

# **State of Washington Department of Social and Health Services**

Child Welfare Title IV-E Waiver Demonstration Project

Initial Design and Implementation Report

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## I. Overview

### Introduction to the demonstration

*The overview should include a short introduction to the demonstration that summarizes the problem(s) the title IV-E agency is attempting to address, the target population(s) and the project's components and associated interventions.*

For its Title IV-E waiver demonstration project, Washington State will implement a differential response to allegations of child abuse or neglect. Washington State has identified Family Assessment Response (FAR) as a new, alternative, additional pathway to engage families and address the basic needs of children to maintain children safely at home, stabilize and strengthen the family unit, and improve child and family well-being.

Currently, when a citizen or mandated reporter has reasonable cause to suspect that a child has been abused or neglected, and report their concerns to the Department of Social and Health Services (DSHS), Children's Administration, the report is evaluated by intake staff. Intake staff screen the information provided to determine if the report meets the criteria for an investigation, as outlined in Washington Administrative Code (WAC). The investigative pathway focuses on the safety of the child, the reported allegation, and the possible risk of serious harm or neglect. Intakes assigned for investigation include an identified subject and victim and result in a finding.

In 2011, intakes alleging neglect represented approximately 60 percent of all accepted intakes. The reports of neglect included a wide variety of specific allegations, but all of these intakes were assigned to the traditional investigative pathway for response.

Many of the families involved in the Washington State child welfare system need essential concrete resources, such as stable and safe housing, transportation, basic household items, clothing, and food. Parents' struggles to meet essential needs can challenge the mental and physical wellness of parents and affect their ability to recognize how their children are being neglected. Parents' lack of essential resources and supports can isolate families and cause them to become separated from their communities, further removing them from available resources.

Washington State recognizes the unmet needs of these families and further recognizes that repeated investigations of families reported for neglect is not a good use of state resources and generally does not result in successful engagement of families. Children's Administration is implementing Family Assessment Response (FAR), an alternative pathway to investigation to respond to reports of maltreatment. The pathway (FAR or investigative) will be determined by the intake worker based on the type and severity of the maltreatment, family history, and willingness of the family to participate in FAR services. The FAR pathway will not identify subjects, victims, or findings. FAR caseworkers will strive to understand the conditions that impact each family's ability to supervise and care for their children, while assessing child safety.

FAR Implementation will build upon Children's Administration solution-focused approach to case management. Solution Based Casework (SBC) combines problem-focused, relapse prevention approaches that evolved from work with addiction, violence, and helplessness with solution-focused models that evolved from family systems casework and therapy. Partnerships between family,

caseworker, and service providers will be developed that address basic needs and restore a family's pride in its own competence.

FAR will use an engagement approach to collaborate with the family and thoroughly assess and target service needs. The FAR worker, in cooperation with the family, identifies and accesses services and concrete resources that can make the most difference in reducing risk of child abuse and neglect. Washington State plans to make these services, resources, and interventions available to caseworkers working with families in both the family assessment response and the investigative pathways, with a system-wide goal of strengthening family and child well-being, and keeping children safely in their own home. The Children's Administration will implement FAR, using evidence based practices in accordance with the Washington State legislature's 2012 evidence-based practices legislation, E2SHB 2536, which amended RCW 13.40. This law requires Children's Administration to expand the use of evidence-based practices.

Service interventions available under FAR include provision of concrete supports and services, such as housing supports and in-home evidence-based services including:

- Incredible Years (child training to prevent and reduce aggression and behavioral problems)<sup>1</sup>
- SafeCare (in-home parent training)
- Triple P (Positive Parenting Program – parenting support and training)
- Home Builders (Intensive Family Preservation Services)

The target population for the FAR pathway will primarily be children and their families who are screened into Child Protective Services (CPS) for neglect with a non-emergent response time frame. All children and their families who meet the criteria will have the option to participate in FAR as an alternative to the investigative pathway. This includes families referred to CPS for low to moderate risk physical abuse cases. Cases of sexual abuse and cases in which the child's safety is deemed to be in jeopardy will be screened to the investigative pathway and will not have the FAR option.

The table on the following page illustrates the differences between the traditional investigative pathway and FAR.

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<sup>1</sup> <http://www.incredibleyears.com/>

**Table 1: Comparison of Responses to Screened-In Cases<sup>2</sup>**

	<b>Traditional Investigation Response</b>	<b>Differential Response</b>
<b>Overview</b>	Generally used for intakes screened for high risk, imminent harm, physical and sexual abuse; may involve criminal situations.	Usually applied in low to moderate risk intakes, focus on engagement of family, assessing strengths and needs,
<b>Focus</b>	Child safety, forensic, fact-finding	Child safety, assessment of strengths, needs and risk
<b>Goal</b>	Children determined to be safe, or are made safe.	Children determined to be safe, parents, extended family and community partners engaged in assessing family's strengths, needs and risk
<b>Process</b>	Investigations result in a "finding" related to the allegation in the report, subjects are identified, services are put in place to reduce risk.	Families participate in developing solutions and choosing services; families may receive supports that address family needs for both immediate safety and future risk of maltreatment
<b>Initiation</b>	Talk with the alleged victim first, unannounced visits	Talk with the caregivers first, request permission to visit with child(ren)
<b>Assessment</b>	Caseworker gathers facts regarding allegations, safety and risk from child, family and collaterals; may or may not involve family in safety and risk assessment; children interviewed separately regarding presence of abuse or maltreatment; case decision regarding allegations made with supervisor; professionals as experts	Caseworker and family jointly assess child safety, family strengths, needs and risks; family involved in identifying collateral contacts who can assist with assessment; children participate in interviews with their parents regarding family strengths and needs; families as experts.
<b>Agency disposition</b>	Substantiation or indication decision made	No substantiation or indication decision made; families identified as "in need of services and support" or "services recommended".
<b>Central Registry</b>	Require formal determination of whether or not child maltreatment occurred	No perpetrators or victim identified.
<b>Services</b>	If case is opened, service plan written and services provided; families can be ordered by the court to participate in services.	Voluntary services offered, after assessment, families can choose not to participate; if sufficient safety concerns exist, case can be reassigned for an investigation

<sup>2</sup> Information from comparison chart deemed from two sources: *Differential Response in Child Protective Services: A Guide for Judges and Judicial Officers*, National Quality Improvement Center; and *Differential Response to Reports of Child Abuse and Neglect*, Child Welfare Information Gateway.

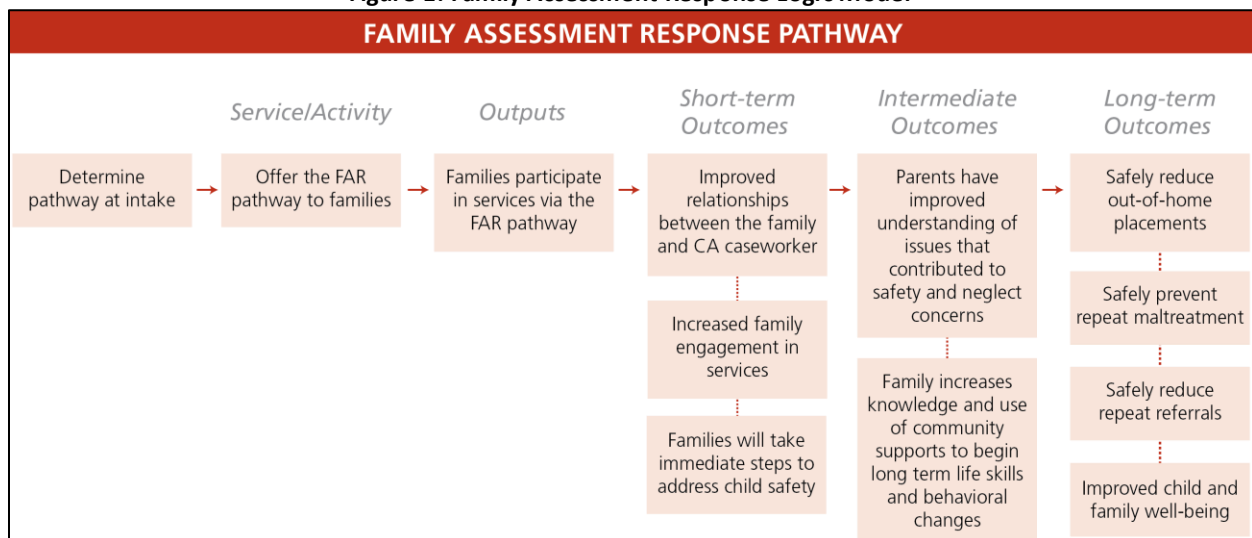
## Theory of Change

*The overview should articulate the demonstration's overall theory of change, including the expected short-term and long-term outcomes of the project and how and why the demonstration components and associated interventions are expected to address the identified needs of the target population(s).*

The current CPS system is ill-designed to serve the FAR target population. When children are placed in out-of-home care without exploring community resources that can help keep them safe at home have negative effects on children's outcomes. The nature of the investigative pathway can impede caseworkers' ability to engage families with services that may help them to maintain or reestablish custody of their children.

The FAR pathway is designed to address these concerns. As reflected in the logic model below, Washington State believes that if the FAR pathway is offered as an alternative to the traditional investigative pathway, then families will have increased access to services while safely maintaining custody of their children, resulting in improved skills and understanding of the issues that contribute to safety and neglect concerns. This will ultimately result in the safe prevention of out-of-home placement, the safe prevention of repeat maltreatment, the safe reduction of repeat referrals, and improved child and family well-being.

**Figure 1: Family Assessment Response Logic Model**



Washington State will measure and monitor these outcome indicators on an ongoing basis. To measure and monitor child and family well-being on a system-wide basis, Washington State will look at administrative data concerning medical care, education, employment, behavioral and social functioning, and Adverse Childhood Experiences for children and their families.

These anticipated outcomes of FAR are supported by the following research:

- An analysis by Washington State Institute for Public Policy (WSIPP) of differential response models in Minnesota and Ohio produced an estimate of various outcomes, reflected as monetary benefit. While this does not provide an estimate of the probability of success for a

given intervention, it does provide grounds upon which Children's Administration could compare anticipated outcomes of various interventions.

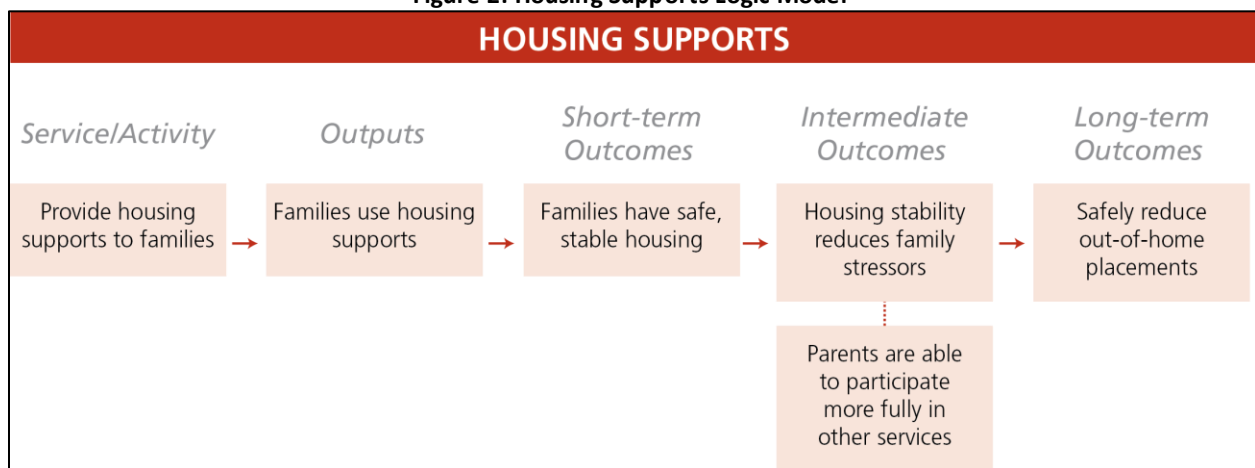
- WSIPP's analysis indicated benefits related to reduction in out-of-home placement for cases served under differential response as opposed to a standard investigative pathway.
- The WSIPP study also indicated benefits related to a reduction of child abuse and neglect among cases served through differential response.
- Research indicates that children in foster care placements have poorer longer-term well-being outcomes related to areas such as delinquency, employment, and teen pregnancy compared to children in similar circumstances who instead stay at home, particularly in cases "on the margin of placement" rather than cases that indicate the child is at serious risk for future abuse or neglect.<sup>3</sup>
- The WSIPP study of differential response noted that differential response programs produced positive benefits associated with crime, education, and earnings for cases served under differential response.

