noon</li> <li>• Canvassing shoppers at local business parking lots with recruitment flyers - 07/08/15- 10:00 am- 12:00 noon</li> <li>• Canvassing shoppers at local business parking lots with recruitment flyers - 07/21/15- 10: am- 12:00 noon</li> </ul> <p><b>August</b></p> <ul style="list-style-type: none"> <li>• Recruitment Booth in front of-local bank - (Date &amp; Time TBA)</li> <li>• Recruitment Booth at local Farmers Market - (Date &amp; Time TBA)</li> </ul>

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		<p><b>September</b></p> <ul style="list-style-type: none"> <li>• Distribute flyers to current foster parents to assist with recruiting new parents within their neighborhoods. September 3, 2015- 10:00 am DHR</li> <li>• Set up recruitment booth in front of local grocery store (Piggly Wiggly) 09/04/15- 10 am- 1:00 pm</li> </ul> <p><b>October</b> Local City/Town Government Meetings:</p> <ul style="list-style-type: none"> <li>• City of Tuskegee Council Meeting 10/6/15 @5:30 pm</li> <li>• Town of Notasulga Meeting - (Date &amp; Time TBA)</li> <li>• Town of Franklin Meeting - (Date &amp; Time TBA)</li> </ul> <p><b>November</b> Community Organizations Presentations (Date &amp; Time TBA)</p> <ul style="list-style-type: none"> <li>• Rotary Club</li> <li>• Cadillac Club</li> <li>• Retired Teachers</li> <li>• Retired DHR Club</li> </ul> <p><b>December</b> Follow up with previous months contact</p>
45	Madison Market Seg working session March 2015	<p><b>Per Terry Bell, 1/9/2015</b></p> <ol style="list-style-type: none"> <li>1. February 2015 <ul style="list-style-type: none"> <li>• place ad in local newspaper (will send for approval)</li> <li>• begin process to have new recruitment brochures printed</li> <li>• planning with outside trainer to conduct seminar during the summer 2015 for foster/adoptive parents, social workers, community partners</li> <li>• contact local shopping mall to display banners throughout the month</li> </ul> </li> <li>2. Spring 2015 <ul style="list-style-type: none"> <li>• Send out brochures regarding foster/adopting to local churches and organizations</li> <li>• Appreciation event for foster parents incorporated with recruiting by inviting guests who are interested in</li> </ul> </li> </ol>

CO. #	CO. NAME	COUNTY PLAN
		<p>fostering/adopting</p> <ul style="list-style-type: none"> <li>• Partner with local churches to coordinate a recruitment event at the Department</li> <li>• Purchase additional training material for foster parent training</li> <li>• Purchase life book supplies</li> <li>• Purchase cameras for use by workers/foster parents for life book purposes or other approval process needs</li> <li>• Purchase children’s books on adoption, learning equipment, educational materials</li> </ul> <p>3. Summer 2015</p> <ul style="list-style-type: none"> <li>• Host the workshop planned during Spring 2015</li> </ul>
46	<p>Marengo (has participated in Market Segmentation training – Charlotte? When NRC was here.</p>	<p><b>Per Tawanna Jones, 1/12/2015</b></p> <p>Marengo County Department of Human Resources is eager to begin our recruitment campaign for Foster/Adoptive families. Our agency understands the importance of finding homes for children. We are excited about this campaign to locate families for our foster children.</p> <p>Marengo County DHR Recruitment Plan 2015:</p> <ul style="list-style-type: none"> <li>• Place Foster /Adoptive Parent brochures in local doctor’s offices and pharmacies by February 2015</li> <li>• Partner with Local foster/adoptive parents’ recruiters by March 2015 to plan and implement recruitment events</li> <li>• Our agency will place posters/banners throughout the county</li> <li>• Our agency will send out flyers to churches and civic groups</li> <li>• Our agency will contact local radio stations to promote the recruitment of foster/adoptive families</li> <li>• Our agency will present at public/private meetings information regarding foster/adoptive families recruitment</li> <li>• Our agency will place an article or advertisement in the local newspaper and/or shopper’s guide</li> </ul> <p>Marengo County DHR is extremely excited about this plan for building quality, safe, and permanent homes for our foster/adoptive children. If you have any questions, please feel free to contact the undersigned at the numbers provided.</p>
47	Marion	<p><b>Per Kier Vickery, 1/12/2015</b></p> <ul style="list-style-type: none"> <li>• Marion County DHR utilizes our local radio stations public service announcements to encourage our listeners to become foster parents.</li> <li>• Marion County DHR plans to display “Become Foster Parents” signs around the county as a recruitment</li> </ul>

CO. #	CO. NAME	COUNTY PLAN
		tactic.
48	Marshall	<p><b>Per Martha McClendon, 1/12/2015</b></p> <p>Targeted Activities for Month of February 2015:</p> <ul style="list-style-type: none"> <li>• Newspaper articles in four county newspapers ( two in Guntersville, 1 in Albertville, and 1 in Arab) Articles have been in county newspapers in November and December 2014 to highlight adoptions in 2014 and announce GPS classes that began 1-6-15 (5 families participating)</li> <li>• Church bulletin inserts in various city/county churches (all denominations). Contacts have been made with foster parents and staff to target the churches they attend.</li> <li>• Email reminders to foster parents to help us with word of mouth contacts in the community.</li> <li>• Contacts made in February 2015 to set up for workers, staff and foster parents speak as possible to churches regarding the need for additional foster parents.</li> <li>• Local radio public service announcements and interviews throughout month of February 2014</li> <li>• Post yard signs throughout the county to promote awareness for the need for additional foster parents. These were provided by Adoption Incentive Funds in 2014.</li> <li>• Personal phone calls to all names on the list who have previously contacted DHR regarding an interest to foster.</li> <li>• Post dates of foster parent classes on Marshall County DHR FaceBook page and make use of other social media for recruitment.</li> </ul> <p>Continuous Activities:</p> <ul style="list-style-type: none"> <li>• Announcements of scheduled GPS classes through media and area newspaper. Future classes to begin in April and August 2015.</li> <li>• Individual contacts through Chamber of Commerce events, Marshall County Interagency and other community events</li> <li>• Three GPS sessions per calendar year. The first class began 1-6-15.</li> <li>• Distribution of business cards, church bulletin inserts and flyers regarding the need for additional foster homes to be used throughout the year. These were provided by Adoption Incentive Funds in previous years and supplies are still on hand.</li> </ul>
49	Mobile	<p><b>Per Belinda Harris, 1/12/2015</b></p> <p><b>January</b></p> <ul style="list-style-type: none"> <li>• Foster Parent Orientation – January 13, 2015 Conducted by Jessica Bones-Sigler, and D. Latorie Horn.</li> <li>• Letters to community churches requesting information regarding fostering and adopting be placed on weekly church bulletins.</li> <li>• GPS Training – January 22, and January 29, 2015 Conducted by Jessica. Bones-Sigler and Latorie Horn.</li> <li>• Television interview with a DHR representative for WMPV TV 21 “Joy In Our Town” to be broadcast in February 2015.</li> </ul>

CO. #	CO. NAME	COUNTY PLAN
		<ul style="list-style-type: none"> <li>• Television interview with an approved foster care provider for WMPV TV 21 “Joy In Our Town” to be broadcast in February 2015.</li> </ul> <p><b>February</b></p> <ul style="list-style-type: none"> <li>• Foster Parent Meeting – February 10, 2015- Presentation to current foster parents regarding the need for additional foster parent in Mobile County. Foster parents will be given foster care/adoption recruiting cards for distribution.</li> <li>• GPS Training – February 5, 12, 19, 26, 2015- Conducted by Jessica Bones-Sigler and Latorie Horn.</li> <li>• Television broadcast of WMPV TV 21 “Joy In Our Town” – Discussion topic will be the need for foster/adoptive homes in Mobile County.</li> <li>• Television broadcast of WMPV TV 21 “Joy In Our Town” – Interview with current foster parents regarding their experiences as foster/adoptive parents.</li> <li>• Community churches will attach message in bulletins or make announcements regarding the need for Foster/Adoptive Parents.</li> <li>• Post brochures regarding becoming adoptive or foster parents in local libraries.</li> </ul> <p><b>March</b></p> <ul style="list-style-type: none"> <li>• GPS Training – March 5, 12, 19, 26, 2015- Conducted by Jessica Bones-Sigler and Latorie Horn</li> <li>• Foster Parent Orientation – March 10, 2015- Conducted by Lugretha House and Debbie Martin.</li> <li>• Recruitment Display at Chili Cook-off at “The Grounds”- March 7, 2015. Lynn Tedder Volunteer Coordinator contacted by Tonja Smith January 9, 2015</li> </ul> <p><b>April</b></p> <ul style="list-style-type: none"> <li>• Television Interview, Channel 15 – initial contact December, 24, 2015, follow up will be April 1, 2015</li> <li>• Sign Campaign/Billboard – letter submitted to Lamar Advertising to be submitted by Tonja Smith April 1, 2015</li> <li>• Foster Parent Orientation – April 14, 2015 –Conducted by Lugretha House and Debbie Martin</li> </ul> <p><b>May</b></p> <ul style="list-style-type: none"> <li>• Newspaper Interview with the Mobile County Foster Parent/s – make contact 3<sup>rd</sup> week in March-Tonja Smith and/or Donna Wilson,</li> <li>• Foster parent Reception, local media will be invited – Tentatively scheduled for May 12, 2015; initiate contact with media 1<sup>st</sup> week in April Tonja Smith/Resource Unit, Resource Unit)</li> </ul> <p><b>June</b></p> <ul style="list-style-type: none"> <li>• Newspaper Ad – in Sunday paper – make contact/submit for approval to state office 2<sup>nd</sup> week in April</li> <li>• Recruitment initiative at local churches – send out letters 4<sup>th</sup> week in May Resource unit</li> <li>• Foster Parent Orientation – June 9, 2015 -Donna Wilson/Tonja Smith</li> <li>• GPS Training – June 4, 11, 18, 25, 2015 –Conducted by Lugretha House and Debbie Martin</li> </ul> <p><b>July</b></p> <ul style="list-style-type: none"> <li>• Trinity Broadcasting interview slated to interview Foster/Adoptive parent – make contact last week in May to arrange interview (Jessica Bones-Sigler)</li> </ul>

CO. #	CO. NAME	COUNTY PLAN
		<ul style="list-style-type: none"> <li>• GPS Training – July 2, 9, 16, 23, 30 2015 – Conducted by Lugretha House and Debbie Martin</li> <li>• Foster Parent Orientation – July 14, 2015 -Donna Wilson/Tonja Smith</li>   <li>• Post recruitment material at local libraries – 3<sup>rd</sup> week of July -Tonja Smith</li> </ul> <p><b>August</b></p> <ul style="list-style-type: none"> <li>• Partner with APAC for Recruitment Campaign – Resource Unit – make initial contact 1<sup>st</sup> week in February- Donna Wilson</li> <li>• Foster Parent Orientation – August 18, 2015-Conducted by Tonja Smith and Donna Wilson)</li> <li>• GPS Training – August 6, 2015 –Conducted by Lugretha House and Debbie Martin</li> </ul> <p><b>September</b></p> <ul style="list-style-type: none"> <li>• Attend PTA/PTO Meetings for the purpose of Foster Parent recruitment – arrange to attend meetings 2<sup>nd</sup> week in August-Resource Unit</li> <li>• Send information to local churches to include recruitment information on church bulletins – mail out information 3<sup>rd</sup> week in August-Resource Unit</li> <li>• GPS Training – September 24, 2015 – Conducted by Tonja Smith and Donna Wilson</li> </ul> <p><b>October</b></p> <ul style="list-style-type: none"> <li>• Recruitment Booth at Bayfest – October 3, 2015. Initiate contact to make arrangements first week in June – Resource Unit</li> <li>• GPS Training – October 8, 15, 22,29, 2015 – Conducted by Tonja Smith and Donna Wilson</li> </ul> <p><b>November</b></p> <ul style="list-style-type: none"> <li>• Foster Parent Orientation – November 10, 2015- Conducted by Jessica Bones-Sigler and Latorie Horn</li> <li>• GPS Training – November 5,12, 19, 2015- Conducted by Tonja Smith and Donna Wilson</li> <li>• Partner with APAC for National Adoption Month –</li> </ul> <p><b>December</b></p> <ul style="list-style-type: none"> <li>• Provide literature regarding adopting and fostering at Foster Children’s Christmas Party – 1<sup>st</sup> or 2<sup>nd</sup> week in December -Resource Unit/Adoption Unit/</li> </ul>
50	Monroe	<p>Received 1/7/2015</p> <p>Monroe County will utilize our local newspaper, local radio stations and churches, public schools and library as part of our recruitment plan to develop additional foster/adoptive parents:</p> <ul style="list-style-type: none"> <li>• Contact local newspaper to run articles on foster/adoption parents</li> <li>• Contact local radio stations to run public service announcements on foster/adoption parents</li> <li>• Contact local churches to place flyers in church bulletins.</li> <li>• Contact public schools to place posters and flyers in schools</li> <li>• Contact local library to place poster and flyers on display</li> <li>• Contact and ask local church pastors to spotlight foster care during one day of worship beginning the month of February.</li> </ul>

CO. #	CO. NAME	COUNTY PLAN
		<ul style="list-style-type: none"> <li>• Contact local utility company (water) to insert recruitment flyers into monthly bill promoting the need for more foster / adoptive parents</li> <li>• Contact local YMCA to display a banner in the recreation center for recruitment of more foster/adoptive parents.</li> <li>• Contact county school superintendent to speak at principal / board members meeting and take material that they can take away with phone numbers.</li> <li>• Network with current foster/adoptive parents to share their experience with potential recruits.</li> </ul>
51	Montgomery (previous staff – now retired - has participated in Market Segmentation training)	<p><b>Per Jan Casteel, 1/8/2015</b></p> <p><b>Needs assessment:</b> Montgomery County DHR is fortunate to have the number of foster families that we have; however, with the number of children entering care and being adopted from care, there is always a need to license homes. Our goal is to have enough homes to make quality placements based on the needs of the children and the strengths of the families. In assessing the needs within Montgomery County, it is noted that the majority of the licensed homes are willing to accept children under the age of 5 and single placements; making it difficult to place older children or sibling groups together. Also, demographically in Montgomery County, the majority of the children who come into care are African American while the racial make-up of the approved foster homes is about equal. Most providers are unconcerned about the race of the child but in order to make quality matches between foster/adoptive parents and children; Montgomery County would like to increase the number of African American providers. Montgomery County also needs providers who are open to older children or sibling groups.</p> <p><b>Qualifications:</b> Foster/adoptive families need to be self-sufficient, contributing families who are interested in providing quality care for foster children and are open to developing partnerships with biological families, case workers and other stake holders in a child’s life. Foster/adoptive families need to be open to working toward the primary goal established by the ISP team which is usually originally return to parents and the usual original concurrent goal of Permanent Relative Placement with Transfer of Custody to the Relative while at the same time be open to providing permanence for the children placed in the home. Foster/adoptive families must be of suitable character and be able to provide a safe home in a safe neighborhood which meets Minimums Standards for Foster Family Homes.</p> <p><b>Locating the families:</b> Montgomery County has several assets as a county that are unique. Maxwell AFB and Gunter Air Field are both in Montgomery and offer a large group of community minded people who meet most of the minimum qualifications by the nature of their service in the military. As the capitol city, Montgomery County is also home for numerous state agencies that is a large pool from which to recruit families. The other option that continues to be successful is partnering with local churches to recruit foster/adoptive homes. It is a successful</p>

CO. #	CO. NAME	COUNTY PLAN
		<p>pairing in that churches provide a good support system to foster/adoptive parents and the children that are placed in their home. The families tend to see this as a calling and not a way to “complete their family” which makes working the case plan easier for them. This attitude also helps in recruiting families who are open to older children as they are trying to help others. Montgomery County uses incentive payments to current foster parents who refer a family who then becomes licensed for our target group of sibling groups or children 10 and over.</p> <p><b>Implementation:</b> This year, Montgomery County plans to partner with at least 2 predominately African American churches, one of which has 2 licensed families as members to recruit from their members. Montgomery County DHR is open to teaching GPS classes in the church which has been a big benefit to the families as their children are familiar with the setting and seem to be more settled in the child care which makes the families more comfortable and more likely to complete the classes. Montgomery County is working with staff at Maxwell AFB to set up a recruitment event at the Air University to recruit from their teaching staff. The local board of directors has also volunteered to be a part of recruitment by talking to their pastors and church administrators about hosting a recruitment event. We are hopeful that by recruiting for older children specifically, we’ll be able to identify resources for our youth.</p>
52	Morgan 3 staff from Morgan sat in on Market Seg training/ work day held in Madison County.	<p><b>Per Rita Kent, 1/12/2015</b></p> <ul style="list-style-type: none"> <li>• Focus in February: Recruitment of African-Americans in honor of Black History Month. Place flyers/information in primarily black churches bulletins. Contact at least 5 community organizations and/or churches that have large African American population to speak or get literature to and provide with information on the need in Morgan County for adoptive and foster homes. Utilize a current African American foster parent to assist with recruitment.</li> <li>• Focus on parents who are interested in teens-Contact community that primarily provide services to teens and get literature and offer to speak to group. Look at possibility of highlighting teen who has exited foster care or family that has adopted teens and is doing well in newspaper or local magazines. Target youth ministers at local churches. Utilize local foster parents who primarily take teen placements to assist.</li> <li>• Focus on sibling recruitment-Since National Sibling Day in April 10, 2015-look at spotlighting family that has adopted sibling group and/or needs of sibling groups to local organizations/churches. Contact current or former foster parents who have adopted large sibling group to feature in local publication.</li> <li>• May is National Foster Care month so highlight local Foster Care Appreciation night in Social section of Newspaper/Community Events in Decatur. Publicize the next GPS group date and time.</li> <li>• Since Father’s day and National Reunification Month are both in June, look at focusing on men’s local organizations to get information regarding the role foster father’s play in children’s lives and look at article with local paper in Hartselle.</li> </ul>

CO. #	CO. NAME	COUNTY PLAN
		<p>Look at featuring single foster father who currently fosters several children.</p> <ul style="list-style-type: none"> <li>• Target medically fragile recruitment in August and September by contacting local nurses organizations, school nurse and medical auxiliaries. Send material regarding the need for medically fragile homes and the requirements/benefits. Try to schedule speaking engagements at several of these organizations. Request one or both of the current medically fragile foster parents who have adopted to assist with speaking engagements.</li> <li>• Target the Hispanic Community in honor of Hispanic Heritage Month in September/October. Contact Churches with Hispanic ministries and offer to speak and send material regarding becoming foster parent. Use recruitment materials in Spanish/English. Contact local churches with large Hispanic ministries. Look at possibility of employee who is bi-lingual assisting with contacts after hours for comp time.</li> <li>• November: Recruitment of adoptive parents in honor of National Adoption Month. Send information to Adoption support groups. Focus on the process of adoption and child specific vignettes of local children needing adoption.</li> <li>• Keep data on each of these activities completed and the success/lack of success of each and re-evaluate what worked and what didn't for 2016. Inquiries will be asked specifically how they heard about the need for foster/adoptive parents as well.</li> <li>• One area of recruitment that Morgan County needs to strengthen is mining relationships with youth in care to expand their placement and permanency options and increase relative placements/previous connections to the child and the re-visit their ability to become fully approved foster parents. This is typically outside the scope of responsibility of resource development staff and more the responsibility of case managers. A goal over the year will be to address this divide and look at partnering between foster care staff and resource development to improve the outlook for our children with placement plan of APPLA.</li> </ul>
53	<p><b>Perry</b> (has participated in Market Segmentation training when NRC was here)</p>	<p><b>Per Rodney Kinard – 1/9/2015</b></p> <ol style="list-style-type: none"> <li>1. Display flyers at locations around the county, such as the Health Dept., Post Office, Courthouse, &amp; clinics</li> <li>2. Contact the many local churches in the community and request that the Department's recruitment efforts be announced in the church's bulletin.</li> <li>3. Child Abuse/Neglect training is provided to the Head Start Program (Staff &amp; Parents) yearly. During these training sessions, the Department's recruitment effort will be discussed and information will be provided.</li> <li>4. Recruitment article in the local newspaper</li> <li>5. Contact the Probate Judge and request that the month of February is proclaimed as Foster Parent Recruitment Month in Perry County.</li> <li>6. Children's Policy Council – The Department partners with several organizations, agencies, and community members via the Children's Policy Council to assist with delivering services to children and families in a collaborative effort. The Department will request the assistance of the Children's Policy Council to help disseminate information concerning the Department's recruitment efforts.</li> </ol>

CO. #	CO. NAME	COUNTY PLAN
		<ol style="list-style-type: none"> <li>7. Request that current foster parents share their foster parenting experiences with their neighbors, relatives, &amp; church members.</li> <li>8. Create a display in the DHR lobby concerning foster parent recruitment.</li> <li>9. Caseworkers actively recruit church members, neighbors, &amp; etc.</li> </ol>
54	Pickens	<p><b>Per Randy Shelton – 1/9/2015</b></p> <ol style="list-style-type: none"> <li>1. Send a letter out to the churches and have them put it in their church news letter and Sunday Bulletin that they hand out when you walk in the door.</li> <li>2. Radio Public Service Announcements.</li> <li>3. Articles in The Pickens County Herald and Gazette. Maybe Shopper’s Guide.</li> <li>4. Signs placed around the county about becoming a Foster Parent including in the DHR front yard.</li> <li>5. Set up booths at the hospital and other locations around the county with information about becoming a Foster Parent. Also at any events like football games, Flea Markets, etc. And have a live person at some of the events with handouts with the name of the agency and number to contact.</li> <li>6. Goal is to complete another GPS class by June once a co-leader is located to assist with the classes.</li> </ol>
55	Pike	<p><b>Based on Market Segmentation Data:</b></p> <p><b>Displaying posters and brochures</b> as follows:</p> <ul style="list-style-type: none"> <li>• Auto dealerships</li> <li>• Auto parts stores</li> <li>• Dealerships selling and/or repairing SUV’s, 4-wheelers, campers, etc.</li> <li>• Motorcycle shops</li> <li>• Home improvement stores <ul style="list-style-type: none"> <li>○ Lowes</li> <li>○ Lawrence Hardware</li> </ul> </li> <li>• Bait &amp; tackle shops <ul style="list-style-type: none"> <li>○ Paradise Adventures</li> <li>○ Trophy Seekers</li> </ul> </li> <li>• “Small motors” types of businesses – places that sell and/or repair lawn mowers, tillers, etc.</li> <li>• Local Stores: Pharmacies, etc. <ul style="list-style-type: none"> <li>○ Byrd Drug Company</li> <li>○ Collage Gifts &amp; Apparel</li> <li>○ Douglas Brothers Jewelry</li> <li>○ Glow Boutique</li> <li>○ Jinrights Antiques and Collectibles</li> <li>○ Maxine’s Flowers and gifts</li> <li>○ Don Walker’s Western Wear</li> </ul> </li> </ul>

CO. #	CO. NAME	COUNTY PLAN				
		<ul style="list-style-type: none"> <li>○ Pioneer Museum</li> <li>○ Fabulous First Weekend Sale – is there a publication in which you can advertise?</li> <li>○ Camp Butter and Egg</li> <li>● Farmers Co-op; other feed &amp; seed stores; nurseries that sell plants and gardening supplies <ul style="list-style-type: none"> <li>○ Pike Farmer Co-op on Luverne Highway (US 29)</li> <li>○ Tractor Supply</li> <li>○ Goshen Farmers Co-Op</li> <li>○ Rusty's Feed</li> <li>○ Iron Mule Farm Supply</li> </ul> </li> <li>● Clothing stores that specialize in hunting, fishing and/or farming gear and equipment</li> <li>● Pike County Lake</li> <li>● Heart of Dixie Trail Ride</li> </ul> <p><b>Booths/Informational Displays</b> as follows:</p> <ul style="list-style-type: none"> <li>● Fishing tournaments, turkey shoots, skeet shoots, etc.</li> <li>● Races / race tracks</li> <li>● Truck/tractor pulls</li> <li>● Fairs, rodeos or other similar events/attractions <ul style="list-style-type: none"> <li>○ Troyfest or other Annual Arts &amp; Craft Shows</li> <li>○ Anything that happens at the Pike County Cattleman's Complex</li> <li>○ Special Olympic events</li> <li>○ Brown Bag on the Square</li> <li>○ Veteran's Day Celebration</li> <li>○ July 4<sup>th</sup> Fireworks show</li> <li>○ Annual Christmas Parade???</li> <li>○ Famer's Market</li> </ul> </li> </ul> <p>Offer to <b>provide speakers / conduct interviews</b> as follows:</p> <ul style="list-style-type: none"> <li>● Country music radio stations</li> <li>● Local cable access or satellite television stations</li> <li>● Local community/service clubs, including those with political focus</li> <li>● Garden clubs</li> <li>● Churches, specifically ladies groups and Sunday school classes of those 40-60 years old.</li> </ul>				
56	Randolph	<p>Per Sharonda Pettaway, 12/23/2014</p> <table border="1" data-bbox="430 1365 1871 1424"> <thead> <tr> <th data-bbox="430 1365 1505 1424">ACTIVITY</th> <th data-bbox="1505 1365 1871 1424">TARGET DATE</th> </tr> </thead> <tbody> <tr> <td data-bbox="430 1424 1505 1424"> </td> <td data-bbox="1505 1424 1871 1424"> </td> </tr> </tbody> </table>	ACTIVITY	TARGET DATE		
ACTIVITY	TARGET DATE					

CO. #	CO. NAME	COUNTY PLAN	
		Contact local media outlets and request that they run PSA about fostering/adopting. <ul style="list-style-type: none"> <li>• WELR Radio – Al Haynes (334) 863-4139</li> <li>• The Randolph Leader – John Stevenson (334) 863-2819</li> </ul>	February 2, 2015
		Contact local banks and ask to display brochures on their on customer service counters. <ul style="list-style-type: none"> <li>• First Bank – Jared Kirby (Roanoke &amp; Wadley)</li> <li>• Small Town Bank – Debbie Meadows (Wedowee &amp; Roanoke)</li> <li>• Bank of Wedowee – Carol Taylor (Woodland, Wedowee &amp; Roanoke)</li> </ul>	February 23, 2015
		Place flyers at local businesses/public places. <ul style="list-style-type: none"> <li>• Lakeside Marina – Wedowee</li> <li>• Main Street Coffee Shop – Wedowee</li> <li>• Jack’s Restaurant – Wedowee &amp; Roanoke</li> <li>• Home Town Pizza – Wedowee</li> <li>• Subway – Wedowee &amp; Roanoke</li> <li>• Gedney’s – Roanoke</li> <li>• Jon Boy’s Restaurant – Roanoke</li> <li>• Randolph County Courthouse – Wedowee</li> <li>• Wadley Town Hall – Wadley</li> <li>• Roanoke City Hall – Roanoke</li> <li>• Wedowee Town Hall - Wedowee</li> </ul>	February 9, 2015
		Contact local schools and ask to place recruitment information in Teacher’s Lounge. <ul style="list-style-type: none"> <li>• Randolph County Elementary and Middle Schools - Wedowee</li> <li>• Knight-Enloe Elementary School – Roanoke</li> <li>• Woodland Elementary School – Woodland</li> <li>• Wadley Elementary School - Wadley</li> </ul>	February 23, 2015
		Contact Annie Awbrey Library and request to display recruitment board and make available brochures for general public.	February 16, 2015
		Contact local churches and request to include recruitment flyer as Sunday bulletin insert, spotlight recruitment efforts in newsletter and/or allow display of recruitment information. <ul style="list-style-type: none"> <li>• Randolph County Baptist Association will be utilized to send out</li> </ul>	February 16, 2015

CO. #	CO. NAME	COUNTY PLAN	
		<p>electronic information to their contacts via <a href="mailto:rba56@live.com">rba56@live.com</a></p> <p>Resource Worker will handout recruitment information to active Randolph County Foster and Adoptive Parent Association members and ask them to share the information with at least 3 people and invite them to a meeting to learn more about fostering and adopting.</p> <p>Randolph County DHR will partner with Randolph County Foster and Adoptive Parent Association to maintain an active presence in the community which promotes awareness and service through many efforts, always emphasizing recruitment:</p> <ul style="list-style-type: none"> <li>• Speaking engagements for local service and civic organizations (Wedowee Study Club, Roanoke Magazine Club, Wedowee Kiwanis, Mount Laurel Club, Wadley Kiwanis Club)</li> <li>• Year-round sponsorship program for foster youth by local churches and civic groups (birthday, holiday, special occasion recognition, etc.)</li> <li>• Kids Closet</li> <li>• Community events (Bike Hike, Sheriff's Rodeo, Stuff the Bus, etc.)</li> <li>• Randolph County Foster and Adoptive Parent Association various community fundraising activities</li> </ul> <p>Utilize adoption incentive funds to replenish recruitment material.</p>	<p>February 10, 2015</p> <p>February 2, 2015</p> <p>February 2, 2015</p>
57	Russell	<p><b>Per Cherry Jones, 1/20/2015</b></p> <ol style="list-style-type: none"> <li>1. Heart Gallery exhibit at Russell County Courthouse Annex and Russell County DHR Office spotlighting available Alabama children month of February.</li> <li>2. Participate in several community events (APS Health Fair in May at Phenix City, Relay for Life in May; Goodwill Events; Amphitheatre; Books, Balls and Buildings per Children's Policy Council in September; Christmas at Moon Lake and Bi-City Christmas Parade in December) to recruit Foster/Adoptive families.</li> <li>3. Flyers to hand out at area PTA meetings/ school events/community events re: how to become a foster/adoptive parent and process.</li> <li>4. Publicize GPS Orientation to be held at least twice yearly, February and August. Another GPS Orientation will be held based on the number of interested and waiting potential applicants.</li> <li>5. Provide Ministerial Association and Baptist Association with Church Bulletin inserts.</li> <li>6. Place information at the public library, court house, CVCC and Troy State.</li> <li>7. Inform Children's Policy Council members at quarterly meetings about how many adoptions achieved. Provide contact information to anyone who may be interested in fostering/adopting.</li> <li>8. Continue to utilize "Open Your Heart Your Home" signs in their yards and businesses that were purchased</li> <li>9. Newspaper articles regarding GPS, Foster and Adoptive parent activities, Heart Gallery, etc.</li> <li>10. PSA ---free cable for all upcoming events. Use businesses marquee to announce foster parent recruitment efforts.</li> </ol>	

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		11. Inquire about signs re: becoming a foster/adoptive parent for Russell County at sporting events in community.
58	St. Clair	<p><b>Per Janet Williams – 1/20/2015</b></p> <p><b>January</b> - Informational meeting for upcoming GPS class 1/20/2015 at Bethel Church in Odenville</p> <p><b>February- May --17<sup>th</sup></b> GPS classes start with Bethel Church hosting</p> <p><b>April-</b> Child abuse awareness month- sending out flyers to area churches to ask to be speaker during foster parent awareness month in May</p> <p><b>May-</b> foster parent appreciation month- picnic for foster parents and children at local park.</p> <p>PSAs with local radio and newspaper about foster parenting</p> <p><b>June &amp; July-</b>start recruiting efforts for fall classes</p> <p>Get a booth at local “Block Party” to distribute information about fostering</p> <p><b>August –November</b> -fall GPS classes</p>
59	Shelby Market segmentation training workday	<p><b>Per Loren Humphries, 1/20/2015</b></p> <p>Development of informative news article to inform the public of upcoming GPS classes and share contact information about the foster/adoptive process to be published in the Shelby County Reporter (February 2015)</p> <p>Development of brochures that contains brief, helpful information and contact information for prospective foster/adoptive parents to contact SCDHR for informational purposes. (February 2015).</p> <p>After the development of brochures, begin the process of contacting (emailing) churches in Shelby County to respectfully ask to place foster/adoptive brochures in the church bulletins for informational purposes (Continuous 2015).</p> <p>During the process of emailing churches in Shelby County, respectfully explore if the pastors of the church would make verbal announcements at church service to bring verbal awareness to the need of healthy foster/adoptive homes in Shelby County (Continuous 2015 but emphasized in May 2015).</p>

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		<p>The County's Resource Unit can make contact with local libraries/schools/churches in Shelby County to explore sharing physical information on becoming an potential foster/adoptive parent (ex, brochures, setting up a back drop booth display, frequently asked questions) (Continuous 2015).</p> <p>The County's Resource Unit being accessible to attending events where foster/adoptive parent recruitment can occur (setting up informational booths) (Continuous 2015).</p> <p>Preparing for 2015 National Foster Parent Month and 2015 National Adoption Month in efforts of bringing local awareness to Foster Care and Adoption in Shelby County. (Collective effort between Resource Unit and Foster Care Units) (Continuous 2015).</p> <p>Conducting GPS classes on a schedule in efforts of meeting potential foster/adoptive needs and the needs of children in foster care in Shelby County (Jan 2015, April 2015, and August 2015).</p> <p>Sharing with child welfare staff the positive influence they have with sharing information to public during their daily operations as a DHR employee in efforts of recruiting or sharing contact information with the public sector. Shelby County DHR will also complete an exit conference for foster parents and provisionally licensed foster parents who choose to no longer foster with the agency. SCDHR will also ensure that the quarterly satisfaction surveys are completed. (Continuous 2015)</p>
60	Sumter	<p><b>Per Sherita Love, 1/22/2015</b></p> <ul style="list-style-type: none"> <li>• Brochures &amp; Handouts will be distributed</li> <li>• Post an add recruiting foster/adoptive parents</li> <li>• A bulletin announcement will be run on a local television channel promoting fostering and adopting</li> <li>• A presentation on the Joys involving fostering and adopting – Sumter County Board of Education / PTA</li> <li>• Follow-up GPS orientations</li> <li>• Church Announcement regarding the opportunities and applicable information about how to become a foster/adoptive parent</li> <li>• A display of materials promoting foster / adoption will be exhibited at the DHR office</li> <li>• All employees of DHR will be asked to wear teal blue T-shirts in honor of adoption/foster children.</li> </ul>
61	Talladega	<p><b>Per Nicole Parker &amp; Susie Altman</b></p> <ol style="list-style-type: none"> <li>1. Talladega DHR will continuously display a recruitment banner on the front lawn.</li> <li>2. Talladega DHR will have a display booth at local events throughout the county, such as Sunshine Saturday.</li> <li>3. The resource unit will speak to local groups in an effort to recruit foster parents. All workers, when speaking publically, will take the opportunity to recruit foster/Adoptive homes.</li> </ol>

