



Tribal Policy Advisory Committee (TPAC)

August 7, 2019

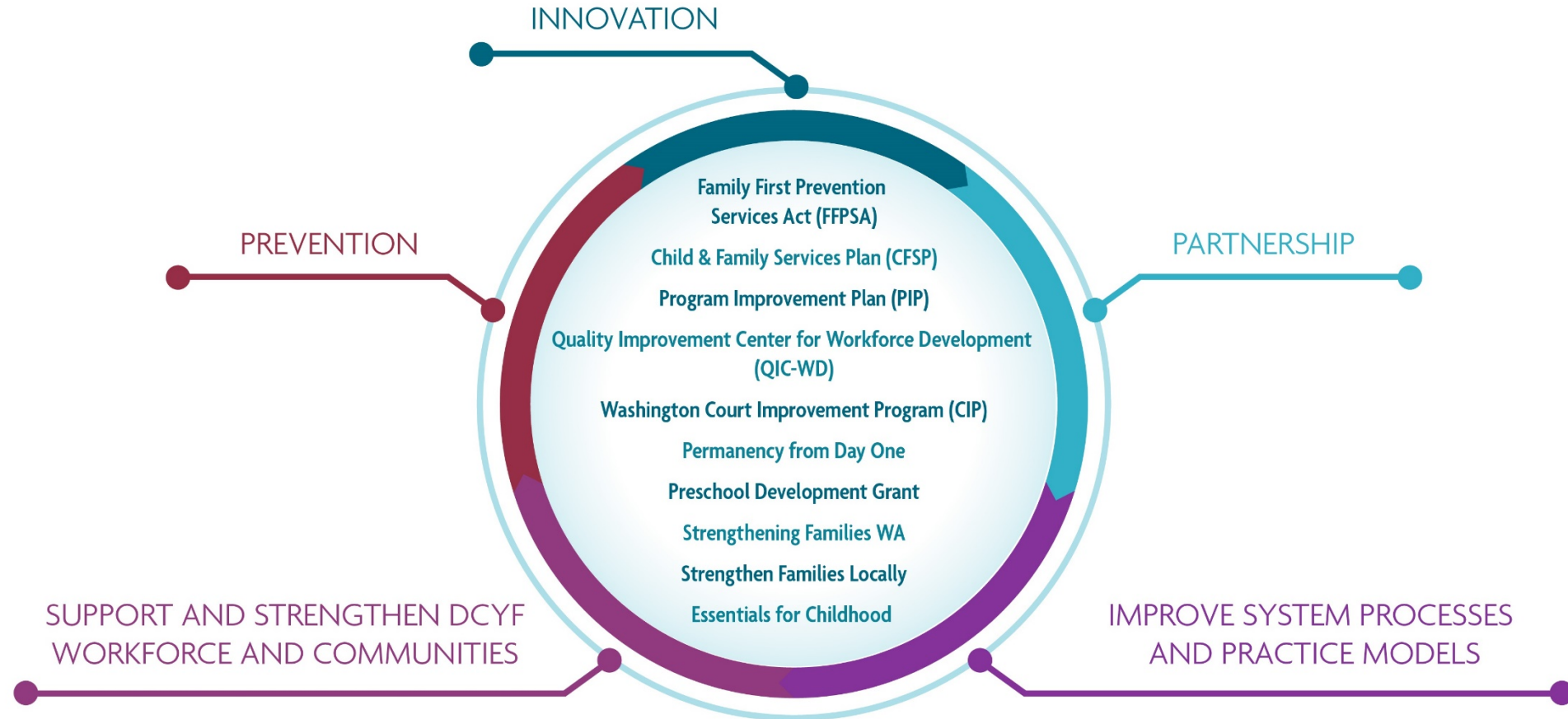


Family First Prevention Services August 7, 2019 Prevention Plan

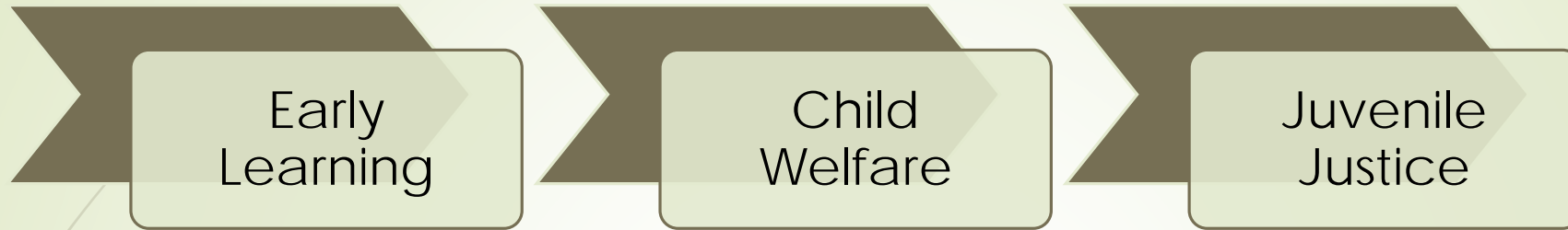
Agenda

- Alignment
- FFPSA Prevention
- WA Prevention Plan
 - Candidacy
 - Evidence-Based Practices (EBPs)
- Discussion Questions
- Next Steps

ALIGNMENT STRENGTHENS AGENCY INITIATIVES



Prevention Principles



- ▶ Prevention all along the DCYF continuum of services
- ▶ Primary, secondary, and tertiary prevention
- ▶ Prevention services provided both voluntary and court-involved children, youth and families
- ▶ Prevention at multiple levels – individual, family and community
- ▶ Informed by the voices of children, youth and families
- ▶ Informed by data and evidence
- ▶ Prevention to address disparities and disproportionalities
- ▶ Early learning is prevention
- ▶ Endorse Children’s Bureau vision for child welfare: “Strategies to Strengthen Families”

FFPSA Prevention Services

- ▶ Title IV-E funding
- ▶ Time-limited, 12-months
- ▶ Evidence-Based Programs
 - ▶ New clearinghouse – well-supported, supported, promising
 - ▶ (definitions same as California Evidence-Based Clearinghouse for Child Welfare)
 - ▶ Allowable program types: Mental health treatment, in-home parenting, substance abuse treatment & prevention
- ▶ Candidacy
 - ▶ Imminent risk of entry or re-entry into foster care
 - ▶ Prevention Plan
- ▶ Restrictions/requirements
 - ▶ 50% prevention dollars must go to “well-supported”, all claimed must be at least “promising”
 - ▶ Training and state administration are allowable costs