The theories of change for each component of FAR are detailed below:

#### *Housing Supports*

- Housing vouchers will be available to FAR caseworkers to provide concrete assistance to families whose assessment indicates housing is a barrier for children to remain safely with their own families.
- If housing supports are provided to families, then those families will be able to maintain safe and stable housing and access additional services, ultimately resulting in a reduction in out-of-home placements.

**Figure 2: Housing Supports Logic Model**



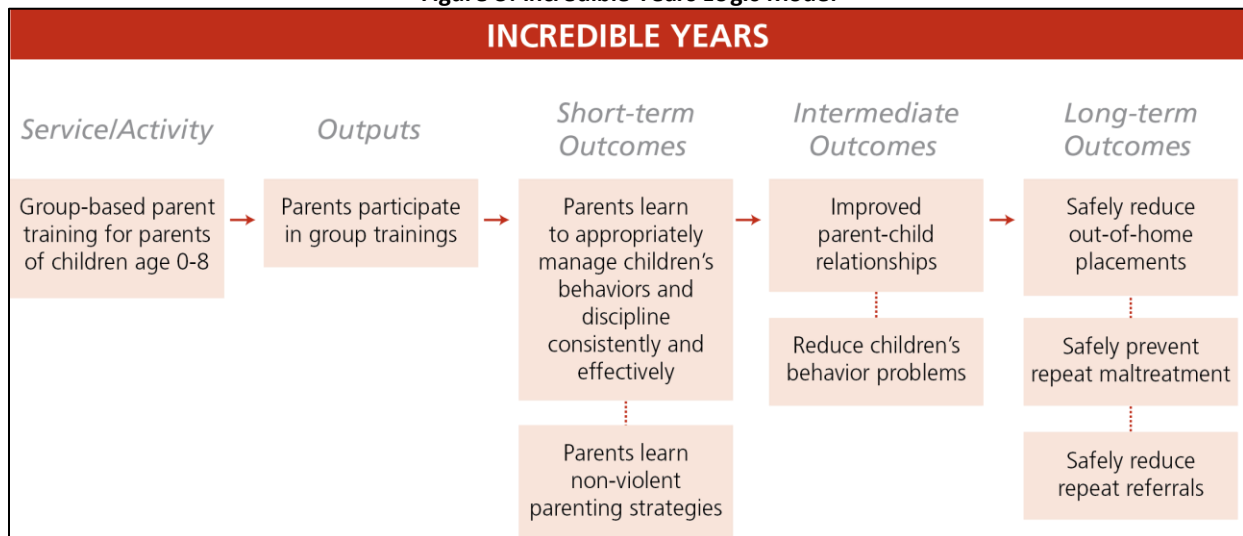
<sup>3</sup> See for example Child Protection and Child Outcomes: Measuring the Effects of Foster Care. Doyle, Joseph. December 2007, The American Economic Review, accessed at [http://www.mit.edu/~jjdoyle/fostercare\\_aer.pdf](http://www.mit.edu/~jjdoyle/fostercare_aer.pdf)

- Washington State expects these outcomes based on the following research:
  - An evaluation of Keeping Families Together, a New York City housing assistance program, reported that the 29 participating families receiving housing and other supports reduced their children's use of foster care by an aggregate of 5,415 days over two years.<sup>4</sup>
  - The Tacoma Washington Housing Authority provided 40 Family Unification Program (FUP) vouchers to families chosen by the local Children's Administration office who needed housing to prevent out-of-home placement of children or to achieve reunification with children in out-of-home care. They found that over three years, 37 children returned home from foster care to their parents and 48 children remained with their parents who had previously been without housing.

### *Incredible Years*

- The main service element of the Incredible Years program is group-based parent training for parents with children from birth to eight years old. The program trains parents to address the needs of their children based on their developmental stage.
- If Incredible Years group training is provided to parents, then these parents will learn improved parenting skills and strategies, resulting in improved parent-child relationships and ultimately resulting in the safe reduction of out-of-home placements, the safe prevention of repeat maltreatment, and the safe reduction of repeat referrals.

**Figure 3: Incredible Years Logic Model**



- Washington State expects these outcomes based on randomized trials indicating that parents served by the Incredible Years program achieve improvements in parental affect, non-violent discipline, family communication, and interactions between children and parents.<sup>5</sup> Children's

<sup>4</sup> Corporation for Supportive Housing (2011). *Is Supportive Housing a Cost-Effective Means of Preserving Families and Increasing Child Safety? Cost Analysis of CSH's Keeping Families Together Pilot*. [http://www.csh.org/wp-content/uploads/2011/12/Report\\_KFTCostAnalysisWriteUp.pdf](http://www.csh.org/wp-content/uploads/2011/12/Report_KFTCostAnalysisWriteUp.pdf)

<sup>5</sup> <http://www.incredibleyears.com/program/incredible-years-series-overview.pdf>

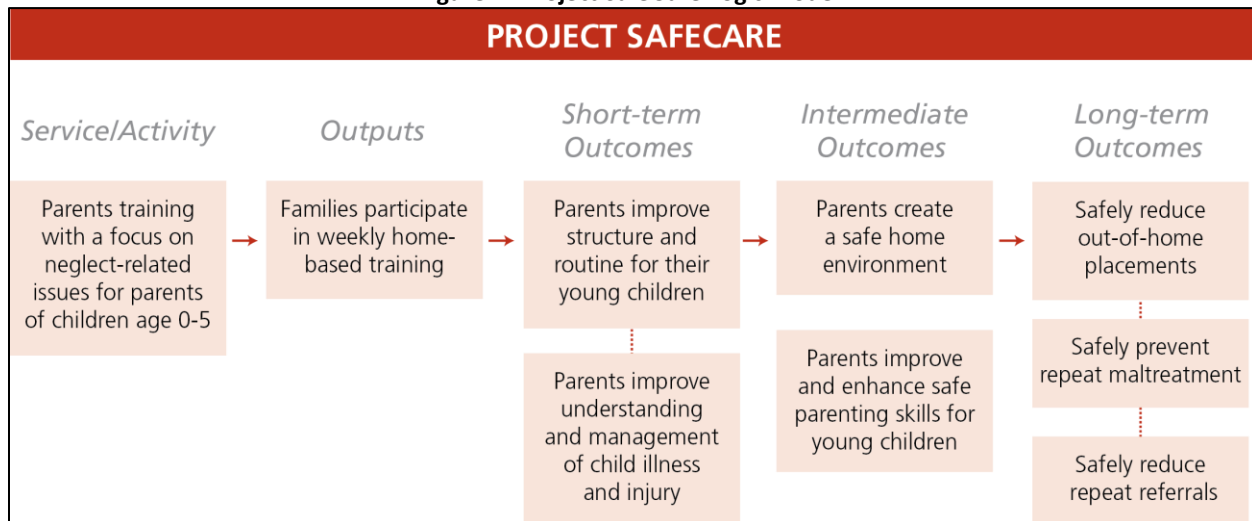


Administration believes that such outcomes contribute to reduced child maltreatment and potential for out-of-home placement.

#### *Project SafeCare*

- Project SafeCare is designed for families that need help creating a safe home environment and improving structure and routines for the young children in their home. The target population for this program is families with children up to five years old.
- If Project SafeCare services are provided, then parents will increase their ability to create a safe home environment, resulting in reduced child maltreatment and placement in out-of-home care.

**Figure 4: Project SafeCare Logic Model**

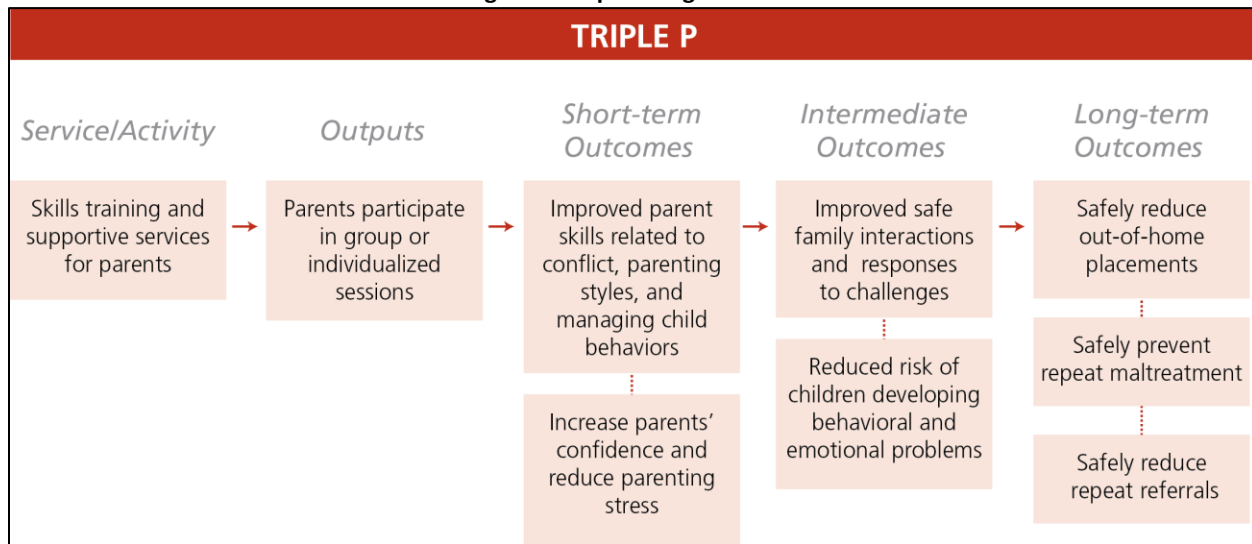


- Research indicates a 26 percent decrease in reports of child abuse and neglect among parents who received SafeCare as one of their in-home services compared with parents who received other in-home services without SafeCare.<sup>6</sup>

#### *Positive Parenting Program (Triple P)*

- Triple P draws on social learning, cognitive-behavioral and developmental theory, as well as research about risk and protective factors associated with the development of social and behavioral problems in children. This intervention is a five level program addressing family conflict, parenting styles, and managing child behaviors.
- If parents receive skills training and supportive services through Triple P, then their parenting skills will increase and parenting stress will decrease, resulting in prevention of repeat maltreatment, safe reduction of repeat referrals, and safe reduction of out-of-home placement.