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		<ol style="list-style-type: none"> <li>4. Resource Unit and child welfare workers will speak to the congregation at their churches in an effort to recruit foster parents.</li> <li>5. Foster parents will also join in our effort to recruit more foster/adoptive parents, utilizing any opportunity they have.</li> <li>6. Talladega DHR will set up a display booth at the Farmer's Market on the Square. We will ask Palmer Place Child Advocacy Center and FIRST Family Service Center to partner with us.</li> <li>7. Talladega DHR will place step signs at busy intersections/high traffic areas throughout the county.</li> <li>8. Talladega DHR will ask local businesses to recruit foster parents on their marques' periodically during the year.</li> <li>9. We will ask the local <i>Daily Home</i> newspaper to advertise for foster parents in the Community Calendar section.</li> <li>10. Talladega DHR will research the use of social media as a recruitment tool.</li> </ol>
62	<p>Tallapoosa (has participated in Market Segmentation training when NRC was here)</p>	<p><b>Per Lewis Prince, 1/9/2015</b></p> <p>Tallapoosa County's Foster Care Program has grown and continued to develop over the past year. We now have a staff GPS trainer in place and a foster parent co- leader. A GPS class was completed last summer and another is tentatively planned to start late February. Our staff trainer is set to attend Deciding Together Training this spring. Plans are for a second staff member to attend GPS Leader training this year. We now have two foster care workers. Their development is being assisted by a supervisor retiree from another county who has been contracted to assist with staff development. The staff intends to continue to be assertive in recruiting foster family homes/adoptive resources for our children.</p> <ul style="list-style-type: none"> <li>• Tallapoosa County yard signs purchased with Adoption Incentive Funds continue to be on display around the community. Staff will add to the existing placements during the month of February.</li> <li>• In February, 2015, newspaper articles will be submitted to the Alexander City Outlook and The Dadeville Record newspapers highlighting the need for foster/adoptive homes. Emphasis will be targeted on the need for homes for older children and children with special needs.</li> <li>• Various community resources including local churches, schools, community clubs and businesses had DHR staff and foster parents speak to them this past year regarding the ongoing need for foster parents in the county. This will continue in the coming year.</li> <li>• Tallapoosa DHR now has recruitment packets that can be given out or mailed to any person or family that inquire about becoming a foster/adoptive resource.</li> <li>• Tallapoosa DHR is a member of the Dadeville Area Chamber of Commerce. They have a newsletter and email network. Plans are in place to submit our recruitment flyer to them for distribution to all Chamber</li> </ul>

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		<p>members.</p> <ul style="list-style-type: none"> <li>• A special Valentine’s recruitment card is being developed to coincide with our GPS training kickoff this spring. The card would be distributed to local churches, schools, business and community groups. The card will reflect artwork from a child’s view and an invitation to attend the kickoff meeting.</li> <li>• A continuing important resource that is utilized in recruiting future foster/adoptive parents is our current group of foster/adoptive parents. They are the foundation for which we can continue to build as we increase our foster/adoptive resources.</li> </ul>
63	Tuscaloosa Market Segmentation Training	<p><b>Per Shannon Hubbard, 1/12/2015</b></p> <ul style="list-style-type: none"> <li>• Lend a Hand Feature Article in <i>Tuscaloosa News</i> for National Foster Care or Adoption Month</li> <li>• Rotating ad in the Tuscaloosa News Lend a Hand section</li> <li>• E-mail campaign among foster/adoptive families</li> <li>• Contact Tuscaloosa City/County Schools for opportunities to talk at PTA, Faculty Meetings, and set up booths at fall festivals.</li> <li>• Yard sign campaign- ask workers and other agency partners to place at least one sign out in the community and share location. Contact day care centers and other places of business to see if they will allow yard signs on their property.</li> <li>• Contact Community Partners/Civic organizations for speaking opportunities.</li> <li>• Display banners- Rotate Locations – Churches, booths, local family owned restaurants such as Pottery Grill, Southland, Mr. Bill’s (mom and pop type places)</li> <li>• Radio promotions- Contact local radio stations and arrange interviews to bring awareness to the community around the need for foster and adoptive parents in Tuscaloosa County. Paying special attention to get air time during National Foster Care Month and to promote Heart Gallery during National Adoption Month.</li> <li>• Heart Gallery Display “Location to be determined”</li> <li>• Chick Fil A – breakfast with Santa Cow</li> <li>• Brochure campaign- Contact local grass root/family owned business and ask to leave foster care/adoption brochures. Farmers Co-op, local feed and seed stores, local restaurants, doctor’s offices etc....</li> <li>• Decorated Holiday Tree on Tinsel Trail (Nov-Dec-Jan 2015)</li> <li>• Coloring sheet campaign- Target elementary schools, daycare centers and in home daycares, churches (VBS) etc.</li> <li>• Informational booth at area farmer’s markets</li> <li>• Pamphlet/brochure campaign among area hair and nail salons</li> </ul>

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		<ul style="list-style-type: none"> <li>• Contact area social/civic groups/club about speaking</li> <li>• Participating in Coaling Baptist Orphan Ministries Annual Event (Typically held in May for foster care month)</li> <li>• Set up information booth at local farmers markets throughout Tuscaloosa County. (Tuscaloosa, Northport, etc.)</li> <li>• Recruitment incentive event for current foster parents.</li> <li>• Will place posters and flyers throughout the community. Lowes, Target, Walmart, Kmart etc.</li> <li>• Geographic mapping- Develop a map of where our current foster parents live and determine which areas of the county we need more homes in.</li> <li>• National Adoption Month Event</li> <li>• Continue partnership with Safe Haven Church and their promotion of the need for more foster/adoptive homes.</li> <li>• Renew existing recruitment banners at local schools (baseball, football, softball fields)</li> </ul>
64	Walker	<p><b>Per Kevin Young, 2/9/2015</b></p> <p><b>January:</b> letters, flyers, personal contacts Jasper area, Career Fair, Church appearances</p> <p><b>February:</b> displays at the mall and library, newspaper ads</p> <p><b>March:</b> letters, flyers, personal contacts Sumiton/Dora/Cordova/Empire areas</p> <p><b>April:</b> letters to churches county wide prep for Foster Care Month in May</p> <p><b>May:</b> announcements in church bulletins, Mayor's Proclamation, Church appearances, PSA's &amp; TV appearance, newspaper articles, display on court house square for month of May</p> <p><b>June:</b> letters, flyers on pizza boxes/park and rec., personal contacts Carbon Hill/Lupton/Townley/Nauvoo areas</p> <p><b>July:</b> contact grocery stores re: flyers in bags, pizza boxes</p> <p><b>August:</b> letters, flyers, PTO's Jasper City Schools</p> <p><b>September:</b> letters, flyers to schools, PTO Walker County Schools</p> <p><b>October:</b> letters, flyers, personal contacts Curry/Boldo/Sipsey/Union Chapel Areas</p> <p><b>November:</b> newspaper Articles, PSAs, TV appearance, Signs on restaurants, PTO Meetings, Adoption Month,</p>

CO. #	CO. NAME	COUNTY PLAN
		Mayors Proclamation  <b>December:</b> letters, flyers, personal contacts, PTO Meetings, Parrish/Goodsprings, Oakman Areas
65	Washington	<b>Per Sylvia Williams, 1/12/20125</b>  1. <b>Washington County Public Library</b> may display message “Become A Foster or Adoptive Parent – Call 847-6100” during month of February on their message sign. 2. Display Board and brochures at <b>Washington County Public Library</b> during month of February. 3. Place a Banner saying “Foster or Adoptive Parents Needed – call 847-6100” at DHR office (Chatom) and in McIntosh. 4. Send out flyers in local drug store bills to request volunteers for Foster/Adoptive Parents, as well as other DHR services. 5. <b>Washington County Health Department</b> will highlight “Become Foster or Adoptive Parent – Call 847-6100” on their message sign in front of their building during month of February 2014.
66	Wilcox	<b>Per Mechelle Bridges, 1/6/2015</b>  I. <u>Distribution of Promotional Materials:</u>  (A.) Flyers will be developed and placed in DHR and made available to other public agencies, local businesses, churches, libraries, schools, day care centers, community centers and any other appropriate locations throughout Wilcox County. (B.) The recruitment need will be shared directly with DHR staff members and community partners on an ongoing basis.  II. <u>Media Campaign/Advertisements:</u>  (A.) Create a Press Release to be published in the local newspaper on a quarterly basis. (B.) Partner with the local Children’s Policy Council during their Annual Family Summit event in April 2015 by hosting a complimentary booth to display and share information about Foster/Adoptive Parenting. (C.) Continue to conduct a recruitment event annually in November which is National Adoption Month.  III. <u>Foster/Adoptive Resource Listing:</u>

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		(A.) Continue working relationship with persons who have contacted DHR Regarding Foster/Adoptive Parenting to explore their current interest in Becoming a Foster/Adoptive Parent Resource in Wilcox County.
67	Winston	<p data-bbox="428 272 814 305"><b>Per Mary Moore, 12/30/2014</b></p> <ul data-bbox="478 342 1873 691" style="list-style-type: none"> <li data-bbox="478 342 1776 402">• Place roadside signs at large intersections in the county during the months of February, May and November</li> <li data-bbox="478 412 1360 444">• Run announcements in the local newspaper at least twice a year</li> <li data-bbox="478 448 1873 508">• Purchase flyers to distribute at major county events such as the annual 911 Festival in Haleyville, Chitlin' Supper in Arley, Frontier Days in Double Springs, etc.</li> <li data-bbox="478 516 1864 576">• During February, May and November, family and children's service workers will rotate existing magnetic automobile signs</li> <li data-bbox="478 584 1558 617">• Resource worker attends/has booth at the annual Parent Fair event in Haleyville</li> <li data-bbox="478 620 1591 652">• Resource worker speaks at various organized club meetings such as Civitans, etc.</li> <li data-bbox="478 660 1570 691">• An announcement will be placed on HBTv.com, a local community news website</li> </ul>

## 2015 – 2019 CFSP – Training Plan

### OVERVIEW

The Office of Child Welfare Training (OCWT) is responsible for training social work and supervisory staff of county departments in the basic child welfare skills curriculum, Alabama Child Welfare Training (ACT I). Trainers are located in Huntsville, Montgomery, Gadsden and Birmingham and deliver training in cities throughout the State.

The Office of Child Welfare Training has consistently provided up-to-date training to staff by developing and delivering training programs which promote the development of competent child welfare professionals. ACT I and ACT II sessions continue to equip child welfare workers and supervisors with the knowledge and skills necessary to help them to be successful in their work with families. The Office of Child Welfare Training serves as a “clearinghouse” for training needs within the Division. In some areas it will serve in a consulting role to help other units in the Division develop curricula that is outcome based and fits within the adult learning mode. In other areas, it may do more partnering by helping to deliver the training with staff. It also serves in a consulting role for the counties as they are enabled through train-the-trainer programs to produce and present some of their own training.

### DESCRIPTION OF INITIAL IN-SERVICE TRAINING PROGRAM FOR NEW CHILD WELFARE STAFF:

Alabama Child Welfare Training (ACT I) is the initial staff development and training program for staff. Generally, the majority of new staff completes ACT I training no later than 3-6 months upon employment. ACT I is based on five foundation concepts: the belief that people can change; respecting the family’s culture, joining with families; building partnerships with birth families and foster/adoptive families in parenting; and working with families in an ecological (Systems) framework. The delivery of ACT I training has been refined to incorporate a blended learning approach. Prior to attending ACT I (in class) training, participants are given on-line reading assignments, accompanied by a short quiz to gauge their understanding. While in class, the prerequisite work is discussed. OCWT continues to look at cost-saving measures that will not diminish the overall learning experience.

### **ACT I: NEW CHILD WELFARE WORKERS TRAINING – ENSURING COMPETENCIES:**

ACT I is a skill based training curriculum designed for new child welfare employees. The program consists of three modules (11 days) of training in a classroom setting, along with Professional Development Plan (PDP) activities in the middle and end of the residential training. The PDP activities are designed to culminate in, or be incorporated into, the workers’ PDP. For maximum benefit, participants should attend ACT I within three months of beginning employment with the Department.

ACT I develops skills needed for the Individualized Service Plan (ISP) process, from the initial contact with the family through case closure. Protection and permanence for the children are stressed as dual goals of all work with families. Through ACT I, staff are taught to involve children and their families and foster/adoptive parents as partners in assessing, planning and utilizing services that the family’s planning team has identified and agreed upon. ACT I provides a foundation for practice in keeping with the principles of practice Alabama has adopted. ACT I prepares agency staff to promote safety, permanency, and well-being for the children and families the Department serves. The following core skills and abilities are presented, modeled, and practiced in ACT I.

**Foundation Concepts and DHR Mission:** The participants learn the principal foundation concepts in which the agency believes to be able to help families.  
**Interpersonal Helping Skills:** Participants learn how to engage and join with families so that families will be willing to work with the agency. They learn skills necessary for interviewing family and team members including dealing with anger or resistance. Participants also learn the basics of keeping themselves safe.  
**Assessing Safety:** Participants learn the process and skills for assessing safety of children from the point of the intake call through closing the case. Included in this material are the ability to assess and make a determination of whether abuse or neglect occurred and the caregiver’s protective capacities. Participants are taught to assess and identify strengths and needs of the families throughout the life of the case to assist in planning and providing appropriate services.  
**Individualized Service-Planning (ISP):** Participants learn how to prepare for, facilitate, implement, monitor and update the family’s plan within the ISP process.  
**Crisis Intervention:** Participants learn how to assess the level of crisis and intervention techniques for crisis situations. **Comprehensive Family Assessment (CFA):** Participants learn how to assess families and family systems to identify strengths and needs related to abuse and/or neglect. Included in the assessment

is gathering historical information as well as identifying underlying conditions for the abuse and/or neglect. Participants are taught how to gather information, analyze it, draw conclusions and make decisions based on the assessment. **Assessing and Planning For Needs Of Children:** Participants are taught about the needs of children based on their abuse and/or neglect and strategies to meet those needs. They also learn about issues of loss, separation, grief, and attachment for children who are in out-of-home placements. Included in assessing and meeting children's needs are interdependent living skills which are necessary for any child age 14 or older in DHR custody to prepare them to live interdependently when they are emancipated. **Permanency Planning:** Participants learn about different permanency options and how to plan for the most appropriate permanency plan in a timely manner.

#### **DESCRIPTION OF ONGOING TRAINING PROGRAM FOR CHILD WELFARE STAFF (ACT II):**

ACT II is made up of stand-alone curricula, which support each other and build on the foundations of ACT I, which is a prerequisite for taking all ACT II curricula. The respective ACT II training curriculums are as follows:

**ACT II: MEETING FAMILIES UNDERLYING CONDITIONS** provides workers with skills to analyze information about families with regard to underlying causes of risks, safety issues, patterns within the family's behaviors, and assessing the possibility of maintaining a child in the family's home safely (3-day training). The *Underlying Needs* Training strengthens the child welfare worker's critical skills in looking beyond family members' behavioral surface symptoms, in order to recognize, address, and plan for helping the family change their deeper issues which have resulted in child maltreatment.

Child welfare workers are provided the tools to assist them in effectively identifying the underlying needs in a situation where maltreatment has occurred, or is likely to recur, so that risks to children may be eliminated, or significantly reduced for the long-term.

#### **The Core Abilities of *Underlying Conditions* Training are:**

- **Core Ability 1:** Recognize and empower families through the process of change.
- **Core Ability 2:** Gather and analyze information to determine the underlying needs being expressed by the family member's behaviors.
- **Core Ability 3:** Identify major danger threats and areas of resiliency (strengths) families are experiencing.
- **Core Ability 4:** Communicate with the family and their team about the assessment process and reach agreement on the causes of maltreatment.
- **Core Ability 5:** Use the assessment information and empower families to determine multiple options for meeting their needs.
- **Core Ability 6:** Develop an individualized plan to meet the causes of maltreatment.

**ACT II: THE INDIVIDUALIZED SERVICE PLANNING PROCESS FOR FAMILIES WHO EXPERIENCE SUBSTANCE ABUSE** 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.

**ACT II: CPS (PRACTICAL CHILD PROTECTION SERVICES)** is a 5 day training that was originally developed by the National Child Advocacy Center and has since been updated by the Office of Child Welfare Training. This training is a prerequisite for ACT II: Practical Child Sexual Abuse Intervention, which builds on the skills learned in this session. This training is designed to enable workers to acquire skills to:

- Distinguish between abuse and accidental injury.
- Achieve immediate crisis stabilization during assessments.
- Recognize emerging safety/removal factors.
- Assign priorities with regards to risk and safety.
- Assess level of risk in a family in various situations.
- Assess ability/willingness of non-offending parent to protect child in the family's home.
- Assess probability of recurring safety issues through the assessment of underlying causes of abuse.

The objective of *Child Protection Services Training (CPS)* is to empower the child protective social workers and provide them with the tools and skills required to deliver services related to family preservation and protection of abused, neglected and sexually abused children. *CPS* is an individualized program to help child welfare workers make informed decisions. Topics covered in this course include:

- Knowledge of the values of child welfare practice, including the families' self-determination, permanence, family preservation, preservation of parents' and children's rights, and respect for individual differences. How to accurately identify physical, emotional and behavioral indicators of abuse, neglect, and sexual abuse in children who have been abused and their families. Knowledge of how child abuse and neglect are presenting symptoms of family dysfunction, and how to assess individual, family, and environmental contributors to abuse, neglect, and sexual abuse.
- Knowledge of what data must be gathered from reporters, case records, and other sources to thoroughly assess alleged abuse or neglect. How to identify the factors that must be evaluated when assessing present danger threats, determining whether abuse/neglect occurred and determining impending dangers, strengths, and other risks in the family. How to determine when abuse or neglect is indicated; and when complaints are unsubstantiated, yet should be referred for community services.
- Knowledge of the responsibilities of the child protection agency and caseworker, including investigating complaints of maltreatment, providing ongoing, in-home service, providing temporary substitute care placements, and providing permanent homes for children.
- Knowledge of the proper roles and responsibilities of other community agencies in the child protective service process and how we can collaborate with these agencies and practitioners to develop case plans and to provide services.
- Understanding the concept of cultural competence; knowing how one's own culture affects behavior and values; and how cultural and ethnic differences may affect the delivery of child welfare services.

**ACT II: PRACTICAL CHILD SEXUAL ABUSE INTERVENTION** was developed by the National Child Advocacy Center. Practical CSA is specialized training on the investigation of child sexual abuse and working with families that are impacted by child sexual abuse. This includes information regarding the dynamics of child sexual abuse (5-day training). The Practical Child Sexual Abuse training is a competency based curriculum designed to provide the child welfare worker

with a foundation for identifying and assessing child sexual abuse. This training has a prerequisite of ACT II: CPS (Practical Child Protective Services) which introduces skills that are built upon in this session. The training offers a multidisciplinary approach to the identification, investigation, validation and prosecution of alleged child sexual abuse. An overview of this session includes investigation techniques; developmental considerations of child interviewing; medical assessment of an alleged victim of child sexual abuse; offender typology; dynamics of victims and families; and cultural considerations.

- **Core Ability 1:** Understand legal definitions of sexual abuse, child welfare practice standards, and other related laws in Alabama.
- **Core Ability 2:** Become aware and desensitized to language children may use in naming their body parts and describing sexual activity.
- **Core Ability 3:** Identify survivor, sibling, offender and non-offending parent dynamics.
- **Core Ability 4:** Gain knowledge of interviewing techniques for use with the child, offender, siblings, and the non-offending parent.
- **Core Ability 5:** Recognize personal reactions to cases involving child sexual abuse and ways to prevent burnout and compassion fatigue.
- **Core Ability 6:** Identify steps necessary to complete a child sexual abuse case according to policy and best practice.
- **Core Ability 7:** Determine safety plans, case management and treatment issues.
- **Core Ability 8:** Understand the child sex offender, their motivations, denial and distortions, and assess attitudes toward child molestation.
- **Core Ability 9:** Identify advantages of a multidisciplinary approach to CSA investigations and increase understanding of roles and responsibilities of each discipline.
- **Core Ability 10:** Understand when reunification may be considered and increase knowledge of necessary preconditions.

**ACT II: SUPERVISORS TRAINING** is offered 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.

**ACT II: CONCURRENT PERMANENCY PLANNING TRAINING** is designed to show social workers the path to permanency for children (3-day training). It discusses the developmental needs of children for timely permanency, barriers to permanence for children, and the opportunities available through newer laws to achieve permanency for children. Practical tools are shared which will help social workers in making case goal decisions with parents and their team. Specific case management practices to help prevent foster care drift are examined. Participants will have opportunity to:

- Enhance their understanding of concurrent planning concepts and practices.
- Increase their understanding of how to work with the legal process to achieve safety and permanency for children.

- Expand their knowledge and skills of full disclosure and casework practices necessary to expedite permanency.
- Increase differential assessment skills and the ability to assess case prognosis.
- Enhance professional competence in helping families engage in the process of change.
- Expand knowledge of techniques to use to address child well-being in the areas of maintaining connections and preparing children for adoption.
- Practice integration of permanency concurrent planning concepts into the ISP team meeting.

### **GROUP PREPARATION AND SELECTION (GPS) AND DECIDING TOGETHER LEADER CERTIFICATION TRAINING**

The Office of Child Welfare Training also provides Leader Certification Training in Group Preparation and Selection (GPS) for Prospective Foster/Adoptive Parents to county staff and foster parents and to qualified staff of licensed child placing agencies who will lead groups of foster/adoptive applicants through the process leading to licensure or approval. Leader certification sequences consist of two weeks of classroom training focusing on GPS curriculum and leader facilitation skills. The Office of Child Welfare Training has, in the past, partnered with other certified “Trainers of Leaders” to deliver the leader certification training. Deciding Together is another curriculum designed for use with foster/adoptive families and is delivered by the Office of Child Welfare Training. Deciding Together is a foster/adoptive preparation and selection process designed for use with individuals/families whose geographic location or circumstances of employment prohibit attendance at the 10 weeks of group meetings included in GPS.

### **TRAINING ENHANCEMENTS TO EXPLORE**

Children are exposed to or experience domestic violence in many ways. They may hear one parent/caregiver threaten the other, observe a parent who is out of control or reckless with anger, see one parent assault the other, or live with the aftermath of a violent assault. Many children are affected by hearing threats to the safety of their caregiver, regardless of whether it results in physical injury. Children who live with domestic violence are also at increased risk to become direct victims of child abuse. In short, domestic violence poses a serious threat to children's emotional, psychological, and physical well-being, particularly if the violence is chronic. With that being said, the Office of Child Welfare Training will explore ways to include more pertinent information in ACT I training that pertains to domestic violence and its effects on children. As part of this objective, OCWT plans to coordinate efforts with the Office of CPS and the Alabama Coalition Against Domestic Violence.

Child welfare workers are the front line of defense, helping the children and their families who are struggling with a variety of social issues, such as poverty, drug abuse, mental illness, domestic violence, and homelessness. Their prime directive is to insure the health and well-being of the children, protecting them when necessary, and providing services that help the families. One way to assist in ensuring that child welfare workers develop an understanding of the available services and their providers is to explore the possibility of developing a panel that includes representatives from the courts, the medical community, law enforcement, mental health, etc. The purpose of the panel would be to provide new workers the opportunity to ask questions regarding the roles and responsibilities of the members of the panel and how they help the population served, as well as how they all can work together.

The involvement of fathers and paternal family members is critical to a child's growth and development. Historically, child welfare agencies have not been effective in involving fathers in the family work that is needed to achieve safety, permanency, and well-being. The Office of Child Welfare Training plans to enhance CPP training to include more in depth information on engaging and involving fathers and paternal family members that will create greater opportunities for them to be connected in ways that would benefit their children. An important quality of successful supervision is the ability to be an effective leader. Every leader can be a supervisor, but every supervisor cannot be a leader. Methods and tools will be explored to provide more information regarding leadership in Supervisors training. The possibility of utilizing various on-line forums will be explored as well.

### **MEASURING SKILL DEVELOPMENT OF NEW/EXPERIENCED STAFF**

The Professional Development Plan is covered in ACT I. During ACT I training, participants are provided a PDP Guidebook to assist them with creating a plan to develop their professional skills. Many times it begins in ACT I with the supervisor and worker developing the plan that will continue to be developed as skills are achieved. The supervisor remains key to the ongoing measuring of /providing coaching and feedback for skill development of line staff. Also, in classroom

training there are a number of opportunities for staff to observe skills being modeled, as well as having the chance to practice and receive feedback on implementation of skills.

### **STATEWIDE INFORMATION SYSTEM (FACTS) TRAINING**

Since January 2012, the Office of Child Welfare Training trains FACTS as part of OCWT. See also selected "Checklists" on the pages that follow.

### **CFCIP TRAINING**

We will continue to provide comprehensive, innovative and relevant training to our youth, providers, county and state staff, foster parents, judges and interested community stakeholders. We will conduct annual networking opportunities for ILP staff, providers and community stakeholders. We will continue to provide regional trainings to the county related to independent living policy and procedures and NYTD. We will provide online trainings as deemed appropriate using our LETS training system. We will improve our capacity to provide training upon request to counties and community stakeholders if staff can be added to our Program. Youth will be provided annual leadership and ILP training. Youth will participate in national conferences annually and in monthly trainings around the state. Youth, county staff and stakeholders will participate in training focused on successful transitions supported through the Youth Centered Roundtable permanency process.

### **ADDITIONAL TRAINING INFORMATION**

DHR encourages entry into the profession of social work by supporting programs and activities at several universities. DHR supports: student stipends; license review courses for social work licensure candidates; student field placement services at the Alabama A&M University, Alabama State University, Auburn University, Jacksonville State University, Miles College, Oakwood College, Talladega College, Tuskegee University, Troy University, University of Alabama, University of Montevallo, University of North Alabama, and University of South Alabama. DHR splits the cost of stipends and other funding for social work programs through funding based on the penetration rate, i.e., the ratio of children in foster care and adoption assistance who are IV-E eligible to the total number of children in foster care and adoption assistance.

**Please note that the training costs identified on the pages that follow are the projected costs for the time period of FY 2015-2019. A number of organizational areas within DHR support Family Services and charge a portion of the training they provide to child welfare funds.**

## "CHECKLIST" FOR ADDRESSING TRAINING ACTIVITIES/EVENTS UNDER THE TITLE IV-B PLAN

(This "checklist" should be used as a guide to ensure that all of the following information is provided in the Plan for each individual training activity planned to be held during the reporting period covered by this update)

*Provide a one paragraph brief syllabus of the training activity*

**Performance appraisal for social worker supervisors describes techniques and skills to write action and outcome based performance criteria to conduct formal and informal meetings with employees, and to document and rate employee performance objectively according to an established rating scale. Further, both directive and supportive supervisory behaviors are modeled as methods to develop employee competence through coaching.**

*Indicate which, if any, of the specifically allowable Title IV-E administrative functions this training activity addresses.*

<input type="checkbox"/> IV-E Eligibility Determination or Redetermination	<input type="checkbox"/> Placement of Child
<input type="checkbox"/> Rate Setting	<input type="checkbox"/> Development and Maintenance of Case Plan
<input type="checkbox"/> Hearings and Appeals	<input checked="" type="checkbox"/> Case Management
<input type="checkbox"/> Referral to Services	<input type="checkbox"/> Recruitment/Licensing of Foster/Adoptive Homes and Institutions
<input type="checkbox"/> Preparation for and Participation in Judicial Determinations	<input type="checkbox"/> Data Collection and Reporting

*Indicate setting/venue for the training activity*

*Indicate proposed provider of training activity*

<input type="checkbox"/> Pre-Service (Trainee not yet employed by State agency)	<input checked="" type="checkbox"/> In-house agency training staff	Specify
<input type="checkbox"/> Initial In-Service (Intensive training to prepare new employees)	<input type="checkbox"/> Public university ----->	
<input type="checkbox"/> Continuing In-Service (On-going training for existing employees)	<input type="checkbox"/> Private university ----->	
<input checked="" type="checkbox"/> Conference/workshop	<input type="checkbox"/> Other ----->	

*Indicate duration category of the training activity*

*Specify approximate number of days or hours of training activity*

<input checked="" type="checkbox"/> Short Term (Less than eight consecutive work weeks)	<input type="checkbox"/> 1 Days
<input type="checkbox"/> Long Term (Eight or more consecutive work weeks)	<input type="checkbox"/> Hours per day
	<input type="checkbox"/> Credit hours

*Indicate the audience to receive training*

<input checked="" type="checkbox"/> Staff of State/local agency administering the State Plan	<input type="checkbox"/> Adoptive parents
<input type="checkbox"/> Volunteers of State/local agency administering State Plan	<input type="checkbox"/> Child caring agency staff
<input type="checkbox"/> Persons preparing for employment with State/local agency	<input type="checkbox"/> Child placement agency staff
<input type="checkbox"/> Foster parents	<input type="checkbox"/> Other State agency staff (JJ, MH, DD, etc.)
	<input type="checkbox"/> Other community staff (medical, legal, police)

*Costing method*

*Estimated total cost*

<input type="checkbox"/> Unit cost per trainee (Tuition/books/supplies per trainee) or	<input type="checkbox"/> Unit cost	\$0.00	<input type="checkbox"/> No. Trainees	0	<input type="checkbox"/> Total Cost	\$0.00
<input type="checkbox"/> Cost per class/training function	<input type="checkbox"/> Estim. no. of trainees in class			125	<input type="checkbox"/> Total Cost	\$5,000.00
<input checked="" type="checkbox"/> Other (specify) SEE BELOW						

*Cost allocation methodology*

Describe basis for allocating costs among benefiting programs & funding sources (including application of eligibility rates, where applicable)

1. Training costs are part of overhead (such as supplies, printing, notebooks, etc.).
2. Employees use their own Program Effort Codes to cost out their training. Most will be service workers whose cost is distributed/based on Random Moment Sampling.

*Indicate all applicable funding sources*

<input checked="" type="checkbox"/> IV-B-1 (CWS)	<input type="checkbox"/> CAPTA
<input type="checkbox"/> IV-B-2 (PSSF)	<input type="checkbox"/> IV-E Chafee ILP
<input checked="" type="checkbox"/> IV-E Foster Care	<input type="checkbox"/> State only (mark only if other than non-Fed match)
<input checked="" type="checkbox"/> IV-E Adoption	<input checked="" type="checkbox"/> Other, Specify Child Support
<input checked="" type="checkbox"/> TANF	<input checked="" type="checkbox"/> Other, Specify Title XIX

## "CHECKLIST" FOR ADDRESSING TRAINING ACTIVITIES/EVENTS UNDER THE TITLE IV-B PLAN

(This "checklist" should be used as a guide to ensure that all of the following information is provided in the Plan for each individual training activity planned to be held during the reporting period covered by this update)

*Provide a one paragraph brief syllabus of the training activity*

**Progressive discipline in the social work environment describes a specific five-level approach to discipline, and it includes general information on legal issues, including DHR advanced discipline procedures and specific techniques to conduct the lower levels of discipline effectively and provide the employee an opportunity to improve.**

*Indicate which, if any, of the specifically allowable Title IV-E administrative functions this training activity addresses.*

<input type="checkbox"/> IV-E Eligibility Determination or Redetermination	<input type="checkbox"/> Placement of Child
<input type="checkbox"/> Rate Setting	<input type="checkbox"/> Development and Maintenance of Case Plan
<input type="checkbox"/> Hearings and Appeals	<input checked="" type="checkbox"/> Case Management
<input type="checkbox"/> Referral to Services	<input type="checkbox"/> Recruitment/Licensing of Foster/Adoptive Homes and Institutions
<input type="checkbox"/> Preparation for and Participation in Judicial Determinations	<input type="checkbox"/> Data Collection and Reporting

*Indicate setting/venue for the training activity*

*Indicate proposed provider of training activity*

<input type="checkbox"/> Pre-Service (Trainee not yet employed by State agency)	<input checked="" type="checkbox"/> In-house agency training staff		Specify
<input type="checkbox"/> Initial In-Service (Intensive training to prepare new employees)	<input type="checkbox"/> Public university ----->		
<input type="checkbox"/> Continuing In-Service (On-going training for existing employees)	<input type="checkbox"/> Private university ----->		
<input checked="" type="checkbox"/> Conference/workshop	<input type="checkbox"/> Other ----->		

*Indicate duration category of the training activity*

*Specify approximate number of days or hours of training activity*

<input checked="" type="checkbox"/> Short Term (Less than eight consecutive work weeks)	<input type="checkbox"/> 1 Days
<input type="checkbox"/> Long Term (Eight or more consecutive work weeks)	<input type="checkbox"/> Hours per day
	<input type="checkbox"/> Credit hours

*Indicate the audience to receive training*

<input checked="" type="checkbox"/> Staff of State/local agency administering the State Plan	<input type="checkbox"/> Adoptive parents
<input type="checkbox"/> Volunteers of State/local agency administering State Plan	<input type="checkbox"/> Child caring agency staff
<input type="checkbox"/> Persons preparing for employment with State/local agency	<input type="checkbox"/> Child placement agency staff
<input type="checkbox"/> Foster parents	<input type="checkbox"/> Other State agency staff (JJ, MH, DD, etc.)
	<input type="checkbox"/> Other community staff (medical, legal, police)

*Costing method*

*Estimated total cost*

<input type="checkbox"/> Unit cost per trainee (tuition/books/supplies per trainee) or	<input type="checkbox"/> Unit cost	\$0.00	No. Trainees	0	Total Cost	\$0.00
<input type="checkbox"/> Cost per class/training function	Estim. no. of trainees in class			125	Total Cost	\$5,000.00
<input checked="" type="checkbox"/> Other (specify) SEE BELOW						

*Cost allocation methodology*

Describe basis for allocating costs among benefiting programs & funding sources (including application of eligibility rates, where applicable)

1. Training costs are part of overhead (such as supplies, printing, notebooks, etc.).
2. Employees use their own Program Effort Codes to cost out their training. Most will be service workers whose cost is distributed/based on

*Indicate all applicable funding sources*

<input checked="" type="checkbox"/> IV-B-1 (CWS)	<input type="checkbox"/> CAPTA
<input type="checkbox"/> IV-B-2 (PSSF)	<input type="checkbox"/> IV-E Chafee ILP
<input checked="" type="checkbox"/> IV-E Foster Care	<input type="checkbox"/> State only (mark only if other than non-Fed match)
<input checked="" type="checkbox"/> IV-E Adoption	<input checked="" type="checkbox"/> Other, Specify Child Support
<input checked="" type="checkbox"/> TANF	<input checked="" type="checkbox"/> Other, Specify Title XIX

## "CHECKLIST" FOR ADDRESSING TRAINING ACTIVITIES/EVENTS UNDER THE TITLE IV-B PLAN

(This "checklist" should be used as a guide to ensure that all of the following information is provided in the Plan for each individual training activity planned to be held during the reporting period covered by this update)

*Provide a one paragraph brief syllabus of the training activity*

**Read - Act Leadership Skills** involves building knowledge about the Read-Act model for discussing interpersonal skills for supervisors in the social work environment. It focuses on assessing each employee in their capacity to perform work tasks and, then, responding with behavior that fosters employee growth toward success, production, and teamwork.