 - ▶ Non-federal Maintenance of Effort requirements

Two-Phased Approach to Candidacy

Phase I

- ▶ Front end child protective services (CPS) with screened-in referrals
 - ▶ Families in Family Assessment Response (FAR) (>16,000 children CY 2017; WSIPP 9.8% services)
 - ▶ Families in CPS Investigation (>19,000 children in CY 2017; estimate <7% services)
 - ▶ Families in CPS Family Voluntary Services
- ▶ Children/families on trial return home following placement (~450 children in FY 2018)
- ▶ Substance abusing pregnant women, screened out CPS referrals (estimate ~700/year)
- ▶ Adoptions experiencing challenges (N unknown)
- ▶ At risk adolescents in need of services
 - ▶ Youth referred for Family Reconciliation Services (~2,500 in FY 2018)
 - ▶ Youth/families Juvenile Rehabilitation discharge unit (2018)

Two-Phased Approach to Candidacy

Phase II

- Additional families with screened out CPS referrals, subset
- Kinship care, subset
- Adolescents at risk of homelessness
- Statistical prediction/need for prevention in very high need communities

Needs Data

- ▶ Substance Abuse Treatment among the greatest unmet needs -
 - ▶ Recent analysis estimates 38% of DCYF child welfare clients who need substance abuse treatment receive any treatment
 - ▶ Anecdotes from staff about referring to therapeutic services and substance abuse treatment at same time
- ▶ CPS and EBPs
 - ▶ Forthcoming reports on contracted services, fewer than 8% CPS families receiving contracted services
 - ▶ Internal data show service receipt is higher among higher risk families (~25%)
 - ▶ Concern about unintended consequences