<sup>6</sup> <http://publichealth.gsu.edu/968.html>

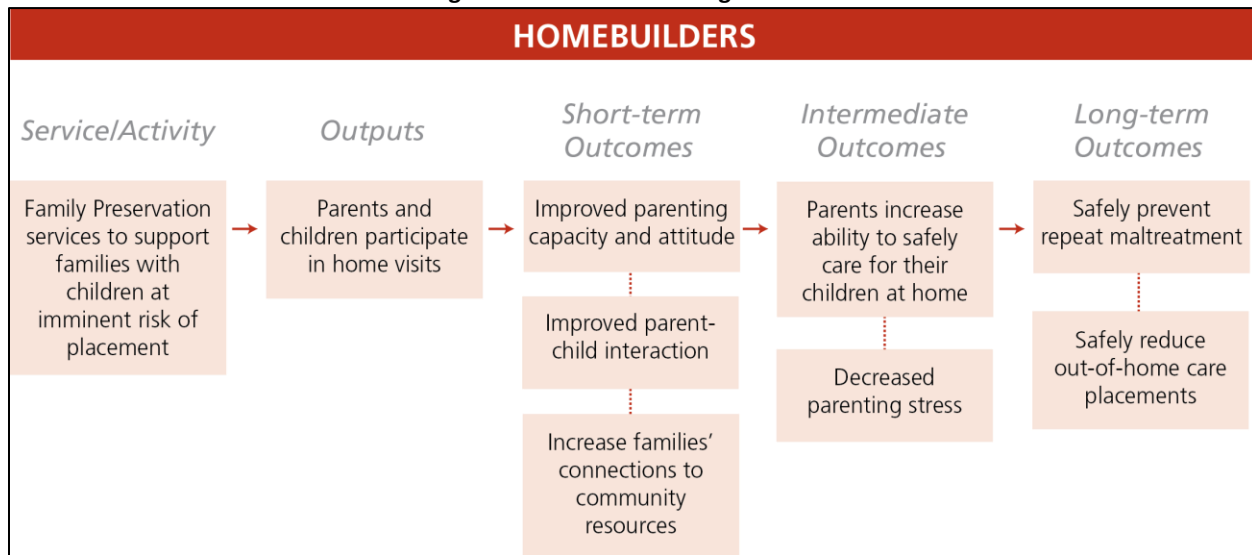
**Figure 5: Triple P Logic Model**

- A 2009 study indicated that rates of child maltreatment were lower in communities served by Triple P relative to control counties. Additionally, placements in out-of-home care decreased in the Triple P communities both in absolute terms and relative to control counties.<sup>7</sup>

#### *Homebuilders/Intensive Family Preservation Services*

- Homebuilders is designed to prevent out-of-home placement of children, when placement is imminent. Homebuilders' therapists focus on teaching parents to care effectively for their children and assist parents in enrolling in other longer term services that will help them maintain positive changes after their involvement with the child welfare system.
- If in-home counseling and life skills education services are provided to parents through Homebuilders, then parents will improve their interactions with children, which will then decrease their parenting stress, which will result in the prevention of maltreatment.

<sup>7</sup> <http://www.promisingpractices.net/program.asp?programid=272#programinfo>

**Figure 6: Homebuilders Logic Model**

- Washington State expects these outcomes based on the following evidence:
  - Washington State has observed placement prevention, placement stabilization, or reunification in 95 percent of cases served using the Homebuilders model. Homebuilders has contributed to preventing out-of-home placement reentry in over 75 percent of cases during the six months after services were terminated.
  - Washington State has noted a reduction of new referrals to the department for Child Protective Services, Child and Family Welfare Services, or Family Response Services within one year of the most recent Homebuilders case closure.
  - Washington State has also observed families served using the Homebuilders model have increased connection to community resources and a reduced level of risk factors (as indicated by North Carolina Family Assessment Scale).
  - The WSIPP study of Intensive Family Preservation Services identified positive benefits associated with crime, earnings, and education.

Washington State has invested considerable resources in evidence-based practices over the past six years. Children's Administration plans to maximize this investment by expanding existing evidence based practice interventions. Washington State will introduce additional evidence-based and promising practices to the FAR service array as we learn more about the needs of this population. Children's Administration has a contract with the Evidenced-Based Practice Institute at the University of Washington to evaluate additional interventions to determine which services best address the needs of the target population and contribute to this overall Theory of Change. Washington State will include updates about selection and implementation of additional interventions in subsequent quarterly progress reports to ACF.

## II. Clearly Defined Target Population(s)

*Describe the target population(s) for each of the demonstration's components and associated interventions, noting exclusions, geography/locations, or eligibility criteria as appropriate. In this section, the plan should:*

- *Describe the characteristics and needs of the identified target population(s).*
  - *Characteristics are generally related to demographics or past experiences that are not readily changeable (e.g., age, race, ethnicity, or placement history).*
  - *The needs define the circumstances and conditions that are amenable to change (e.g., difficulty dealing with past and present trauma, loss of connection to family members, lack of parental skills and abilities to manage behavior).*
- *Provide an estimate of the number of children/families who will initially be enrolled in the demonstration.*

The FAR target population will primarily be children and their families who are screened into CPS for neglect allegations that require a non-emergent response. Families who meet the criteria will have the option to participate in FAR as an alternative to the investigative pathway. This may include some families referred to CPS for low to moderate risk physical abuse. Intake will screen sexual abuse allegations and allegations that indicate the child's safety is in jeopardy to the investigative pathway.<sup>8</sup> Those families will not have the FAR option. In 2011, 62 percent (17,818) of screened in CPS cases alleged neglect, 33 percent were reports for physical abuse, and 5 percent alleged sexual abuse. Concerns about abuse of children in licensed foster care, childcare, or other facilities licensed to provide care for children are not appropriate for FAR. Those allegations will continue to be investigated by the Division of Licensed Resources.

Children's Administration intake data for fiscal year 2012 shows that the majority of Washington State's approximately 17,000 neglect intakes that were screened in for investigation were assigned a non-emergent response time. Intakes with a non-emergent response are assessed as moderate or low risk. Once Children's Administration implements FAR statewide, most of these cases will be assigned to the FAR pathway.

The FAR pathway will only be available for families with children under 18 years of age.

### *Demographics*

The following table shows that the racial composition of the target population (those Children's Administration expects to engage in the FAR pathway) is not substantially different from that of the non-target population (those Children's Administration anticipates will continue in the investigative pathway); each detailed racial/ethnic group is well-represented in both. Therefore, Children's Administration would expect the general pattern of overrepresentation shown on the follow page to apply to the target population. Reducing racial disparity has been a primary goal of every new Children's Administration program initiative in the past few years; FAR will be no exception. Washington State

<sup>8</sup> Risk factors under consideration will include severity of the allegation, history of past reports, presence of domestic violence, substance abuse by the caregiver, and willingness and capacity of the caregiver to participate in services.

anticipates FAR will contribute to the over-arching initiative to reduce racial disparities in the child welfare system.

**Table 2: Combined Race/Ethnicity Numbers and Percentages  
of Children Placed within 12 Months of Intake (FFY 2010)**

Race/Ethnicity	Target Population		Non-Target Population		Total Population	
	Total N	% Placed	Total N	% Placed	Total N	% Placed
<b>Native American only</b>	1,034	16.7%	492	26.8%	1,526	20.0%
<b>Asian/Pacific Islander only</b>	451	8.2%	527	12.3%	978	10.4%
<b>African American only</b>	1,272	12.9%	1,169	22.0%	2,441	17.2%
<b>White only</b>	10,568	13.2%	7,417	17.2%	17,985	14.9%
<b>Hispanic (white or unknown race only)</b>	2,363	14.6%	1,849	19.1%	4,212	16.6%
<b>Multiracial: any Native American</b>	1,024	21.4%	608	25.8%	1,632	23.0%
<b>Multiracial: any African American (except Native American)</b>	760	19.9%	505	21.2%	1,265	20.4%
<b>Multiracial: Asian/Hispanic/White</b>	200	19.0%	183	17.5%	383	18.3%
<b>Unknown</b>	1387	0.9%	1,098	2.3%	2,485	1.5%
<b>State Total</b>	19,059	13.3%	13,848	17.4%	32,907	15.0%

Washington State is committed to safely reducing racial disproportionality in the child welfare system. To provide appropriate services, providers must develop the capacity to understand each family's culture. A family's culture can shape the services they need, as well as the optimal place, time, and method of delivering services and supports. Addressing issues of culture, race, class, and ethnic background increases the likelihood of family engagement and a positive intervention.

#### *Service/Support Needs*

Other states' experiences with differential response models indicate when families are provided with stabilizing concrete supports (such as housing, transportation, basic household items and repairs, clothing, and food), concerns about neglect are diminished and child safety, family functioning, and wellness are improved.

The services and concrete supports necessary to keep children safe and stabilize the family will be identified through the family assessment. These services and supports will address issues of maltreatment, safety, and risk. They will be available for all families in all Children's Administration programs.

Washington State will purchase concrete resources with an emphasis on efficient delivery. Other states' differential response programs found that families required the following concrete supports:

- Food or clothing
- Housing/Rent Assistance
- Help paying for utilities
- Mental health services including treatment of trauma in children
- Drug and alcohol treatment
- Medical or dental care
- Help in looking for employment or changing jobs
- Car repair or transportation
- Appliances, furniture, or home repair
- Other financial help

Children's Administration anticipates that families' needs will be similar in Washington State.

Washington State has identified interventions to address the needs of the FAR target population (see Section III). Children's Administration will begin collecting data about the target population that includes the components below to track the target populations' needs.

- Ages of children
- Race and ethnicity
- Developmental stages
- Marital status of the parents.

### III. Clearly Defined Demonstration Components and Associated Interventions

- *The demonstration component(s) and associated interventions planned for each target population;*
- *Who will receive demonstration programs and services (e.g., child, parents, foster parents, caseworkers);*
- *How the demonstration's components and associated interventions will address the various needs of the target population(s);*
- *The outcomes expected for each demonstration component and associated interventions;*
- *The existing research and/or data linking each demonstration component and associated interventions to the identified safety, permanency, and well-being outcomes the demonstration is supposed to address;*
- *The program development and/or adaptation work that needs to be done to prepare the demonstration for implementation.*

#### **Summary**

Washington State will expand existing evidence based practice interventions currently in use across the state. Children's Administration is partnering with the University of Washington to identify additional evidence-based and promising practices that will support families in the FAR pathway. Children's Administration will evaluate additional interventions to determine how they best address the needs of the target population and will include updates about selection and implementation of any additional interventions in subsequent quarterly progress reports to ACF.

#### **Primary Demonstration Component: Family Assessment Response**

##### *Who will receive programs and services?*

All children and their families who meet the screening criteria will have the option to participate in FAR as an alternative to the CPS investigative pathway. This includes families referred to CPS for non-emergent neglect cases and low to moderate risk physical abuse cases. Intake will screen sexual abuse cases and cases that indicate the child's safety is in jeopardy to the investigative pathway.

##### *How this addresses needs of the target population*

Washington State anticipates that families involved in the FAR pathway will be more likely to keep their children safely at home and reduce their dependence on short term interventions of the child welfare system. FAR is service-driven rather than investigation-driven; caseworkers will draw from a suite of services designed to stabilize and strengthen the intact family unit without identifying subject or victims or making findings. Because the parent is treated as a collaborative ally, rather than an alleged perpetrator, a parent may be more open to participating in services and working cooperatively with Children's Administration.

*Outcomes expected*

The expected outcomes of FAR include keeping families intact by safely preventing placement in out-of-home care, preventing future maltreatment, reducing repeat referrals, and improving child and family well-being. Children's Administration will measure the first three outcomes by tracking intakes, entries and reentries into out-of-home care, and repeat maltreatment rates. Washington State will observe how these rates trend over time. Children's Administration will measure child and family well-being outcomes through tracking and analysis of system-wide administrative data related to employment, medical, education, and Adverse Childhood Experience indicators.

*Research related to safety, permanency, and well-being outcomes*

Research by the *American Economic Review* indicates that child well-being outcomes are better for children who are safely maintained at home than if they are removed to out-of-home foster care. Unnecessary home removals adversely affect children's outcomes.<sup>9</sup>

The Washington State Institute for Public Policy (WSIPP) report about differential response indicated positive benefits of the differential response programs in Minnesota and Ohio related to reducing out-of-home placement and child abuse and neglect.<sup>10</sup> Reduced time in foster care is expected to improve well-being outcomes for children and youth. The WSIPP report noted positive benefits in the following areas:

- Crime
- High school graduation
- Test scores
- K-12 special education
- Health care costs

*Program development/adaptation work to prepare*

Because the FAR implementation is a substantial, system-wide change for Children's Administration, the Administration is in the midst of extensive implementation preparations. These activities include: working with the legislature to finalize an approved implementation plan, developing protocols, hiring and training FAR staff, and assessing offices for geographic phase-in.