*Indicate which, if any, of the specifically allowable Title IV-E administrative functions this training activity addresses.*

<input type="checkbox"/> IV-E Eligibility Determination or Redetermination	<input type="checkbox"/> Placement of Child
<input type="checkbox"/> Rate Setting	<input type="checkbox"/> Development and Maintenance of Case Plan
<input type="checkbox"/> Hearings and Appeals	<input checked="" type="checkbox"/> Case Management
<input type="checkbox"/> Referral to Services	<input type="checkbox"/> Recruitment/Licensing of Foster/Adoptive Homes and Institutions
<input type="checkbox"/> Preparation for and Participation in Judicial Determinations	<input type="checkbox"/> Data Collection and Reporting

*Indicate setting/venue for the training activity*

*Indicate proposed provider of training activity*

<input type="checkbox"/> Pre-Service (Trainee not yet employed by State agency)	<input checked="" type="checkbox"/> In-house agency training staff		<i>Specify</i>
<input type="checkbox"/> Initial In-Service (Intensive training to prepare new employees)	<input type="checkbox"/> Public university ----->		
<input type="checkbox"/> Continuing In-Service (On-going training for existing employees)	<input type="checkbox"/> Private university ----->		
<input checked="" type="checkbox"/> Conference/workshop	<input type="checkbox"/> Other ----->		

*Indicate duration category of the training activity*

*Specify approximate number of days or hours of training activity*

<input checked="" type="checkbox"/> Short Term (Less than eight consecutive work weeks)	<input type="checkbox"/> 1 Days
<input type="checkbox"/> Long Term (Eight or more consecutive work weeks)	<input type="checkbox"/> Hours per day
	<input type="checkbox"/> Credit hours

*Indicate the audience to receive training*

<input checked="" type="checkbox"/> Staff of State/local agency administering the State Plan	<input type="checkbox"/> Adoptive parents
<input type="checkbox"/> Volunteers of State/local agency administering State Plan	<input type="checkbox"/> Child caring agency staff
<input type="checkbox"/> Persons preparing for employment with State/local agency	<input type="checkbox"/> Child placement agency staff
<input type="checkbox"/> Foster parents	<input type="checkbox"/> Other State agency staff (JJ, MH, DD, etc.)
	<input type="checkbox"/> Other community staff (medical, legal, police)

*Costing method*

*Estimated total cost*

<input type="checkbox"/> Unit cost per trainee (tuition/books/supplies per trainee) or	<input type="checkbox"/> Unit cost	\$0.00	<input type="checkbox"/> No. Trainees	0	<input type="checkbox"/> Total Cost	\$0.00
<input type="checkbox"/> Cost per class/training function	<input type="checkbox"/> Estim. no. of trainees in class			125	<input type="checkbox"/> Total Cost	\$5,000.00
<input checked="" type="checkbox"/> Other (specify) SEE BELOW						

*Cost allocation methodology*

Describe basis for allocating costs among benefiting programs & funding sources (including application of eligibility rates, where applicable)

1. Training costs are part of overhead (such as supplies, printing, notebooks, etc.).
2. Employees use their own Program Effort Codes to cost out their training. Most will be service workers whose cost is distributed/based on

*Indicate all applicable funding sources*

<input checked="" type="checkbox"/> IV-B-1 (CWS)	<input type="checkbox"/> CAPTA
<input type="checkbox"/> IV-B-2 (PSSF)	<input type="checkbox"/> IV-E Chafee ILP
<input checked="" type="checkbox"/> IV-E Foster Care	<input type="checkbox"/> State only (mark only if other than non-Fed match)
<input checked="" type="checkbox"/> IV-E Adoption	<input checked="" type="checkbox"/> Other, Specify Child Support
<input checked="" type="checkbox"/> TANF	<input checked="" type="checkbox"/> Other, Specify Title XIX

## "CHECKLIST" FOR ADDRESSING TRAINING ACTIVITIES/EVENTS UNDER THE TITLE IV-B PLAN

(This "checklist" should be used as a guide to ensure that all of the following information is provided in the Plan for each individual training activity planned to be held during the reporting period covered by this update)

### Provide a one paragraph **brief syllabus** of the training activity

Alabama Child Welfare Training (ACT I) basic child welfare skills curriculum for social workers and supervisors: three modules which include OJT components. ACT is based on five foundation concepts: belief that people can change; respecting the family's culture; joining with families; building partnerships with birth families and adoptive/foster families in partnership working with families in an ecological system framework.

OCWT-1

### Indicate which, **if any**, of the **specifically allowable** Title IV-E administrative functions this training activity addresses.

<input type="checkbox"/> IV-E Eligibility Determination or Redetermination	<input checked="" type="checkbox"/>	Placement of Child
<input type="checkbox"/> Rate Setting	<input checked="" type="checkbox"/>	Development and Maintenance of Case Plan
<input type="checkbox"/> Hearings and Appeals	<input checked="" type="checkbox"/>	Case Management
<input checked="" type="checkbox"/> Referral to Services	<input type="checkbox"/>	Recruitment/Licensing of Foster/Adoptive Homes and Institutions
<input checked="" type="checkbox"/> Preparation for and Participation in Judicial Determinations	<input type="checkbox"/>	Data Collection and Reporting

### Indicate setting/venue for the training activity

### Indicate proposed provider of training activity

<input type="checkbox"/> Pre-Service (Trainee not yet employed by State agency)	<input checked="" type="checkbox"/>	In-house agency training staff	Specify
<input checked="" type="checkbox"/> Initial In-Service (Intensive training to prepare new employees)	<input type="checkbox"/>	Public university ----->	
<input checked="" type="checkbox"/> Continuing In-Service (On-going training for existing employees)	<input type="checkbox"/>	Private university ----->	
<input type="checkbox"/> Conference/workshop	<input type="checkbox"/>	Other ----->	

### Indicate duration category of the training activity

### Specify approximate number of days or hours of training activity

<input checked="" type="checkbox"/> Short Term (Less than eight consecutive work weeks)	<input type="checkbox"/>	11 Days
<input type="checkbox"/> Long Term (Eight or more consecutive work weeks)	<input type="checkbox"/>	Hours per day
	<input type="checkbox"/>	81 Credit hours

### Indicate the audience to receive training

<input checked="" type="checkbox"/> Staff of State/local agency administering the State Plan	<input type="checkbox"/>	Adoptive parents	
<input type="checkbox"/> Volunteers of State/local agency administering State Plan	<input type="checkbox"/>	Child caring agency staff	
<input type="checkbox"/> Persons preparing for employment with State/local agency	<input checked="" type="checkbox"/>	Child placement agency staff	Specify
<input type="checkbox"/> Foster parents	<input type="checkbox"/>	Other State agency staff (JJ, MH, DD, etc.)	
	<input checked="" type="checkbox"/>	Other community staff (medical, legal, police)	Indian Tribe

### Costing method

### Estimated total cost

<input type="checkbox"/> Unit cost per trainee (Tuition/books/supplies per trainee) <b>or</b>	<input type="checkbox"/>	Unit cost	\$0.00	No. Trainees	0	Total Cost	\$0.00
<input type="checkbox"/> Cost per class/training function	<input type="checkbox"/>	Estim. no. of trainees in class		1000		Total Cost	\$850,000.00
<input checked="" type="checkbox"/> Other (specify) SEE BELOW	<input type="checkbox"/>						

### Cost allocation methodology

Describe basis for allocating costs among benefiting programs & funding sources (including application of eligibility rates, where applicable)

1. Training costs are part of overhead (such as supplies, printing notebooks, etc.).
2. Direct training costs (such as travel of employees, trainers' salaries and fringe benefits) go into a pool and are distributed according to IV-E / IV-B Penetration Rate.

### Indicate all applicable funding sources

<input checked="" type="checkbox"/> IV-B-1 (CWS)	<input type="checkbox"/>	CAPTA
<input type="checkbox"/> IV-B-2 (PSSF)	<input type="checkbox"/>	IV-E Chafee ILP
<input checked="" type="checkbox"/> IV-E Foster Care	<input type="checkbox"/>	State only (mark only if other than non-Fed match)
<input checked="" type="checkbox"/> IV-E Adoption	<input type="checkbox"/>	Other, Specify
<input type="checkbox"/> TANF	<input type="checkbox"/>	Other, Specify
<input type="checkbox"/> SSBG	<input type="checkbox"/>	Other, Specify

## "CHECKLIST" FOR ADDRESSING TRAINING ACTIVITIES/EVENTS UNDER THE TITLE IV-B PLAN

(This "checklist" should be used as a guide to ensure that all of the following information is provided in the Plan for each individual training activity planned to be held during the reporting period covered by this update)

### Provide a one paragraph **brief** syllabus of the training activity

Leader certification training in Group Preparation and Selection (GPS) for prospective foster/adoptive parents and county staff and foster parents and qualified staff of licensed child placing agencies who will lead groups of foster/adoptive applicants thru the process of licensure or approval. Leader certification sequences consist of 2 weeks of classroom training focusing on GPS curriculum and leader facilitation skills.

OCWT-2

### Indicate which, if any, of the **specifically allowable** Title IV-E administrative functions this training activity addresses.

<input type="checkbox"/> IV-E Eligibility Determination or Redetermination	<input checked="" type="checkbox"/> Placement of Child
<input type="checkbox"/> Rate Setting	<input type="checkbox"/> Development and Maintenance of Case Plan
<input type="checkbox"/> Hearings and Appeals	<input type="checkbox"/> Case Management
<input type="checkbox"/> Referral to Services	<input checked="" type="checkbox"/> Recruitment/Licensing of Foster/Adoptive Homes and Institutions
<input type="checkbox"/> Preparation for and Participation in Judicial Determinations	<input type="checkbox"/> Data Collection and Reporting

### Indicate setting/venue for the training activity

### Indicate proposed provider of training activity

<input type="checkbox"/> Pre-Service (Trainee not yet employed by State agency)	<input checked="" type="checkbox"/> In-house agency training staff	Specify	
<input type="checkbox"/> Initial In-Service (Intensive training to prepare new employees)	<input type="checkbox"/> Public university ----->		
<input type="checkbox"/> Continuing In-Service (On-going training for existing employees)	<input type="checkbox"/> Private university ----->		
<input checked="" type="checkbox"/> Conference/workshop	<input type="checkbox"/> Other ----->		

### Indicate duration category of the training activity

### Specify approximate number of days or hours of training activity

<input checked="" type="checkbox"/> Short Term (Less than eight consecutive work weeks)	10 Days
<input type="checkbox"/> Long Term (Eight or more consecutive work weeks)	<input type="checkbox"/> Hours per day
	48 Credit hours

### Indicate the audience to receive training

<input checked="" type="checkbox"/> Staff of State/local agency administering the State Plan	<input checked="" type="checkbox"/> Adoptive parents
<input type="checkbox"/> Volunteers of State/local agency administering State Plan	<input type="checkbox"/> Child caring agency staff
<input type="checkbox"/> Persons preparing for employment with State/local agency	<input checked="" type="checkbox"/> Child placement agency staff
<input checked="" type="checkbox"/> Foster parents	<input type="checkbox"/> Other State agency staff (JJ, MH, DD, etc.)
	<input type="checkbox"/> Other community staff (medical, legal, police)

### Costing method

### Estimated total cost

<input type="checkbox"/> Unit cost per trainee (Tuition/books/supplies per trainee) or	Unit cost	\$0.00	No. Trainees	0	Total Cost	\$0.00
<input type="checkbox"/> Cost per class/training function	Estim. no. of trainees in class		1000	Total Cost	\$800,000.00	
<input checked="" type="checkbox"/> Other (specify) SEE BELOW						

### Cost allocation methodology

Describe basis for allocating costs among benefiting programs & funding sources (including application of eligibility rates, where applicable)

1. Training costs are part of overhead (such as supplies, printing, notebooks, etc.).
2. Direct training costs (such as travel of employees, trainers' salaries and fringe benefits) go into a pool and are distributed according to IV-E / IV-B Penetration Rate.

### Indicate all applicable funding sources

<input checked="" type="checkbox"/> IV-B-1 (CWS)	<input type="checkbox"/> CAPTA
<input type="checkbox"/> IV-B-2 (PSSF)	<input type="checkbox"/> IV-E Chafee ILP
<input checked="" type="checkbox"/> IV-E Foster Care	<input type="checkbox"/> State only (mark only if other than non-Fed match)
<input checked="" type="checkbox"/> IV-E Adoption	<input type="checkbox"/> Other, Specify
<input type="checkbox"/> TANF	<input type="checkbox"/> Other, Specify
<input type="checkbox"/> SSBG	<input type="checkbox"/> Other, Specify

## "CHECKLIST" FOR ADDRESSING TRAINING ACTIVITIES/EVENTS UNDER THE TITLE IV-B PLAN

(This "checklist" should be used as a guide to ensure that all of the following information is provided in the Plan for each individual training activity planned to be held during the reporting period covered by this update)

### Provide a one paragraph brief syllabus of the training activity

Deciding Together Training is a foster/adoptive preparation and selection process for county staff and qualified staff of licensed child placing agencies that is intended for use with individuals/families whose geographic location or circumstances of employment prohibit attendance at the 10 weeks of group meetings included in Group Preparation and Selection (GPS).

OCWT-3

### Indicate which, if any, of the specifically allowable Title IV-E administrative functions this training activity addresses.

<input type="checkbox"/> IV-E Eligibility Determination or Redetermination	<input checked="" type="checkbox"/>	Placement of Child
<input type="checkbox"/> Rate Setting	<input type="checkbox"/>	Development and Maintenance of Case Plan
<input type="checkbox"/> Hearings and Appeals	<input type="checkbox"/>	Case Management
<input type="checkbox"/> Referral to Services	<input checked="" type="checkbox"/>	Recruitment/Licensing of Foster/Adoptive Homes and Institutions
<input type="checkbox"/> Preparation for and Participation in Judicial Determinations	<input type="checkbox"/>	Data Collection and Reporting

### Indicate setting/venue for the training activity

### Indicate proposed provider of training activity

<input type="checkbox"/> Pre-Service (Trainee not yet employed by State agency)	<input checked="" type="checkbox"/>	In-house agency training staff		Specify
<input type="checkbox"/> Initial In-Service (Intensive training to prepare new employees)	<input type="checkbox"/>	Public university ----->		
<input type="checkbox"/> Continuing In-Service (On-going training for existing employees)	<input type="checkbox"/>	Private university ----->		
<input checked="" type="checkbox"/> Conference/workshop	<input type="checkbox"/>	Other ----->		

### Indicate duration category of the training activity

### Specify approximate number of days or hours of training activity

<input checked="" type="checkbox"/> Short Term (Less than eight consecutive work weeks)	<input checked="" type="checkbox"/>	2 Days
<input type="checkbox"/> Long Term (Eight or more consecutive work weeks)	<input type="checkbox"/>	Hours per day
	<input type="checkbox"/>	15 Credit hours

### Indicate the audience to receive training

<input checked="" type="checkbox"/> Staff of State/local agency administering the State Plan	<input checked="" type="checkbox"/>	Adoptive parents		
<input type="checkbox"/> Volunteers of State/local agency administering State Plan	<input type="checkbox"/>	Child caring agency staff		
<input type="checkbox"/> Persons preparing for employment with State/local agency	<input checked="" type="checkbox"/>	Child placement agency staff	Specify	
<input type="checkbox"/> Foster parents	<input type="checkbox"/>	Other State agency staff (JJ, MH, DD, etc.)		
	<input type="checkbox"/>	Other community staff (medical, legal, police)		

### Costing method

### Estimated total cost

<input type="checkbox"/> Unit cost per trainee ( Tuition/books/supplies per trainee) or	<input type="checkbox"/>	Unit cost	\$0.00	No. Trainees	0	Total Cost	\$0.00
<input type="checkbox"/> Cost per class/training function	<input type="checkbox"/>	Estim. no. of trainees in class		375		Total Cost	\$68,750.00
<input checked="" type="checkbox"/> Other (specify) SEE BELOW	<input type="checkbox"/>						

### Cost allocation methodology

Describe basis for allocating costs among benefiting programs & funding sources (including application of eligibility rates, where applicable)

1. Training costs are part of overhead (such as supplies, printing, notebooks, etc.).
2. Direct training costs (such as travel of employees, trainers' salaries and fringe benefits) go into a pool and are distributed according to IV-E / IV-B Penetration Rate.

### Indicate all applicable funding sources

<input checked="" type="checkbox"/> IV-B-1 (CWS)	<input type="checkbox"/>	CAPTA
<input type="checkbox"/> IV-B-2 (PSSF)	<input type="checkbox"/>	IV-E Chafee ILP
<input checked="" type="checkbox"/> IV-E Foster Care	<input type="checkbox"/>	State only (mark only if other than non-Fed match)
<input checked="" type="checkbox"/> IV-E Adoption	<input type="checkbox"/>	Other, Specify
<input type="checkbox"/> TANF	<input type="checkbox"/>	Other, Specify
<input type="checkbox"/> SSBG	<input type="checkbox"/>	Other, Specify

**"CHECKLIST" FOR ADDRESSING TRAINING ACTIVITIES/EVENTS UNDER THE TITLE IV-B PLAN**

(This "checklist" should be used as a guide to ensure that all of the following information is provided in the Plan for each individual training activity planned to be held during the reporting period covered by this update)

*Provide a one paragraph brief syllabus of the training activity*

Underlying Conditions is a three day training to provide workers with skills to analyze information about families with regard to underlying causes of risks, safety issues, patterns within the family's behaviors, and assessing the possibility of maintaining a child safely in the family's home.

OCWT-5

*Indicate which, if any, of the specifically allowable Title IV-E administrative functions this training activity addresses.*

<input type="checkbox"/> IV-E Eligibility Determination or Redetermination	<input checked="" type="checkbox"/> Placement of Child
<input type="checkbox"/> Rate Setting	<input checked="" type="checkbox"/> Development and Maintenance of Case Plan
<input type="checkbox"/> Hearings and Appeals	<input checked="" type="checkbox"/> Case Management
<input checked="" type="checkbox"/> Referral to Services	<input type="checkbox"/> Recruitment/Licensing of Foster/Adoptive Homes and Institutions
<input type="checkbox"/> Preparation for and Participation in Judicial Determinations	<input type="checkbox"/> Data Collection and Reporting

*Indicate setting/venue for the training activity*

*Indicate proposed provider of training activity*

<input type="checkbox"/> Pre-Service (Trainee not yet employed by State agency)	<input checked="" type="checkbox"/> In-house agency training staff	<small>Specify</small>
<input type="checkbox"/> Initial In-Service (Intensive training to prepare new employees)	<input type="checkbox"/> Public university ----->	
<input checked="" type="checkbox"/> Continuing In-Service (On-going training for existing employees)	<input type="checkbox"/> Private university ----->	
<input type="checkbox"/> Conference/workshop	<input type="checkbox"/> Other ----->	

*Indicate duration category of the training activity*

*Specify approximate number of days or hours of training activity*

<input checked="" type="checkbox"/> Short Term (Less than eight consecutive work weeks)	<input type="checkbox"/> 3 Days
<input type="checkbox"/> Long Term (Eight or more consecutive work weeks)	<input type="checkbox"/> Hours per day
	<input type="checkbox"/> 12 Credit hours

*Indicate the audience to receive training*

<input checked="" type="checkbox"/> Staff of State/local agency administering the State Plan	<input type="checkbox"/> Adoptive parents	
<input type="checkbox"/> Volunteers of State/local agency administering State Plan	<input type="checkbox"/> Child caring agency staff	
<input type="checkbox"/> Persons preparing for employment with State/local agency	<input type="checkbox"/> Child placement agency staff	
<input type="checkbox"/> Foster parents	<input type="checkbox"/> Other State agency staff (JJ, MH, DD, etc.)	<small>Specify</small>
	<input type="checkbox"/> Other community staff (medical, legal, police)	

*Costing method*

*Estimated total cost*

<input type="checkbox"/> Unit cost per trainee (Tuition/books/supplies per trainee) or	Unit cost	\$0.00	No. Trainees	0	Total Cost	\$0.00
<input type="checkbox"/> Cost per class/training function	Estim. no. of trainees in class		500	Total Cost	\$112,500.00	
<input checked="" type="checkbox"/> Other (specify) SEE BELOW						

*Cost allocation methodology*

Describe basis for allocating costs among benefiting programs & funding sources (including application of eligibility rates, where applicable)

1. Training costs are part of overhead (such as supplies, printing, notebooks, etc.).
2. Direct training costs (such as travel of employees, trainers' salaries and fringe benefits) go into a pool and are distributed according to IV-E / IV-B Penetration Rate.

*Indicate all applicable funding sources*

<input checked="" type="checkbox"/> IV-B-1 (CWS)	<input type="checkbox"/> CAPTA
<input type="checkbox"/> IV-B-2 (PSSF)	<input type="checkbox"/> IV-E Chafee ILP
<input checked="" type="checkbox"/> IV-E Foster Care	<input type="checkbox"/> State only (mark only if other than non-Fed match)
<input checked="" type="checkbox"/> IV-E Adoption	<input type="checkbox"/> Other, Specify
<input type="checkbox"/> TANF	<input type="checkbox"/> Other, Specify
<input type="checkbox"/> SSBG	<input type="checkbox"/> Other, Specify

**NOTE:** The Individualized Service Planning Process for Families Who Experience Substance buse (SA) shown below, will not take place in FY 2015. However, it is planned that it will occur across/during the time frame covered by the CFSP; therefore this checklist

remains in the Training Plan as shown below.

**"CHECKLIST" FOR ADDRESSING TRAINING ACTIVITIES/EVENTS UNDER THE TITLE IV-B PLAN**

(This "checklist" should be used as a guide to ensure that all of the following information is provided in the Plan for each individual training activity planned to be held during the reporting period covered by this update)

*Provide a one paragraph brief syllabus of the training activity*

The Individualized Service Planning **Process for Families Who Experience Substance Abuse (SA)** is a four day training for workers to understand the dynamics of working with families involved in SA. This module is designed to develop the following core abilities: identify SA as a disease that affects the entire family and be able to assess strengths/danger threats of individuals/families experiencing SA; be able to identify signs/symptoms of SA and specific drugs; identify the child welfare worker's role/responsibilities as a team member in assessing/treating families who experience child maltreatment and SA; identify the immediate danger threats/long-term effects of SA on family members; examine the recovery/relapse process experienced by a person who is addicted.

*Indicate which, if any, of the specifically allowable Title IV-E administrative functions this training activity addresses.*

<input type="checkbox"/> IV-E Eligibility Determination or Redetermination	<input checked="" type="checkbox"/>	Placement of Child
<input type="checkbox"/> Rate Setting	<input checked="" type="checkbox"/>	Development and Maintenance of Case Plan
<input type="checkbox"/> Hearings and Appeals	<input checked="" type="checkbox"/>	Case Management
<input checked="" type="checkbox"/> Referral to Services	<input type="checkbox"/>	Recruitment/Licensing of Foster/Adoptive Homes and Institutions
<input checked="" type="checkbox"/> Preparation for and Participation in Judicial Determinations	<input type="checkbox"/>	Data Collection and Reporting

*Indicate setting/venue for the training activity*

<input type="checkbox"/> Pre-Service (Trainee not yet employed by State agency)
<input type="checkbox"/> Initial In-Service (Intensive training to prepare new employees)
<input checked="" type="checkbox"/> Continuing In-Service (On-going training for existing employees)
<input type="checkbox"/> Conference/workshop

*Indicate proposed provider of training activity*

<input checked="" type="checkbox"/> In-house agency training staff	Specify
<input type="checkbox"/> Public university ----->	
<input type="checkbox"/> Private university ----->	
<input type="checkbox"/> Other ----->	

*Indicate duration category of the training activity*

<input checked="" type="checkbox"/> Short Term (Less than eight consecutive work weeks)
<input type="checkbox"/> Long Term (Eight or more consecutive work weeks)

*Specify approximate number of days or hours of training activity*

<input type="checkbox"/> 4 Days
<input type="checkbox"/> Hours per day
<input checked="" type="checkbox"/> 24 Credit hours

*Indicate the audience to receive training*

<input checked="" type="checkbox"/> Staff of State/local agency administering the State Plan
<input type="checkbox"/> Volunteers of State/local agency administering State Plan
<input type="checkbox"/> Persons preparing for employment with State/local agency
<input type="checkbox"/> Foster parents

<input type="checkbox"/> Adoptive parents	
<input type="checkbox"/> Child caring agency staff	
<input type="checkbox"/> Child placement agency staff	
<input type="checkbox"/> Other State agency staff (JJ, MH, DD, etc.)	Specify
<input type="checkbox"/> Other community staff (medical, legal, police)	

*Costing method*

<input type="checkbox"/> Unit cost per trainee ( Tuition/books/supplies per trainee) or
<input type="checkbox"/> Cost per class/training function
<input checked="" type="checkbox"/> Other (specify) SEE BELOW

*Estimated total cost*

Unit cost	\$0.00	No. Trainees	0	Total Cost	\$0.00
Estim. no. of trainees in class			750	Total Cost	\$246,000.00

*Cost allocation methodology*

Describe basis for allocating costs among benefiting programs & funding sources (including application of eligibility rates, where applicable)

1. Training costs are part of overhead (such as supplies, printing, notebooks, etc.).
2. Direct training costs (such as travel of employees, trainers' salaries and fringe benefits) go into a pool and are distributed according to IV-E / IV-B Penetration Rate.

*Indicate all applicable funding sources*

<input checked="" type="checkbox"/> IV-B-1 (CWS)
<input type="checkbox"/> IV-B-2 (PSSF)
<input checked="" type="checkbox"/> IV-E Foster Care
<input checked="" type="checkbox"/> IV-E Adoption
<input type="checkbox"/> TANF
<input type="checkbox"/> SSBG

<input type="checkbox"/> CAPTA
<input type="checkbox"/> IV-E Chafee ILP
<input type="checkbox"/> State only (mark only if other than non-Fed match)
<input type="checkbox"/> Other, Specify
<input type="checkbox"/> Other, Specify
<input type="checkbox"/> Other, Specify

## "CHECKLIST" FOR ADDRESSING TRAINING ACTIVITIES/EVENTS UNDER THE TITLE IV-B PLAN

(This "checklist" should be used as a guide to ensure that all of the following information is provided in the Plan for each individual training activity planned to be held during the reporting period covered by this update)

### Provide a one paragraph brief syllabus of the training activity

Practical Child Sexual Abuse Intervention is a 5 day training developed by the National Advocacy Center to enable workers to acquire skills in the investigation of child sexual abuse, and working with families that are impacted by child sexual abuse. It includes information regarding the dynamics of child sexual abuse.

OCWT-7

### Indicate which, if any, of the specifically allowable Title IV-E administrative functions this training activity addresses.

<input type="checkbox"/> IV-E Eligibility Determination or Redetermination	<input checked="" type="checkbox"/> Placement of Child
<input type="checkbox"/> Rate Setting	<input checked="" type="checkbox"/> Development and Maintenance of Case Plan
<input type="checkbox"/> Hearings and Appeals	<input checked="" type="checkbox"/> Case Management
<input checked="" type="checkbox"/> Referral to Services	<input type="checkbox"/> Recruitment/Licensing of Foster/Adoptive Homes and Institutions
<input checked="" type="checkbox"/> Preparation for and Participation in Judicial Determinations	<input type="checkbox"/> Data Collection and Reporting

### Indicate setting/venue for the training activity

### Indicate proposed provider of training activity

<input type="checkbox"/> Pre-Service (Trainee not yet employed by State agency)	<input checked="" type="checkbox"/> In-house agency training staff	Specify
<input type="checkbox"/> Initial In-Service (Intensive training to prepare new employees)	<input type="checkbox"/> Public university ----->	
<input checked="" type="checkbox"/> Continuing In-Service (On-going training for existing employees)	<input type="checkbox"/> Private university ----->	
<input type="checkbox"/> Conference/workshop	<input type="checkbox"/> Other ----->	

### Indicate duration category of the training activity

### Specify approximate number of days or hours of training activity

<input checked="" type="checkbox"/> Short Term (Less than eight consecutive work weeks)	5 Days
<input type="checkbox"/> Long Term (Eight or more consecutive work weeks)	Hours per day
	33 Credit hours

### Indicate the audience to receive training

<input checked="" type="checkbox"/> Staff of State/local agency administering the State Plan	<input type="checkbox"/> Adoptive parents	
<input type="checkbox"/> Volunteers of State/local agency administering State Plan	<input type="checkbox"/> Child caring agency staff	
<input type="checkbox"/> Persons preparing for employment with State/local agency	<input type="checkbox"/> Child placement agency staff	
<input type="checkbox"/> Foster parents	<input type="checkbox"/> Other State agency staff (JJ, MH, DD, etc.)	Specify
	<input type="checkbox"/> Other community staff (medical, legal, police)	

### Costing method

### Estimated total cost

<input type="checkbox"/> Unit cost per trainee ( Tuition/books/supplies per trainee) or	Unit cost	\$0.00	No. Trainees	0	Total Cost	\$0.00
<input type="checkbox"/> Cost per class/training function	Estim. no. of trainees in class		375	Total Cost	\$135,000.00	

Other (specify) SEE BELOW

### Cost allocation methodology

Describe basis for allocating costs among benefiting programs & funding sources (including application of eligibility rates, where applicable)

1. Training costs are part of overhead (such as supplies, printing, notebooks, etc.).
2. Direct training costs (such as travel of employees, trainers' salaries and fringe benefits) go into a pool and are distributed according to IV-E / IV-B Penetration Rate.

### Indicate all applicable funding sources

<input checked="" type="checkbox"/> IV-B-1 (CWS)	<input type="checkbox"/> CAPTA
<input type="checkbox"/> IV-B-2 (PSSF)	<input type="checkbox"/> IV-E Chafee ILP
<input checked="" type="checkbox"/> IV-E Foster Care	<input type="checkbox"/> State only (mark only if other than non-Fed match)
<input checked="" type="checkbox"/> IV-E Adoption	<input type="checkbox"/> Other, Specify
<input type="checkbox"/> TANF	<input type="checkbox"/> Other, Specify
<input type="checkbox"/> SSBG	<input type="checkbox"/> Other, Specify

## "CHECKLIST" FOR ADDRESSING TRAINING ACTIVITIES/EVENTS UNDER THE TITLE IV-B PLAN

(This "checklist" should be used as a guide to ensure that all of the following information is provided in the Plan for each individual training activity planned to be held during the reporting period covered by this update)

### Provide a one paragraph brief syllabus of the training activity

Practical Child Protection Services (CPS) was developed by the National Child Advocacy Center to enable workers to: distinguish between abuse and accidental injury; achieve crisis management; recognize emerging safety/removal factors; assign risk and safety priorities; assess level of risk in various family situations; assess ability/willingness of non-offending parent to protect child; assess probability of recurring safety issues.

OCWT-8

### Indicate which, if any, of the specifically allowable Title IV-E administrative functions this training activity addresses.