Evidence-Based Programs

WA EBPs on the IV-E Prevention Services Clearinghouse			
Nurse-Family Partnership (NFP)	Parenting	Well-supported	Already contracted DCYF
Parents as Teachers (PAT)	Parenting	Well-supported	Already contracted DCYF
Functional Family Therapy (FFT)	Mental Health	Well-supported	Already contracted DCYF
Parent Child Interaction Therapy (PCIT)	Mental Health	Well-supported	Already contracted DCYF
Multi Systemic Therapy (MST)	Mental Health	Well-supported	Already contracted DCYF
Tribal/Disproportionality			
Family Spirit	Parenting	WSIPP - Research-Based	Tribal Survey
Parent-Child Home	Parenting	WSIPP - Promising	African American community
Positive Indian Parenting	Parenting	not reviewed, no research	Tribal Survey
Canoe Journey/Life's Journey	SUD Prevention	not reviewed, some research	Equity Advisory Committee
Native Family Learning Circle	?	not reviewed research	

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Other Tribal/Equity Feedback DCYF has Received

1. Regarding research & evaluation –
 - ▶ Tribal communities are “done being researched”, consider partnerships with tribal researchers to accomplish required evaluation
 - ▶ Small N problem – consider creative evaluation techniques to deal with small N
2. Need for training across all EBP provider types for serving clients from diverse backgrounds

Next Steps

- ▶ Incorporate feedback
- ▶ Submit prevention plan end of August 2019
- ▶ Implementation planning

Additional Resources

- ▶ Learn more about FFPSA online

- ▶ <https://www.dcyf.wa.gov/practice/practice-improvement/ffpsa>

- ▶ Title IV-E Prevention Services Clearinghouse

- ▶ <https://preventionservices.abtsites.com/>

Thank you!

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Legislative Update: 5718 Housing Assistance Program Pilot

Juliette Knight, LSWAIC, Office of Government Affairs and Community
Engagement



IPEL/ICW Updates

Sally Brownfield, Liz Mueller



ICW Case Review Summary

Tleena Ives, Director of Tribal Relations, DCYF



Juvenile Rehabilitation Updates

Art Garza, Business/Tribal Relations Administrator

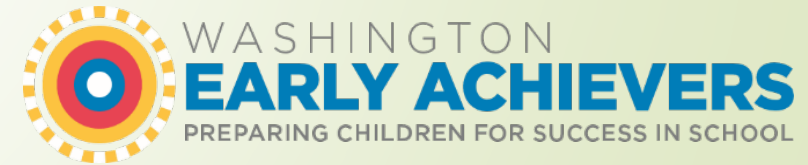
Assessment in Early Achievers

Consultation Roundtable

Olympia, WA

Original Date: August 7, 2019

Eligibility and Provider Supports | Approved for distribution by Rachael Brown-Kendall, QRIS Administrator