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<sup>9</sup> Child Protection and Child Outcomes: Measuring the Effects of Foster Care. Doyle, Joseph. December 2007, The American Economic Review, accessed at [http://www.mit.edu/~jjdoyle/fostercare\\_aer.pdf](http://www.mit.edu/~jjdoyle/fostercare_aer.pdf)

<sup>10</sup> Alternative Response. Washington State Institute for Public Policy. April 2012. <http://www.wsipp.wa.gov>



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## **Housing Supports**

### *Who will receive programs and services?*

Children's Administration anticipates that the primary target population will include families for whom lack of housing is a significant barrier to keeping children safe at home. The target population will not include families with children in out-of-home care, or older youth transitioning to adulthood from out-of-home placement. These populations will be provided housing assistance, if needed, as part of their case management and permanency planning strategies through their assigned caseworker.

### *How this addresses needs of the target population*

Historically, Children's Administration staff have not had access to housing resources adequate to meet the needs of children, youth, and families. To improve access to housing resources, DSHS entered into a Memorandum of Understanding with 21 public and private housing entities to create the Child Welfare Services and Housing Collaboration. Although Children's Administration has some access to housing resources through the Family Unification Program (FUP), the MOU adds an additional 250 housing vouchers for families involved in the child welfare system. Child welfare caseworkers will use the increased housing resources for families when housing would help safely prevent a child from being placed in foster care, facilitate a reasonably imminent safe reunification of a foster child with their family, or avoid homelessness for older youth (age 18-21) who are aging out of foster care. This MOU allows Children's Administration caseworkers to address the practical needs of families. It provides stable, affordable housing for families for whom lack of housing is a factor that could contribute to losing custody of their children.

### *Outcomes expected*

Children's Administration anticipates that children will be prevented from being placed in foster care as a result of housing supports.

### *Research related to safety, permanency, and well-being outcomes*

Evidence submitted during a 1997 Washington State Supreme Court case showed that housing assistance could prevent about 5 to 10 percent of initial placements and significantly speed up reunification in about 15 to 20 percent of placement cases.<sup>11</sup> The families' procurement of safe and stable housing is a precondition of reunification in 90 percent of placement cases. The evidence also included the findings of a 1986 review of 126 Seattle foster care cases involving black children. The review found:

- Homelessness was a contributing factor in 14 percent of placements.
- Inadequate housing was a factor in the placement of four percent of children.
- Inadequate housing was among the remaining barriers to reunification in 22 percent of placement cases.<sup>12</sup>

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<sup>11</sup> *Coalition for the Homeless v. DSHS*, 133. Wn.2d 894 (1997).

<sup>12</sup> National Black Child Development Institute (1989). *Who Will Care When Parents Can't: A Study of Black Children Foster Care*.

This evidence suggests that housing assistance could prevent or shorten an estimated 2,026 placements per year in Washington State.

An evaluation of Keeping Families Together, a pilot program in New York City managed by the Corporation for Supportive Housing, examined the effect of housing assistance on foster care placements. The evaluation reported that the 29 participating families receiving housing and other supports reduced their children's use of foster care by an aggregate of 5,415 days over two years.<sup>13</sup>

Since 2009, The Tacoma Housing Authority has provided 50 FUP vouchers to households chosen by the local Children Administration office. This collaborative effort between the Tacoma Washington Children's Administration office and the Tacoma Housing Authority has had positive results. Of those 50 vouchers, 40 serve families who need housing to prevent their children's placement or to reunify children with their families. The other 10 vouchers serve youth aging out of foster care. According to Children's Administration data, over three years, those 40 vouchers allowed 37 children to safely return to their parents' homes from foster care and 48 children to remain safely with their parents.

#### *Program development/adaptation work to prepare*

Children's Administration is still finalizing the mechanisms for distribution of these housing vouchers.

### **Project SafeCare**

#### *Who will receive programs and services?*

Project SafeCare is designed for families that need help creating a safe home environment and improving structure and routines for the young children in their homes. The target population for this program is families with children up to five years old.

#### *How this addresses needs of the target population*

In order to create a safe home environment, SafeCare provides parent training with a focus on neglect related issues. This training helps prepare parents who need basic parenting skills and support (e.g., caring for children when they are sick or injured). This service lasts 18 to 20 weeks and is home-based with weekly sessions.

#### *Outcomes expected*

Washington State expects increases in home safety and parents' understanding and management of child illness and injuries. These skills will help parents keep their children safely at home and reduce repeat referrals to the child welfare system, and reduce incidents of future maltreatment.

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<sup>13</sup> Corporation for Supportive Housing (2011). *Is Supportive Housing a Cost-Effective Means of Preserving Families and Increasing Child Safety? Cost Analysis of CSH's Keeping Families Together Pilot*. [http://www.csh.org/wp-content/uploads/2011/12/Report\\_KFTCostAnalysisWriteUp.pdf](http://www.csh.org/wp-content/uploads/2011/12/Report_KFTCostAnalysisWriteUp.pdf)

*Research related to safety, permanency, and well-being outcomes*

A recent study done by the University of Oklahoma demonstrates SafeCare's ability to reduce the recidivism rate among the most at-risk families. The families involved in this study averaged five encounters with child protective services. The research shows that SafeCare was able to reduce child welfare reports for neglect and abuse by about 26 percent. Other research shows that families enrolled in SafeCare were significantly less likely to have a recurrence of child maltreatment than those families receiving services that did not include SafeCare. For the families that participated in SafeCare, there was a 75 percent reduction in future reports to child protective services for maltreatment.<sup>14</sup>

*Program development/adaptation work to prepare*

Washington State has already implemented SafeCare in several regions and will expand the program in response to Children's Administration office readiness assessments.

**Incredible Years***Who will receive programs and services?*

The main service element of the Incredible Years program is group-based parent training for parents with children from birth to eight years old. The program trains parents to address the needs of their children based on their developmental stage. The baby group serves parents with children from birth to eight months; the toddler group is nine months to two years; and the preschool group is for parents with children two to eight years old.

*How this addresses needs of the target population*

The families involved with Incredible Years are in need of support managing difficult child behaviors and positive, non-violent parenting strategies. This program trains parents to handle their children's behaviors and to discipline consistently and effectively.

*Outcomes expected*

Incredible Years is expected to increase appropriate parenting skills and appropriate parental discipline. It is also expected to help decrease child behavior problems and improve parent-child relationships. When parents have the skills to parent their children effectively, the children are less likely to enter out-of-home care and repeat maltreatment is reduced.

*Research related to safety, permanency, and well-being outcomes*

Research shows that Incredible Years has increased positive family communication and problem-solving and reduced conduct problems in children's interactions with parents. The parent training program has

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<sup>14</sup> SafeCare. <http://publichealth.gsu.edu/968.html>

also shown to reduce parent's criticism and negative commands and replace harsh discipline with non-violent discipline techniques.<sup>15</sup>

*Program development/adaptation work to prepare*

Incredible Years has already been implemented in Washington State. Washington State expects to grow this program to address the needs of the FAR population.

**Positive Parenting Program (Triple P)**

*Who will receive programs and services?*

Services are provided to families with children 0 through 18 years. Depending on the needs of the family, the intervention may be completed in 10 weeks or continue for up to 20 weeks.

*How this addresses needs of the target population*

Triple P draws on social learning, cognitive-behavioral and developmental theory, as well as research about risk and protective factors associated with the development of social and behavioral problems in children. This intervention is a five level program addressing family conflict, parenting styles and managing child behaviors. Levels 4 and 5 are used to provide intensive therapy for individual families which include relationship conflict, parental depression, and stress. Skill straining consists of modeling, rehearsal, self-evaluation, and homework tasks.

*Outcomes expected*

Triple P is expected to improve parenting skills by increasing parents' confidence in their parenting abilities and reducing parenting stress. This improves family communication and, in turn, reduces the risk of children developing behavioral and emotional problems. Children's Administration expects that Triple P will reduce out-of-home placements, repeat maltreatment, and contribute to child well-being.

*Research related to safety, permanency, and well-being outcomes*

Existing research shows that Triple P helps to reduce out-of-home placements and reduce the rates of child hospitalization and emergency room visits resulting from child maltreatments.<sup>16</sup>

*Program development/adaptation work to prepare*

Washington State has already implemented Triple P in multiple regions of the state. When Children's Administration implements FAR, there will be an increased emphasis on early interventions such as Triple P.

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<sup>15</sup> Incredible Years. <http://www.incredibleyears.com/program/incredible-years-series-overview.pdf>

<sup>16</sup> Triple P. <http://www.promisingpractices.net/program.asp?programid=272#programinfo>

**Homebuilders/Intensive Family Preservation Services***Who will receive programs and services?*

The Homebuilders program is designed for families with children aged 0 through 17. Homebuilders will only be provided to families at imminent risk of placement or where reunification must be scheduled to occur within 7 days.<sup>17</sup> It will continue to be a primary tool for the CPS investigative pathway and when children are at the highest risk of placement in out-of-home care.

*How this addresses needs of the target population*

The Homebuilders program focuses on teaching parents to care effectively for their children by increasing the parents' ability to manage child behavior, use appropriate discipline, and provide a safe and nurturing home environment. Therapists have a low caseload (two cases at a time) allowing therapists to spend a greater amount of time with the family. Homebuilders' therapists also assist parents in enrolling in other longer term services that will help the parent maintain changes.

*Outcomes expected*

Washington State expects to see reduced levels of placement in out-of-home care among families who receive Homebuilders services.

*Research related to safety, permanency, and well-being outcomes*

Washington State has observed placement prevention or achieved placement stabilization or reunification in 95 percent of cases of families served using the Homebuilders model. Reentry into out-of-home placement was prevented for over 75 percent of cases during the six months following termination of Homebuilders services. The Homebuilders model has also reduced new referrals for Child Protective Services, Child and Family Welfare Services, and Family Response Services within one year of the most recent Homebuilders case closure. The WSIPP study of Intensive Family Preservation Services also identified positive benefits with associated with crime, earnings, and education.

*Program development/adaptation work to prepare*

Homebuilders is in use in 37 out of Washington State's 39 counties. The Children's Administration will build capacity and expand as the need arises for this program.

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<sup>17</sup> Homebuilders. <http://www.dshs.wa.gov/ca/about/ebp.asp>

## IV. Assessing Readiness to Implement the Demonstration

*Section IV should include an analysis and overview of the requirements for the system, organizations, and community partners in implementing each component of the demonstration as intended, as well as specific activities to be completed prior to implementation.*

- *Assessing the fit of each key demonstration component and associated interventions with community values, culture, and context.*
- *Assessing the title IV-E agency and/or local jurisdiction's capacity to implement the demonstration, including available training and technical assistance resources and capacity. Assessments of the capacity to implement should focus on:*
  - *Organizational and Systems Capacity, including a description of:*
    - *Leadership support;*
    - *Staff characteristics (e.g., number of staff, roles in the demonstration, qualifications in terms of education and experience);*
    - *Availability of technical and financial resources to implement the program as intended;*
    - *Availability and quality of linkages to and support from community organizations;*
  - *Current processes and service system functioning that need attention because they are incompatible or not aligned with successful implementation and therefore will not facilitate achieving the desired goals and outcomes.*
  - *Implementation supports (e.g., infrastructure enhancements, policy changes) that need to be developed to ensure that demonstration components are able to be executed as intended.*

### *Assessment of Fit with Community Values, Culture, and Context*

In conjunction with Title IV-E waiver authorization, Washington State has a legislative mandate to implement the FAR pathway.<sup>18</sup> The legislation requires Children's Administration to implement an alternative to investigations of accepted reports of child abuse and neglect.

FAR is a shift in Children's Administration's current CPS investigation practices. Washington State's strategy for implementation of the Family Assessment Response pathway includes using research and lessons learned from existing differential response programs across the nation. Ultimately, this will result in the development of a pathway built on a foundation of knowledge, core principles, and tenets important for successful implementation.

Children's Administration has identified the following guiding principles and core values that support the FAR pathway. The core vision below supports the interventions identified in Section III. These goals will guide crucial changes to the culture of the Children's Administration.