<input type="checkbox"/> IV-E Eligibility Determination or Redetermination	<input checked="" type="checkbox"/> Placement of Child
<input type="checkbox"/> Rate Setting	<input checked="" type="checkbox"/> Development and Maintenance of Case Plan
<input type="checkbox"/> Hearings and Appeals	<input checked="" type="checkbox"/> Case Management
<input checked="" type="checkbox"/> Referral to Services	<input type="checkbox"/> Recruitment/Licensing of Foster/Adoptive Homes and Institutions
<input checked="" type="checkbox"/> Preparation for and Participation in Judicial Determinations	<input type="checkbox"/> Data Collection and Reporting

### Indicate setting/venue for the training activity

### Indicate proposed provider of training activity

<input type="checkbox"/> Pre-Service (Trainee not yet employed by State agency)	<input checked="" type="checkbox"/> In-house agency training staff	Specify	
<input type="checkbox"/> Initial In-Service (Intensive training to prepare new employees)	<input type="checkbox"/> Public university ----->		
<input checked="" type="checkbox"/> Continuing In-Service (On-going training for existing employees)	<input type="checkbox"/> Private university ----->		
<input type="checkbox"/> Conference/workshop	<input type="checkbox"/> Other ----->		

### Indicate duration category of the training activity

### Specify approximate number of days or hours of training activity

<input checked="" type="checkbox"/> Short Term (Less than eight consecutive work weeks)	5 Days
<input type="checkbox"/> Long Term (Eight or more consecutive work weeks)	Hours per day
	30 Credit hours

### Indicate the audience to receive training

<input checked="" type="checkbox"/> Staff of State/local agency administering the State Plan	<input type="checkbox"/> Adoptive parents	
<input type="checkbox"/> Volunteers of State/local agency administering State Plan	<input type="checkbox"/> Child caring agency staff	
<input type="checkbox"/> Persons preparing for employment with State/local agency	<input type="checkbox"/> Child placement agency staff	
<input type="checkbox"/> Foster parents	<input type="checkbox"/> Other State agency staff (JJ, MH, DD, etc.)	Specify
	<input type="checkbox"/> Other community staff (medical, legal, police)	

### Costing method

### Estimated total cost

<input type="checkbox"/> Unit cost per trainee (Tuition/books/supplies per trainee) or	Unit cost	\$0.00	No. Trainees	0	Total Cost	\$0.00
<input type="checkbox"/> Cost per class/training function	Estim. no. of trainees in class			375	Total Cost	\$135,000.00
<input checked="" type="checkbox"/> Other (specify) SEE BELOW						

### Cost allocation methodology

Describe basis for allocating costs among benefiting programs & funding sources (including application of eligibility rates, where applicable)

1. Training costs are part of overhead (such as supplies, printing, notebooks, etc.).
2. Direct training costs (such as travel of employees, trainers' salaries and fringe benefits) go into a pool and are distributed according to IV-E / IV-B Penetration Rate.

### Indicate all applicable funding sources

<input checked="" type="checkbox"/> IV-B-1 (CWS)	<input type="checkbox"/> CAPTA
<input type="checkbox"/> IV-B-2 (PSSF)	<input type="checkbox"/> IV-E Chafee ILP
<input checked="" type="checkbox"/> IV-E Foster Care	<input type="checkbox"/> State only (mark only if other than non-Fed match)
<input checked="" type="checkbox"/> IV-E Adoption	<input type="checkbox"/> Other, Specify
<input type="checkbox"/> TANF	<input type="checkbox"/> Other, Specify
<input type="checkbox"/> SSBG	<input type="checkbox"/> Other, Specify

## "CHECKLIST" FOR ADDRESSING TRAINING ACTIVITIES/EVENTS UNDER THE TITLE IV-B PLAN

(This "checklist" should be used as a guide to ensure that all of the following information is provided in the Plan for each individual training activity planned to be held during the reporting period covered by this update)

### Provide a one paragraph brief syllabus of the training activity

Supervisor's Training is an ACT II module, which has a goal of providing new supervisors with basic skills and knowledge to be an effective leader within the agency. It is a six day training that covers basic skills for supervisory staff and provides the foundation for supervisory practice in child welfare. The pervading theme of the module is that the paramount role of the supervisor as "Guardians of Practice" is to enable front line staff to meet the needs of families and children and to fulfill the mission of the agency. One focus is emphasizing the importance of creating a positive tone within the supervisor's unit to enhance worker productivity. Also, the supervisor as a negotiator and mediator between units and upper management is another focal point.

### Indicate which, if any, of the specifically allowable Title IV-E administrative functions this training activity addresses.

<input type="checkbox"/> IV-E Eligibility Determination or Redetermination	<input checked="" type="checkbox"/>	Placement of Child
<input type="checkbox"/> Rate Setting	<input checked="" type="checkbox"/>	Development and Maintenance of Case Plan
<input type="checkbox"/> Hearings and Appeals	<input checked="" type="checkbox"/>	Case Management
<input checked="" type="checkbox"/> Referral to Services	<input type="checkbox"/>	Recruitment/Licensing of Foster/Adoptive Homes and Institutions
<input checked="" type="checkbox"/> Preparation for and Participation in Judicial Determinations	<input checked="" type="checkbox"/>	Data Collection and Reporting

### Indicate setting/venue for the training activity

### Indicate proposed provider of training activity

<input type="checkbox"/> Pre-Service (Trainee not yet employed by State agency)	<input checked="" type="checkbox"/>	In-house agency training staff	Specify
<input checked="" type="checkbox"/> Initial In-Service (Intensive training to prepare new employees)	<input type="checkbox"/>	Public university ----->	
<input checked="" type="checkbox"/> Continuing In-Service (On-going training for existing employees)	<input type="checkbox"/>	Private university ----->	
<input type="checkbox"/> Conference/workshop	<input type="checkbox"/>	Other ----->	

### Indicate duration category of the training activity

### Specify approximate number of days or hours of training activity

<input checked="" type="checkbox"/> Short Term (Less than eight consecutive work weeks)	<input type="checkbox"/>	6 Days
<input type="checkbox"/> Long Term (Eight or more consecutive work weeks)	<input type="checkbox"/>	Hours per day
	<input type="checkbox"/>	24 Credit hours

### Indicate the audience to receive training

<input checked="" type="checkbox"/> Staff of State/local agency administering the State Plan	<input type="checkbox"/>	Adoptive parents	
<input type="checkbox"/> Volunteers of State/local agency administering State Plan	<input type="checkbox"/>	Child caring agency staff	
<input type="checkbox"/> Persons preparing for employment with State/local agency	<input type="checkbox"/>	Child placement agency staff	Specify
<input type="checkbox"/> Foster parents	<input type="checkbox"/>	Other State agency staff (JJ, MH, DD, etc.)	
	<input type="checkbox"/>	Other community staff (medical, legal, police)	

### Costing method

### Estimated total cost

<input type="checkbox"/> Unit cost per trainee (Tuition/books/supplies per trainee) or	<input type="checkbox"/>	Unit cost	\$0.00	No. Trainees	0	Total Cost	\$0.00
<input type="checkbox"/> Cost per class/training function	<input type="checkbox"/>	Estim. no. of trainees in class		300		Total Cost	\$142,500.00
<input checked="" type="checkbox"/> Other (specify) SEE BELOW	<input type="checkbox"/>						

### Cost allocation methodology

Describe basis for allocating costs among benefiting programs & funding sources (including application of eligibility rates, where applicable)

1. Training costs are part of overhead (such as supplies, printing, notebooks, etc.).
2. Direct training costs (such as travel of employees, trainers' salaries and fringe benefits) go into a pool and are distributed according to IV-E / IV-B Penetration Rate.

### Indicate all applicable funding sources

<input checked="" type="checkbox"/> IV-B-1 (CWS)	<input type="checkbox"/>	CAPTA
<input type="checkbox"/> IV-B-2 (PSSF)	<input type="checkbox"/>	IV-E Chafee ILP
<input checked="" type="checkbox"/> IV-E Foster Care	<input type="checkbox"/>	State only (mark only if other than non-Fed match)
<input checked="" type="checkbox"/> IV-E Adoption	<input type="checkbox"/>	Other, Specify
<input type="checkbox"/> TANF	<input type="checkbox"/>	Other, Specify
<input type="checkbox"/> SSBG	<input type="checkbox"/>	Other, Specify

## "CHECKLIST" FOR ADDRESSING TRAINING ACTIVITIES/EVENTS UNDER THE TITLE IV-B PLAN

(This "checklist" should be used as a guide to ensure that all of the following information is provided in the Plan for each individual training activity planned to be held during the reporting period covered by this update)

### Provide a one paragraph brief syllabus of the training activity

Concurrent Permanent Planning is a 3-day training that increases understanding of how to work with the legal process to achieve safety and permanency for children; expand knowledge and skills of full disclosure and casework practices necessary to expedite permanency and enhance competency in helping families engage in the process of change; and practice integration of permanency concurrent planning concepts into the ISP team meetings.

OCWT 10

### Indicate which, if any, of the specifically allowable Title IV-E administrative functions this training activity addresses.

<input type="checkbox"/> IV-E Eligibility Determination or Redetermination	<input checked="" type="checkbox"/>	Placement of Child
<input type="checkbox"/> Rate Setting	<input checked="" type="checkbox"/>	Development and Maintenance of Case Plan
<input type="checkbox"/> Hearings and Appeals	<input checked="" type="checkbox"/>	Case Management
<input checked="" type="checkbox"/> Referral to Services	<input type="checkbox"/>	Recruitment/Licensing of Foster/Adoptive Homes and Institutions
<input checked="" type="checkbox"/> Preparation for and Participation in Judicial Determinations	<input type="checkbox"/>	Data Collection and Reporting

### Indicate setting/venue for the training activity

### Indicate proposed provider of training activity

<input type="checkbox"/> Pre-Service (Trainee not yet employed by State agency)	<input checked="" type="checkbox"/>	In-house agency training staff	Specify
<input checked="" type="checkbox"/> Initial In-Service (Intensive training to prepare new employees)	<input type="checkbox"/>	Public university ----->	
<input checked="" type="checkbox"/> Continuing In-Service (On-going training for existing employees)	<input type="checkbox"/>	Private university ----->	
<input type="checkbox"/> Conference/workshop	<input type="checkbox"/>	Other ----->	

### Indicate duration category of the training activity

### Specify approximate number of days or hours of training activity

<input checked="" type="checkbox"/> Short Term (Less than eight consecutive work weeks)	<input type="checkbox"/>	3 Days
<input type="checkbox"/> Long Term (Eight or more consecutive work weeks)	<input type="checkbox"/>	Hours per day
	<input type="checkbox"/>	13 Credit hours

### Indicate the audience to receive training

<input checked="" type="checkbox"/> Staff of State/local agency administering the State Plan	<input type="checkbox"/>	Adoptive parents	
<input type="checkbox"/> Volunteers of State/local agency administering State Plan	<input type="checkbox"/>	Child caring agency staff	
<input type="checkbox"/> Persons preparing for employment with State/local agency	<input type="checkbox"/>	Child placement agency staff	Specify
<input type="checkbox"/> Foster parents	<input type="checkbox"/>	Other State agency staff (JJ, MH, DD, etc.)	
	<input type="checkbox"/>	Other community staff (medical, legal, police)	

### Costing method

### Estimated total cost

<input type="checkbox"/> Unit cost per trainee (Tuition/books/supplies per trainee) or		Unit cost	\$0.00	No. Trainees	0	Total Cost	\$0.00
<input type="checkbox"/> Cost per class/training function		Estim. no. of trainees in class		600		Total Cost	\$147,000.00
<input checked="" type="checkbox"/> Other (specify) SEE BELOW							

### Cost allocation methodology

Describe basis for allocating costs among benefiting programs & funding sources (including application of eligibility rates, where applicable)

1. Training costs are part of overhead (such as supplies, printing, notebooks, etc.).
2. Direct training costs (such as travel of employees, trainers' salaries and fringe benefits) go into a pool and are distributed according to IV-E / IV-B Penetration Rate.

### Indicate all applicable funding sources

<input checked="" type="checkbox"/> IV-B-1 (CWS)	<input type="checkbox"/>	CAPTA
<input type="checkbox"/> IV-B-2 (PSSF)	<input type="checkbox"/>	IV-E Chafee ILP
<input checked="" type="checkbox"/> IV-E Foster Care	<input type="checkbox"/>	State only (mark only if other than non-Fed match)
<input checked="" type="checkbox"/> IV-E Adoption	<input type="checkbox"/>	Other, Specify
<input type="checkbox"/> TANF	<input type="checkbox"/>	Other, Specify
<input type="checkbox"/> SSBG	<input type="checkbox"/>	Other, Specify

## "CHECKLIST" FOR ADDRESSING TRAINING ACTIVITIES/EVENTS UNDER THE TITLE IV-B PLAN

(This "checklist" should be used as a guide to ensure that all of the following information is provided in the Plan for each individual training activity planned to be held during the reporting period covered by this update)

### Provide a one paragraph brief syllabus of the training activity

**Targeted Case Management (TCM) Training provides the knowledge base from which county staff can make informed decisions regarding available services, assist an individual to gain access to needed medical, social, educational & other services; & document services provided to the target group. Staff must study Medicaid approved training material and pass a test in order to become certified to provide TCM services. New social work employees or current employees who are uncertified that transfer to child welfare foster care or Adult Protective Services and who are assigned a program code of 29, 53, 68, 62, or 04 are assigned to attend a regional TCM training class in order to become TCM Certified.**  
 REV MAX 1

### Indicate which, if any, of the specifically allowable Title IV-E administrative functions this training activity addresses.

<input type="checkbox"/> IV-E Eligibility Determination or Redetermination	<input checked="" type="checkbox"/>	Placement of Child
<input type="checkbox"/> Rate Setting	<input checked="" type="checkbox"/>	Development and Maintenance of Case Plan
<input type="checkbox"/> Hearings and Appeals	<input checked="" type="checkbox"/>	Case Management
<input checked="" type="checkbox"/> Referral to Services	<input type="checkbox"/>	Recruitment/Licensing of Foster/Adoptive Homes and Institutions
<input checked="" type="checkbox"/> Preparation for and Participation in Judicial Determinations	<input type="checkbox"/>	Data Collection and Reporting

### Indicate setting/venue for the training activity

### Indicate proposed provider of training activity

<input type="checkbox"/> Pre-Service (Trainee not yet employed by State agency)		In-house agency training staff		Specify
<input checked="" type="checkbox"/> Initial In-Service (Intensive training to prepare new employees)	<input checked="" type="checkbox"/>	Public university ----->	<input type="checkbox"/>	UA-College of Cont Studies
<input type="checkbox"/> Continuing In-Service (On-going training for existing employees)	<input type="checkbox"/>	Private university ----->	<input type="checkbox"/>	
<input type="checkbox"/> Conference/workshop	<input type="checkbox"/>	Other ----->	<input type="checkbox"/>	

### Indicate duration category of the training activity

### Specify approximate number of days or hours of training activity

<input checked="" type="checkbox"/> Short Term (Less than eight consecutive work weeks)	<input checked="" type="checkbox"/>	5 Days
<input type="checkbox"/> Long Term (Eight or more consecutive work weeks)	<input type="checkbox"/>	Hours per day
	<input checked="" type="checkbox"/>	Credit hours 3.0 CEU CREDITS

### Indicate the audience to receive training

<input checked="" type="checkbox"/> Staff of State/local agency administering the State Plan		Adoptive parents	
<input type="checkbox"/> Volunteers of State/local agency administering State Plan	<input type="checkbox"/>	Child caring agency staff	
<input type="checkbox"/> Persons preparing for employment with State/local agency	<input type="checkbox"/>	Child placement agency staff	
<input type="checkbox"/> Foster parents	<input type="checkbox"/>	Other State agency staff (JJ, MH, DD, etc.)	Specify
	<input type="checkbox"/>	Other community staff (medical, legal, police)	

### Costing method

### Estimated total cost

<input type="checkbox"/> Unit cost per trainee (Tuition/books/supplies per trainee) or		Unit cost	\$0.00	No. Trainees	0	Total Cost	\$0.00
<input checked="" type="checkbox"/> Cost per class/training function	<input type="checkbox"/>	Estim. no. of trainees in class			955	Total Cost	\$54,435.00
<input type="checkbox"/> Other (specify)	<input type="checkbox"/>						

### Cost allocation methodology

Describe basis for allocating costs among benefiting programs & funding sources (including application of eligibility rates, where applicable)

1. Training costs are part of overhead (such as supplies, printing, notebooks, etc.). 2. Direct training costs (such as travel of employees, trainers' salaries & Fringe benefits) go into a pool & are distributed according to IV-E/IV-B Penetration Rate.

### Indicate all applicable funding sources

<input checked="" type="checkbox"/> IV-B-1 (CWS)		CAPTA
<input type="checkbox"/> IV-B-2 (PSSF)	<input type="checkbox"/>	IV-E Chafee ILP
<input checked="" type="checkbox"/> IV-E Foster Care	<input type="checkbox"/>	State only (mark only if other than non-Fed match)
<input checked="" type="checkbox"/> IV-E Adoption	<input checked="" type="checkbox"/>	Other, Specify Child Support
<input checked="" type="checkbox"/> TANF	<input checked="" type="checkbox"/>	Other, Specify Title XIX
<input checked="" type="checkbox"/> SSBG	<input checked="" type="checkbox"/>	Other, Specify - SAIL GRANT - AL MEDICAID AGENCY

## "CHECKLIST" FOR ADDRESSING TRAINING ACTIVITIES/EVENTS UNDER THE TITLE IV-B PLAN

(This "checklist" should be used as a guide to ensure that all of the following information is provided in the Plan for each individual training activity planned to be held during the reporting period covered by this update)

### Provide a one paragraph **brief syllabus** of the training activity

Medicaid Rehabilitation Training provides definitions of eligible services and providers, a knowledge base from which county staff can make informed decisions regarding available services, the best way to offer services by qualified practitioners, how to authorize, document and seek reimbursement for services.

REV MAX 2

FIELD OP & TRNG 4

### Indicate which, if any, of the **specifically allowable** Title IV-E administrative functions this training activity addresses.

<input type="checkbox"/> IV-E Eligibility Determination or Redetermination	<input checked="" type="checkbox"/>	Placement of Child
<input type="checkbox"/> Rate Setting	<input checked="" type="checkbox"/>	Development and Maintenance of Case Plan
<input type="checkbox"/> Hearings and Appeals	<input checked="" type="checkbox"/>	Case Management
<input checked="" type="checkbox"/> Referral to Services	<input type="checkbox"/>	Recruitment/Licensing of Foster/Adoptive Homes and Institutions
<input type="checkbox"/> Preparation for and Participation in Judicial Determinations	<input type="checkbox"/>	Data Collection and Reporting

### Indicate setting/venue for the training activity

### Indicate proposed provider of training activity

<input type="checkbox"/> Pre-Service (Trainee not yet employed by State agency)	<input checked="" type="checkbox"/>	In-house agency training staff		Specify
<input type="checkbox"/> Initial In-Service (Intensive training to prepare new employees)	<input type="checkbox"/>	Public university ----->		
<input checked="" type="checkbox"/> Continuing In-Service (On-going training for existing employees)	<input type="checkbox"/>	Private university ----->		
<input checked="" type="checkbox"/> Conference/workshop	<input type="checkbox"/>	Other ----->		

### Indicate duration category of the training activity

### Specify approximate number of days or hours of training activity

<input checked="" type="checkbox"/> Short Term (Less than eight consecutive work weeks)	<input type="checkbox"/>	1 Days
<input type="checkbox"/> Long Term (Eight or more consecutive work weeks)	<input type="checkbox"/>	Hours per day
	<input type="checkbox"/>	Credit hours

### Indicate the audience to receive training

<input checked="" type="checkbox"/> Staff of State/local agency administering the State Plan	<input type="checkbox"/>	Adoptive parents
<input type="checkbox"/> Volunteers of State/local agency administering State Plan	<input type="checkbox"/>	Child caring agency staff
<input type="checkbox"/> Persons preparing for employment with State/local agency	<input type="checkbox"/>	Child placement agency staff
<input type="checkbox"/> Foster parents	<input type="checkbox"/>	Other State agency staff (JJ, MH, DD, etc.)
	<input type="checkbox"/>	Other community staff (medical, legal, police)

### Costing method

### Estimated total cost

<input type="checkbox"/> Unit cost per trainee (1 tuition/books/supplies per trainee) or	Unit cost	\$0.00	No. Trainees	0	Total Cost	\$0.00
<input type="checkbox"/> Cost per class/training function	Estim. no. of trainees in class		3600	Total Cost	\$7,200.00	
<input checked="" type="checkbox"/> Other (specify) SEE BELOW						

### Cost allocation methodology

Describe basis for allocating costs among benefiting programs & funding sources (including application of eligibility rates, where applicable)

1. Training costs are part of overhead (such as supplies, printing, notebooks, etc.). 2. Direct training costs (such as travel of employees, trainers' salaries & Fringe benefits) go into a pool & are distributed according to IV-E/IV-B Penetration Rate.

### Indicate all applicable funding sources

<input type="checkbox"/> IV-B-1 (CWS)	<input type="checkbox"/>	CAPTA
<input type="checkbox"/> IV-B-2 (PSSF)	<input type="checkbox"/>	IV-E Chafee ILP
<input checked="" type="checkbox"/> IV-E Foster Care	<input type="checkbox"/>	State only (mark only if other than non-Fed match)
<input checked="" type="checkbox"/> IV-E Adoption	<input checked="" type="checkbox"/>	Other, Specify Child Support
<input checked="" type="checkbox"/> TANF	<input checked="" type="checkbox"/>	Other, Specify Title XIX
<input checked="" type="checkbox"/> SSBG	<input type="checkbox"/>	Other, Specify

## "CHECKLIST" FOR ADDRESSING TRAINING ACTIVITIES/EVENTS UNDER THE TITLE IV-B PLAN

(This "checklist" should be used as a guide to ensure that all of the following information is provided in the Plan for each individual training activity planned to be held during the reporting period covered by this update)

### Provide a one paragraph brief syllabus of the training activity

The Tools of Choice Parenting Program is designed to help strengthen the parent-child relationship in order to preserve or reunify families or help the child to be accepted into a permanent living situation. The program is offered in five areas of the state. One area is served through a Memorandum of Agreement with Auburn University. Three areas are served by employees of the department and one area is jointly served by the Auburn employee and a state employee. This program has been so successful that it has been replicated through a Memorandum of Agreement with the University of South Alabama. All classes are taught by behavior analysts. There are five, three hour classes in each session. Biological, foster and adoptive parents and other caregivers are taught behavior management tools. Classes are also provided for DHR staff. The parents/ caregivers/staff learn how to focus on the child's desirable behaviors by modeling the behaviors they would like to see more often and motivating the child to do those by reinforcing the desirable behaviors. After the parents/caregivers learn the tools, they are then observed using the skills in their homes. There are three to five in-home sessions for each family. The Behavior Analysts work very closely with each parent/caregiver so that the skills are mastered while using them with their own children. The outcomes have been published and demonstrated as contributing to increased safety, permanency and case closure. The program is regularly offered to caseworkers to directly support the families they serve and refer to the program as well as improve case practice decision making.

### Indicate which, if any, of the **specifically allowable** Title IV-E administrative functions this training activity addresses.

<input type="checkbox"/> IV-E Eligibility Determination or Redetermination	<input type="checkbox"/> Placement of Child
<input type="checkbox"/> Rate Setting	<input checked="" type="checkbox"/> Development and Maintenance of Case Plan
<input type="checkbox"/> Hearings and Appeals	<input type="checkbox"/> Case Management
<input type="checkbox"/> Referral to Services	<input type="checkbox"/> Recruitment/Licensing of Foster/Adoptive Homes and Institutions
<input type="checkbox"/> Preparation for and Participation in Judicial Determinations	<input type="checkbox"/> Data Collection and Reporting

### Indicate setting/venue for the training activity

### Indicate proposed provider of training activity

<input type="checkbox"/> Pre-Service (Trainee not yet employed by State agency)	<input checked="" type="checkbox"/> In-house agency training staff	Specify	
<input type="checkbox"/> Initial In-Service (Intensive training to prepare new employees)	<input type="checkbox"/> Public university ----->		
<input checked="" type="checkbox"/> Continuing In-Service (On-going training for existing employees)	<input type="checkbox"/> Private university ----->		
<input type="checkbox"/> Conference/workshop	<input checked="" type="checkbox"/> Other -----2 Contract Staff		

### Indicate duration category of the training activity

### Specify approximate number of days or hours of training activity

<input checked="" type="checkbox"/> Short Term (Less than eight consecutive work weeks)	5	Days (additionally there are 3 to 5 visits per family)
<input type="checkbox"/> Long Term (Eight or more consecutive work weeks)	3	Hours per day
		Credit hours

### Indicate the audience to receive training

<input checked="" type="checkbox"/> Staff of State/local agency administering the State Plan	<input checked="" type="checkbox"/> Adoptive parents
<input type="checkbox"/> Volunteers of State/local agency administering State Plan	<input type="checkbox"/> Child caring agency staff
<input type="checkbox"/> Persons preparing for employment with State/local agency	<input checked="" type="checkbox"/> Child placement agency staff
<input checked="" type="checkbox"/> Foster parents	<input type="checkbox"/> Other State agency staff (JJ, MH, DD, etc.)
<input checked="" type="checkbox"/> Birth parents	<input type="checkbox"/> Other community staff (medical, legal, police)

### Costing method

### Estimated total cost

Unit cost per trainee (Tuition/books/supplies per trainee) or	Unit cost	\$0.00	No. Trainees	0	Total Cost	
Cost per class/training function	Estim. no. of trainees in class		500	Total Cost	\$16,000.00	
Other (specify) SEE BELOW						

### Cost allocation methodology

Describe basis for allocating costs among benefiting programs & funding sources (including application of eligibility rates, where applicable)

1. Training costs are part of overhead (such as supplies, printing, notebooks, etc.). 2. Direct training costs (such as travel of employees, trainers' salaries &

### Indicate all applicable funding sources

<input type="checkbox"/> IV-B-1 (CWS)	<input type="checkbox"/> CAPTA
<input checked="" type="checkbox"/> IV-B-2 (PSSF) Caseworker Grant Monies	<input type="checkbox"/> IV-E Chafee ILP
<input type="checkbox"/> IV-E Foster Care	<input type="checkbox"/> State only
<input type="checkbox"/> IV-E Adoption	<input type="checkbox"/> Other, Specify
<input type="checkbox"/> TANF	<input type="checkbox"/> Other, Specify
<input type="checkbox"/> SSBG	<input type="checkbox"/> Other, Specify

**"CHECKLIST" FOR ADDRESSING TRAINING ACTIVITIES/EVENTS UNDER THE TITLE IV-B PLAN**

(This "checklist" should be used as a guide to ensure that all of the following information is provided in the Plan for each individual training activity planned to be held during the reporting period covered by this update)

*Provide a one paragraph brief syllabus of the training activity*

The Supervisor Conferences will address permanency issues such as permanency planning, family-centered practice, culturally competent practice and outcome-based supervision / practice.

*Indicate which, if any, of the specifically allowable Title IV-E administrative functions this training activity addresses.*

<input type="checkbox"/>	IV-E Eligibility Determination or Redetermination	<input checked="" type="checkbox"/>	Placement of Child
<input type="checkbox"/>	Rate Setting	<input checked="" type="checkbox"/>	Development and Maintenance of Case Plan
<input type="checkbox"/>	Hearings and Appeals	<input checked="" type="checkbox"/>	Case Management
<input checked="" type="checkbox"/>	Referral to Services	<input checked="" type="checkbox"/>	Recruitment/Licensing of Foster/Adoptive Homes and Institutions
<input type="checkbox"/>	Preparation for and Participation in Judicial Determinations	<input checked="" type="checkbox"/>	Data Collection and Reporting

*Indicate setting/venue for the training activity*

<input type="checkbox"/>	Pre-Service (Trainee not yet employed by State agency)	<input type="checkbox"/>	In-house agency training staff	<small>Specify</small>
<input type="checkbox"/>	Initial In-Service (Intensive training to prepare new employees)	<input type="checkbox"/>	Public university ----->	
<input checked="" type="checkbox"/>	Continuing In-Service (On-going training for existing employees)	<input type="checkbox"/>	Private university ----->	
<input type="checkbox"/>	Conference/workshop	<input checked="" type="checkbox"/>	Other ----->	

*Indicate duration category of the training activity*

<input checked="" type="checkbox"/>	Short Term (Less than eight consecutive work weeks)	<input type="checkbox"/>	2	Days
<input type="checkbox"/>	Long Term (Eight or more consecutive work weeks)	<input type="checkbox"/>		Hours per day
		<input type="checkbox"/>		Credit hours 7.5 CEU CREDITS

*Indicate the audience to receive training*

<input checked="" type="checkbox"/>	Staff of State/local agency administering the State Plan	<input type="checkbox"/>	Adoptive parents	
<input type="checkbox"/>	Volunteers of State/local agency administering State Plan	<input type="checkbox"/>	Child caring agency staff	
<input type="checkbox"/>	Persons preparing for employment with State/local agency	<input type="checkbox"/>	Child placement agency staff	<small>Specify</small>
<input type="checkbox"/>	Foster parents	<input type="checkbox"/>	Other State agency staff (JJ, MH, DD, etc.)	
		<input type="checkbox"/>	Other community staff (medical, legal, police)	

*Costing method*

<input type="checkbox"/>	Unit cost per trainee (Tuition/books/supplies per trainee) or	Unit cost	\$0.00	No. Trainees	0	Total Cost	\$0.00
<input checked="" type="checkbox"/>	Cost per class/training function	Estim. no. of trainees in class			1500	Total Cost	\$690,000.00
<input type="checkbox"/>	Other (specify)						

*Cost allocation methodology*

Describe basis for allocating costs among benefiting programs & funding sources (including application of eligibility rates, where applicable)  
**1. Training costs are part of overhead (such as supplies, printing, notebooks, etc.). 2. Direct training costs (such as travel of employees, trainers' salaries & Fringe benefits) go into a pool & are distributed according to IV-E/IV-B Penetration Rate.**

*Indicate all applicable funding sources*

<input type="checkbox"/>	IV-B-1 (CWS)	<input type="checkbox"/>	CAPTA
<input checked="" type="checkbox"/>	IV-B-2 (PSSF) Caseworker Grant Monies	<input type="checkbox"/>	IV-E Chafee ILP
<input type="checkbox"/>	IV-E Foster Care	<input type="checkbox"/>	State only
<input type="checkbox"/>	IV-E Adoption	<input type="checkbox"/>	Other, Specify
<input type="checkbox"/>	TANF	<input type="checkbox"/>	Other, Specify
<input type="checkbox"/>	SSBG	<input type="checkbox"/>	Other, Specify

**NOTE:**

The **FACTS Refresher Courses** shown below, did not occur to the degree anticipated in FY 2015. However, it is **planned** that they will occur across/during the time frame covered by the CFSP; therefore this checklist remains in the Training Plan as shown below.