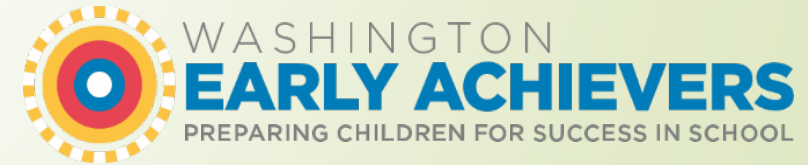
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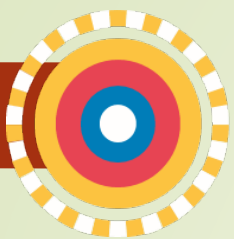
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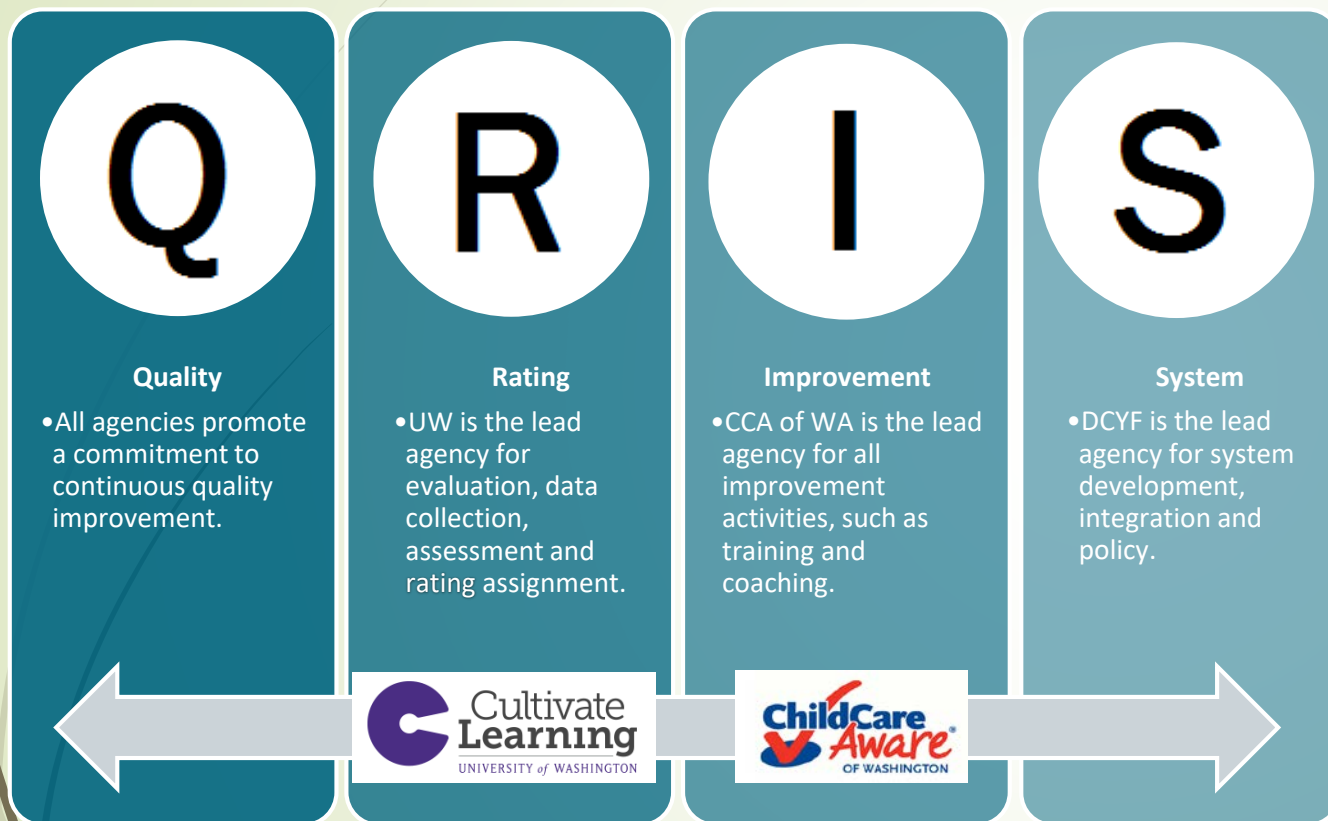
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What is Early Achievers?



Benefits of participation:

- Coaching
- Training and resources
- Tiered subsidy reimbursement
- Quality improvement award money
- Grants for materials or facility improvement
- Scholarships towards professional development or degree programs.

Original Date: August, 2019

Eligibility and Provider Supports

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Vision:


The Early Start Act (RCW [43.216.085](#))

- The department shall explore the use of alternate quality assessment tools that meet the culturally specific needs of federally recognized Tribes in the state of Washington.

Goals:

- Present a variety of assessment practices to consider
- Discuss possibilities and next steps





What could an 'alternate assessment' be?

- ▶ Modifications to existing quality framework
 - ▶ Changes, additions, or exemptions
- ▶ A quality assessment developed by an individual tribe or by tribal consortium
 - ▶ Allowable use of CCDF quality improvement funding

(Source: Child Care and Development Fund, 45 C.F.R. 98.53, 2016)

Example to Consider:

- ▶ California—Tribal Child Care Association of CA
 - ▶ Tribal Child Care Association is comprised of individuals who work for tribal lead agencies/grantees administering the Child Care and Development Block Grant.
 - ▶ TCCAC provides professional support and technical assistance to Tribes with child care programs.
 - ▶ Tribal communities within California comprise their own region of their QRIS. Tribes collaborated with TCCAC to create their own QIS.