- Investigative and FAR workers are equally responsible for ensuring child safety.
- Families are best served through planning that includes parents as partners.

<sup>18</sup> ESSB 6555.

- Families want safety for their children.
- Families can meet their children's needs with supports and resources.
- Families are better able to care for their children when community connections are developed and strengthened.
- Communities want children to be safe and well cared for.
- FAR supports and enhances Children's Administration's vision of increased family engagement, solution-based casework, assessment of the family's needs and strengths, delivery of concrete and supportive services, and focus on child safety.
- FAR aligns with and supports Children's Administration's safety and strength based practice model.
- FAR will help safely reduce racial and ethnic disproportionality.
- FAR will help reduce service disparity.
- FAR is closely connected and aligned with the implementation of evidence based practices to provide families and children with services that have proven success.
- Fidelity to the differential response model will positively impact child safety, reduce placement in out-of-home care, reduce re-referral rates, and allow Children's Administration to reinvest savings to further improve child welfare services.
- The focus of the interventions for both the investigative and FAR pathways will continue to be the safety and well-being of the child and family and the promotion of permanent and stable situations for children and families.
- Children's Administration recognizes the authority of the courts and law enforcement to make decisions about the placement of children in out-of-home care.
- Family cases may transfer from the FAR pathway to the investigative pathway when the family does not want to voluntarily engage with the FAR program or when there is a safety or imminent harm issue identified that would warrant an investigative response.

Because tribal relationships are so important in Washington State, it was critical for Children's Administration to find an alternative pathway that preserves tribal connections for children and their families. FAR uses a differential response model that supports tribal and other important community connections. The differential response model respects families by collaborating with them on choices about assessment, services, use of concrete supports, and strengthened connection to community. The FAR pathway supports Washington State's long-standing relationship with the Tribes and its commitment to working with tribal social service agencies whenever Indian children are served by the state, or a tribal child welfare system. The emphasis on engagement, collaboration, and service within the family's community is consistent with Indian culture and both the Federal and Washington State Indian Child Welfare Acts.

#### *Assessment of Organizational and Systems Capacity*

The legislature demonstrated its commitment to FAR by passing legislation (ESSB 6555), requiring Children's Administration to implement an alternative CPS response. Children's Administration is committed to implementing FAR through the Title IV-E waiver demonstration project.

In December 2012, Children's Administration submitted the initial FAR Design Plan to the Washington State Legislature. The plan lays out key attributes of the FAR program, defines the target population, and reviews other state differential response models. Washington State's investment in Solution Based

Casework, the Legislative Design Plan, and the components below position Children's Administration well to implement FAR.

- *Leadership support* – FAR is supported across multiple levels of Washington State government. Champions in the state legislature will continue to monitor its progress. The current Governor signed the law and wrote a letter supporting Washington State's proposal for the Title IV-E waiver. Children's Administration anticipates that the new administration will continue to support the FAR pathway.

There is also broad support for the FAR initiative within DSHS. The current Secretary of DSHS and the Assistant Secretary of the Children's Administration have provided consistent support for FAR throughout the Title IV-E application and implementation planning processes. Both have made a commitment to see FAR implementation through until the administration changes.

Children's Administration has established a robust organization of work groups that span all levels of the agency. At the leadership level, Children's Administration established an external governance committee: the Washington Title IV-E Waiver Advisory Committee, which helped Children's Administration develop the waiver demonstration project proposal. This committee includes stakeholders from Tribes, legislators, the governor's office, private agencies that serve children and families, the Administrative Office of the Courts, veteran foster parents, foster youth alumni, and foster parents.<sup>19</sup> Washington State intends to add community partners who will help inform Children's Administration's FAR implementation. The committee has agreed to continue to advise Children's Administration through the FAR implementation. Because communication is fundamental to the success of FAR and the Title IV-E waiver project, the committee will also advise Children's Administration regarding communication strategies for mandated reporters, other state agencies, and the public.

Washington State leaders clearly recognize and support the need for increased family engagement and family centered practice. In 2008, Children's Administration adopted Solution Based Casework (SBC), as the practice model for child welfare, assessment, case planning and ongoing casework. The SBC model targets specific everyday events in a family's life that have created safety threats or risk of maltreatment situations for their children. SBC links well with FAR and prepares Children's Administration staff for the culture change related to implementing the FAR pathway.

Children's Administration will promote the culture change for staff through three main components:

- Staff training and coaching during competency trainings,
- FamLink structural changes, and
- Incremental FAR implementation.

As mentioned in Section VI: Training, coaches will use hands-on training and classroom work to teach and reinforce FAR practices to caseworkers. Assessment tools and FamLink will change to align with FAR practices, additionally reinforcing differences under the new model among staff. Finally, FAR will be implemented incrementally across the state, allowing Children's Administration to focus its support and

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<sup>19</sup> See Appendix 4 for a list of committee members (current as of December 18, 2012).



supervision efforts on a small group of offices at any one time. This approach ensures that Children's Administration staff understand FAR and are appropriately implementing the FAR pathway statewide. Children's Administration will apply lessons learned from each incremental expansion in subsequent launches.

- *Staff Characteristics* – Children's Administration anticipates needing to hire additional FAR caseworkers, supervisors, and clerical staff. A portion of the current Children's Administration caseworkers will transition to FAR as well. Children's Administration has established the following staffing ratios for hiring:
  - Caseworkers – begin with 1:8 (caseworker to cases) ratio and build up to 1:18 ratio over time. Beginning with lower caseloads as caseworkers learn their new roles will help ensure a successful implementation.
  - Supervisors – 1: 8 supervisors to caseworkers
  - Clerical – 1:6 clerical staff to caseworkers

Based on the staffing ratios above, Children's Administration has identified the following preliminary estimates on the additional staff full-time equivalents (FTEs):

**Table 3: Projected Additional Staffing Needs (FY 2014 – FY 2018)**

	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018
<b>Cases</b>	750	4,500	8,500	10,000	TBD
<b>Caseworker (FTEs)</b>	12.6	33.9	49.9	46.4	46.3
<b>Supervisor (FTEs)</b>	1.9	4.5	6.2	5.8	5.8
<b>Clerical (FTEs)</b>	2.1	5.7	8.3	7.7	7.7

Children's Administration is working closely with the Human Resources Division to identify staff for the phase-in. The phase-in will include the Union Management Communications Committee (UMCC), notices to the Union, and staffing plans.

- *Technical and Financial Resources* – Washington State is making connections with technical resources to implement the FAR Pathway. Key linkages already developed include:
  - Children's Administration has contracted with the National Council on Crime and Delinquency/Children's Research Center to develop, design and integrate a Differential Response Intake tool and protocol. The Children's Research Center will also provide ongoing technical assistance and training about how to incorporate the tool and processes for differential response into Children's Administration's FamLink system.
  - Children's Administration is working with Casey Family Programs and the National Resource Center to obtain technical assistance on the implementation of differential response.
  - The Title IV-E Waiver Advisory Committee, the external advisory group for FAR implementation, will both serve as a technical sounding board as FAR is implemented and be a key entity in our ability to communicate Washington State's vision for FAR. The group has already provided guidance on the communication and governance strategies for implementing FAR.

- The Department of Social and Health Services, University of Washington, and Eastern Washington University have joined forces to form the Washington State Alliance for Child Welfare Excellence (The Alliance) to provide a comprehensive training and professional development system for the state's child welfare workforce. The Alliance is developing training curriculum and staff competencies to provide training for Children's Administration staff. The partnership with The Alliance has allowed Washington State to maximize federal funds for training child welfare staff.

In terms of financial resources, Children's Administration anticipates that some of the costs for the FAR program will be offset through cost savings resulting from reducing the number of children in out-of-home care. Washington State has committed to reinvesting any savings from the waiver in child welfare services through the legislatively established Reinvestment Fund. Section V: Work Plan provides additional details on the projected costs for services and concrete goods.

In addition to these resources, Children's Administration will need supplemental funding throughout the implementation period for both concrete supports and staffing resources. DSHS leadership is actively seeking financial assistance from philanthropic groups that support child welfare initiatives. Evaluations of states that have successfully implemented differential response models reveal the importance and value of concrete supports. Washington State has studied the lessons learned from other states that have implemented differential response to frame requests for funding from philanthropic groups.

- *Support from Community Organizations* – Specific knowledge of a community's demographics and community resources is essential to providing culturally appropriate services that address the needs of FAR families. Children's Administration will leverage the knowledge of regional offices to expand existing community resources as necessary and, where identified, build the resources required to address service gaps. Children's Administration intends to work with other state agencies and identify other services they provide to meet service needs. In addition, Washington State will continue to build relationships with faith-based organizations at the community-level to expand supports for the target population.

Throughout the waiver process, Children's Administration has cultivated a high degree of community support, as evidenced by the development of the Title IV-E Waiver Advisory Committee and the Child Welfare Services and Housing Collaboration with over twenty public and private housing entities.

### *Assessment of Current Processes and Service System Functioning*

Communication is key to the culture change inherent in rolling out the FAR pathway. Engaging with a wide spectrum of stakeholders early on will help educate the public about the value of the FAR pathway and the impact it will have on the families and children involved. Getting wide support across the state is essential for the successful FAR rollout and implementation.

With advice from the Title IV-E Waiver Advisory Committee, Children's Administration has identified the following potential strategies to engage with external stakeholders:

- *Mandated Reporters* – Children’s Administration has a communication plan specifically to educate mandated reports about the FAR pathway and what it means for the families they serve.
- *Other State Agencies* – Other state agencies (such as the Department of Health, Department of Developmental Disabilities, and Department of Early Learning) often work with the same families as Children’s Administration. Children’s Administration has invited members of these agencies to serve on our Title IV-E Waiver Advisory Committee.
- *Washington State Residents* – Children’s Administration needs to engage the broader community, to educate them about FAR and what it means for the families served by the child welfare agency. Children’s Administration will work with DSHS media relations to communicate agency changes with the general public, which may include creating an educational video.

In addition, Children’s Administration knows that successfully implementing FAR requires an increased focus on building the capacity of community resources. In the 2012 legislative session, the Washington State Legislature passed “An Act Relating to Performance-Based Contracting for Certain Services Provided to Children and Families in the Child Welfare System.” This act requires Children’s Administration to enter into performance based contracts for family support and related services by December 1, 2013. The family support services provided under FAR will be purchased through these performance based contracts. The contracts will be granted to Network Administrators who will provide services to families within identified catchment areas. While regional offices will have on-the-ground knowledge about how to expand existing community resources, Children’s Administration and Network Administrators will need to help the regional offices build capacity where services might not exist. Children’s Administration realizes that the process of bringing evidence-based practices to scale requires time to contract with providers and develop provider capacity.

#### *Assessment of Necessary Implementation Supports*

Children’s Administration has developed four workgroups to focus on the following areas necessary to support the implementation of the waiver demonstration project:

- *Contracts* – Children’s Administration is intentionally building performance-based contracts to serve families and children that reflect the FAR guiding principles and core values. These contracts require Network Administrators to build services that meet the needs of families and children served by the Children’s Administration in the communities they live in.
- *IT Systems* – Children’s Administration is updating FamLink, the Statewide Automated Child Welfare Information System (SACWIS), to provide FAR casework tools and collect necessary information to evaluate the waiver project.
- *Training* – Statewide, regional and office training will be crucial to changing the core culture of Children’s Administration staff for successful FAR implementation. Children’s Administration will work with The Alliance to develop curriculum, training plans, and coaching for Children’s Administration staff.
- *Office Readiness* – Throughout FAR implementation, the Children’s Administration central office will coordinate with offices across the state to provide the tools and services necessary to administer FAR.

- *Policy* – Throughout FAR implementation, Children’s Administration policy staff are working to develop policies that support the FAR pathway. Children’s Administration anticipates the need for nimble policy development to respond to lessons learned in the implementation process.

Implementation work groups are discussed in Section V and Appendix 2.