<b>"CHECKLIST" FOR ADDRESSING TRAINING ACTIVITIES/EVENTS UNDER THE TITLE IV-B PLAN</b>					
(This "checklist" should be used as a guide to ensure that all of the following information is provided in the Plan for each individual training activity planned to be held during the reporting period covered by this update)					
<i>Provide a one paragraph brief syllabus of the training activity</i>					
FACTS refresher courses for county and state office staff.					
<i>Indicate which, if any, of the specifically allowable Title IV-E administrative functions this training activity addresses.</i>					
<input type="checkbox"/>	IV-E Eligibility Determination or Redetermination	<input type="checkbox"/>	Placement of Child		
<input type="checkbox"/>	Rate Setting	<input type="checkbox"/>	Development and Maintenance of Case Plan		
<input type="checkbox"/>	Hearings and Appeals	<input type="checkbox"/>	Case Management		
<input type="checkbox"/>	Referral to Services	<input type="checkbox"/>	Recruitment/Licensing of Foster/Adoptive Homes and Institutions		
<input type="checkbox"/>	Preparation for and Participation in Judicial Determinations	<input checked="" type="checkbox"/>	Data Collection and Reporting		
<i>Indicate setting/venue for the training activity</i>			<i>Indicate proposed provider of training activity</i>		
<input type="checkbox"/>	Pre-Service (Trainee not yet employed by State agency)	<input checked="" type="checkbox"/>	In-house agency training staff	Specify	
<input type="checkbox"/>	Initial In-Service (Intensive training to prepare new employees)	<input type="checkbox"/>	Public university ----->		
<input type="checkbox"/>	Continuing In-Service (On-going training for existing employees)	<input type="checkbox"/>	Private university ----->		
<input type="checkbox"/>	Conference/workshop	<input type="checkbox"/>	Other ----->		
<i>Indicate duration category of the training activity</i>			<i>Specify approximate number of days or hours of training activity</i>		
<input checked="" type="checkbox"/>	Short Term (Less than eight consecutive work weeks)	<input checked="" type="checkbox"/>	Days - 1-5 days	The respective Refresher courses vary in	
<input type="checkbox"/>	Long Term (Eight or more consecutive work weeks)	<input type="checkbox"/>	Hours per day	length from one to four days.	
<input type="checkbox"/>		<input type="checkbox"/>	Credit hours		
<i>Indicate the audience to receive training</i>					
<input checked="" type="checkbox"/>	Staff of State/local agency administering the State Plan	<input type="checkbox"/>	Adoptive parents		
<input type="checkbox"/>	Volunteers of State/local agency administering State Plan	<input type="checkbox"/>	Child caring agency staff		
<input type="checkbox"/>	Persons preparing for employment with State/local agency	<input type="checkbox"/>	Child placement agency staff	Specify	
<input type="checkbox"/>	Foster parents	<input type="checkbox"/>	Other State agency staff (JJ, MH, DD, etc.)		
<input type="checkbox"/>		<input type="checkbox"/>	Other community staff (medical, legal, police)		
<i>Costing method</i>			<i>Estimated total cost</i>		
<input type="checkbox"/>	Unit cost per trainee ( Tuition/books/supplies per trainee) or	Unit cost	\$0.00	No. Trainees	0
<input type="checkbox"/>	Cost per class/training function	Estim. no. of trainees in class		Total Cost	\$0.00
<input checked="" type="checkbox"/>	Other (specify) SEE BELOW			Total Cost	\$975,000.00
<i>Cost allocation methodology</i>					
Describe basis for allocating costs among benefiting programs & funding sources (including application of eligibility rates, where applicable)					
<div style="border: 1px solid black; padding: 5px;">                     1. Training costs are part of overhead (supplies, printing, notebooks, etc.).                      2. Direct costs for travel &amp; trainers' salaries/benefits are distributed based on approved PACAP. All child related activities are charged to                 </div>					
<i>Indicate all applicable funding sources</i>					
<input type="checkbox"/>	IV-B-1 (CWS)	<input type="checkbox"/>	CAPTA		
<input type="checkbox"/>	IV-B-2 (PSSF)	<input type="checkbox"/>	IV-E Chafee ILP		
<input checked="" type="checkbox"/>	IV-E Foster Care	<input type="checkbox"/>	State only (mark only if other than non-Fed match)		
<input checked="" type="checkbox"/>	IV-E Adoption	<input type="checkbox"/>	Other, Specify		
<input checked="" type="checkbox"/>	TANF	<input type="checkbox"/>	Other, Specify		
<input checked="" type="checkbox"/>	SSBG	<input type="checkbox"/>	Other, Specify		

## "CHECKLIST" FOR ADDRESSING TRAINING ACTIVITIES/EVENTS UNDER THE TITLE IV-B PLAN

(This "checklist" should be used as a guide to ensure that all of the following information is provided in the Plan for each individual training activity planned to be held during the reporting period covered by this update)

Provide a one paragraph brief syllabus of the training activity									
FACTS Finance and/or Provider Training for FACTS users to learn the application and functions of the system. This training is for caseworkers, supervisors, but may also be attended by administrators and managers, as needed.									
FACTS Finance and/or Provider Training									
Indicate which, if any, of the specifically allowable Title IV-E administrative functions this training activity addresses.									
<input type="checkbox"/>	IV-E Eligibility Determination or Redetermination	<input type="checkbox"/>	Placement of Child						
<input type="checkbox"/>	Rate Setting	<input type="checkbox"/>	Development and Maintenance of Case Plan						
<input type="checkbox"/>	Hearings and Appeals	<input type="checkbox"/>	Case Management						
<input type="checkbox"/>	Referral to Services	<input type="checkbox"/>	Recruitment/Licensing of Foster/Adoptive Homes and Institutions						
<input type="checkbox"/>	Preparation for and Participation in Judicial Determinations	<input checked="" type="checkbox"/>	Data Collection and Reporting						
Indicate setting/venue for the training activity				Indicate proposed provider of training activity					
<input type="checkbox"/>	Pre-Service (Trainee not yet employed by State agency)		<input checked="" type="checkbox"/>	In-house agency training staff		Specify			
<input checked="" type="checkbox"/>	Initial In-Service (Intensive training to prepare new employees)		<input type="checkbox"/>	Public university ----->					
<input checked="" type="checkbox"/>	Continuing In-Service (On-going training for existing employees)		<input type="checkbox"/>	Private university ----->					
<input type="checkbox"/>	Conference/workshop		<input type="checkbox"/>	Other ----->					
Indicate duration category of the training activity			Specify approximate number of days or hours of training activity						
<input checked="" type="checkbox"/>	Short Term (Less than eight consecutive work weeks)		<input type="checkbox"/>	1 Days					
<input type="checkbox"/>	Long Term (Eight or more consecutive work weeks)		<input type="checkbox"/>	Hours per day					
<input type="checkbox"/>			<input type="checkbox"/>	Credit hours					
Indicate the audience to receive training									
<input checked="" type="checkbox"/>	Staff of State/local agency administering the State Plan		<input type="checkbox"/>	Adoptive parents					
<input type="checkbox"/>	Volunteers of State/local agency administering State Plan		<input type="checkbox"/>	Child caring agency staff					
<input type="checkbox"/>	Persons preparing for employment with State/local agency		<input type="checkbox"/>	Child placement agency staff		Specify			
<input type="checkbox"/>	Foster parents		<input type="checkbox"/>	Other State agency staff (JJ, MH, DD, etc.)					
<input type="checkbox"/>			<input type="checkbox"/>	Other community staff (medical, legal, police)					
Costing method				Estimated total cost					
<input type="checkbox"/>	Unit cost per trainee (Tuition/books/supplies per trainee) or		<input type="checkbox"/>	Unit cost	\$0.00	No. Trainees	0	Total Cost	\$0.00
<input type="checkbox"/>	Cost per class/training function		<input type="checkbox"/>	Estim. no. of trainees in class		200	Total Cost	\$30,000.00	
<input checked="" type="checkbox"/>	Other (specify) SEE BELOW								
Cost allocation methodology									
Describe basis for allocating costs among benefiting programs & funding sources (including application of eligibility rates, where applicable)									
1. Training costs are part of overhead (such as supplies, printing, notebooks, etc.). 2. Direct costs for travel & trainers' salaries/benefits are distributed based on approved PACAP. All child related activities are charged to IV-E. All non-child activities are charged to SSBG. This is the approved methodology in FACTS APD.									
Indicate all applicable funding sources									
<input checked="" type="checkbox"/>	IV-B-1 (CWS)		<input type="checkbox"/>	CAPTA					
<input type="checkbox"/>	IV-B-2 (PSSF)		<input type="checkbox"/>	IV-E Chafee ILP					
<input checked="" type="checkbox"/>	IV-E Foster Care		<input type="checkbox"/>	State only (mark only if other than non-Fed match)					
<input checked="" type="checkbox"/>	IV-E Adoption		<input type="checkbox"/>	Other, Specify					
<input checked="" type="checkbox"/>	TANF		<input type="checkbox"/>	Other, Specify					
<input checked="" type="checkbox"/>	SSBG		<input type="checkbox"/>	Other, Specify					

**"CHECKLIST" FOR ADDRESSING TRAINING ACTIVITIES/EVENTS UNDER THE TITLE IV-B PLAN**

(This "checklist" should be used as a guide to ensure that all of the following information is provided in the Plan for each individual training activity planned to be held during the reporting period covered by this update)

*Provide a one paragraph brief syllabus of the training activity*

FACTS Basic User Training for users to learn the application and functions of the system. This training is for caseworkers, supervisors, but may also be attended by administrators and managers as needed.

FACTS Basic User Training

*Indicate which, if any, of the specifically allowable Title IV-E administrative functions this training activity addresses.*

<input type="checkbox"/> IV-E Eligibility Determination or Redetermination	<input type="checkbox"/> Placement of Child
<input type="checkbox"/> Rate Setting	<input type="checkbox"/> Development and Maintenance of Case Plan
<input type="checkbox"/> Hearings and Appeals	<input type="checkbox"/> Case Management
<input type="checkbox"/> Referral to Services	<input type="checkbox"/> Recruitment/Licensing of Foster/Adoptive Homes and Institutions
<input type="checkbox"/> Preparation for and Participation in Judicial Determinations	<input checked="" type="checkbox"/> Data Collection and Reporting

*Indicate setting/venue for the training activity*

*Indicate proposed provider of training activity*

<input type="checkbox"/> Pre-Service (Trainee not yet employed by State agency)	<input checked="" type="checkbox"/> In-house agency training staff	Specify
<input type="checkbox"/> Initial In-Service (Intensive training to prepare new employees)	<input type="checkbox"/> Public university ----->	
<input type="checkbox"/> Continuing In-Service (On-going training for existing employees)	<input type="checkbox"/> Private university ----->	
<input type="checkbox"/> Conference/workshop	<input type="checkbox"/> Other ----->	

*Indicate duration category of the training activity*

*Specify approximate number of days or hours of training activity*

<input checked="" type="checkbox"/> Short Term (Less than eight consecutive work weeks)	<input checked="" type="checkbox"/> 5 Days
<input type="checkbox"/> Long Term (Eight or more consecutive work weeks)	<input type="checkbox"/> Hours per day
	<input type="checkbox"/> Credit hours

*Indicate the audience to receive training*

<input checked="" type="checkbox"/> Staff of State/local agency administering the State Plan	<input type="checkbox"/> Adoptive parents	
<input type="checkbox"/> Volunteers of State/local agency administering State Plan	<input type="checkbox"/> Child caring agency staff	
<input type="checkbox"/> Persons preparing for employment with State/local agency	<input type="checkbox"/> Child placement agency staff	
<input type="checkbox"/> Foster parents	<input type="checkbox"/> Other State agency staff (JJ, MH, DD, etc.)	Specify
	<input type="checkbox"/> Other community staff (medical, legal, police)	

*Costing method*

*Estimated total cost*

<input type="checkbox"/> Unit cost per trainee (Tuition/books/supplies per trainee) or	Unit cost	\$0.00	No. Trainees	0	Total Cost	\$0.00
<input type="checkbox"/> Cost per class/training function	Estim. no. of trainees in class		1100	Total Cost	\$825,000.00	
<input checked="" type="checkbox"/> Other (specify) SEE BELOW						

*Cost allocation methodology*

Describe basis for allocating costs among benefiting programs & funding sources (including application of eligibility rates, where applicable)

1. Training costs are part of overhead (supplies, printing, notebooks, etc.).
2. Direct costs for travel & trainers' salaries/benefits are distributed based on approved PACAP. All child related activities are charged to

*Indicate all applicable funding sources*

<input type="checkbox"/> IV-B-1 (CWS)	<input type="checkbox"/> CAPTA
<input type="checkbox"/> IV-B-2 (PSSF)	<input type="checkbox"/> IV-E Chafee ILP
<input checked="" type="checkbox"/> IV-E Foster Care	<input type="checkbox"/> State only (mark only if other than non-Fed match)
<input checked="" type="checkbox"/> IV-E Adoption	<input type="checkbox"/> Other, Specify
<input checked="" type="checkbox"/> TANF	<input type="checkbox"/> Other, Specify
<input checked="" type="checkbox"/> SSBG	<input type="checkbox"/> Other, Specify

## **Removal of Training Checklist for TOPIC Training Curriculum**

The **TOPIC** training curriculum described below did/will not occur in FY 2015. Also, it is not anticipated that this training event will take place during the CFSP time frame of FY 2015 – 2019.

A checklist was included in the Training Plan that was submitted with the 2015 – 2019 CFSP; however, it has been removed because there is no present plan for this training activity to occur.

\*\*\*\*\*

TOPIC is a curriculum based training adapted from TOOLS OF CHOICE for YOUTH, focusing on communication, life skills and independence through their own behavior. Outcomes are based on skills learned in the class and when used with adults they interact with. The modules were piloted at Brantwood with IL age youth. The program is offered in 4 areas of the state, - one is served through AU contract; 2 areas are served by the department; and another is jointly served by a contract and state employee..

## "CHECKLIST" FOR ADDRESSING TRAINING ACTIVITIES/EVENTS UNDER THE TITLE IV-B PLAN

(This "checklist" should be used as a guide to ensure that all of the following information is provided in the Plan for each individual training activity planned to be held during the reporting period covered by this update)

### Provide a one paragraph brief syllabus of the training activity

MOTIVATE is a curriculum created and presented by the Behavior Analyst staff/interns to DHR service line staff. The goal is to improve the Caseworkers' communication, to improve visits with the child and family and to improve all contacts related to the child and family. There are 6 modules that make up the training . The training is usually presented in two 1/2 day sessions..

### Indicate which, if any, of the specifically allowable Title IV-E administrative functions this training activity addresses.

<input type="checkbox"/> IV-E Eligibility Determination or Redetermination	<input type="checkbox"/> Placement of Child
<input type="checkbox"/> Rate Setting	<input checked="" type="checkbox"/> Development and Maintenance of Case Plan
<input type="checkbox"/> Hearings and Appeals	<input checked="" type="checkbox"/> Case Management
<input type="checkbox"/> Referral to Services	<input type="checkbox"/> Recruitment/Licensing of Foster/Adoptive Homes and Institutions
<input type="checkbox"/> Preparation for and Participation in Judicial Determinations	<input type="checkbox"/> Data Collection and Reporting

### Indicate setting/venue for the training activity

### Indicate proposed provider of training activity

<input type="checkbox"/> Pre-Service (Trainee not yet employed by State agency)	<input checked="" type="checkbox"/> In-house agency training staff	Specify	
<input type="checkbox"/> Initial In-Service (Intensive training to prepare new employees)	<input type="checkbox"/> Public university ----->		
<input checked="" type="checkbox"/> Continuing In-Service (On-going training for existing employees)	<input type="checkbox"/> Private university ----->		
<input type="checkbox"/> Conference/workshop	<input checked="" type="checkbox"/> Other Two contract staff----->		

### Indicate duration category of the training activity

### Specify approximate number of days or hours of training activity

<input checked="" type="checkbox"/> Short Term (Less than eight consecutive work weeks)	<input type="checkbox"/> Days
<input type="checkbox"/> Long Term (Eight or more consecutive work weeks)	<input type="checkbox"/> 6 Hours Two 1/2 days
	<input type="checkbox"/> Credit hours

### Indicate the audience to receive training

<input checked="" type="checkbox"/> Staff of State/local agency administering the State Plan	<input type="checkbox"/> Adoptive parents	
<input type="checkbox"/> Volunteers of State/local agency administering State Plan	<input type="checkbox"/> Child caring agency staff	
<input type="checkbox"/> Persons preparing for employment with State/local agency	<input type="checkbox"/> Child placement agency staff	
<input type="checkbox"/> Foster parents	<input type="checkbox"/> Other State agency staff (JJ, MH, DD, etc.)	Specify
	<input type="checkbox"/> Other community staff (medical, legal, police)	

### Costing method

### Estimated total cost

<input type="checkbox"/> Unit cost per trainee (Tuition/books/supplies per trainee) or	<input type="checkbox"/> Unit cost	\$0.00	<input type="checkbox"/> No. Trainees	0	<input type="checkbox"/> Total Cost	\$0.00
<input type="checkbox"/> Cost per class/training function	<input type="checkbox"/> Estim. no. of trainees in class				<input type="checkbox"/> Total Cost	
<input checked="" type="checkbox"/> Other (specify) SEE BELOW						

### Cost allocation methodology

Describe basis for allocating costs among benefiting programs & funding sources (including application of eligibility rates, where applicable)

1. Training costs are part of overhead (supplies, printing, notebooks, etc.).
2. Direct costs (such as travel of employees, trainers' salaries & fringe benefits) go into a pool & are distributed according to IV-E/IV-B

### Indicate all applicable funding sources

<input type="checkbox"/> IV-B-1 (CWS)	<input type="checkbox"/> CAPTA
<input checked="" type="checkbox"/> IV-B-2 (PSSF)	<input type="checkbox"/> IV-E Chafee ILP
<input type="checkbox"/> IV-E Foster Care	<input type="checkbox"/> State only (mark only if other than non-Fed match)
<input type="checkbox"/> IV-E Adoption	<input checked="" type="checkbox"/> Other, Specify IV-B, Caseworker Visit Funds
<input type="checkbox"/> TANF	<input type="checkbox"/> Other, Specify
<input type="checkbox"/> SSBG	<input type="checkbox"/> Other, Specify

## "CHECKLIST" FOR ADDRESSING TRAINING ACTIVITIES/EVENTS UNDER THE TITLE IV-B PLAN

(This "checklist" should be used as a guide to ensure that all of the following information is provided in the Plan for each individual training activity planned to be held during the reporting period covered by this update)

### Provide a one paragraph **brief** syllabus of the training activity

The department will continue to train/recertify for the Multi-Dimensional Assessment Tool (MAT). Training is now completed on a website, canstraining.com. The department received permission to rename the MAT due to having an acronym for CANS. The Child Adolescent Needs and Strengths Assessment Tool was developed by Dr. John Lyons and a large group of professionals. The CANS/MAT is an open domain tool that is free for anyone to use. The Praed Foundation only requires that the persons using the CANS/MAT be trained and recertified each year. With training, one with a bachelor's degree can learn to complete the tool reliably.

### Indicate which, **if any**, of the **specifically allowable** Title IV-E administrative functions this training activity addresses.

<input type="checkbox"/> IV-E Eligibility Determination or Redetermination	<input checked="" type="checkbox"/>	Placement of Child
<input type="checkbox"/> Rate Setting	<input checked="" type="checkbox"/>	Development and Maintenance of Case Plan
<input type="checkbox"/> Hearings and Appeals	<input type="checkbox"/>	Case Management
<input type="checkbox"/> Referral to Services	<input type="checkbox"/>	Recruitment/Licensing of Foster/Adoptive Homes and Institutions
<input type="checkbox"/> Preparation for and Participation in Judicial Determinations	<input type="checkbox"/>	Data Collection and Reporting

### Indicate setting/venue for the training activity

### Indicate proposed provider of training activity

<input type="checkbox"/> Pre-Service (Trainee not yet employed by State agency)		In-house agency training staff	Specify
<input checked="" type="checkbox"/> Initial In-Service (Intensive training to prepare new employees)	<input type="checkbox"/>	Public university ----->	
<input checked="" type="checkbox"/> Continuing In-Service (On-going training for existing employees)	<input type="checkbox"/>	Private university ----->	
<input type="checkbox"/> Conference/workshop	<input checked="" type="checkbox"/>	Other ----->	Self-directed

### Indicate duration category of the training activity

### Specify approximate number of days or hours of training activity

<input checked="" type="checkbox"/> Short Term (Less than eight consecutive work weeks)	<input type="checkbox"/>	1 Days
<input type="checkbox"/> Long Term (Eight or more consecutive work weeks)	<input type="checkbox"/>	Hours per day 6-8 hours
	<input type="checkbox"/>	Credit hours

### Indicate the audience to receive training

<input checked="" type="checkbox"/> Staff of State/local agency administering the State Plan		Adoptive parents	
<input type="checkbox"/> Volunteers of State/local agency administering State Plan	<input type="checkbox"/>	Child caring agency staff	
<input type="checkbox"/> Persons preparing for employment with State/local agency	<input type="checkbox"/>	Child placement agency staff	
<input type="checkbox"/> Foster parents	<input type="checkbox"/>	Other State agency staff (JJ, MH, DD, etc.)	Specify
	<input type="checkbox"/>	Other community staff (medical, legal, police)	

### Costing method

### Estimated total cost

<input type="checkbox"/> Unit cost per trainee (Tuition/books/supplies per trainee) <b>or</b>		Unit cost	\$0.00	No. Trainees	0	Total Cost	\$0.00
<input type="checkbox"/> Cost per class/training function		Estim. no. of trainees in class		100		Total Cost	\$1,000.00
<input checked="" type="checkbox"/> Other (specify) SEE BELOW							

### Cost allocation methodology

Describe basis for allocating costs among benefiting programs & funding sources (including application of eligibility rates, where applicable)

1. Training costs are part of overhead (such as supplies, printing, notebooks, etc.).
2. Direct training costs (such as travel of employees, trainers' salaries and fringe benefits) go into a pool and are distributed according to IV-E / IV-B Penetration Rate.

### Indicate all applicable funding sources

<input type="checkbox"/> IV-B-1 (CWS)		CAPTA
<input type="checkbox"/> IV-B-2 (PSSF)	<input type="checkbox"/>	IV-E Chafee ILP
<input type="checkbox"/> IV-E Foster Care	<input type="checkbox"/>	State only (mark only if other than non-Fed match)
<input type="checkbox"/> IV-E Adoption	<input checked="" type="checkbox"/>	Other, Specify Caseworker visit funds
<input type="checkbox"/> TANF	<input type="checkbox"/>	Other, Specify
<input type="checkbox"/> SSBG	<input type="checkbox"/>	Other, Specify

## "CHECKLIST" FOR ADDRESSING TRAINING ACTIVITIES/EVENTS UNDER THE TITLE IV-B PLAN

(This "checklist" should be used as a guide to ensure that all of the following information is provided in the Plan for each individual training activity planned to be held during the reporting period covered by this update)

Provide a one paragraph <b>brief syllabus</b> of the training activity						
Fall Social Work Conference - Statewide conference designed to provide cutting-edge information on best practices with children and families to agency staff. The conference theme for the 15th Annual Conference is yet to be determined.					Alabama	
Indicate which, if any, of the <b>specifically allowable</b> Title IV-E administrative functions this training activity addresses.						
<input type="checkbox"/> IV-E Eligibility Determination or Redetermination		<input type="checkbox"/> Placement of Child				
<input type="checkbox"/> Rate Setting	<input checked="" type="checkbox"/>	Development and Maintenance of Case Plan				
<input type="checkbox"/> Hearings and Appeals	<input checked="" type="checkbox"/>	Case Management				
<input type="checkbox"/> Referral to Services	<input type="checkbox"/>	Recruitment/Licensing of Foster/Adoptive Homes and Institutions				
<input type="checkbox"/> Preparation for and Participation in Judicial Determinations	<input type="checkbox"/>	Data Collection and Reporting				
Indicate setting/venue for the training activity			Indicate proposed provider of training activity			
<input type="checkbox"/> Pre-Service (Trainee not yet employed by State agency)			<input type="checkbox"/> In-house agency training staff	Specify		
<input checked="" type="checkbox"/> Initial In-Service (Intensive training to prepare new employees)			<input type="checkbox"/> Public university ----->	University of Alabama		
<input checked="" type="checkbox"/> Continuing In-Service (On-going training for existing employees)			<input type="checkbox"/> Private university ----->			
<input type="checkbox"/> Conference/workshop			<input type="checkbox"/> Other ----->			
Indicate duration category of the training activity			Specify approximate number of days or hours of training activity			
<input checked="" type="checkbox"/> Short Term (Less than eight consecutive work weeks)	<input type="checkbox"/>	2 Days				
<input type="checkbox"/> Long Term (Eight or more consecutive work weeks)	<input type="checkbox"/>	5 Hours per day				
		10 Credit hours				
Indicate the audience to receive training						
<input checked="" type="checkbox"/> Staff of State/local agency administering the State Plan			<input type="checkbox"/> Adoptive parents			
<input type="checkbox"/> Volunteers of State/local agency administering State Plan			<input type="checkbox"/> Child caring agency staff			
<input checked="" type="checkbox"/> Persons preparing for employment with State/local agency			<input checked="" type="checkbox"/> Child placement agency staff	Specify		
<input type="checkbox"/> Foster parents			<input checked="" type="checkbox"/> Other State agency staff (JJ, MH, DD, etc.)	Public Health, Mental Hea		
			<input checked="" type="checkbox"/> Other community staff (medical, legal, police)	Social Workers, Therapis		
Costing method			Estimated total cost			
<input type="checkbox"/> Unit cost per trainee (Tuition/books/supplies per trainee) or	Unit cost	\$0.00	No. Trainees	0	Total Cost	\$0.00
<input type="checkbox"/> Cost per class/training function	Estim. no. of trainees in class			325	Total Cost	\$80,000.00
<input checked="" type="checkbox"/> Other (specify) SEE BELOW						
Cost allocation methodology						
Describe basis for allocating costs among benefiting programs & funding sources (including application of eligibility rates, where applicable)						
<div style="border: 1px solid black; padding: 5px;">                     1. Training costs are part of overhead (such as supplies, printing, notebooks, etc.).                      2. Direct training costs (such as travel of employees, trainers' salaries and fringe benefits) go into a pool and are distributed according to IV-E / IV-B Penetration Rate.                 </div>						
Indicate all applicable funding sources						
<input checked="" type="checkbox"/> IV-B-1 (CWS)			<input type="checkbox"/> CAPTA			
<input type="checkbox"/> IV-B-2 (PSSF)			<input type="checkbox"/> IV-E Chafee ILP			
<input checked="" type="checkbox"/> IV-E Foster Care			<input type="checkbox"/> State only (mark only if other than non-Fed match)			
<input checked="" type="checkbox"/> IV-E Adoption			<input type="checkbox"/> Other, Specify			
<input checked="" type="checkbox"/> TANF			<input type="checkbox"/> Other, Specify			
<input checked="" type="checkbox"/> SSBG			<input type="checkbox"/> Other, Specify			

**"CHECKLIST" FOR ADDRESSING TRAINING ACTIVITIES/EVENTS UNDER THE TITLE IV-B PLAN**

(This "checklist" should be used as a guide to ensure that all of the following information is provided in the Plan for each individual training activity planned to be held during the reporting period covered by this update)

*Provide a one paragraph brief syllabus of the training activity*

Alabama Higher Education Consortium on Child Welfare Regional Workshops - Contingent on funding, the Department, in partnership with the Alabama Higher Education Consortium on Child Welfare, will provide regional workshops to DHR child welfare staff. The tentative topics for these workshops include leadership and supervision in a child welfare setting and social work ethics for child welfare workers and supervisors.

Alabama

*Indicate which, if any, of the specifically allowable Title IV-E administrative functions this training activity addresses.*

<input type="checkbox"/> IV-E Eligibility Determination or Redetermination	<input type="checkbox"/> Placement of Child
<input type="checkbox"/> Rate Setting	<input checked="" type="checkbox"/> Development and Maintenance of Case Plan
<input type="checkbox"/> Hearings and Appeals	<input checked="" type="checkbox"/> Case Management
<input type="checkbox"/> Referral to Services	<input type="checkbox"/> Recruitment/Licensing of Foster/Adoptive Homes and Institutions
<input type="checkbox"/> Preparation for and Participation in Judicial Determinations	<input type="checkbox"/> Data Collection and Reporting

*Indicate setting/venue for the training activity*

*Indicate proposed provider of training activity*

<input type="checkbox"/> Pre-Service (Trainee not yet employed by State agency)	<input type="checkbox"/> In-house agency training staff	<small>Specify</small>
<input checked="" type="checkbox"/> Initial In-Service (Intensive training to prepare new employees)	<input checked="" type="checkbox"/> Public university ----->	University of Montevallo/t
<input checked="" type="checkbox"/> Continuing In-Service (On-going training for existing employees)	<input type="checkbox"/> Private university ----->	
<input type="checkbox"/> Conference/workshop	<input type="checkbox"/> Other ----->	

*Indicate duration category of the training activity*

*Specify approximate number of days or hours of training activity*

<input checked="" type="checkbox"/> Short Term (Less than eight consecutive work weeks)	<input type="checkbox"/> Days
<input type="checkbox"/> Long Term (Eight or more consecutive work weeks)	<input type="checkbox"/> 6 Hours per day
	<input type="checkbox"/> 6 Credit hours

*Indicate the audience to receive training*

<input checked="" type="checkbox"/> Staff of State/local agency administering the State Plan	<input type="checkbox"/> Adoptive parents	
<input type="checkbox"/> Volunteers of State/local agency administering State Plan	<input type="checkbox"/> Child caring agency staff	
<input type="checkbox"/> Persons preparing for employment with State/local agency	<input type="checkbox"/> Child placement agency staff	
<input type="checkbox"/> Foster parents	<input type="checkbox"/> Other State agency staff (JJ, MH, DD, etc.)	<small>Specify</small>
	<input type="checkbox"/> Other community staff (medical, legal, police)	

*Costing method*

*Estimated total cost*

<input type="checkbox"/> Unit cost per trainee (Tuition/books/supplies per trainee) or	Unit cost	\$0.00	No. Trainees	0	Total Cost	\$0.00
<input type="checkbox"/> Cost per class/training function	Estim. no. of trainees in class		250	Total Cost	\$40,000.00	
<input checked="" type="checkbox"/> Other (specify) SEE BELOW						

*Cost allocation methodology*

Describe basis for allocating costs among benefiting programs & funding sources (including application of eligibility rates, where applicable)

1. Training costs are part of overhead (such as supplies, printing, notebooks, etc.).
2. Direct training costs (such as travel of employees, trainers' salaries and fringe benefits) go into a pool and are distributed according to IV-E / IV-B Penetration Rate.

*Indicate all applicable funding sources*

<input checked="" type="checkbox"/> IV-B-1 (CWS)	<input type="checkbox"/> CAPTA
<input type="checkbox"/> IV-B-2 (PSSF)	<input type="checkbox"/> IV-E Chafee ILP
<input checked="" type="checkbox"/> IV-E Foster Care	<input type="checkbox"/> State only (mark only if other than non-Fed match)
<input checked="" type="checkbox"/> IV-E Adoption	<input type="checkbox"/> Other, Specify Title XX
<input checked="" type="checkbox"/> TANF	<input type="checkbox"/> Other, Specify CCDF
<input checked="" type="checkbox"/> SSBG	<input type="checkbox"/> Other, Specify Title XIX

## "CHECKLIST" FOR ADDRESSING TRAINING ACTIVITIES/EVENTS UNDER THE TITLE IV-B PLAN

(This "checklist" should be used as a guide to ensure that all of the following information is provided in the Plan for each individual training activity planned to be held during the reporting period covered by this update)

<i>Provide a one paragraph brief syllabus of the training activity</i>								
Partnership with the University of Alabama Contingent on funding, the Department will partner with the University of Alabama to provide the following training opportunities for child welfare staff: 1.) Development of Leadership, Management, and Supervision (LAMAS) training curriculum for DHR child welfare staff (including on-line and webinar training modules); 2.) Provision of social work license preparation material to new child welfare social work staff; 3.) LAMAS, leadership development, and workforce development training for DHR County Directors and Child Welfare Administrators in DHR county offices; 4.) 15th Annual Fall Social Work Conference – Conference theme to be determined; 5.) BSW/MSW Student Stipends: MSW Stipends are available through the University of Alabama School of Social Work and Alabama A&M Social Work Program. BSW Stipends are available through Alabama A&M University, Alabama State University, Auburn University, Jacksonville State University, Miles College, Oakwood University, Talladega College, Tuskegee University, University of Alabama, University of Alabama Birmingham, University of Montevallo, and University of South Alabama. MSW and BSW students receive a monetary stipend. Stipend recipients must meet all eligibility requirements, complete a field placement with ALDHR prior to graduation, and complete a work obligation with ALDHR upon graduation. MSW students receive between \$7500-\$9000 (depending on funds available). BSW students receive \$2000.								
Alabama								
<i>Indicate which, if any, of the specifically allowable Title IV-E administrative functions this training activity addresses.</i>								
<input type="checkbox"/> IV-E Eligibility Determination or Redetermination			<input type="checkbox"/> Placement of Child					
<input type="checkbox"/> Rate Setting			<input checked="" type="checkbox"/> Development and Maintenance of Case Plan					
<input type="checkbox"/> Hearings and Appeals			<input type="checkbox"/> Case Management					
<input type="checkbox"/> Referral to Services			<input type="checkbox"/> Recruitment/Licensing of Foster/Adoptive Homes and Institutions					
<input type="checkbox"/> Preparation for and Participation in Judicial Determinations			<input type="checkbox"/> Data Collection and Reporting					
<i>Indicate setting/venue for the training activity</i>			<i>Indicate proposed provider of training activity</i>					
<input checked="" type="checkbox"/> Pre-Service (Trainee not yet employed by State agency)			<input type="checkbox"/> In-house agency training staff	Specify				
<input checked="" type="checkbox"/> Initial In-Service (Intensive training to prepare new employees)			<input checked="" type="checkbox"/> Public university ----->	Univ. of Alabama				
<input checked="" type="checkbox"/> Continuing In-Service (On-going training for existing employees)			<input type="checkbox"/> Private university ----->					
<input type="checkbox"/> Conference/workshop			<input type="checkbox"/> Other ----->					
<i>Indicate duration category of the training activity</i>			<i>Specify approximate number of days or hours of training activity</i>					
<input type="checkbox"/> Short Term (Less than eight consecutive work weeks)			<input type="checkbox"/> Days					
<input checked="" type="checkbox"/> Long Term (Eight or more consecutive work weeks)			<input type="checkbox"/> Hours per day					
			<input checked="" type="checkbox"/> Credit hours Varies					
<i>Indicate the audience to receive training</i>								
<input type="checkbox"/> Staff of State/local agency administering the State Plan			<input type="checkbox"/> Adoptive parents					
<input type="checkbox"/> Volunteers of State/local agency administering State Plan			<input type="checkbox"/> Child caring agency staff					
<input type="checkbox"/> Persons preparing for employment with State/local agency			<input type="checkbox"/> Child placement agency staff	Specify				
<input type="checkbox"/> Foster parents			<input checked="" type="checkbox"/> Other State agency staff (JJ, MH, DD, etc.)					
			<input type="checkbox"/> Other community staff (medical, legal, police)					
<i>Costing method</i>			<i>Estimated total cost</i>					
<input type="checkbox"/> Unit cost per trainee (Tuition/books/supplies per trainee) or			Unit cost	\$0.00	No. Trainees	0	Total Cost	\$0.00
<input type="checkbox"/> Cost per class/training function			Estim. no. of trainees in class			15	Total Cost	\$100,000.00
<input checked="" type="checkbox"/> Other (specify)	SEE BELOW							
<i>Cost allocation methodology</i>								
Describe basis for allocating costs among benefiting programs & funding sources (including application of eligibility rates, where applicable)								
1. Training costs are part of overhead (such as supplies, printing, notebooks, etc.). 2. Direct training costs (such as travel of employees, trainers' salaries and fringe benefits) go into a pool and are distributed according to IV-E / IV-B Penetration Rate.								
<i>Indicate all applicable funding sources</i>								
<input checked="" type="checkbox"/> IV-B-1 (CWS)			<input type="checkbox"/> CAPTA					
<input type="checkbox"/> IV-B-2 (PSSF)			<input type="checkbox"/> IV-E Chafee ILP					
<input checked="" type="checkbox"/> IV-E Foster Care			<input type="checkbox"/> State only (mark only if other than non-Fed match)					
<input checked="" type="checkbox"/> IV-E Adoption			<input type="checkbox"/> Other, Specify					
<input checked="" type="checkbox"/> TANF			<input type="checkbox"/> Other, Specify					