Example to Consider:

- ▶ British Columbia—Aboriginal Head Start Association worked to create an addendum to the ECERS-R assessment tool for their Head Start programs



PROGRAM EVALUATION PROCESS (PEP)

PEP is a self-assessment and monitoring instrument based on The LOVIT Way
~ Learning to Observe, Value, Inspire and Transform our programs ~

Why PEP?

- Culturally-sensitive evaluation tool
- Based on the AHS Principles and Guidelines
- User-friendly self-assessment and planning tool
- Supports ongoing program monitoring
- Identifies holistic qualities of ECE program
- Led by trained PEP facilitators and/or independently
- Program staff, parents and community participate
- Includes cultural practices such as witnessing, reflection, sharing and storytelling

How does PEP work?

- Question items reflect criteria of a high quality Early Learning Program
- **Qualitative:** Witness and observe program to determine strengths and gaps in practice
- Identify areas that are Priorities for Growth and rank in levels of need for urgent action
- As a team, choose your program Goals and create an Action Plan
- **Quantitative:** Repeat 3x per year to determine growth over time and measure improvement

6 Step Program Evaluation Process

6 Sharing our Learning:

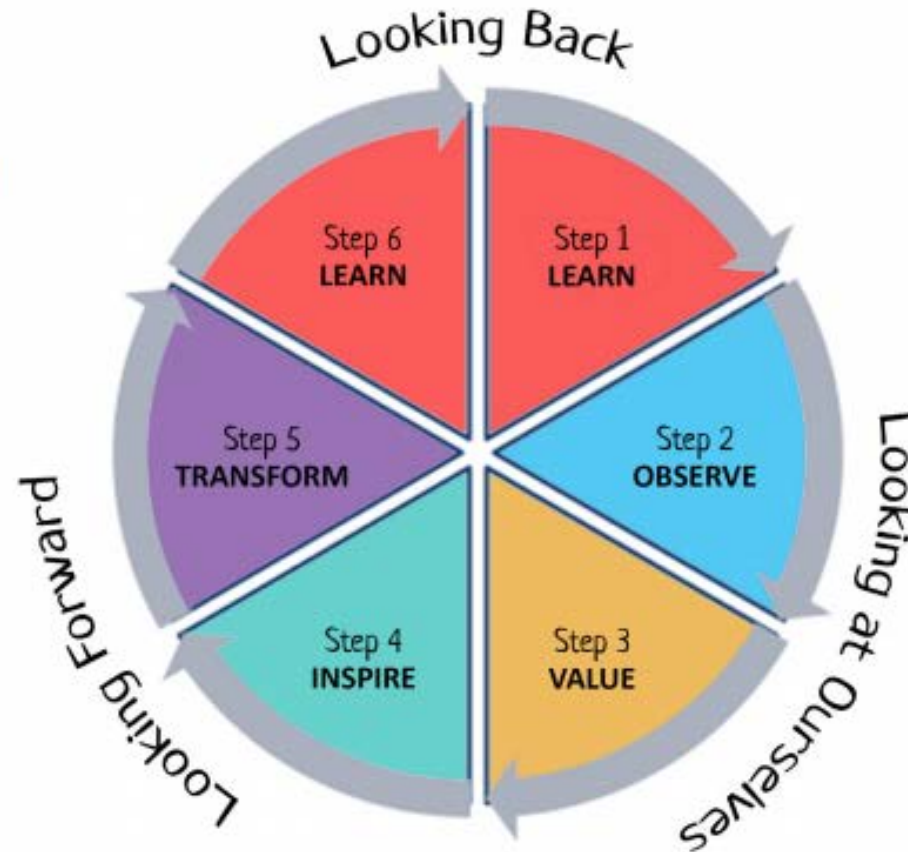
*PEP Talks
Record of Evaluation*

5 Transforming:

*Action Plan
Pledge to Action*

4 Inspiring:

*Reviewing: What we do &
What we want to do
PEP Goals*



1 Learning:

*Looking back – Looking at
ourselves – Looking forward
PEP Talk*

2 Observing:

*Observe and Witness
AHS Beliefs and Values
6 Components of AHS
Accountability and
Management practices*

3 Valuing:

*Select the Priority Level for
action needed to enhance
evidence of items
PEP Tally (Fall-Winter-Spring)*



Time for Discussion

Thank you!

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www.dcyf.wa.gov/services/early-learning-providers/early-achievers