## V. Work Plan

*Provide a plan and estimated timeline for activities associated with the implementation of each component of the demonstration. To the extent possible, this section should include a description of the key tasks, responsible parties, timeframes for beginning and completing activities, and products or benchmarks of progress that will serve as evidence of completing the activities, noting the phasing or staging of providers, services, or other activities if there are multiple implementation locations. Title IV-E agencies may choose to include a Gantt chart to support the narrative. Activities that may be particularly time-consuming or require action or approval by those outside of the child welfare agency to complete (e.g., State legislation, contractual agreements) should be identified.*

See below for an overview of the main tasks and timeframes from the project plan. Please reference Appendix 1 for a more detailed list of lead personnel and specific subtasks. As the waiver is implemented, Children's Administration will communicate any timeline changes to ACF.

**Table 4: Work Plan Overview**

Primary Activities	Start date	Completion Date	Status
Submit Developmental Cost Plan to ACF	10/2/2012	10/29/2012	Submitted 10/29/2012
Submit Draft RFP and evaluation specifications to ACF	10/8/2012	11/28/2012	Approved 12/19/2012
Develop FAR Communication Plan for Internal CA and External partners	12/28/2012	1/11/2013	Internal Review
Submit Initial Design and Implementation Report to ACF	11/26/2012	1/8/2013	Submitted on 1/8/2013
Submit Fixed Schedule of Payments ACF	1/7/2013	9/1/2013	
Finalize and release Evaluation RFP to potential bidders	1/8/2013	3/1/2013	
Develop recommendations for legislative action as needed	6/1/2013	8/1/2013	
Submit amendments to CAP	1/7/2013	9/1/2013	
Develop and release tools to support FAR in FamLink	11/5/2012	9/16/2013	
Develop and revise Policy to support FAR and practice changes	12/17/2012	10/4/2013	
Submit FAR Evaluation Plan to ACF	9/30/2013	11/1/2013	
<b>Begin Waiver Demonstration Project</b>		<b>1/2/2014</b>	
Provide assurance of how	4/1/2014	7/30/2014	

Primary Activities	Start date	Completion Date	Status
state plans to implement Child Welfare Program Improvement Plan			
Train staff and implement Child Welfare Program Improvement Plan	4/1/14	7/1/15	
Office Readiness Assessment	12/14/2012	6/1/2016	
Interim Evaluation Report	6/2/2016	9/1/2016	
Client Satisfaction Survey	1/8/2013	12/1/2016	
Final Evaluation Project		7/1/2019	
FAR Consultation and Collaboration	Ongoing		
Quarterly Progress Report (Begins Quarter 2)	Ongoing beginning with 2 <sup>nd</sup> quarter submission 4/29/2013		
Semi-Annual Progress Reports	Ongoing		
Accounting of Spending	Ongoing		
Financial Monitor Tool (Internal)	Ongoing		
Continuous Quality Improvement/Assurance Process	Ongoing		
Quarterly Claim (Internal)	Ongoing		
Annual Meeting of the Child Welfare Waiver Demonstration States	Annually		

*Developmental Activities: A summary of the title IV-E agency's plan to develop the resources needed to support the demonstration, including:*

- *Cost estimates for interventions and activities associated with each demonstration component;*
- *Decisions of how title IV-E dollars will be allocated, including projections of how savings will be realized;*
- *Selection of, and contracts with any partnering agencies;*
- *Expected processes and dates for hiring needed staff, and schedules for training staff;*
- *Developing supervision and coaching plans;*
- *Installing or modifying any required data systems;*
- *Plans for initiating service delivery (e.g., referral protocols that describe how families or children will be selected to participate in the demonstration, how these selections will be made, and how the suitability of services will be determined; selection of first implementing units/sites; and when and how staff will begin providing services associated with the initiative/interventions);*
- *Development of pro-active problem-solving protocols.*

*Cost estimates for interventions and activities associated with each demonstration component*

Children's Administration expects to increase the services and concrete supports available to families. While the number of families served by the Department is not expected to increase, a diverse array of interventions and concrete supports will be available to families across administration programs.

Prior to the implementation of FAR, the average funding for services to families was \$2,016 for services and \$319 for concrete goods. The average cost for services following the implementation of the FAR pathway is expected to remain at \$2,016. Due to the expected increase in the concrete supports, the projected cost per family will increase to \$588 for concrete goods. This represents a total increase in the average cost per family of \$269.

**Table 5: Family Assessment Response Projected Expenditures per Family**

<b>Concrete Goods</b> <i>Based on FY 2011 expenditures</i>	
<b>Concrete Goods</b>	<b>Average Per Family Expenditure</b>
Appliance/Furniture/Home Repair	\$198
Food/Clothing	\$199
Medical Dental	\$232
Utilities	\$304
Rent	\$488
Housing	\$416
Auto Repair/Transportation	\$90
Other Financial Support	\$98
Family Preservation Concrete Goods	\$231
Homebuilders Goods & Concrete services	\$234
<b>Average Cost Per Family for Concrete Goods</b>	<b>\$319</b>
*Based on the analysis of other states' implementations of differential response programs and Washington State's own professional experience and familiarity with child welfare programs, Washington State expects an increase in concrete service cost per family of approximately \$269 per year.	
<b>Projected Concrete Goods per Family Expenditure under FAR is \$588</b>	
<b>Services</b>	
<b>Services</b>	<b>Average Cost Per Family Expenditure</b>
Counseling - Child & Family	\$1,826
Parenting*	\$1,243
Child Care**	\$2,226
<b>Average Cost Per Family for Services</b>	<b>\$2,016</b>
*Assumes a 25 percent increase in EBPs provided.	
**Assumes 30 percent of child care will be provided through the investigative pathway.	
<b>Projected Service Expenditure per Family under FAR is \$2,016</b>	
<b>Total Projected Expenditures per Family under FAR is \$2,604</b>	

*Decisions of how title IV-E dollars will be allocated, including projections of how savings will be realized*

The Children's Administration anticipates that Title IV-E dollars will be allocated across FAR expenditures as cost savings are realized. Such expenditures include increases in salary as a result of hiring additional FAR caseworkers, concrete goods for families, and referrals to services offered through the FAR pathway. The Children's Administration anticipates a gradual increase in expenditures for these services as the FAR caseload increases over the duration of the Title IV-E waiver.



Children’s Administration constructed projections of cost savings for FAR based primarily on a recent Washington State Institute for Public Policy (WSIPP) report about differential response.<sup>20</sup> The WSIPP report indicates probable reductions in out-of-home maintenance costs under a differential response system, taking into account the anticipated placement rates for the FAR target population and anticipated success rates for the intervention. The projected savings are averaged across all children served by differential response.

In the WSIPP report, the average savings associated with reduced foster care maintenance costs is \$123 per case, and the average savings associated with CPS services is \$30 per case. To assess additional savings associated with reducing the out-of-home care population via FAR, Children’s Administration then reviewed expenditure data to identify additional services that tend to accompany out-of-home foster care placements. We then calculated projected savings as a proportion of projected out-of-home maintenance costs.

- For example: In fiscal year 2011, Washington State spent \$48,983,156 on foster care maintenance. Washington State also spent \$4,282,134 on Evaluation and Treatment services, amounting to 8.7 percent of the maintenance total. To indicate projected savings under FAR, Children’s Administration multiplied the \$123 maintenance savings indicated by WSIPP by 8.7 percent, giving average per-case savings of \$11 for Evaluation and Treatment services.

The Children’s Administration followed this procedure for a selection of commonly-accompanying services, including Evaluation and Treatment, Foster Care Respite, and case management services. Because savings for these services were included as a proportion of the WSIPP-calculated savings – which already took the FAR success rate and target population into account – we assume that the projected savings indicated in the following table are appropriately conservative.

**Table 6: Anticipated Savings per FAR Case**

Description	Average savings per case	Source/Notes
<b>“Out-of-home care” costs (foster care maintenance)</b>	\$123	WSIPP report
<b>“Child abuse and neglect” costs (CPS services)</b>	\$30	WSIPP report
<b>Evaluation and treatment</b>	\$11	8.7% of maintenance savings, based on CA caseload and cost data.
<b>Foster care respite</b>	\$3	2.1% of maintenance savings, based on CA caseload and cost data.
<b>Additional CA administration and case management</b>	\$132	107.5% of maintenance savings, based on CA caseload and cost data.
<b>TOTAL</b>	<b>\$299</b>	

<sup>20</sup> Lee, S., Aos, S., Drake, E., Pennucci, A., Miller, M., & Anderson, L. (2012). *Return on investment: Evidence-based options to improve statewide outcomes*, April 2012 (Document No. 12-04-1201). Olympia: Washington State Institute for Public Policy. <http://www.wsipp.wa.gov/rptfiles/3900.AltResponse.pdf>

*Selection of, and contracts with, any partnering agencies*

The Children's Administration plans to enter into contracts with partnering agencies to implement FAR as needs arise. Children's Administration has entered into a contract or agreement with the partners in the Table below.

**Table 7: Anticipated Contracts and Partnerships for FAR Implementation Phase-In**

<b>Service</b>	<b>Contractor/Partner Agency</b>	<b>Scope of Work</b>
<b>Curriculum Development and Training</b>	Alliance for Child Welfare Excellence (The Alliance)	Draft staff competencies. Develop FAR pathway training curriculum. Conduct FAR trainings.
<b>Differential Response Intake Tool</b>	The National Council on Crime and Delinquency/Children's Research Center	Develop, design and integrate a Differential Response Intake tool and protocol.
<b>Title IV-E Waiver Demonstration Evaluation</b>	To Be Determined	Conduct evaluation of the Title IV-E waiver demonstration project in accordance with final Terms and Conditions with ACF. Coordinate with necessary partners at CA.
<b>Technical Assistance</b>	Casey Family Programs	Provide technical assistance on other state best practices and differential response models. Children's Administration has already reached out to our partners to obtain training resources from the State of Tennessee.
<b>Evidence-Based Practices</b>	University of Washington Evidence-Based Practice Institute	Provide information, training, and fidelity reviews on interventions that address the FAR target population.

In addition, the Children's Administration anticipates contracting with Network Administrators to provide services for the FAR pathway. These services include all of the evidence based practices Children's Administration currently uses, housing support, and concrete services. The table below lists anticipated contracts for FAR interventions and services:

**Table 8: Anticipated Contracts and Partnerships for FAR Interventions/Services**

<b>Service</b>	<b>Contractor/Partner Agency</b>	<b>Scope of Work</b>
<b>Housing Supports</b>	21 participating public and private housing authorities through Memorandum of Understanding	Provides children and families access to housing when housing would prevent the need for a child to enter into foster care, facilitate a reasonably imminent reunification of a foster child with their family, or avoid homelessness for older youth (age 18-21) that are aging out of foster care.
<b>Performance Based Contractors (Network Administrators)</b>	To Be Determined	Provide all contracted services for families across the state

Over the duration of the demonstration project, the Children's Administration will work with the Network Administrators to add interventions and services to serve the target population.

*Expected processes and dates for hiring needed staff, and schedules for training staff*

Please see Section IV: Staff Characteristics to review Children's Administration's plans to staff the FAR pathway. Hiring for the FY 2014 positions should begin in October 2013 and continue through to June 2014. Hiring will gradually increase as FAR is phased in across the state.

The Children's Administration has contracted with The Alliance to provide a comprehensive training and professional development system for the state's child welfare workforce. The Children's Administration has provided detailed information on the training curriculum and plan in Section VI.

The Alliance is developing coaching plans for Children's Administration staff. The Alliance plans to have fully prepared coaches by June 2013. Presently, the Children's Administration anticipates the following high-level schedule for training staff over the next 12 to 18 months. The Children's Administration anticipates that supervisor staff will complete four months of FAR training prior to providing case supervision.