## "CHECKLIST" FOR ADDRESSING TRAINING ACTIVITIES/EVENTS UNDER THE TITLE IV-B PLAN

(This "checklist" should be used as a guide to ensure that all of the following information is provided in the Plan for each individual training activity planned to be held during the reporting period covered by this update)

Provide a one paragraph <b>brief</b> syllabus of the training activity							
<p>Three sessions of Investigative &amp; Forensic Interview Training will be provided during FY 2016. Each 3 day session will focus on conducting forensic interviews of children, who have been abused or neglected. The training will be provided to County Multidisciplinary Team members, County and State Office Staff. Approximately 90 participants will be trained. The estimated costs are for travel costs including mileage and per diem.</p>							
Indicate which, if any, of the <b>specifically allowable</b> Title IV-E administrative functions this training activity addresses.							
<input type="checkbox"/> IV-E Eligibility Determination or Redetermination	<input checked="" type="checkbox"/>	Placement of Child					
<input type="checkbox"/> Rate Setting	<input checked="" type="checkbox"/>	Development and Maintenance of Case Plan					
<input type="checkbox"/> Hearings and Appeals	<input type="checkbox"/>	Case Management					
<input type="checkbox"/> Referral to Services	<input type="checkbox"/>	Recruitment/Licensing of Foster/Adoptive Homes and Institutions					
<input type="checkbox"/> Preparation for and Participation in Judicial Determinations	<input type="checkbox"/>	Data Collection and Reporting					
Indicate setting/venue for the training activity			Indicate proposed provider of training activity				
<input type="checkbox"/> Pre-Service (Trainee not yet employed by State agency)	<input checked="" type="checkbox"/>	In-house agency training staff	Specify				
<input type="checkbox"/> Initial In-Service (Intensive training to prepare new employees)	<input type="checkbox"/>	Public university ----->					
<input checked="" type="checkbox"/> Continuing In-Service (On-going training for existing employees)	<input type="checkbox"/>	Private university ----->					
<input type="checkbox"/> Conference/workshop	<input type="checkbox"/>	Other ----->					
Indicate duration category of the training activity		Specify approximate number of days or hours of training activity					
<input checked="" type="checkbox"/> Short Term (Less than eight consecutive work weeks)	<input type="checkbox"/>	3	Days				
<input type="checkbox"/> Long Term (Eight or more consecutive work weeks)	<input type="checkbox"/>		Hours per day				
		<input type="checkbox"/>	18				
		Credit hours					
Indicate the audience to receive training							
<input type="checkbox"/> Staff of State/local agency administering the State Plan	<input type="checkbox"/>	Adoptive parents					
<input type="checkbox"/> Volunteers of State/local agency administering State Plan	<input type="checkbox"/>	Child caring agency staff					
<input type="checkbox"/> Persons preparing for employment with State/local agency	<input type="checkbox"/>	Child placement agency staff	Specify				
<input type="checkbox"/> Foster parents	<input checked="" type="checkbox"/>	Other State agency staff (JJ, MH, DD, etc.)					
		<input checked="" type="checkbox"/>	Other community staff (medical, legal, police)				
Costing method			Estimated total cost				
<input type="checkbox"/> Unit cost per trainee (Tuition/books/supplies per trainee) or	<input type="checkbox"/>	Unit cost	\$0.00	No. Trainees	0	Total Cost	\$0.00
<input type="checkbox"/> Cost per class/training function	<input type="checkbox"/>	Estim. no. of trainees in class		90	Total Cost	\$45,000.00	
<input checked="" type="checkbox"/> Other (specify)							
Cost allocation methodology							
Describe basis for allocating costs among benefiting programs & funding sources (including application of eligibility rates, where applicable)							
<p>1. Training costs are part of overhead (such as supplies, printing, notebooks, etc.). 2. Direct training costs (such as travel of employees, trainers' salaries &amp; Fringe benefits) go into a pool &amp; are distributed according to IV-E/IV-B Penetration Rate.</p>							
Indicate all applicable funding sources							
<input type="checkbox"/> IV-B-1 (CWS)	<input checked="" type="checkbox"/>	CAPTA					
<input type="checkbox"/> IV-B-2 (PSSF)	<input type="checkbox"/>	IV-E Chafee ILP					
<input type="checkbox"/> IV-E Foster Care	<input type="checkbox"/>	State only (mark only if other than non-Fed match)					
<input type="checkbox"/> IV-E Adoption	<input type="checkbox"/>	Other, Specify					
<input type="checkbox"/> TANF	<input type="checkbox"/>	Other, Specify					
<input type="checkbox"/> SSBG	<input checked="" type="checkbox"/>	Other, Specify - Children's Justice Grant					

## "CHECKLIST" FOR ADDRESSING TRAINING ACTIVITIES/EVENTS UNDER THE TITLE IV-B PLAN

(This "checklist" should be used as a guide to ensure that all of the following information is provided in the Plan for each individual training activity planned to be held during the reporting period covered by this update)

<i>Provide a one paragraph brief syllabus of the training activity</i>					
Children's Justice Funds will be used to provide three (3) sessions of Family Violence Assessment & Intervention. This is a new curriculum that was offered for the first time in FY 2014 and will continue to be offered in FY 2016. Each of the four two day training sessions will focus on providing basic information on the complex dynamics of Family Violence and a basic understanding of how domestic violence impacts children's lives & what that means for CPS intervention. The two day training is provided for to County Multidisciplinary Team members, Other State Agencies, DHR State Office Staff & County Staff.					
<i>Indicate which, if any, of the specifically allowable Title IV-E administrative functions this training activity addresses.</i>					
<input type="checkbox"/> IV-E Eligibility Determination or Redetermination	<input checked="" type="checkbox"/>	Placement of Child			
<input type="checkbox"/> Rate Setting	<input checked="" type="checkbox"/>	Development and Maintenance of Case Plan			
<input type="checkbox"/> Hearings and Appeals	<input type="checkbox"/>	Case Management			
<input type="checkbox"/> Referral to Services	<input type="checkbox"/>	Recruitment/Licensing of Foster/Adoptive Homes and Institutions			
<input type="checkbox"/> Preparation for and Participation in Judicial Determinations	<input type="checkbox"/>	Data Collection and Reporting			
<i>Indicate setting/venue for the training activity</i>			<i>Indicate proposed provider of training activity</i>		
<input type="checkbox"/> Pre-Service (Trainee not yet employed by State agency)	<input checked="" type="checkbox"/>	In-house agency training staff	Specify		
<input type="checkbox"/> Initial In-Service (Intensive training to prepare new employees)	<input type="checkbox"/>	Public university ----->			
<input checked="" type="checkbox"/> Continuing In-Service (On-going training for existing employees)	<input type="checkbox"/>	Private university ----->			
<input type="checkbox"/> Conference/workshop	<input type="checkbox"/>	Other ----->			
<i>Indicate duration category of the training activity</i>		<i>Specify approximate number of days or hours of training activity</i>			
<input checked="" type="checkbox"/> Short Term (Less than eight consecutive work weeks)	<input checked="" type="checkbox"/>	2	Days		
<input type="checkbox"/> Long Term (Eight or more consecutive work weeks)	<input checked="" type="checkbox"/>	X	Hours per day	10	
	<input type="checkbox"/>		Credit hours	8	
<i>Indicate the audience to receive training</i>					
<input type="checkbox"/> Staff of State/local agency administering the State Plan	<input type="checkbox"/>	Adoptive parents			
<input type="checkbox"/> Volunteers of State/local agency administering State Plan	<input type="checkbox"/>	Child caring agency staff			
<input type="checkbox"/> Persons preparing for employment with State/local agency	<input checked="" type="checkbox"/>	Child placement agency staff	Specify		
<input type="checkbox"/> Foster parents	<input checked="" type="checkbox"/>	Other State agency staff (JJ, MH, DD, etc.)	Multidisciplinary Teams		
	<input type="checkbox"/>	Other community staff (medical, legal, police)	Medical, legal, LE		
<i>Costing method</i>			<i>Estimated total cost</i>		
<input type="checkbox"/> Unit cost per trainee (Tuition/books/supplies per trainee) or	Unit cost	\$0.00	No. Trainees	0	Total Cost \$0.00
<input type="checkbox"/> Cost per class/training function	Estim. no. of trainees in class		90	Total Cost	\$50,000.00
<input checked="" type="checkbox"/> Other (specify)					
<i>Cost allocation methodology</i>					
Describe basis for allocating costs among benefiting programs & funding sources (including application of eligibility rates, where applicable)					
1. Training costs are part of overhead (such as supplies, printing, notebooks, etc.). 2. Direct training costs (such as travel of employees, trainers' salaries & Fringe benefits) go into a pool & are distributed according to IV-E/IV-B Penetration Rate.					
<i>Indicate all applicable funding sources</i>					
<input type="checkbox"/> IV-B-1 (CWS)	<input checked="" type="checkbox"/>	CAPTA			
<input type="checkbox"/> IV-B-2 (PSSF)	<input type="checkbox"/>	IV-E Chafee ILP			
<input type="checkbox"/> IV-E Foster Care	<input type="checkbox"/>	State only (mark only if other than non-Fed match)			
<input type="checkbox"/> IV-E Adoption	<input type="checkbox"/>	Other, Specify Caseworker visit funds			
<input type="checkbox"/> TANF	<input type="checkbox"/>	Other, Specify			
<input type="checkbox"/> SSBG	<input checked="" type="checkbox"/>	Other, Spe Children's Justice Grant			

## "CHECKLIST" FOR ADDRESSING TRAINING ACTIVITIES/EVENTS UNDER THE TITLE IV-B PLAN

(This "checklist" should be used as a guide to ensure that all of the following information is provided in the Plan for each individual training activity planned to be held during the reporting period covered by this update)

### Provide a one paragraph **brief** syllabus of the training activity

Association of Administrators on the Interstate Compact for the Placement of Children. Attendance at the conference by a staff member of the Alabama DHR, Family Services Division, Office of ICPC.

### Indicate which, if any, of the **specifically allowable** Title IV-E administrative functions this training activity addresses.

<input type="checkbox"/> IV-E Eligibility Determination or Redetermination	<input checked="" type="checkbox"/>	Placement of Child
<input type="checkbox"/> Rate Setting	<input checked="" type="checkbox"/>	Development and Maintenance of Case Plan
<input type="checkbox"/> Hearings and Appeals	<input checked="" type="checkbox"/>	Case Management
<input type="checkbox"/> Referral to Services	<input checked="" type="checkbox"/>	Recruitment/Licensing of Foster/Adoptive Homes and Institutions
<input type="checkbox"/> Preparation for and Participation in Judicial Determinations	<input checked="" type="checkbox"/>	Data Collection and Reporting

### Indicate setting/venue for the training activity

### Indicate proposed provider of training activity

<input type="checkbox"/> Pre-Service (Trainee not yet employed by State agency)		In-house agency training staff	Specify
<input type="checkbox"/> Initial In-Service (Intensive training to prepare new employees)		Public university ----->	
<input type="checkbox"/> Continuing In-Service (On-going training for existing employees)		Private university ----->	
<input checked="" type="checkbox"/> Conference/workshop	<input checked="" type="checkbox"/>	Other -Various as scheduled by conference planners.	

### Indicate duration category of the training activity

### Specify approximate number of days or hours of training activity

<input checked="" type="checkbox"/> Short Term (Less than eight consecutive work weeks)	<input type="checkbox"/>	3 Days
<input type="checkbox"/> Long Term (Eight or more consecutive work weeks)	<input type="checkbox"/>	Hours per day
		Credit hours

### Indicate the audience to receive training

<input checked="" type="checkbox"/> Staff of State/local agency administering the State Plan		Adoptive parents	
<input type="checkbox"/> Volunteers of State/local agency administering State Plan		Child caring agency staff	
<input type="checkbox"/> Persons preparing for employment with State/local agency		Child placement agency staff	
<input type="checkbox"/> Foster parents		Other State agency staff (JJ, MH, DD, etc.)	Specify
		Other community staff (medical, legal, police)	

### Costing method

### Estimated total cost

<input type="checkbox"/> Unit cost per trainee (Tuition/books/supplies per trainee) <b>or</b>		Unit cost	\$0.00	No. Trainees	0	Total Cost	\$0.00
<input type="checkbox"/> Cost per class/training function		Estim. no. of trainees in class		1		Total Cost	\$2,500.00
<input checked="" type="checkbox"/> Other (specify)							

### Cost allocation methodology

Describe basis for allocating costs among benefiting programs & funding sources (including application of eligibility rates, where applicable)

### Indicate all applicable funding sources

<input type="checkbox"/> IV-B-1 (CWS)		CAPTA
<input type="checkbox"/> IV-B-2 (PSSF)		IV-E Chafee ILP
<input type="checkbox"/> IV-E Foster Care		State only (mark only if other than non-Fed match)
<input type="checkbox"/> IV-E Adoption	<input checked="" type="checkbox"/>	Other, Specify Adoption Incentive Funds
<input type="checkbox"/> TANF		Other, Specify
<input type="checkbox"/> SSBG		Other, Specify

## "CHECKLIST" FOR ADDRESSING TRAINING ACTIVITIES/EVENTS UNDER THE TITLE IV-B PLAN

(This "checklist" should be used as a guide to ensure that all of the following information is provided in the Plan for each individual training activity planned to be held during the reporting period covered by this update)

### Provide a one paragraph brief syllabus of the training activity

The Trained Therapist Network provides training to mental health professions that see families and children served by the Department. The training is coordinated by Children's Aid Society/ APAC. There are two sessions each year. One in four sites throughout the state and another in two sites. The speakers/toics for 2015 were Kari Fletcher: Parenting Children with Fetal Alcohol Syndrome and Heather Forbes: Helping Families Heal: Effective Strategies for Moving Beyond Trauma.

### Indicate which, if any, of the specifically allowable Title IV-E administrative functions this training activity addresses.

<input type="checkbox"/> IV-E Eligibility Determination or Redetermination	<input type="checkbox"/> Placement of Child
<input type="checkbox"/> Rate Setting	<input checked="" type="checkbox"/> Development and Maintenance of Case Plan
<input type="checkbox"/> Hearings and Appeals	<input checked="" type="checkbox"/> Case Management
<input checked="" type="checkbox"/> Referral to Services	<input type="checkbox"/> Recruitment/Licensing of Foster/Adoptive Homes and Institutions
<input type="checkbox"/> Preparation for and Participation in Judicial Determinations	<input type="checkbox"/> Data Collection and Reporting

### Indicate setting/venue for the training activity

<input type="checkbox"/> Pre-Service (Trainee not yet employed by State agency)
<input type="checkbox"/> Initial In-Service (Intensive training to prepare new employees)
<input checked="" type="checkbox"/> Continuing In-Service (On-going training for existing employees)
<input checked="" type="checkbox"/> Conference/workshop

### Indicate proposed provider of training activity

<input type="checkbox"/> In-house agency training staff	Specify
<input type="checkbox"/> Public university ----->	
<input type="checkbox"/> Private university ----->	
<input checked="" type="checkbox"/> Other -----Nationally and regionally known experts.	

### Indicate duration category of the training activity

<input checked="" type="checkbox"/> Short Term (Less than eight consecutive work weeks)
<input type="checkbox"/> Long Term (Eight or more consecutive work weeks)

### Specify approximate number of days or hours of training activity

1	Days	
	Hours per day	
6	Credit hours	

### Indicate the audience to receive training

<input checked="" type="checkbox"/> Staff of State/local agency administering the State Plan	<input checked="" type="checkbox"/> Adoptive parents
<input type="checkbox"/> Volunteers of State/local agency administering State Plan	<input checked="" type="checkbox"/> Child caring agency staff
<input checked="" type="checkbox"/> Persons preparing for employment with State/local agency	<input checked="" type="checkbox"/> Child placement agency staff
<input checked="" type="checkbox"/> Foster parents	<input checked="" type="checkbox"/> Other State agency staff (JJ, MH, DD, etc.)
	<input checked="" type="checkbox"/> Other community staff (medical, legal, police)

### Costing method

<input type="checkbox"/> Unit cost per trainee (Tuition/books/supplies per trainee) or
<input type="checkbox"/> Cost per class/training function
<input checked="" type="checkbox"/> Other (specify)

### Estimated total cost

Unit cost	\$0.00	No. Trainees	0	Total Cost	\$0.00
Estim. no. of trainees in class			850	Total Cost	\$56,855.00

### Cost allocation methodology

Describe basis for allocating costs among benefiting programs & funding sources (including application of eligibility rates, where applicable)

Costs listed above comes from budget for the 2015-2016 fiscal year combined with the cost for mileage and per diem paid from AIF

### Indicate all applicable funding sources

<input type="checkbox"/> IV-B-1 (CWS)	<input type="checkbox"/> CAPTA
<input checked="" type="checkbox"/> IV-B-2 (PSSF)	<input type="checkbox"/> IV-E Chafee ILP
<input type="checkbox"/> IV-E Foster Care	<input type="checkbox"/> State only (mark only if other than non-Fed match)
<input type="checkbox"/> IV-E Adoption	<input checked="" type="checkbox"/> Other, Specify AIF
<input type="checkbox"/> TANF	<input type="checkbox"/> Other, Specify
<input type="checkbox"/> SSBG	<input type="checkbox"/> Other, Specify

## "CHECKLIST" FOR ADDRESSING TRAINING ACTIVITIES/EVENTS UNDER THE TITLE IV-B PLAN

(This "checklist" should be used as a guide to ensure that all of the following information is provided in the Plan for each individual training activity planned to be held during the reporting period covered by this update)

<i>Provide a one paragraph brief syllabus of the training activity</i>						
DHR has a contract with Children's Aid Society, Alabama Post Adoption Connections (APAC) and as a part of that contract, APAC sponsors specialized training events, - these are provided on demand, really a component of the outreach and Information & Referral services spelled out in the contract. No funds are used for mileage or per diem; however, the APAC contract that funds the salary, rent, office supplies is funded with Federal dollars, so we included a checklist on it.						
<i>Indicate which, if any, of the specifically allowable Title IV-E administrative functions this training activity addresses.</i>						
<input type="checkbox"/> IV-E Eligibility Determination or Redetermination	<input type="checkbox"/> Placement of Child					
<input type="checkbox"/> Rate Setting	<input type="checkbox"/> Development and Maintenance of Case Plan					
<input type="checkbox"/> Hearings and Appeals	<input checked="" type="checkbox"/> Case Management					
<input type="checkbox"/> Referral to Services	<input type="checkbox"/> Recruitment/Licensing of Foster/Adoptive Homes and Institutions					
<input type="checkbox"/> Preparation for and Participation in Judicial Determinations	<input type="checkbox"/> Data Collection and Reporting					
<i>Indicate setting/venue for the training activity</i>			<i>Indicate proposed provider of training activity</i>			
<input type="checkbox"/> Pre-Service (Trainee not yet employed by State agency)	<input type="checkbox"/> In-house agency training staff				Specify	
<input type="checkbox"/> Initial In-Service (Intensive training to prepare new employees)	<input type="checkbox"/> Public university ----->					
<input type="checkbox"/> Continuing In-Service (On-going training for existing employees)	<input type="checkbox"/> Private university ----->					
<input checked="" type="checkbox"/> Conference/workshop	<input checked="" type="checkbox"/> Other APAC staff and others as arranged by APAC					
<i>Indicate duration category of the training activity</i>			<i>Specify approximate number of days or hours of training activity</i>			
<input checked="" type="checkbox"/> Short Term (Less than eight consecutive work weeks)	<input checked="" type="checkbox"/> Days - the number of days and/or hours varies per event					
<input type="checkbox"/> Long Term (Eight or more consecutive work weeks)	<input type="checkbox"/> Hours per day					
	<input type="checkbox"/> Credit hours					
<i>Indicate the audience to receive training</i>						
<input checked="" type="checkbox"/> Staff of State/local agency administering the State Plan	<input checked="" type="checkbox"/> Adoptive parents					
<input type="checkbox"/> Volunteers of State/local agency administering State Plan	<input type="checkbox"/> Child caring agency staff					
<input type="checkbox"/> Persons preparing for employment with State/local agency	<input type="checkbox"/> Child placement agency staff				Specify	
<input checked="" type="checkbox"/> Foster parents	<input type="checkbox"/> Other State agency staff (JJ, MH, DD, etc.)					
	<input type="checkbox"/> Other community staff (medical, legal, police)					
<i>Costing method</i>			<i>Estimated total cost</i>			
<input type="checkbox"/> Unit cost per trainee (Tuition/books/supplies per trainee) or	<input type="checkbox"/> Unit cost	\$0.00	No. Trainees	0	Total Cost	\$0.00
<input type="checkbox"/> Cost per class/training function	Estim. no. of trainees in class	1912	Total Cost	\$21,250.00		
<input checked="" type="checkbox"/> Other (specify)						
<i>Cost allocation methodology</i>						
Describe basis for allocating costs among benefiting programs & funding sources (including application of eligibility rates, where applicable)						
Costs are taken from the budget attached to the 2015-2016 renewal contract with Children's Aid Society/APAC.						
<i>Indicate all applicable funding sources</i>						
<input type="checkbox"/> IV-B-1 (CWS)	<input type="checkbox"/> CAPTA					
<input checked="" type="checkbox"/> IV-B-2 (PSSF)	<input type="checkbox"/> IV-E Chafee ILP					
<input type="checkbox"/> IV-E Foster Care	<input type="checkbox"/> State only (mark only if other than non-Fed match)					
<input type="checkbox"/> IV-E Adoption	<input checked="" type="checkbox"/> Other, Specify Adoption Incentive Funds					
<input type="checkbox"/> TANF	<input type="checkbox"/> Other, Specify					
<input type="checkbox"/> SSBG	<input type="checkbox"/> Other, Specify					

**"CHECKLIST" FOR ADDRESSING TRAINING ACTIVITIES/EVENTS UNDER THE TITLE IV-B PLAN**

(This "checklist" should be used as a guide to ensure that all of the following information is provided in the Plan for each individual training activity planned to be held during the reporting period covered by this update)

*Provide a one paragraph brief syllabus of the training activity*

2016 Permanency Conference will once again be coordinated through a contract with Children's Aid Society's APAC program.

*Indicate which, if any, of the specifically allowable Title IV-E administrative functions this training activity addresses.*

<input type="checkbox"/> IV-E Eligibility Determination or Redetermination	<input checked="" type="checkbox"/>	Placement of Child
<input type="checkbox"/> Rate Setting	<input checked="" type="checkbox"/>	Development and Maintenance of Case Plan
<input type="checkbox"/> Hearings and Appeals	<input checked="" type="checkbox"/>	Case Management
<input type="checkbox"/> Referral to Services	<input type="checkbox"/>	Recruitment/Licensing of Foster/Adoptive Homes and Institutions
<input checked="" type="checkbox"/> Preparation for and Participation in Judicial Determinations	<input type="checkbox"/>	Data Collection and Reporting

*Indicate setting/venue for the training activity*

*Indicate proposed provider of training activity*

<input type="checkbox"/> Pre-Service (Trainee not yet employed by State agency)	<input checked="" type="checkbox"/>	In-house agency training staff	<small>Specify</small>
<input type="checkbox"/> Initial In-Service (Intensive training to prepare new employees)	<input type="checkbox"/>	Public university ----->	
<input type="checkbox"/> Continuing In-Service (On-going training for existing employees)	<input type="checkbox"/>	Private university ----->	
<input checked="" type="checkbox"/> Conference/workshop	<input type="checkbox"/>	Other ----->	

*Indicate duration category of the training activity*

*Specify approximate number of days or hours of training activity*

<input checked="" type="checkbox"/> Short Term (Less than eight consecutive work weeks)	<input type="checkbox"/>	Days
<input type="checkbox"/> Long Term (Eight or more consecutive work weeks)	<input type="checkbox"/>	Hours per day
	<input type="checkbox"/>	Credit hours

*Indicate the audience to receive training*

<input checked="" type="checkbox"/> Staff of State/local agency administering the State Plan	<input type="checkbox"/>	Adoptive parents	
<input type="checkbox"/> Volunteers of State/local agency administering State Plan	<input type="checkbox"/>	Child caring agency staff	
<input type="checkbox"/> Persons preparing for employment with State/local agency	<input type="checkbox"/>	Child placement agency staff	
<input type="checkbox"/> Foster parents	<input type="checkbox"/>	Other State agency staff (JJ, MH, DD, etc.)	<small>Specify</small>
	<input type="checkbox"/>	Other community staff (medical, legal, police)	

*Costing method*

*Estimated total cost*

<input type="checkbox"/> Unit cost per trainee (Tuition/books/supplies per trainee) or	Unit cost	\$0.00	No. Trainees	0	Total Cost	\$0.00
<input type="checkbox"/> Cost per class/training function	Estim. no. of trainees in class		200	Total Cost	\$95,000.00	
<input checked="" type="checkbox"/> Other (specify)						

*Cost allocation methodology*

Describe basis for allocating costs among benefiting programs & funding sources (including application of eligibility rates, where applicable)

Costs are taken from the approved revised budget for the 2015-2016 APAC Contract

*Indicate all applicable funding sources*

<input type="checkbox"/> IV-B-1 (CWS)	<input type="checkbox"/>	CAPTA
<input checked="" type="checkbox"/> IV-B-2 (PSSF)	<input type="checkbox"/>	IV-E Chafee ILP
<input type="checkbox"/> IV-E Foster Care	<input type="checkbox"/>	State only (mark only if other than non-Fed match)
<input type="checkbox"/> IV-E Adoption	<input checked="" type="checkbox"/>	Other, Specify: Adoption Incentive
<input type="checkbox"/> TANF	<input type="checkbox"/>	Other, Specify
<input type="checkbox"/> SSBG	<input type="checkbox"/>	Other, Specify

## "CHECKLIST" FOR ADDRESSING TRAINING ACTIVITIES/EVENTS UNDER THE TITLE IV-B PLAN

(This "checklist" should be used as a guide to ensure that all of the following information is provided in the Plan for each individual training activity planned to be held during the reporting period covered by this update)

### Provide a one paragraph **brief** syllabus of the training activity

The Annual National Independent Living Conference sponsored by the Daniel Memorial Foundation is for Youth- and the adults who serve them. Each year up to 115 youth and adults attend. It is a training opportunity for both foster youth and social workers and staff who serve them to receive training from nationally know speakers and trainers in locales across the country and to network with foster youth from across the country.

### Indicate which, **if any**, of the **specifically allowable** Title IV-E administrative functions this training activity addresses.

<input type="checkbox"/> IV-E Eligibility Determination or Redetermination	<input type="checkbox"/> Placement of Child
<input type="checkbox"/> Rate Setting	<input checked="" type="checkbox"/> Development and Maintenance of Case Plan
<input type="checkbox"/> Hearings and Appeals	<input checked="" type="checkbox"/> Case Management
<input checked="" type="checkbox"/> Referral to Services	<input type="checkbox"/> Recruitment/Licensing of Foster/Adoptive Homes and Institutions
<input type="checkbox"/> Preparation for and Participation in Judicial Determinations	<input type="checkbox"/> Data Collection and Reporting

### Indicate setting/venue for the training activity

### Indicate proposed provider of training activity

<input type="checkbox"/> Pre-Service (Trainee not yet employed by State agency)	<input type="checkbox"/> In-house agency training staff
<input type="checkbox"/> Initial In-Service (Intensive training to prepare new employees)	<input type="checkbox"/> Public university -----> <span style="float: right; font-size: small;">Specify</span>
<input type="checkbox"/> Continuing In-Service (On-going training for existing employees)	<input type="checkbox"/> Private university ----->
<input checked="" type="checkbox"/> Conference/workshop	<input type="checkbox"/> Other ----->

### Indicate duration category of the training activity

### Specify approximate number of days or hours of training activity

<input checked="" type="checkbox"/> Short Term (Less than eight consecutive work weeks)	4 Days
<input type="checkbox"/> Long Term (Eight or more consecutive work weeks)	8 Hours per day
	<input type="checkbox"/> Credit hours

### Indicate the audience to receive training

<input checked="" type="checkbox"/> Staff of State/local agency administering the State Plan	<input type="checkbox"/> Adoptive parents
<input type="checkbox"/> Volunteers of State/local agency administering State Plan	<input type="checkbox"/> Child caring agency staff
<input type="checkbox"/> Persons preparing for employment with State/local agency	<input type="checkbox"/> Child placement agency staff
<input type="checkbox"/> Foster parents	<input type="checkbox"/> Other State agency staff (JJ, MH, DD, etc.) <span style="float: right; font-size: small;">Specify</span>
<input checked="" type="checkbox"/> Foster Youth	<input type="checkbox"/> Other community staff (medical, legal, police)

### Costing method

### Estimated total cost

<input type="checkbox"/> Unit cost per trainee (Tuition/books/supplies per trainee) <b>or</b>	Unit cost	\$0.00	No. Trainees		Total Cost	\$0.00
<input type="checkbox"/> Cost per class/training function	Estim. no. of trainees in class		115	Total Cost	\$193,000	
<input checked="" type="checkbox"/> Other (specify)						

### Cost allocation methodology

Describe basis for allocating costs among benefiting programs & funding sources (including application of eligibility rates, where applicable)

The funds are allocated based on a per person cost for travel, registration, lodging and food.

### Indicate all applicable funding sources

<input type="checkbox"/> IV-B-1 (CWS)	<input type="checkbox"/> CAPTA
<input type="checkbox"/> IV-B-2 (PSSF)	<input checked="" type="checkbox"/> IV-E Chafee ILP
<input type="checkbox"/> IV-E Foster Care	<input type="checkbox"/> State only (mark only if other than non-Fed match)
<input type="checkbox"/> IV-E Adoption	<input type="checkbox"/> Other, Specify Caseworker visit funds
<input type="checkbox"/> TANF	<input type="checkbox"/> Other, Specify
<input type="checkbox"/> SSBG	<input type="checkbox"/> Other, Specify

## "CHECKLIST" FOR ADDRESSING TRAINING ACTIVITIES/EVENTS UNDER THE TITLE IV-B PLAN

(This "checklist" should be used as a guide to ensure that all of the following information is provided in the Plan for each individual training activity planned to be held during the reporting period covered by this update)

<i>Provide a one paragraph brief syllabus of the training activity</i>			
There are two ILP Conference-Style camps held each summer to provide training and education to ILP foster youth. The first camp for 14-16 year old foster youth and a second for 17-20 year old foster youth. The camps will be held at Shocco Springs. in Talledega, Alabama. Young people receive training and education regarding health, Medicaid, educational goal setting, NYTD, team building, working with adults, permanent connections, etc . in a camp setting.			
<i>Indicate which, if any, of the specifically allowable Title IV-E administrative functions this training activity addresses.</i>			
<input type="checkbox"/> IV-E Eligibility Determination or Redetermination	<input type="checkbox"/>	Placement of Child	
<input type="checkbox"/> Rate Setting	<input checked="" type="checkbox"/>	Development and Maintenance of Case Plan	
<input type="checkbox"/> Hearings and Appeals	<input type="checkbox"/>	Case Management	
<input type="checkbox"/> Referral to Services	<input type="checkbox"/>	Recruitment/Licensing of Foster/Adoptive Homes and Institutions	
<input type="checkbox"/> Preparation for and Participation in Judicial Determinations	<input type="checkbox"/>	Data Collection and Reporting	
<i>Indicate setting/venue for the training activity</i>		<i>Indicate proposed provider of training activity</i>	
<input type="checkbox"/> Pre-Service (Trainee not yet employed by State agency)	<input type="checkbox"/>	In-house agency training staff	Specify
<input type="checkbox"/> Initial In-Service (Intensive training to prepare new employees)	<input type="checkbox"/>	Public university ----->	
<input type="checkbox"/> Continuing In-Service (On-going training for existing employees)	<input type="checkbox"/>	Private university ----->	
<input checked="" type="checkbox"/> Conference/workshop	<input checked="" type="checkbox"/>	Other: Children's Aid Society	
<i>Indicate duration category of the training activity</i>		<i>Specify approximate number of days or hours of training activity</i>	
<input checked="" type="checkbox"/> Short Term (Less than eight consecutive work weeks)	<input type="checkbox"/>	3	Days
<input type="checkbox"/> Long Term (Eight or more consecutive work weeks)	<input type="checkbox"/>	8	Hours per day
	<input type="checkbox"/>		Credit hours
<i>Indicate the audience to receive training</i>			
<input type="checkbox"/> Staff of State/local agency administering the State Plan	<input type="checkbox"/>	Adoptive parents	
<input type="checkbox"/> Volunteers of State/local agency administering State Plan	<input type="checkbox"/>	Child caring agency staff	
<input type="checkbox"/> Persons preparing for employment with State/local agency	<input type="checkbox"/>	Child placement agency staff	Specify
<input type="checkbox"/> Foster parents	<input type="checkbox"/>	Other State agency staff (JJ, MH, DD, etc.)	
<input checked="" type="checkbox"/> Foster Youth	<input type="checkbox"/>	Other community staff (medical, legal, police)	
<i>Costing method</i>		<i>Estimated total cost</i>	
<input type="checkbox"/> Unit cost per trainee (Tuition/books/supplies per trainee) or	<input type="checkbox"/>	Unit cost	\$0.00
<input type="checkbox"/> Cost per class/training function	<input type="checkbox"/>	No. Trainees	
<input checked="" type="checkbox"/> Other (specify)	<input type="checkbox"/>	Estim. no. of trainees in class	150
	<input type="checkbox"/>	Total Cost	\$107,000.00
<i>Cost allocation methodology</i>			
Describe basis for allocating costs among benefiting programs & funding sources (including application of eligibility rates, where applicable)			
Funds are provided through a contract with Children's Aid Society.			
<i>Indicate all applicable funding sources</i>			
<input type="checkbox"/> IV-B-1 (CWS)	<input type="checkbox"/>	CAPTA	
<input type="checkbox"/> IV-B-2 (PSSF)	<input checked="" type="checkbox"/>	IV-E Chafee ILP	
<input type="checkbox"/> IV-E Foster Care	<input type="checkbox"/>	State only (mark only if other than non-Fed match)	
<input type="checkbox"/> IV-E Adoption	<input type="checkbox"/>	Other, Specify Caseworker visit funds	
<input type="checkbox"/> TANF	<input type="checkbox"/>	Other, Specify	
<input type="checkbox"/> SSBG	<input type="checkbox"/>	Other, Specify	

## "CHECKLIST" FOR ADDRESSING TRAINING ACTIVITIES/EVENTS UNDER THE TITLE IV-B PLAN

(This "checklist" should be used as a guide to ensure that all of the following information is provided in the Plan for each individual training activity planned to be held during the reporting period covered by this update)

### Provide a one paragraph **brief** syllabus of the training activity

The Annual youth Leadership Training is scheduled each year to provide Leadership training to the State's DREAM Ambassadors, DREAM Council Leaders and Youth Advisory Council Leaders from across the state. It is designed to provide direct leadership training to our Youth focusing on working with Judges, Legislators, social workers and administrators to promote youth advocacy. Professional trainings provide instruction in team building, public speaking, and branding.

### Indicate which, if any, of the **specifically allowable** Title IV-E administrative functions this training activity addresses.

<input type="checkbox"/> IV-E Eligibility Determination or Redetermination	<input type="checkbox"/> Placement of Child
<input type="checkbox"/> Rate Setting	<input checked="" type="checkbox"/> Development and Maintenance of Case Plan
<input type="checkbox"/> Hearings and Appeals	<input type="checkbox"/> Case Management
<input type="checkbox"/> Referral to Services	<input type="checkbox"/> Recruitment/Licensing of Foster/Adoptive Homes and Institutions
<input type="checkbox"/> Preparation for and Participation in Judicial Determinations	<input type="checkbox"/> Data Collection and Reporting

### Indicate setting/venue for the training activity

### Indicate proposed provider of training activity

<input type="checkbox"/> Pre-Service (Trainee not yet employed by State agency)	<input type="checkbox"/> In-house agency training staff	Specify
<input type="checkbox"/> Initial In-Service (Intensive training to prepare new employees)	<input type="checkbox"/> Public university ----->	
<input type="checkbox"/> Continuing In-Service (On-going training for existing employees)	<input type="checkbox"/> Private university ----->	
<input checked="" type="checkbox"/> Conference/workshop	<input checked="" type="checkbox"/> Other: Children's Aid Society	

### Indicate duration category of the training activity

### Specify approximate number of days or hours of training activity

<input checked="" type="checkbox"/> Short Term (Less than eight consecutive work weeks)	3 Days
<input type="checkbox"/> Long Term (Eight or more consecutive work weeks)	10 Hours per day
	Credit hours

### Indicate the audience to receive training

<input type="checkbox"/> Staff of State/local agency administering the State Plan	<input type="checkbox"/> Adoptive parents	
<input type="checkbox"/> Volunteers of State/local agency administering State Plan	<input type="checkbox"/> Child caring agency staff	
<input type="checkbox"/> Persons preparing for employment with State/local agency	<input type="checkbox"/> Child placement agency staff	
<input type="checkbox"/> Foster parents	<input type="checkbox"/> Other State agency staff (JJ, MH, DD, etc.)	Specify
<input checked="" type="checkbox"/> Foster Youth	<input type="checkbox"/> Other community staff (medical, legal, police)	

### Costing method

### Estimated total cost

<input type="checkbox"/> Unit cost per trainee (Tuition/books/supplies per trainee) or	Unit cost	\$0.00	No. Trainees	0	Total Cost	\$0.00
<input type="checkbox"/> Cost per class/training function	Estim. no. of trainees in class		75	Total Cost	\$28,500.00	
<input checked="" type="checkbox"/> Other (specify)						

### Cost allocation methodology

Describe basis for allocating costs among benefiting programs & funding sources (including application of eligibility rates, where applicable)

Funds are allocated through our contract with Children's Aid Society.

### Indicate all applicable funding sources

<input type="checkbox"/> IV-B-1 (CWS)	<input type="checkbox"/> CAPTA
<input type="checkbox"/> IV-B-2 (PSSF)	<input checked="" type="checkbox"/> IV-E Chafee ILP
<input type="checkbox"/> IV-E Foster Care	<input type="checkbox"/> State only (mark only if other than non-Fed match)
<input type="checkbox"/> IV-E Adoption	<input type="checkbox"/> Other, Specify Caseworker visit funds
<input type="checkbox"/> TANF	<input type="checkbox"/> Other, Specify
<input type="checkbox"/> SSBG	<input type="checkbox"/> Other, Specify

## "CHECKLIST" FOR ADDRESSING TRAINING ACTIVITIES/EVENTS UNDER THE TITLE IV-B PLAN

(This "checklist" should be used as a guide to ensure that all of the following information is provided in the Plan for each individual training activity planned to be held during the reporting period covered by this update)

<i>Provide a one paragraph brief syllabus of the training activity</i>			
	ILP DREAM Council Meetings are held each second Saturday of the month at DHR County offices across the State 9 months each year. As a part of continued Leadership Training for DREAM Ambassador, every alternating month, 25 Youth Leaders travel to the designated county on the Friday evening to and conduct a business meeting for 6pm-10p, in preparation for the following days meeting. Youth train their peers with regard to NYTD, Sexual Safety, Law Enforcement/Law Awareness, Self Advocacy, How to Navigate the Court system, Dream boarding, Leadership, Sex Trafficking, Civil Rights Education, Youth Leadership with the Poarch Creek Band of Indians. Service project are also conducted monthly by the DREAM Ambassadors.		
<i>Indicate which, if any, of the specifically allowable Title IV-E administrative functions this training activity addresses.</i>			
<input type="checkbox"/>	IV-E Eligibility Determination or Redetermination	<input type="checkbox"/>	Placement of Child
<input type="checkbox"/>	Rate Setting	<input type="checkbox"/>	Development and Maintenance of Case Plan
<input type="checkbox"/>	Hearings and Appeals	<input type="checkbox"/>	Case Management
<input type="checkbox"/>	Referral to Services	<input type="checkbox"/>	Recruitment/Licensing of Foster/Adoptive Homes and Institutions
<input type="checkbox"/>	Preparation for and Participation in Judicial Determinations	<input type="checkbox"/>	Data Collection and Reporting
<i>Indicate setting/venue for the training activity</i>		<i>Indicate proposed provider of training activity</i>	
<input type="checkbox"/>	Pre-Service (Trainee not yet employed by State agency)	<input type="checkbox"/>	In-house agency training staff <span style="float: right; font-size: x-small;">Specify</span>
<input type="checkbox"/>	Initial In-Service (Intensive training to prepare new employees)	<input type="checkbox"/>	Public university ----->
<input type="checkbox"/>	Continuing In-Service (On-going training for existing employees)	<input type="checkbox"/>	Private university ----->
<input checked="" type="checkbox"/>	Conference/workshop	<input type="checkbox"/>	Other ----->
<i>Indicate duration category of the training activity</i>		<i>Specify approximate number of days or hours of training activity</i>	
<input checked="" type="checkbox"/>	Short Term (Less than eight consecutive work weeks)	9	Days
<input type="checkbox"/>	Long Term (Eight or more consecutive work weeks)	4	Hours per day
			Credit hours
<i>Indicate the audience to receive training</i>			
<input checked="" type="checkbox"/>	Staff of State/local agency administering the State Plan	<input type="checkbox"/>	Adoptive parents
<input checked="" type="checkbox"/>	Volunteers of State/local agency administering State Plan	<input type="checkbox"/>	Child caring agency staff
<input type="checkbox"/>	Persons preparing for employment with State/local agency	<input type="checkbox"/>	Child placement agency staff <span style="float: right; font-size: x-small;">Specify</span>
<input checked="" type="checkbox"/>	Foster parents	<input type="checkbox"/>	Other State agency staff (JJ, MH, DD, etc.)
		<input checked="" type="checkbox"/>	Other community staff (medical, legal, police) <span style="float: right;">Foster Youth</span>
<i>Costing method</i>		<i>Estimated total cost</i>	
<input type="checkbox"/>	Unit cost per trainee (Tuition/books/supplies per trainee) or	Unit cost	\$0.00
<input type="checkbox"/>	Cost per class/training function	No. Trainees	
<input type="checkbox"/>	Other (specify)	Estim. no. of trainees in class	50-75
		Total Cost	\$12,000.00
<i>Cost allocation methodology</i>			
Describe basis for allocating costs among benefiting programs & funding sources (including application of eligibility rates, where applicable) The funds are allocated through a contract with Children's Aid society			
<i>Indicate all applicable funding sources</i>			
<input type="checkbox"/>	IV-B-1 (CWS)	<input type="checkbox"/>	CAPTA
<input type="checkbox"/>	IV-B-2 (PSSF)	<input checked="" type="checkbox"/>	IV-E Chafee ILP
<input type="checkbox"/>	IV-E Foster Care	<input type="checkbox"/>	State only (mark only if other than non-Fed match)
<input type="checkbox"/>	IV-E Adoption	<input type="checkbox"/>	Other, Specify Caseworker visit funds
<input type="checkbox"/>	TANF	<input type="checkbox"/>	Other, Specify
<input type="checkbox"/>	SSBG	<input type="checkbox"/>	Other, Specify

## "CHECKLIST" FOR ADDRESSING TRAINING ACTIVITIES/EVENTS UNDER THE TITLE IV-B PLAN

(This "checklist" should be used as a guide to ensure that all of the following information is provided in the Plan for each individual training activity planned to be held during the reporting period covered by this update)

<i>Provide a one paragraph brief syllabus of the training activity</i>					
The annual ILP Networking Conference convenes 100 county ILP coordinators and staff working with ILP Youth and up to 50 providers across the state. Attendees are provided training regarding NYTD, Sex Trafficking, Permanent Connections, Transition Planning, Permanency Roundtables, Psychotropic Medication, Medicaid to 26., Team Building with surrounding counties and providers.					
<i>Indicate which, if any, of the specifically allowable Title IV-E administrative functions this training activity addresses.</i>					
<input type="checkbox"/>	IV-E Eligibility Determination or Redetermination	<input type="checkbox"/>	Placement of Child		
<input type="checkbox"/>	Rate Setting	<input checked="" type="checkbox"/>	Development and Maintenance of Case Plan		
<input type="checkbox"/>	Hearings and Appeals	<input type="checkbox"/>	Case Management		
<input checked="" type="checkbox"/>	Referral to Services	<input type="checkbox"/>	Recruitment/Licensing of Foster/Adoptive Homes and Institutions		
<input type="checkbox"/>	Preparation for and Participation in Judicial Determinations	<input type="checkbox"/>	Data Collection and Reporting		
<i>Indicate setting/venue for the training activity</i>			<i>Indicate proposed provider of training activity</i>		
<input type="checkbox"/>	Pre-Service (Trainee not yet employed by State agency)		<input type="checkbox"/>	In-house agency training staff <span style="float: right; font-size: small;">Specify</span>	
<input type="checkbox"/>	Initial In-Service (Intensive training to prepare new employees)		<input type="checkbox"/>	Public university ----->	
<input type="checkbox"/>	Continuing In-Service (On-going training for existing employees)		<input type="checkbox"/>	Private university ----->	
<input checked="" type="checkbox"/>	Conference/workshop		<input checked="" type="checkbox"/>	Other: Children's Aid Society	
<i>Indicate duration category of the training activity</i>			<i>Specify approximate number of days or hours of training activity</i>		
<input checked="" type="checkbox"/>	Short Term (Less than eight consecutive work weeks)		<input type="checkbox"/>	3 Days	
<input type="checkbox"/>	Long Term (Eight or more consecutive work weeks)		<input type="checkbox"/>	6 Hours per day	
<input type="checkbox"/>			<input type="checkbox"/>	Credit hours	
<i>Indicate the audience to receive training</i>					
<input checked="" type="checkbox"/>	Staff of State/local agency administering the State Plan		<input type="checkbox"/>	Adoptive parents	
<input checked="" type="checkbox"/>	Volunteers of State/local agency administering State Plan		<input checked="" type="checkbox"/>	Child caring agency staff	
<input type="checkbox"/>	Persons preparing for employment with State/local agency		<input checked="" type="checkbox"/>	Child placement agency staff <span style="float: right; font-size: small;">Specify</span>	
<input checked="" type="checkbox"/>	Foster parents		<input checked="" type="checkbox"/>	Other State agency staff (JJ, MH, DD, etc.)	
<input type="checkbox"/>			<input type="checkbox"/>	Other community staff (medical, legal, police) <span style="float: right; font-size: small;">Foster Youth</span>	
<i>Costing method</i>			<i>Estimated total cost</i>		
<input type="checkbox"/>	Unit cost per trainee (Tuition/books/supplies per trainee) or		Unit cost	\$0.00	No. Trainees
<input type="checkbox"/>	Cost per class/training function		Estim. no. of trainees in class	150	Total Cost
<input checked="" type="checkbox"/>	Other (specify) - Community providers attend the training for a nominal fee.				Total Cost \$42,000.00
<i>Cost allocation methodology</i>					
Describe basis for allocating costs among benefiting programs & funding sources (including application of eligibility rates, where applicable) The funds are allocated through a contract with Children's Aid society					
<i>Indicate all applicable funding sources</i>					
<input type="checkbox"/>	IV-B-1 (CWS)	<input type="checkbox"/>	CAPTA		
<input type="checkbox"/>	IV-B-2 (PSSF)	<input checked="" type="checkbox"/>	IV-E Chafee ILP		
<input type="checkbox"/>	IV-E Foster Care	<input type="checkbox"/>	State only (mark only if other than non-Fed match)		
<input type="checkbox"/>	IV-E Adoption	<input type="checkbox"/>	Other, Specify Caseworker visit funds		
<input type="checkbox"/>	TANF	<input type="checkbox"/>	Other, Specify		
<input type="checkbox"/>	SSBG	<input type="checkbox"/>	Other, Specify		

**NOTE: The State Quality Assurance/County Quality Assurance Coordination meeting shown below, will not take place in FY 2015. However, it is planned for FY 2016 and therefore remains in the Training Plan.**

**"CHECKLIST" FOR ADDRESSING TRAINING ACTIVITIES/EVENTS UNDER THE TITLE IV-B PLAN**

(This "checklist" should be used as a guide to ensure that all of the following information is provided in the Plan for each individual training activity planned to be held during the reporting period covered by this update)

<i>Provide a one paragraph brief syllabus of the training activity</i>					
State Quality Assurance/County Quality Assurance Coordination Meeting is an annual meeting to bring together county QA coordinators and chairpersons with State Quality Assurance Committee members for training and exchange of information regarding the continual assessment, monitoring and improvement of child welfare practice.					
<i>Indicate which, if any, of the specifically allowable Title IV-E administrative functions this training activity addresses.</i>					
<input type="checkbox"/>	IV-E Eligibility Determination or Redetermination	<input type="checkbox"/>	Placement of Child		
<input type="checkbox"/>	Rate Setting	<input type="checkbox"/>	Development and Maintenance of Case Plan		
<input type="checkbox"/>	Hearings and Appeals	<input checked="" type="checkbox"/>	Case Management		
<input type="checkbox"/>	Referral to Services	<input type="checkbox"/>	Recruitment/Licensing of Foster/Adoptive Homes and Institutions		
<input type="checkbox"/>	Preparation for and Participation in Judicial Determinations	<input type="checkbox"/>	Data Collection and Reporting		
<i>Indicate setting/venue for the training activity</i>			<i>Indicate proposed provider of training activity</i>		
<input type="checkbox"/>	Pre-Service (Trainee not yet employed by State agency)	<input checked="" type="checkbox"/>	In-house agency training staff	<small>Specify</small>	
<input type="checkbox"/>	Initial In-Service (Intensive training to prepare new employees)	<input type="checkbox"/>	Public university ----->		
<input type="checkbox"/>	Continuing In-Service (On-going training for existing employees)	<input type="checkbox"/>	Private university ----->		
<input checked="" type="checkbox"/>	Conference/workshop	<input type="checkbox"/>	Other ----->		
<i>Indicate duration category of the training activity</i>			<i>Specify approximate number of days or hours of training activity</i>		
<input checked="" type="checkbox"/>	Short Term (Less than eight consecutive work weeks)	<input type="checkbox"/>	1 Days		
<input type="checkbox"/>	Long Term (Eight or more consecutive work weeks)	<input type="checkbox"/>	Hours per day		
<input type="checkbox"/>		<input type="checkbox"/>	Credit hours		
<i>Indicate the audience to receive training</i>					
<input checked="" type="checkbox"/>	Staff of State/local agency administering the State Plan	<input type="checkbox"/>	Adoptive parents		
<input checked="" type="checkbox"/>	Volunteers of State/local agency administering State Plan	<input type="checkbox"/>	Child caring agency staff		
<input type="checkbox"/>	Persons preparing for employment with State/local agency	<input type="checkbox"/>	Child placement agency staff	<small>Specify</small>	
<input type="checkbox"/>	Foster parents	<input type="checkbox"/>	Other State agency staff (JJ, MH, DD, etc.)		
		<input type="checkbox"/>	Other community staff (medical, legal, police)		
<i>Costing method</i>			<i>Estimated total cost</i>		
<input type="checkbox"/>	Unit cost per trainee (Tuition/books/supplies per trainee) or	Unit cost	\$0.00	No. Trainees	0
	Cost per class/training function	Estim. no. of trainees in class		Total Cost	\$0.00
<input checked="" type="checkbox"/>	Other (specify) SEE BELOW			Total Cost	\$12,000.00
<i>Cost allocation methodology</i>					
Describe basis for allocating costs among benefiting programs & funding sources (including application of eligibility rates, where applicable)					
<ol style="list-style-type: none"> <li>1. Training costs are part of overhead (such as supplies, printing, notebooks, etc.).</li> <li>2. Employees use their own Program Effort Codes to cost out their training. Approximately half will be service workers whose cost is</li> </ol>					
<i>Indicate all applicable funding sources</i>					
<input type="checkbox"/>	IV-B-1 (CWS)	<input type="checkbox"/>	CAPTA		
<input type="checkbox"/>	IV-B-2 (PSSF)	<input type="checkbox"/>	IV-E Chafee ILP		
<input type="checkbox"/>	IV-E Foster Care	<input type="checkbox"/>	State only (mark only if other than non-Fed match)		
<input type="checkbox"/>	IV-E Adoption	<input checked="" type="checkbox"/>	Other, Specify Federal Casework Visit		
<input type="checkbox"/>	TANF	<input type="checkbox"/>	Other, Specify		

## "CHECKLIST" FOR ADDRESSING TRAINING ACTIVITIES/EVENTS UNDER THE TITLE IV-B PLAN

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*Provide a one paragraph brief syllabus of the training activity*

**Adjunct Reviewer Training is provided to staff who will be completing Quality Service Reviews to ensure there is a uniform and consistent training process as required.**

*Indicate which, if any, of the specifically allowable Title IV-E administrative functions this training activity addresses.*

<input type="checkbox"/> IV-E Eligibility Determination or Redetermination	<input type="checkbox"/> Placement of Child
<input type="checkbox"/> Rate Setting	<input checked="" type="checkbox"/> Development and Maintenance of Case Plan
<input type="checkbox"/> Hearings and Appeals	<input checked="" type="checkbox"/> Case Management
<input type="checkbox"/> Referral to Services	<input type="checkbox"/> Recruitment/Licensing of Foster/Adoptive Homes and Institutions
<input type="checkbox"/> Preparation for and Participation in Judicial Determinations	<input type="checkbox"/> Data Collection and Reporting

*Indicate setting/venue for the training activity*

*Indicate proposed provider of training activity*

<input type="checkbox"/> Pre-Service (Trainee not yet employed by State agency)	<input checked="" type="checkbox"/> In-house agency training staff
<input type="checkbox"/> Initial In-Service (Intensive training to prepare new employees)	<input type="checkbox"/> Public university ----->
<input type="checkbox"/> Continuing In-Service (On-going training for existing employees)	<input type="checkbox"/> Private university ----->
<input checked="" type="checkbox"/> Conference/workshop	<input type="checkbox"/> Other ----->

*Indicate duration category of the training activity*

*Specify approximate number of days or hours of training activity*

<input checked="" type="checkbox"/> Short Term (Less than eight consecutive work weeks)	2 Days
<input type="checkbox"/> Long Term (Eight or more consecutive work weeks)	<input type="checkbox"/> Hours per day
	<input type="checkbox"/> Credit hours

*Indicate the audience to receive training*

<input checked="" type="checkbox"/> Staff of State/local agency administering the State Plan	<input type="checkbox"/> Adoptive parents
<input type="checkbox"/> Volunteers of State/local agency administering State Plan	<input type="checkbox"/> Child caring agency staff
<input type="checkbox"/> Persons preparing for employment with State/local agency	<input type="checkbox"/> Child placement agency staff
<input type="checkbox"/> Foster parents	<input type="checkbox"/> Other State agency staff (JJ, MH, DD, etc.)
	<input type="checkbox"/> Other community staff (medical, legal, police)

*Costing method*

*Estimated total cost*

<input type="checkbox"/> Unit cost per trainee (Tuition/books/supplies per trainee) or	Unit cost	\$0.00	No. Trainees	0	Total Cost	\$0.00
<input type="checkbox"/> Cost per class/training function	Estim. no. of trainees in class			35	Total Cost	\$5,250.00
<input checked="" type="checkbox"/> Other (specify) SEE BELOW						

*Cost allocation methodology*

Describe basis for allocating costs among benefiting programs & funding sources (including application of eligibility rates, where applicable)

1. Training costs are part of overhead (such as supplies, printing, notebooks, etc.).
2. Employees use their own Program Effort Codes to cost out their training.

*Indicate all applicable funding sources*

<input type="checkbox"/> IV-B-1 (CWS)	<input type="checkbox"/> CAPTA
<input type="checkbox"/> IV-B-2 (PSSF)	<input type="checkbox"/> IV-E Chafee ILP
<input type="checkbox"/> IV-E Foster Care	<input type="checkbox"/> State only (mark only if other than non-Fed match)
<input type="checkbox"/> IV-E Adoption	<input checked="" type="checkbox"/> Other, Specify Federal Caseworker Visit
<input type="checkbox"/> TANF	<input type="checkbox"/> Other, Specify

**"CHECKLIST" FOR ADDRESSING TRAINING ACTIVITIES/EVENTS UNDER THE TITLE IV-B PLAN**

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*Provide a one paragraph brief syllabus of the training activity*

Alabama Foster and Adoptive Parent Association (AFAPA) Contract. The AFAPA covers nine regions and the items listed for the contract are the Annual AFAPA Conference, two mini-conferences, an adoption (walk) fundraiser, and other county and/or regional training sessions as needed/requested.

*Indicate which, if any, of the specifically allowable Title IV-E administrative functions this training activity addresses.*

<input type="checkbox"/> IV-E Eligibility Determination or Redetermination	<input type="checkbox"/> Placement of Child
<input type="checkbox"/> Rate Setting	<input type="checkbox"/> Development and Maintenance of Case Plan
<input checked="" type="checkbox"/> Hearings and Appeals	<input checked="" type="checkbox"/> Case Management
<input type="checkbox"/> Referral to Services	<input checked="" type="checkbox"/> Recruitment/Licensing of Foster/Adoptive Homes and Institutions
<input checked="" type="checkbox"/> Preparation for and Participation in Judicial Determinations	<input type="checkbox"/> Data Collection and Reporting

*Indicate setting/venue for the training activity*

*Indicate proposed provider of training activity*

<input type="checkbox"/> Pre-Service (Trainee not yet employed by State agency)	<input checked="" type="checkbox"/> In-house agency training staff	<small>Specify</small>
<input type="checkbox"/> Initial In-Service (Intensive training to prepare new employees)	<input type="checkbox"/> Public university ----->	<input type="text"/>
<input type="checkbox"/> Continuing In-Service (On-going training for existing employees)	<input type="checkbox"/> Private university ----->	<input type="text"/>
<input checked="" type="checkbox"/> Conference/workshop	<input checked="" type="checkbox"/> Other -AFAPA leadership/members and other invited speakers	

*Indicate duration category of the training activity*

*Specify approximate number of days or hours of training activity*

<input checked="" type="checkbox"/> Short Term (Less than eight consecutive work weeks)	<input checked="" type="checkbox"/> Days (the length varies, depending on the activity).
<input type="checkbox"/> Long Term (Eight or more consecutive work weeks)	<input type="checkbox"/> Hours per day
	<input checked="" type="checkbox"/> Credit hours - CEU's: Social Workers; CLE's: Attorneys

*Indicate the audience to receive training*

<input checked="" type="checkbox"/> Staff of State/local agency administering the State Plan	<input checked="" type="checkbox"/> Adoptive parents	
<input type="checkbox"/> Volunteers of State/local agency administering State Plan	<input checked="" type="checkbox"/> Child caring agency staff	
<input type="checkbox"/> Persons preparing for employment with State/local agency	<input checked="" type="checkbox"/> Child placement agency staff	<small>Specify</small>
<input checked="" type="checkbox"/> Foster parents	<input type="checkbox"/> Other State agency staff (JJ, MH, DD, etc.)	<input type="text"/>
<input checked="" type="checkbox"/> Foster children/youth	<input type="checkbox"/> Other community staff (medical, legal, police)	<input type="text"/>

*Costing method*

*Estimated total cost*

<input type="checkbox"/> Unit cost per trainee (Tuition/books/supplies per trainee) or	Unit cost	\$0.00	No. Trainees	0	Total Cost	\$0.00
<input type="checkbox"/> Cost per class/training function	Estim. no. of trainees in class		250-500	Total Cost	\$202,500.00	
<input checked="" type="checkbox"/> below						

*Cost allocation methodology*

Describe basis for allocating costs among benefiting programs & funding sources (including application of eligibility rates, where applicable)

1. Training costs are part of overhead (supplies, printing, notebooks, etc.).
2. Direct costs (such as travel of employees, trainers' salaries & fringe benefits) go into a pool & are distributed according to IV-E/IV-B

*Indicate all applicable funding sources*

<input type="checkbox"/> IV-B-1 (CWS)	<input type="checkbox"/> CAPTA
<input type="checkbox"/> IV-B-2 (PSSF)	<input type="checkbox"/> IV-E Chafee ILP
<input type="checkbox"/> IV-E Foster Care	<input type="checkbox"/> State only (mark only if other than non-Fed match)
<input type="checkbox"/> IV-E Adoption	<input checked="" type="checkbox"/> Other, Specify - Adoption Incentive Funds
<input type="checkbox"/> TANF	<input type="checkbox"/> Other, Specify
<input type="checkbox"/> SSBG	<input type="checkbox"/> Other, Specify

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<i>Provide a one paragraph brief syllabus of the training activity</i>					
Youth Advisory Council meetings are held in each county based on the number of youth in the county and the frequency needs. Counties are encouraged to provide education and training regarding permanency, NYTD and independent living skills needed for all youth age 14-21. Meetings are held quarterly, monthly, weekly and bi-weekly as needed based on county population. Youth placed outside their home county are encouraged to participate in training provided by their placement county. Education and training subjects include but are not limited to NYTD, ILP skill building, Permanency, banking, money and household management, budgeting, driver education, policy and law, homelessness, healthy relationship building, pregnancy and AIDS prevention, sex trafficking, education and vocational skill building					
<i>Indicate which, if any, of the specifically allowable Title IV-E administrative functions this training activity addresses.</i>					
<input type="checkbox"/>	IV-E Eligibility Determination or Redetermination	<input type="checkbox"/>	Placement of Child		
<input type="checkbox"/>	Rate Setting	<input type="checkbox"/>	Development and Maintenance of Case Plan		
<input type="checkbox"/>	Hearings and Appeals	<input type="checkbox"/>	Case Management		
<input type="checkbox"/>	Referral to Services	<input checked="" type="checkbox"/>	Recruitment/Licensing of Foster/Adoptive Homes and Institutions		
<input type="checkbox"/>	Preparation for and Participation in Judicial Determinations	<input type="checkbox"/>	Data Collection and Reporting		
<i>Indicate setting/venue for the training activity</i>			<i>Indicate proposed provider of training activity</i>		
<input type="checkbox"/>	Pre-Service (Trainee not yet employed by State agency)	<input type="checkbox"/>	In-house agency training staff		Specify
<input type="checkbox"/>	Initial In-Service (Intensive training to prepare new employees)	<input type="checkbox"/>	Public university ----->		
<input type="checkbox"/>	Continuing In-Service (On-going training for existing employees)	<input type="checkbox"/>	Private university ----->		
<input type="checkbox"/>	Conference/workshop	<input checked="" type="checkbox"/>	Other ----->	Various	
<i>Indicate duration category of the training activity</i>			<i>Specify approximate number of days or hours of training activity</i>		
<input checked="" type="checkbox"/>	Short Term (Less than eight consecutive work weeks)	<input type="checkbox"/>	Days		
<input type="checkbox"/>	Long Term (Eight or more consecutive work weeks)	<input type="checkbox"/>	Hours per day		
		<input type="checkbox"/>	Credit hours		
<i>Indicate the audience to receive training</i>					
<input type="checkbox"/>	Staff of State/local agency administering the State Plan	<input type="checkbox"/>	Adoptive parents		
<input type="checkbox"/>	Volunteers of State/local agency administering State Plan	<input checked="" type="checkbox"/>	Child caring agency staff		
<input type="checkbox"/>	Persons preparing for employment with State/local agency	<input type="checkbox"/>	Child placement agency staff		Specify
<input checked="" type="checkbox"/>	Foster parents	<input type="checkbox"/>	Other State agency staff (JJ, MH, DD, etc.)		
<input checked="" type="checkbox"/>	ILP Youth	<input type="checkbox"/>	Other community staff (medical, legal, police)		
<i>Costing method</i>			<i>Estimated total cost</i>		
<input type="checkbox"/>	Unit cost per trainee ( Tuition/books/supplies per trainee) <b>or</b>	Unit cost	\$0.00	No. Trainees	1400
<input type="checkbox"/>	Cost per class/training function			Total Cost	\$0.00
<input checked="" type="checkbox"/>	Other (specify) Costs vary monthly/by county	Estim. no. of trainees in class		Total Cost	\$88,995.00
<i>Cost allocation methodology</i>					
Describe basis for allocating costs among benefiting programs & funding sources (including application of eligibility rates, where applicable)					
Funds are allocated for counties based on their needs and funding requests. Costs includes incentives paid to youth for meeting participation and costs of refreshments for the youth attending.					
<i>Indicate all applicable funding sources</i>					
<input type="checkbox"/>	IV-B-1 (CWS)	<input type="checkbox"/>	CAPTA		
<input type="checkbox"/>	IV-B-2 (PSSF)	<input checked="" type="checkbox"/>	IV-E Chafee ILP		
<input type="checkbox"/>	IV-E Foster Care	<input type="checkbox"/>	State only (mark only if other than non-Fed match)		
<input type="checkbox"/>	IV-E Adoption	<input type="checkbox"/>	Other, Specify Caseworker visit funds		
<input type="checkbox"/>	TANF	<input type="checkbox"/>	Other, Specify		
<input type="checkbox"/>	SSBG	<input type="checkbox"/>	Other, Specify		

## "CHECKLIST" FOR ADDRESSING TRAINING ACTIVITIES/EVENTS UNDER THE TITLE IV-B PLAN

(This "checklist" should be used as a guide to ensure that all of the following information is provided in the Plan for each individual training activity planned to be held during the reporting period covered by this update)

*Provide a one paragraph brief syllabus of the training activity*

Children's Justice funds will be awarded to counties applying for funds for Multi-disciplinary teams to attend the International Symposium on Child Abuse in FY2016, in Huntsville, AL. Some counties will instead arrange for and conduct regional conferences. The information provided for estimated total costs are the estimated compilations of both the counties sending participants to the International Symposium and those conducting regional conferences.

*Indicate which, if any, of the specifically allowable Title IV-E administrative functions this training activity addresses.*

<input type="checkbox"/> IV-E Eligibility Determination or Redetermination	<input type="checkbox"/> Placement of Child
<input type="checkbox"/> Rate Setting	<input checked="" type="checkbox"/> Development and Maintenance of Case Plan
<input type="checkbox"/> Hearings and Appeals	<input type="checkbox"/> Case Management
<input type="checkbox"/> Referral to Services	<input type="checkbox"/> Recruitment/Licensing of Foster/Adoptive Homes and Institutions
<input type="checkbox"/> Preparation for and Participation in Judicial Determinations	<input type="checkbox"/> Data Collection and Reporting

*Indicate setting/venue for the training activity*

<input type="checkbox"/> Pre-Service (Trainee not yet employed by State agency)
<input type="checkbox"/> Initial In-Service (Intensive training to prepare new employees)
<input type="checkbox"/> Continuing In-Service (On-going training for existing employees)
<input checked="" type="checkbox"/> Conference/workshop

*Indicate proposed provider of training activity*

<input type="checkbox"/> In-house agency training staff	Specify
<input type="checkbox"/> Public university ----->	
<input type="checkbox"/> Private university ----->	
<input checked="" type="checkbox"/> Other As arranged by Symposium/Conference Planners----->	

*Indicate duration category of the training activity*

<input checked="" type="checkbox"/> Short Term (Less than eight consecutive work weeks)
<input type="checkbox"/> Long Term (Eight or more consecutive work weeks)

*Specify approximate number of days or hours of training activity*

<input type="checkbox"/> 5	Days Could be more or less depending on sessions attended
<input type="checkbox"/>	Hours per day
<input type="checkbox"/>	Credit hours

*Indicate the audience to receive training*

<input checked="" type="checkbox"/> Staff of State/local agency administering the State Plan	<input type="checkbox"/> Adoptive parents
<input type="checkbox"/> Volunteers of State/local agency administering State Plan	<input type="checkbox"/> Child caring agency staff
<input type="checkbox"/> Persons preparing for employment with State/local agency	<input type="checkbox"/> Child placement agency staff
<input type="checkbox"/> Foster parents	<input type="checkbox"/> Other State agency staff (JJ, MH, DD, etc.)
	<input checked="" type="checkbox"/> Other community staff (medical, legal, police)

*Costing method*

<input type="checkbox"/> Unit cost per trainee (Tuition/books/supplies per trainee) or
<input type="checkbox"/> Cost per class/training function
<input checked="" type="checkbox"/> Other (specify)

*Estimated total cost*

Unit cost	\$0.00	No. Trainees	0	Total Cost	\$0.00
Estim. no. of trainees in class		230	Total Cost	\$150,000.00	

*Cost allocation methodology*

Describe basis for allocating costs among benefiting programs & funding sources (including application of eligibility rates, where applicable)

Travel, per diem, registration and materials, conference speakers (for regional conferences).