**Table 9: Staff Training Schedule**

<b>Timeframe</b>	<b>Training Tasks</b>
<b>November - December 2012</b>	Review draft competencies to assure that they address the knowledge and skills needed for FAR caseworkers and supervisors. Gather comments and edits are made to draft competencies.
<b>January 2013</b>	Approve competencies established for FAR caseworkers and supervisors. Use competencies during the FAR Readiness Assessment to identify training needs for direct line caseworkers and supervisors in specific CA offices.
<b>February - April 2013</b>	Select, edit and develop curriculum based on the competencies. Hire new coaching positions are hired and being their preparation to deliver the curriculum begins.
<b>May - June 2013</b>	Prepare coaches by providing “teach-back” opportunities to test their readiness. Finalize curriculum.
<b>July - November 2013</b>	Conduct coaching and training for direct line FAR caseworkers and FAR supervisors in each of the CA offices approved to begin FAR.
<b>January - June 2014</b>	Deliver additional competencies and curriculum to strengthen the knowledge and skills needed for successful implementation.

#### *Developing supervision and coaching plans*

The Children’s Administration and The Alliance have reached out to other states who have implemented differential response pathways. The Alliance will use information from those states as a foundation for models and best practices for supervision and coaching plans.

#### *Installing or modifying any required data systems*

Prior to FAR Implementation, Children’s Administration will make changes to Washington State’s SACWIS System, FamLink, to successfully support FAR. Changes to FamLink include:

- Incorporating the Differential Response Tool (under development by the National Councils on Crime and Delinquency Children’s Research Center)
- Updates to the payment model to and service array for performance based contracts.

#### *Plans for initiating service delivery*

Intake initiates Children’s Administration’s service delivery. Washington State intends to begin FAR implementation by changing intake FamLink tools statewide. Intakes are generated for all new allegations or requests for services. Intake workers conduct a sufficiency screen for each intake to determine if it meets the criteria for a CPS intervention. There are three sufficiency screen questions:

1. Is the identified victim under 18 years of age?
2. If yes, and if the allegation is true, does the allegation minimally meet the Washington Administrative Code definition of child abuse or neglect?
3. If yes, does the alleged subject have the role of a parent, acting in loco parentis or unknown?

If the intake meets the sufficiency screen, multiple factors will be used to determine whether the intake is referred to the traditional investigative or the FAR pathway. The factors will include:

- Statutory limitations
- Severity of the allegation
- History of past reports
- Ability to assure the safety of the child
- Willingness and capacity of the parents to participate in services

Intake will also consider an array of risk factors in making the decision about assignment for a Family Assessment Response or investigative pathway. These risk factors include:

- Vulnerability of the child
- Chronicity of prior founded reports
- Substance abuse
- Domestic violence
- Mental health of the caregiver.

The intake worker will assign a low, moderate, or high risk to intakes that meet the sufficiency screen. The Children's Research Center and Children's Administration are reviewing the Structured Decision Making (SDM) tool for its feasibility for use in the intake process. Using the SDM tool at intake will provide consistency in assessing risk with investigative and Family Assessment Response Caseworkers.

The SDM risk assessment, implemented in 2007, is a household-based actuarial assessment tool. It estimates the likelihood that a child will experience abuse or neglect in their home based on the characteristics of the caregivers and children living in the home. The SDM risk assessment combines research and practice strategies to provide caseworkers a framework for consistent decision making.

Once a case is assigned to the FAR pathway, caseworkers will work with the family to engage them in a thorough assessment, striving to understand the conditions that impact each family's ability to supervise and care for their children, while assessing safety and identifying the family strengths and protective capacities. The Family Assessment Response worker will collaborate with the family to complete a family assessment.

Through the assessment process, the Family Assessment Response caseworker and the family will identify services and access concrete resources that will help reduce the risk of child abuse and neglect. Services will focus on accessing natural supports, concrete resources, and stabilizing the family's poverty related issues. The Network Administrators will provide paid services that will be available to families throughout the state.

#### *Development of Proactive Problem-solving Protocols.*

With technical assistance from Casey Family Programs, The Children's Research Center, and The Alliance, Children's Administration is developing Office Readiness Protocols. These protocols will provide local offices detailed processes for implementing the FAR pathway and processes to help staff engage

families in specific situations. The Office Readiness Work Group discussed below will be responsible for developing these tools.

*Teaming and Building an Accountable, Collaborative Governance Structure: Detailed information should be included related to the teaming structure to manage implementation of the demonstration, including:*

- *Identification and description of the lead agency, partner organizations, and collaborative partners and their respective roles and responsibilities, including financial commitments;*
- *Description of the standards of quality and safety and practice requirements identified by the title IV-E agency to be incorporated into any agreements with public and private providers that are expected to provide supports and services;*
- *Identification of implementation teams along with clarified purpose, core features, functions of the teams, communication protocols that link teams, and teaming challenges or risks;*
- *Identification and description of management procedures, positions, and functions;*
- *Description of the processes for monitoring progress in implementation, including ongoing identification of barriers or emerging implementation issues.*

#### *Lead Agency, Partner Organization, and Collaborative Partner Roles and Responsibilities*

The Children's Administration has an implementation governance and communication structure that involves everyone impacted by the FAR Pathway. The Children's Administration Internal Implementation Committee is tasked with providing general oversight, direction, guidance and input on the implementation of the Title IV-E waiver demonstration project. That group includes representatives from across Children's Administration, including financial, technology, training, and program experts:

- Chairs:
  - Deputy Assistant Secretary, Children's Administration (CA)
  - Director of Finance and Performance Evaluation Division, CA
  - Director, Technology Services, CA
- Contracts Supervisor, CA
- Senior Researcher, Research and Data Analysis (RDA)
- Project Manager, CA
- Practice Consultant, CA
- Director of Performance Based Contracts, CA
- IT Specialist, CA
- Office Chief, Program and Policy, CA
- Office Chief, Finance and Performance Evaluation Division, CA
- Interim Director, Alliance for Child Welfare Excellence, UW
- Acting Director of Internal Communications, CA
- Assistant Director, Public Affairs
- Director of the Division of Quality Management and Accountability, CA
- Quality Assurance Program Manager, CA
- FAR Lead and Regional Deputy Administrator (Reg. 2), CA
- Program Manager, CA
- CA Headquarters Lead
- Three CA Regional Leads CA Office Leads

While the Children's Administration team above is key to the implementation of FAR, Washington State will also leverage contributions from its partner organizations, described above in Table 7, to assist in the FAR implementation:

- Alliance for Child Welfare Excellence
- The National Council on Crime and Delinquency/Children's Research Center
- Evaluator (TBD)
- Casey Family Programs
- University of Washington Evidence-Based Practice Institute

#### *Description of Quality Standards and Safety and Practice Requirements*

Per Washington State legislation, family support services provided under FAR will be purchased through performance-based contracts. The Network Administrators, who provide performance-based contracted services, will be required to have fully developed Quality Management (QM) systems with the capacity to assume primary responsibility for ongoing monitoring of service providers. This includes service delivery, and oversight of performance and operations of all service providers in the Provider Network. QM includes both quality improvement and quality assurance activities. Quality improvement (changing a process to improve an outcome) and quality assurance (creating a system that supports that change) are both necessary to achieve high quality results.

The performance-based contract will require vendors to follow the same Child Safety Framework that Children Administration caseworkers are required to follow. The Child Safety Framework supports strength-based practice and Children's Administration's practice model. Children's Administration uses the safety framework to guide decision-making in developing Safety Plans that include crisis services for families to control and manage impending danger threats to the child. When safety threats can be controlled and managed in the family home, children can remain in their homes with services designed to keep them safe.

In addition, any providers working in a family home shall:

- Understand the Safety Assessment and Safety Plan and how it controls safety threats in the home;
- Review the Safety Plan weekly with the family and child, when the service provider is providing ongoing in home services;
- Record the results of the review, and notify the Children's Administration caseworker if the family violates the Safety Plan, or if there are new events that might indicate a need for a change in the Safety Plan;
- Report any safety concerns that are not controlled or managed in the existing plan to Children's Administration immediately; and
- Take immediate protective action to ensure child safety when they are in present danger.

If the Children's Administration Safety Assessment indicates that a Safety Plan is not required and the service provider has safety concerns, the provider must immediately report them to Children's Administration and follow-up with written notification within 24 hours.

Finally, providers are required to notify the Children's Administration of any unplanned events per mandated reporting requirements (RCW 26.44.030).

### *Identification of Implementation Teams*

The Children's Administration has identified the need for 14 work groups, including a governing committee, during the planning and implementation stage of the Title IV-E waiver. See Appendix 2 for a detailed list of the implementation teams including the area of focus for each group, the point person or lead, key responsibilities and the team members. The implementation teams are as follows:

- Title IV-E Waiver Advisory Committee (External Governance and Advisory Committee)
- Children's Administration Internal Implementation Committee
- Project Management
- Evaluation
- RFP Evaluation Review
- Contracts
- Fiscal
- Reports
- FamLink
- Policy/Implementation
- Training
- Communication
- Office Readiness
- Quality Assurance

### *Description of Management Procedures, Positions, and Functions*

The Children's Administration Internal Implementation Committee is the management committee that will oversee FAR implementation. This committee of key staff will provide direction, guidance and input on issues related to budget, policy, programs and implementation. Committee members will be responsible for participating in regularly scheduled committee meetings; providing regular status updates on projects as needed; identifying issues, risks, and any resolutions or mitigations; and identifying lessons learned.

The Title IV-E Waiver Advisory Committee will serve as an external governance and advisory committee for Washington State. They will provide recommendations to Children's Administration about the implementation of the Title IV-E waiver demonstration project.

A team will be assigned to coordinate project management for Title IV-E waiver implementation. This team will provide project updates to management and serve as the point people for evaluation and general questions. Furthermore, the team will assist in contract process; work with the Children's Administration Project Manager; provide regular status updates; track issues, resolutions, and lessons learned; and convene regular status meetings.

Contracts will be managed by assigned staff that will also serve as liaisons between Children's Administration and Central Contracts Services. In this role, these staff will assist in developing the RFP(s), manage the RFP process, prepare for review of proposals, respond to bidders' questions, write contracts and statements of work, and negotiate the final contract.

The fiscal team will develop and submit key documents including: the waiver developmental cost plan, evaluation of the RFP cost proposal, quarterly Title IV-E claim, fixed schedule of payments for the five



year demonstration, Public Assistance Cost Allocation Plan (PACAP) amendment, fiscal monitoring tool, and annual accounts of spending.

The report team will be tasked with developing and producing required waiver reports, including the Initial Design and Implementation Report, quarterly reports, semi-annual progress reports, and reports to the legislature on FAR. The team lead will also post interim and final evaluation reports to the Children's Administration website.

For technology changes, a FamLink team has been charged with leading changes related to FAR, training staff on these changes and providing data for evaluation and legislative reports.

The policy and implementation team will be responsible for developing all policy and administrative codes related to FAR and the Title IV-E waiver; reviewing all FAR policies and administrative codes; and documenting and reporting to the project manager any policy and practice changes outside of FAR.

Office readiness will assign a lead for headquarters, regional, and office positions. The headquarters lead will serve as the point of contact for regional leads and will prepare and train on the Office Readiness Tool. The headquarters' lead will also assist regions with FAR implementation, as offices phase-in, and will provide or arrange for technical assistance. Each Regional Lead will serve as the contact for offices within their region. They will coordinate office readiness and FAR implementation, gather data and information from implementing offices as needed, identify gaps or areas where technical assistance may be needed, coordinate and assist with training for offices, assist in developing local community resource teams, and serve as an arbitrator when there is a disagreement in an office about the appropriate CPS intervention. The office leads will lead office readiness activities, FAR implementation, and development of local community resource teams.

#### *Description of the Processes for Monitoring Progress in Implementation*

The Children's Administration has incorporated a monitoring process in the Request for Proposal (RFP) for the Title IV-E Waiver Evaluator. The evaluator will be expected to provide regular progress reports on all aspects of the evaluation design to reflect all system changes. The evaluator will also provide information to inform mid-course corrections that might be needed to maximize investments.