*Indicate all applicable funding sources*

<input type="checkbox"/> IV-B-1 (CWS)	<input type="checkbox"/> CAPTA
<input type="checkbox"/> IV-B-2 (PSSF)	<input type="checkbox"/> IV-E Chafee ILP
<input type="checkbox"/> IV-E Foster Care	<input type="checkbox"/> State only (mark only if other than non-Fed match)
<input type="checkbox"/> IV-E Adoption	<input checked="" type="checkbox"/> Other, Specify - Children's Justice funds
<input type="checkbox"/> TANF	<input type="checkbox"/> Other, Specify
<input type="checkbox"/> SSBG	<input type="checkbox"/> Other, Specify



**NOTE: The CHECKLIST for the “Doing What Matters for Alabama’s Children” Conference (see below) is being maintained in case federal funds are used to assist child welfare staff attend (last year Adoption Incentive Funds were possibly used).**

**"CHECKLIST" FOR ADDRESSING TRAINING ACTIVITIES/EVENTS UNDER THE TITLE IV-B PLAN**

(This "checklist" should be used as a guide to ensure that all of the following information is provided in the Plan for each individual training activity planned to be held during the reporting period covered by this update)

<i>Provide a one paragraph brief syllabus of the training activity</i>					
Doing What Matters for Alabama's Children is a community meeting to address the needs of children in Alabama. Presently, the information known by the Family Services Division, is that the scheduled date for next year's conference is January 26, 2016.					
<i>Indicate which, if any, of the specifically allowable Title IV-E administrative functions this training activity addresses.</i>					
<input type="checkbox"/>	IV-E Eligibility Determination or Redetermination	<input type="checkbox"/>	Placement of Child		
<input type="checkbox"/>	Rate Setting	<input checked="" type="checkbox"/>	Development and Maintenance of Case Plan		
<input type="checkbox"/>	Hearings and Appeals	<input type="checkbox"/>	Case Management		
<input type="checkbox"/>	Referral to Services	<input type="checkbox"/>	Recruitment/Licensing of Foster/Adoptive Homes and Institutions		
<input type="checkbox"/>	Preparation for and Participation in Judicial Determinations	<input type="checkbox"/>	Data Collection and Reporting		
<i>Indicate setting/venue for the training activity</i>			<i>Indicate proposed provider of training activity</i>		
<input type="checkbox"/>	Pre-Service (Trainee not yet employed by State agency)	<input type="checkbox"/>	In-house agency training staff	Specify	
<input type="checkbox"/>	Initial In-Service (Intensive training to prepare new employees)	<input type="checkbox"/>	Public university ----->		
<input type="checkbox"/>	Continuing In-Service (On-going training for existing employees)	<input type="checkbox"/>	Private university ----->		
<input checked="" type="checkbox"/>	Conference/workshop	<input type="checkbox"/>	Other ----->		
<i>Indicate duration category of the training activity</i>			<i>Specify approximate number of days or hours of training activity</i>		
<input checked="" type="checkbox"/>	Short Term (Less than eight consecutive work weeks)	<input type="checkbox"/>	Days		
<input type="checkbox"/>	Long Term (Eight or more consecutive work weeks)	<input type="checkbox"/>	Hours per day		
		<input type="checkbox"/>	Credit hours	7	
<i>Indicate the audience to receive training</i>					
<input checked="" type="checkbox"/>	Staff of State/local agency administering the State Plan	<input checked="" type="checkbox"/>	Adoptive parents		
<input type="checkbox"/>	Volunteers of State/local agency administering State Plan	<input type="checkbox"/>	Child caring agency staff		
<input type="checkbox"/>	Persons preparing for employment with State/local agency	<input type="checkbox"/>	Child placement agency staff	Specify	
<input checked="" type="checkbox"/>	Foster parents	<input checked="" type="checkbox"/>	Other State agency staff (JJ, MH, DD, etc.)		
		<input checked="" type="checkbox"/>	Other community staff (medical, legal, police)		
<i>Costing method</i>			<i>Estimated total cost</i>		
<input type="checkbox"/>	Unit cost per trainee (Tuition/books/supplies per trainee) or	Unit cost	\$0.00	No. Trainees	0
<input type="checkbox"/>	Cost per class/training function	Estim. no. of trainees in class		Total Cost	\$0.00
<input checked="" type="checkbox"/>	Other (specify) Registration fee of \$20 each is being charged			Total Cost	
<i>Cost allocation methodology</i>					
Describe basis for allocating costs among benefiting programs & funding sources (including application of eligibility rates, where applicable)					
1 Registration charged to participants					
<i>Indicate all applicable funding sources</i>					
<input type="checkbox"/>	IV-B-1 (CWS)	<input type="checkbox"/>	CAPTA		
<input type="checkbox"/>	IV-B-2 (PSSF)	<input type="checkbox"/>	IV-E Chafee ILP		
<input type="checkbox"/>	IV-E Foster Care	<input type="checkbox"/>	State only (mark only if other than non-Fed match)		
<input type="checkbox"/>	IV-E Adoption	<input checked="" type="checkbox"/>	Other, Specify AIF may be used by counties to pay registration		
<input type="checkbox"/>	TANF	<input type="checkbox"/>	Other, Specify mileage and per diem		
<input type="checkbox"/>	SSBG	<input type="checkbox"/>	Other, Specify		

## "CHECKLIST" FOR ADDRESSING TRAINING ACTIVITIES/EVENTS UNDER THE TITLE IV-B PLAN

(This "checklist" should be used as a guide to ensure that all of the following information is provided in the Plan for each individual training activity planned to be held during the reporting period covered by this update)

*Provide a one paragraph brief syllabus of the training activity*

Family Services' Office of Data Analysis will conduct "AFCARS – Improving Data Quality" training. The statewide training will include 22 one-day sessions for child welfare workers and supervisors who have casework responsibility for children in foster care and adoption cases. Staff will learn how safety, permanency, and well-being data documented in FACTS is used for both state and federal reporting. The accuracy, completeness, and timeliness of data entry will be emphasized. Training is anticipated to begin in June 2015 and continue through April 2016. The same session will be repeated 22 times in various locations around the state to reach the approximately 700 trainees. This accommodates counties who need to split up their staff for more than one session so there is child welfare coverage. It also allows for a smaller class size to promote a better learning environment.

*Indicate which, if any, of the specifically allowable Title IV-E administrative functions this training activity addresses.*

<input type="checkbox"/> IV-E Eligibility Determination or Redetermination	<input type="checkbox"/> Placement of Child
<input type="checkbox"/> Rate Setting	<input type="checkbox"/> Development and Maintenance of Case Plan
<input type="checkbox"/> Hearings and Appeals	<input checked="" type="checkbox"/> Case Management
<input type="checkbox"/> Referral to Services	<input type="checkbox"/> Recruitment/Licensing of Foster/Adoptive Homes and Institutions
<input type="checkbox"/> Preparation for and Participation in Judicial Determinations	<input checked="" type="checkbox"/> Data Collection and Reporting

*Indicate setting/venue for the training activity*

*Indicate proposed provider of training activity*

<input type="checkbox"/> Pre-Service (Trainee not yet employed by State agency)	<input checked="" type="checkbox"/> In-house agency training staff	Specify
<input type="checkbox"/> Initial In-Service (Intensive training to prepare new employees)	<input type="checkbox"/> Public university ----->	
<input checked="" type="checkbox"/> Continuing In-Service (On-going training for existing employees)	<input type="checkbox"/> Private university ----->	
<input type="checkbox"/> Conference/workshop	<input type="checkbox"/> Other ----->	

*Indicate duration category of the training activity*

*Specify approximate number of days or hours of training activity*

<input type="checkbox"/> Short Term (Less than eight consecutive work weeks)	1	Days
<input checked="" type="checkbox"/> Long Term (Eight or more consecutive work weeks)	6	Hours per day
		Credit hours

*Indicate the audience to receive training*

<input checked="" type="checkbox"/> Staff of State/local agency administering the State Plan	<input type="checkbox"/> Adoptive parents
<input type="checkbox"/> Volunteers of State/local agency administering State Plan	<input type="checkbox"/> Child caring agency staff
<input type="checkbox"/> Persons preparing for employment with State/local agency	<input type="checkbox"/> Child placement agency staff
<input type="checkbox"/> Foster parents	<input type="checkbox"/> Other State agency staff (JJ, MH, DD, etc.)
	<input type="checkbox"/> Other community staff (medical, legal, police)

*Costing method*

*Estimated total cost*

<input type="checkbox"/> Unit cost per trainee ( Tuition/books/supplies per trainee) or	Unit cost	\$0.00	No. Trainees	0	Total Cost	\$0.00
<input type="checkbox"/> Cost per class/training function	Estim. no. of trainees in class			700	Total Cost	\$17,935.52
<input checked="" type="checkbox"/> Other (specify) Mileage and Per Diem						

*Cost allocation methodology*

Describe basis for allocating costs among benefiting programs & funding sources (including application of eligibility rates, where applicable)

Direct charge of caseworker visit funds.  
NOTE: Training would benefit staff by improving skills, leading to more accurate AFCARS and CWV data reporting and confidence in work plus increase retention.

*Indicate all applicable funding sources*

<input type="checkbox"/> IV-B-1 (CWS)	<input type="checkbox"/> CAPTA
<input type="checkbox"/> IV-B-2 (PSSF)	<input type="checkbox"/> IV-E Chafee ILP
<input type="checkbox"/> IV-E Foster Care	<input type="checkbox"/> State only (mark only if other than non-Fed match)
<input type="checkbox"/> IV-E Adoption	<input type="checkbox"/> Other, Specify
<input type="checkbox"/> TANF	<input type="checkbox"/> Other, Specify
<input type="checkbox"/> SSBG	<input checked="" type="checkbox"/> Other, Specify Caseworker Visit Funding

## "CHECKLIST" FOR ADDRESSING TRAINING ACTIVITIES/EVENTS UNDER THE TITLE IV-B PLAN

(This "checklist" should be used as a guide to ensure that all of the following information is provided in the Plan for each individual training activity planned to be held during the reporting period covered by this update)

### Provide a one paragraph brief syllabus of the training activity

Child Sexual Exploitation/Trafficking Training was initially approved as an expenditure for Children's Justice Grant funds beginning with the funding year of FY 2015. Pending approval of the CJ application, three additional training sessions are planned during FY 2016. The training is one day and the target audience will be multidisciplinary, including law enforcement, prosecutors, social workers and child advocacy staff. The goals of the training are to increase awareness of the problem of child trafficking in Alabama and to better identify and handle cases of child trafficking, using a multidisciplinary approach.

### Indicate which, if any, of the specifically allowable Title IV-E administrative functions this training activity addresses.

<input type="checkbox"/> IV-E Eligibility Determination or Redetermination	<input checked="" type="checkbox"/>	Placement of Child
<input type="checkbox"/> Rate Setting	<input checked="" type="checkbox"/>	Development and Maintenance of Case Plan
<input type="checkbox"/> Hearings and Appeals	<input type="checkbox"/>	Case Management
<input type="checkbox"/> Referral to Services	<input type="checkbox"/>	Recruitment/Licensing of Foster/Adoptive Homes and Institutions
<input type="checkbox"/> Preparation for and Participation in Judicial Determinations	<input type="checkbox"/>	Data Collection and Reporting

### Indicate setting/venue for the training activity

### Indicate proposed provider of training activity

<input type="checkbox"/> Pre-Service (Trainee not yet employed by State agency)	<input type="checkbox"/> In-house agency training staff	Specify
<input type="checkbox"/> Initial In-Service (Intensive training to prepare new employees)	<input type="checkbox"/> Public university ----->	
<input checked="" type="checkbox"/> Continuing In-Service (On-going training for existing employees)	<input type="checkbox"/> Private university ----->	
<input type="checkbox"/> Conference/workshop	<input checked="" type="checkbox"/> Other ----->	Child Justice Task Force

### Indicate duration category of the training activity

### Specify approximate number of days or hours of training activity

<input checked="" type="checkbox"/> Short Term (Less than eight consecutive work weeks)	<input type="checkbox"/>	1 Days
<input type="checkbox"/> Long Term (Eight or more consecutive work weeks)	<input type="checkbox"/>	8 Hours per day
	<input type="checkbox"/>	6 Credit hours

### Indicate the audience to receive training

<input checked="" type="checkbox"/> Staff of State/local agency administering the State Plan	<input type="checkbox"/>	Adoptive parents	
<input type="checkbox"/> Volunteers of State/local agency administering State Plan	<input type="checkbox"/>	Child caring agency staff	
<input type="checkbox"/> Persons preparing for employment with State/local agency	<input type="checkbox"/>	Child placement agency staff	Specify
<input type="checkbox"/> Foster parents	<input checked="" type="checkbox"/>	Other State agency staff (JJ, MH, DD, etc.)	DA, Probation
	<input checked="" type="checkbox"/>	Other community staff (medical, legal, police)	police, legal, counselors

### Costing method

### Estimated total cost

<input type="checkbox"/> Unit cost per trainee (Tuition/books/supplies per trainee) or		Unit cost	\$0.00	No. Trainees	0	Total Cost	\$0.00
<input type="checkbox"/> Cost per class/training function		Estim. no. of trainees in class			150	Total Cost	\$7,000.00
<input checked="" type="checkbox"/> Other (specify)		50 per class					

### Cost allocation methodology

Describe basis for allocating costs among benefiting programs & funding sources (including application of eligibility rates, where applicable)

1. Training costs are part of overhead (such as supplies, printing, notebooks, etc.) 2. direct training costs (such as travel of employees, trainers' travel go into a pool and are distributed according to IV-E/IV-B Penetration Rate

### Indicate all applicable funding sources

<input type="checkbox"/> IV-B-1 (CWS)	<input type="checkbox"/>	CAPTA
<input type="checkbox"/> IV-B-2 (PSSF)	<input type="checkbox"/>	IV-E Chafee ILP
<input type="checkbox"/> IV-E Foster Care	<input type="checkbox"/>	State only (mark only if other than non-Fed match)
<input type="checkbox"/> IV-E Adoption	<input checked="" type="checkbox"/>	Other, Spe Children's Justice Grant
<input type="checkbox"/> TANF	<input type="checkbox"/>	Other, Specify
<input type="checkbox"/> SSBG	<input type="checkbox"/>	Other, Specify



## "CHECKLIST" FOR ADDRESSING TRAINING ACTIVITIES/EVENTS UNDER THE TITLE IV-B PLAN

(This "checklist" should be used as a guide to ensure that all of the following information is provided in the Plan for each individual training activity planned to be held during the reporting period covered by this update)

### Provide a one paragraph **brief** syllabus of the training activity

Multidisciplinary Team Building Training is a planned expenditure of Children's Justice Grant funds for the FY 2016. This one day training is planned for 3 training sites across the State. County DHR Multidisciplinary Teams (MDT) on Child Abuse will be invited to attend the training. This is a planned multi-year training project in order to provide access to all County MDT. The goals of the training are to strengthen the relationships among team members and increase the effectiveness of the teams.

### Indicate which, if any, of the **specifically allowable** Title IV-E administrative functions this training activity addresses.

<input checked="" type="checkbox"/> IV-E Eligibility Determination or Redetermination	<input checked="" type="checkbox"/>	Placement of Child
<input type="checkbox"/> Rate Setting	<input checked="" type="checkbox"/>	Development and Maintenance of Case Plan
<input type="checkbox"/> Hearings and Appeals	<input type="checkbox"/>	Case Management
<input type="checkbox"/> Referral to Services	<input type="checkbox"/>	Recruitment/Licensing of Foster/Adoptive Homes and Institutions
<input type="checkbox"/> Preparation for and Participation in Judicial Determinations	<input type="checkbox"/>	Data Collection and Reporting

### Indicate setting/venue for the training activity

### Indicate proposed provider of training activity

<input type="checkbox"/> Pre-Service (Trainee not yet employed by State agency)	<input type="checkbox"/> In-house agency training staff	Specify
<input type="checkbox"/> Initial In-Service (Intensive training to prepare new employees)	<input type="checkbox"/> Public university ----->	
<input checked="" type="checkbox"/> Continuing In-Service (On-going training for existing employees)	<input type="checkbox"/> Private university ----->	
<input type="checkbox"/> Conference/workshop	<input checked="" type="checkbox"/> Other ----- SouthernRegional Children's Advocacy Center	

### Indicate duration category of the training activity

### Specify approximate number of days or hours of training activity

<input checked="" type="checkbox"/> Short Term (Less than eight consecutive work weeks)	<input type="checkbox"/>	1 Days
<input type="checkbox"/> Long Term (Eight or more consecutive work weeks)	<input type="checkbox"/>	7 Hours per day
	<input type="checkbox"/>	6 Credit hours

### Indicate the audience to receive training

<input checked="" type="checkbox"/> Staff of State/local agency administering the State Plan	<input type="checkbox"/>	Adoptive parents
<input type="checkbox"/> Volunteers of State/local agency administering State Plan	<input type="checkbox"/>	Child caring agency staff
<input type="checkbox"/> Persons preparing for employment with State/local agency	<input type="checkbox"/>	Child placement agency staff
<input type="checkbox"/> Foster parents	<input type="checkbox"/>	Other State agency staff (JJ, MH, DD, etc.)
	<input checked="" type="checkbox"/>	Other community staff (medical, legal, police)

### Costing method

### Estimated total cost

<input type="checkbox"/> Unit cost per trainee (Tuition/books/supplies per trainee) or	<input type="checkbox"/>	Unit cost	\$0.00	No. Trainees	0	Total Cost	\$0.00
<input type="checkbox"/> Cost per class/training function	<input type="checkbox"/>	Estim. no. of trainees in class	126	Total Cost	\$55,000.00		
<input checked="" type="checkbox"/> Other (specify)		7 teams X 6 members					

### Cost allocation methodology

Describe basis for allocating costs among benefiting programs & funding sources (including application of eligibility rates, where applicable)

1. Training costs are part f overhead (such as supplies, printing,notebooks etc.,) 2. Direct training costs (such as travel of employees, trainers' travel) go into a pool and are distributed according to IV-E/IV-B Penetration Rate

### Indicate all applicable funding sources

<input type="checkbox"/> IV-B-1 (CWS)	<input type="checkbox"/>	CAPTA
<input type="checkbox"/> IV-B-2 (PSSF)	<input type="checkbox"/>	IV-E Chafee ILP
<input type="checkbox"/> IV-E Foster Care	<input type="checkbox"/>	State only (mark only if other than non-Fed match)
<input type="checkbox"/> IV-E Adoption	<input checked="" type="checkbox"/>	Other, Spe Children's Justice Grant
<input type="checkbox"/> TANF	<input type="checkbox"/>	Other, Specify
<input type="checkbox"/> SSBG	<input type="checkbox"/>	Other, Specify

**Other Program Training (events that may take place/be repeated during the time frame of the current CFSP):**

- Ongoing training throughout the state for staff on Permanency Connections for Older Youth
- Ongoing Heart Gallery Exhibits throughout the state.
- Permanency Roundtables are conducted based on a county's needs to assist with expediting a youth's permanency. Casey Family Programs has assigned a consultant to work with the foster care division on implementing youth roundtables in the Fall 2015.
- Webinars: "Sibling Rivalry"; "Voice of the Adopted Child"; "Sleep Difficulties and Adopted Kids"; "Lying, Cheating, and Stealing".
- Symposium on Human Trafficking and implications for Foster Care
- Deputy Director Trained Foster and Adoptive Parents as well as DHR staff on "Building Strong Partnerships with D.H.R."
- Attendance at the "Preventing Child Maltreatment and Promoting Well-Being Network for Action" and the State Liaison Officers Meeting in Alexandria, VA.
- Family Values Training
- Training by FSD Consultant Staff to county staff as needed/requested on various practice issues, such as the ISP process, assessments and safety plans.
- Domestic Violence Training for the Birmingham Police Department's Domestic Violence Conference
- Fostering Court Improvement Grantee Meeting
- Alabama Department of Public Health's Volunteer Symposia.
- Annual Conference on the Placement of Children.
- Education Summit
- Regional trainings on new Psychotropic Medication plan including medical providers and quarterly staffings \*
- Fostering Court Improvement Grantee Meeting
- Judicial Summits (regionally) through a collaboration between AOC, CASEY and DHR

**DHR Learning Education and Training System (LETS)**

- Active Shooter Preparedness Training; Confidentiality in the Workplace; Language Assistance; Service & Safety from Threatening Behavior; Safety in DHR Facilities

**Other:**

- County Director's Training Institutes
- The Poarch Band of Creek Indians sponsored conferences
- Casey Quarterly meetings
- Webinars and/or other training sessions on "Transracial Placements", "Parents Guide to Social Media", "Bullying", "The Journey of Adoption", "The Voice of the Adopted Child", "Advocating for Permanency", and "Holidays with our Foster and Adopted Children"

\* see also training checklists



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](http://www.dhr.alabama.gov)



Nancy T. Buckner  
*Commissioner*

June 30, 2015

Ms. Shalonda Cawthon, Program Manager  
Region IV - Administration for Children and Families  
61 Forsyth Street, SW  
Atlanta, GA 30303-8909

Dear Ms. Cawthon:

Attached please find Alabama's **2016 Annual Progress and Services Report**, along with other required reports and documents.

If there are any questions and/or if further information/clarification is needed, please contact Freida Baker, Deputy Director, and/or Larry Dean, CFSSR Coordinator, in the Family Services Division. 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,

A handwritten signature in cursive script that reads "Nancy T. Buckner".

Nancy T. Buckner  
Commissioner

Cc: Donna Dummett  
Carolyn B. Lapsley  
Freida S. Baker  
John James  
Jim Loop  
Larry W. Dean

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

Fiscal Year 2016, October 1, 2015 through September 30, 2016

1. State or Indian Tribal Organization (ITO): ALABAMA		2. EIN: 63-60000619-A6
3. Address: Department of Human Resources, 50 North 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		\$ 4,604,836
a) Total administration (not to exceed 10% of title IV-B Subpart 1 estimated allotment)		\$ 460,483
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.		\$ 5,591,006
a) Total Family Preservation Services		\$ 1,285,931
b) Total Family Support Services		\$ 1,565,482
c) Total Time-Limited Family Reunification Services		\$ 1,341,841
d) Total Adoption Promotion and Support Services		\$ 1,341,842
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)		\$ 55,910
7. Total estimated Monthly Caseworker Visit (MCV) Funds (FOR STATES ONLY)		\$ 351,831
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 \$ 400,000, PSSF \$ 600,000, 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)		\$ 385,742
10. Estimated Chafee Foster Care Independence Program (CFCIP) funds		\$ 1,485,912
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)		\$ 300,000
11. Estimated Education and Training Voucher (ETV) funds		\$ 480,143
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		\$ 80,000
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 T. Buckner, Commissioner		Signature and Title of Central Office Official Commissioner

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

For FFY OCTOBER 1, 2015 TO SEPTEMBER 30, 2016

ALABAMA

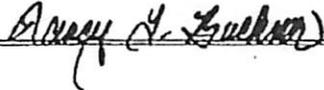
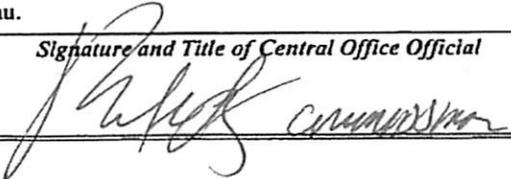
State or Indian Tribal Organization (ITO)

SERVICES/ACTIVITIES	TITLE IV-B		(c) Subpart II-MCV *	(d) CAPTA *	(e) CFCIP	(f) ETV	(g) TITLE IV-E**	(h) STATE, LOCAL, & DONATED FUNDS	(i) NUMBER TO BE SERVED		(j) POPULATION TO BE SERVED	(k) GEOG. AREA TO BE SERVED
	(a) Subpart I-CWS	(b) Subpart II-PSSF							Individuals	Families		
1.) PREVENTION & SUPPORT SERVICES (FAMILY SUPPORT)	-	1,565,482	-	-	-	-	-	8,333,827	n/a	22000	Children & families, at-risk children & other eligible clients	12 Counties in which agency is located
2.) PROTECTIVE SERVICES	600,000	-	385,742	-	-	-	-	21,614,000	28609	3808	Children in need of abuse prevention, protection & family	Statewide/reservations
3.) CRISIS INTERVENTION (FAMILY PRESERVATION)	-	1,285,931	-	-	-	-	-	5,283,644	n/a	1250	Families at increased risk of child removal	Statewide/reservations
4.) TIME-LIMITED FAMILY REUNIFICATION SERVICES	-	1,341,841	-	-	-	-	-	5,605,280	n/a	750	Families w/children remaining home following placement	Statewide/reservations
5.) ADOPTION PROMOTION AND SUPPORT SERVICES	-	1,341,842	-	-	-	-	-	447,281	46000	1700	All eligible children	Statewide/reservations
6.) FOR OTHER SERVICE RELATED ACTIVITIES (e.g. planning)	1,286,000	-	-	-	-	-	-	7,243,667	n/a	n/a	All eligible children	Statewide/reservations
7.) FOSTER CARE MAINTENANCE:												
(a) FOSTER FAMILY & RELATIVE FOSTER CARE	1,172,618	-	-	-	-	-	7,797,000	10,178,638	5005		All eligible children in foster care	Statewide/reservations
(b) GROUP/INSTR CARE	-	-	-	-	-	-	967,000	7,266,652	1083		All eligible children	Statewide/reservations
8.) ADOPTION SUBSIDY PMTS.	1,500,000	-	-	-	-	-	9,167,000	12,314,433	3772		All eligible children	Statewide/reservations
9.) GUARDIANSHIP ASSIST. PMTS.	-	-	-	-	-	-	409,000	183,840	322		All eligible children	Statewide/reservations
10.) INDEPENDENT LIVING SERVICES	-	-	-	1,485,912	-	-	-	1,771,478	1700	1475	All eligible children	Statewide/reservations
11.) EDUCATION AND TRAINING VOUCHERS	-	-	-	-	-	480,143	-	120,036	220	210	All eligible children	Statewide/reservations
12.) ADMINISTRATIVE COSTS	460,483	55,910	-	-	-	-	22,883,000	66,987,637				
13.) STAFF & EXTERNAL PARTNERS TRAINING	-	-	-	-	-	-	529,000	498,333				
14.) FOSTER PARENT RECRUITMENT & TRAINING	-	-	-	-	-	-	64,000	967,333				
15.) ADOPTIVE PARENT RECRUITMENT & TRAINING	-	-	-	-	-	-	404,000	278,667				
16.) CHILD CARE RELATED TO EMPLOYMENT/TRAINING	-	-	-	-	-	-	-	8,132,000	3970	2090	All eligible children	Statewide
17.) CASEWORKER RETENTION, RECRUITMENT & TRAINING	0	0	351,831	-	-	-	0	117,277				
18.) TOTAL	5,019,101	5,591,006	351,831	385,742	1,485,912	480,143	42,220,000	157,344,072				

\* These columns are for States only; Indian Tribes are not required to include information on these programs.

\*\* Only states or tribes operating an approved title IV-E waiver demonstration may enter information for rows 1-6 in column (g), indicating planned use of title IV-E funds for these purposes.

**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 2013: October 1, 2012 through September 30, 2013**

1. State or Indian Tribal Organization (ITO): ALABAMA		2. EIN: 1-636000619-A6		3. Address: Alabama Department of Human Resources, 50 N. 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	\$ 4,558,223	\$ 4,558,223	61950	43260	Protection from abuse & neglect	Statewide /reservation	
a) Total Administrative Costs (not to exceed 10% of title IV-B, subpart 1 total allotment)	\$ 35,000	\$ -					
6. Total title IV-B, subpart 2 funds (This amount should equal the sum of lines a - f.)	\$ 6,007,429	\$ 6,007,429	21142	1290	Families & children at imminent risk	Statewide /reservation	
a) Family Preservation Services	\$ 1,802,229	\$ 1,844,807					
b) Family Support Services	\$ 1,802,229	\$ 1,355,735					
c) Time-Limited Family Reunification Services	\$ 1,201,486	\$ 1,593,053					
d) Adoption Promotion and Support Services	\$ 1,201,486	\$ 1,213,835					
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)	\$ 379,726	\$ 313,155					
a) Administrative Costs (not to exceed 10% of MCV allotment)	\$ -	\$ -					
8. Total Chafee Foster Care Independence Program (CFCIP) funds	\$ 1,762,924	\$ 1,762,924					
a) Indicate the amount of allotment spent on room and board for eligible youth (not to exceed 30% of CFCIP allotment)	\$ 400,000	\$ -	0	0	Eligible Youth	Statewide /reservation	
9. Total Education and Training Voucher (ETV) funds	\$ 553,377	\$ 553,377	183	173	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 Nancy T. Buckner, Commilssloner 		Date 6/30/2015		Signature and Title of Central Office Official 		Date DEC - 8 2015	

**Alabama Department of Human Resources**

**FY 2013 Payment Limitation Information, Title IV-B, Subpart 1**

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 2012 against Federal allotments made under title IV-B in 2005 (see ACYF-CB-PI-03-07).

Alabama Federal allotment for IV-B payments per 2005 are:	<u><u>\$1,172,618</u></u>
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Alabama expended Title IV-B, subpart 1 funds for:

110003	2227	TOTAL FOR ACTIVITY 2227 ACFC	/0905	\$ 5,159,707.87
110003	2227	TOTAL FOR ACTIVITY 2227 ACFC	/0905	\$ (547,531.27)
Total Aid to Children in Foster Care paid in FY2013				<u><u>\$ 4,612,176.60</u></u>
110003	2233	DHR FAMILY & CHILDREN SERVICES	/0093	\$ 8,261,408.89
110003	2233	DHR FAMILY & CHILDREN SERVICES	/0093	\$ 392,843.86
Total Adoption assistance subsidy paid in FY2013				<u><u>\$ 8,654,252.75</u></u>
Total State Foster Care and Adoption Assistance paid for FY 2013				<b><u><u>\$ 13,266,429.35</u></u></b>

Alabama Federal allotment for IV-B, subpart 1, payments in FY 2013	\$1,172,618
State funds used to match Federal allotment for payments in FY 2013	\$390,873

**BASE YEAR DATA**

Total payments made for assistance in FY 2005	<u>\$ 13,170,324.59</u>
Alabama Federal allotment for IV-B, subpart 1, payments in FY 2005	\$1,172,618
State funds used to match Federal allotment for payments in FY 2005	\$390,873

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Continuous Announcement

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## SERVICE SUPERVISOR - 50223

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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)
- Accrue Thirteen Annual Leave Days per Year
- Thirteen Paid Holidays per Year
- Flexible Employee Benefit Plans
- Optional Family Coverage (Health/Dental)
- Accrue Thirteen Sick Days per Year
- Retirement Plan
- 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 open-competitive register.

### **HOW TO APPLY**

- Complete an Application for Examination Form available at [www.personnel.alabama.gov](http://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 (NEASC-CIHE)
- 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.

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Continuous Announcement

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## SENIOR SOCIAL WORK SUPERVISOR - 50224

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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)
- Accrue Thirteen Annual Leave Days per Year
- Thirteen Paid Holidays per Year
- Flexible Employee Benefit Plans
- Optional Family Coverage (Health/Dental)
- Accrue Thirteen Sick Days per Year
- Retirement Plan
- 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](http://www.personnel.alabama.gov), the above address, or any Alabama Career Center Office.
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- Southern Association of Colleges and Schools (SACS)
- Middle States Association of Colleges and Schools (MSA)
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- New England Association of Schools and Colleges – Commission on Institutions of Higher Education (NEASC-CIHE)
- 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.

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Continuous Announcement

## SOCIAL WORKER - 50248

Salary: \$31,488.00 - \$48,924.00    Announcement Date: February 16, 2000    Revised Date: December 12, 2012

### 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](http://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.*

### 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..

**Applicants hired by the State of Alabama on or after January 1, 2012 will be subject to the E-Verify process pursuant to Act No. 2011-535.**

## 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:**

\_\_\_\_\_

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Continuous Announcement

## SOCIAL SERVICE CASEWORKER – 50246

Salary: \$29,954.40 – \$47,757.60

Announcement Date: April 15, 2009

Revised Date: December 12, 2012

### 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](http://www.personnel.alabama.gov), the above address, or any Alabama Career Center Office.
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\*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.

**Applicants hired by the State of Alabama on or after January 1, 2012 will be subject to the E-Verify process pursuant to Act No. 2011-535.**

## **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:**

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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: December 12, 2012

### 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](http://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.*

### 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.

**Applicants hired by the State of Alabama on or after January 1, 2012 will be subject to the E-Verify process pursuant to Act No. 2011-535.**

## 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:**

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