The FAR legislation requires WSIPP to conduct an evaluation of FAR implementation. Children's Administration's draft evaluation RFP requires that the independent contract evaluator work with WSIPP to avoid duplication in cost. WSIPP and the evaluator will work together to ensure collaboration, integration, and communication where possible.

*Communication Plan and Strategies: A description of the processes, procedures, and strategies for maintaining efficient and effective communication internally among all applicable partners, and externally with the public and policymakers.*

A communication lead is developing a communication plan for internal and stakeholder communications. The larger team will review communication drafts and develop a communication plan to promote and communicate positive messages to staff about the Title IV-E waiver and implementation of FAR. These messages will be geared toward addressing the culture change inherent in implementing FAR, ensuring staff understand the Title IV-E waiver's importance, their role within the FAR demonstration project, and how FAR will help children and families in Washington State. Children's Administration will seek assistance from ACF regarding communication, governance, and training competencies.

*Quality Assurance: A framework for continuous quality improvement and implementation and a description of the role of monitoring and evaluation in informing the implementation and refinement of the demonstration project's components.*

In addition to the evaluation component required as part of the Title IV-E waiver, Children's Administration plans to conduct an ongoing review of FAR cases for quality assurance purposes. Children's Administration case review tool will be used to conduct case reviews of the FAR program. The case review team uses federal measurements and Washington State law, policy, and practice to review family cases. The case review team also assesses quality assurance and compliance with the Safety Framework, Solution-Based Casework practice model, and Structured Decision Making.

To monitor consistency of the FAR implementation, Children's Administration will expand the current case review process to include compliance and quality assurance with FAR policy and procedures. Quality assurance activities will also include continuous quality improvement to address issues (such as pathway assignment, disproportionality, and service equity). These quality assurance activities will begin with initial implementation, so that they can inform and refine the FAR implementation as it is phased-in statewide.

In 2014 and 2016, Children's Administration will add client surveys to the quality assurance activities. The information from these surveys will, at a minimum, be evaluated for client satisfaction with FAR.

*Evaluation Schedule: A timeline illustrating the inter-relationship between demonstration and evaluation activities, including efforts to engage a third-party evaluator and the evaluator's expected hire date in relation to the proposed start date of the demonstration.*

Washington State has developed the draft timeline below to illustrate the key deadlines and tasks for the evaluator. These timeframes have also been included in the draft evaluation RFP, which will contractually require the evaluator to meet the requirements under the Title IV-E waiver Terms and Conditions. The key dates are highlighted below, including the award of the evaluation contract and Children's Administration's proposed demonstration implementation date.

**Table 10: Evaluation Timelines**

<b>Action</b>	<b>Proposed Date/Time</b>
DSHS Issues RFP	March 1, 2013
Responder may submit written questions and comments	March 29, 2013
DSHS will Issue written responses to questions	April 17, 2013
Responder submits Letter of Intent	April 25, 2013
Responder must submit Proposal	May 15, 2013
DSHS evaluation of Proposals	May 20-23, 2013
Responder Oral Presentations if determined to be necessary by DSHS	June 5, 2013
DSHS notifies Apparently Successful Responder and begins contract negotiations	June 12, 2013
DSHS notifies unsuccessful Responders	June 12, 2013
Responders may request Debriefing	June 14, 2013
DSHS holds debriefing conferences, if requested	June 18-19, 2013
Unsuccessful Responders may submit Protest(s)	June 28, 2013
DSHS considers and responds to any Protests	July 1-10, 2013
<b>Evaluation Contract Awarded</b>	<b>August 1, 2013</b>
Draft Evaluation Plan to CA	September 30, 2013
Final Evaluation Plan to CA	October 30, 2013
Final Evaluation Plan to ACYF	November 1, 2013
Develop Family Surveys	December 15, 2013
<b>Waiver Project Implementation Begins</b>	<b>January 1, 2014</b>
Quarterly Reports to CA	March 16, 2014
Draft of First Semi-Annual Progress Report to CA	June 16, 2014
First Semi-Annual Progress Report to ACYF	August 1, 2014
Draft Semi-Annual Progress Reports to CA	Two weeks before end of each reporting period
Semi-Annual Progress Reports to ACYF	30 days after end of each reporting period
Draft of Interim Evaluation Report to CA	July 8, 2016
Interim Evaluation Report to ACYF	September 1, 2016
Waiver Project Ends	January 1, 2019
Draft of Final Evaluation Report to CA	May 30, 2019
Final Evaluation Report to ACYF	July 1, 2019
Release of public-use data sets	August 1, 2019

Our detailed work plan (Appendix 1) illustrates how the evaluation tasks interrelate with the larger demonstration project implementation.

*Phase Down Plan: A description of the plan for phasing down the demonstration so that case plans for children and their families can be adjusted, if necessary, for the post-demonstration portion of their placement.*

Children's Administration is optimistic that Congress will pass and the President will sign a bill that will result in comprehensive reform of the Title IV-E entitlement grant to benefit all children in the state system that need help, regardless of placement status or the financial status of their parents. Federal finance reform will give states the opportunity to intervene with all families who need states' help to keep their children safely at home, while reducing dependence on child welfare services.

Washington State recognizes there is a benefit to having an alternative pathway to CPS investigation. The Title IV-E waiver authorization allows the State of Washington to flexibly fund and support the FAR pathway. Children's Administration will use the opportunity the Title IV-E waiver presents to operationalize FAR and to identify and implement additional innovations to support and encourage families to make substantial changes in their lives to improve child safety and well-being. The demonstration project provides a unique opportunity for Washington State to learn from the FAR implementation. The outside evaluator will help inform the process and ongoing strategies to improve practice. Children's Administration will share these learning opportunities with the Washington State Legislature and community partners by providing regular updates about the progress and lessons learned from the FAR implementation.

The State of Washington anticipates leveraging Title IV-E waiver authorization for the next five years with hopes to renegotiate our Terms and Conditions with ACF after that period. In a potential post-waiver situation, Washington State would continue the FAR pathway policy framework throughout the state. FAR will profoundly change the way that families are involved in the child welfare system, and Children's Administration anticipates the cultural shift will continue even after the Title IV-E waiver authorization has ended. The FAR pathway is mandated in Washington State law. Over the next five years, Children's Administration will track FAR spending to assess what changes would be necessary if the Title IV-E waiver is discontinued. It is likely that without the flexible funding provided by the Title IV-E waiver, the Children's Administration will have to request additional state funds and scale back a number of services to families and children to meet federal and state legislative mandates.

If the Title IV-E waiver is discontinued, Children's Administration would continue to use the Continuous Quality Improvement (CQI) process to assess lessons learned in the continued implementation of FAR, without the assistance of an outside evaluator. The CQI process is an integral part of Children's Administration's business processes. If neither the Title IV-E waiver nor federal finance reform are available to support the FAR pathway in the future, Children's Administration would request increased funding from the state legislature and would seek additional private funding. Children's Administration would continue to claim traditional Title IV-E maintenance and administrative activities to ACF.

## VI. Training and Technical Assistance Assessment

*Include a description of the training and technical assistance (T/TA) resources the title IV-E agency anticipates it will need in order to implement the demonstration, making note of any strengths and gaps in those resources.*

Updated training models and staff competencies will be key to the culture shift associated with FAR implementation. In order for the Title IV-E waiver project to show successful outcomes, our staff will need to incorporate FAR practice as part of their day-to-day interaction with children and families.

The three components that will assist in changing practice include:

- *Staff training and coaching during competency trainings:* All Children's Administration personnel will receive training and coaching on the FAR pathway. This training will emphasize the reasons for the move to a differential response model; the anticipated improvements in child safety, permanency and well-being; and the benefits for families when access to concrete supports and community connections are strengthened. Coaches will work with caseworkers and supervisors to confirm that personnel understand and are able to work effectively within the new system.

The Washington State Alliance for Child Welfare Excellence (The Alliance) will provide a comprehensive training and professional development system for the state's child welfare workforce.

The Alliance has completed draft competency requirements currently under review by Children's Administration staff and community partners. These competencies were vetted with Children's Administration staff, advisory groups, regional disproportionality committees, and other training partners. Please refer to Appendix 3 for the draft outline of topics covered in competency trainings.<sup>21</sup>

The next step is to develop the FAR training curriculum. Training curriculum will include content on the FAR policy and practice, engagement, collaboration, accessing use of concrete supports, and community engagement. The Alliance has begun reviewing curriculum from Tennessee and Illinois (with assistance from Casey Family Programs) and will begin curriculum development in January 2013. The Alliance plans to make competency trainings available individually so that caseworkers and supervisors needing additional training may attend specific sessions rather than repeating the entire academy.

The capacity to provide ongoing training to case carrying workers and supervisors will be assessed based on FTE allotments. All Children's Administration staff will receive an introduction to differential response and the Family Assessment Response pathway. Caseworkers and

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<sup>21</sup> A competency-based training system is a systematic and organized approach to training development and administration. It assures that there is quality, effective, and relevant training that positively impacts job performance and organizational outcomes. Competencies are a summary statement of what knowledge and skills are necessary to be prepared to meet job expectations.

supervisors from Child Protective Services and Family Voluntary Services will require additional specialized training specific to engagement, collaboration and working with the community differently. Based on FTE data from August 2012, Children's Administration anticipates that approximately 450 staff will require this training.

Children's Administration intends to have caseworkers and supervisors participate in training that will build on their existing skills and strengthen practice identified through case review, quality assurance activities and evaluation of the pathway. Supervisors will undergo four months of training before FAR implementation regarding how practices are changing and how to lead the FAR implementation.

After trainings, caseworkers and supervisors will work with coaches to demonstrate transfer of learning and capacity to apply the principles of FAR to which caseworkers and supervisors will have been exposed. Coaching sessions will include work-shopping actual cases.

- *FamLink structural changes:* Assessment tools in FamLink will change to align with FAR practices. As caseworkers' and supervisors' tools change to reflect FAR policies and procedures, exposure to these new tools will reinforce the training they receive and will serve as daily reminders of FAR practice and cultural changes.
- *Incremental FAR implementation:* FAR will be implemented incrementally across the state, allowing Children's Administration to provide focused support and close monitoring to each office. This process will help Children's Administration validate that staff are changing their practices and will allow management to leverage lessons learned from each step of the expansion in subsequent launches.

The matrix below outlines the training and technical assistance resources necessary for implementation. Children's Administration has also listed relevant strengths and gaps associated with each training component.

**Table 11: Training Components**

Training Component	Necessary Resources	Strengths/Gaps
Readiness Assessment Plan	Children's Administration staff are needed to assist with Intake production and management training.	<p><b>Gap:</b> Children's Administration must develop a staffing coverage plan while intake staff are being trained.</p> <p><b>Gap:</b> Training delivery process needs to be finalized.</p>
Cultural and Community Engagement Training	Regional CA Staff are needed to lead trainings on community engagement.	<p><b>Strength:</b> Children's Administration is contracted with The Alliance and established a timeframe.</p> <p><b>Gap:</b> Training delivery process needs to be finalized with The</p>

Training Component	Necessary Resources	Strengths/Gaps
		Alliance.
Differential Response and the Family Assessment Response Personnel Training	The Alliance staff trainers and Children's Administration personnel (caseworkers and supervisors) are needed to complete this training component.	<p><b>Strength:</b> Children's Administration is contracted with The Alliance and established a timeframe.</p> <p><b>Gap:</b> Training delivery process needs to be finalized with The Alliance. The proposed timeframe established is February – April 2013.</p>
FamLink functionality	In-house FamLink staff and Children's Administration personnel (caseworkers and supervisors) are needed to assist with FamLink functionality.	<p><b>Strength:</b> In-house staff training.</p> <p><b>Gap:</b> Training delivery process and curriculum needs to be finalized.</p>
Ongoing and Additional Specialized Training	<p>Children's Administration personnel (caseworkers and supervisors) including CPS, FVS and FAR staff</p> <p>Approximately 415 staff will be provided additional specialized training (specific to engagement, collaboration and community engagement).</p>	<p><b>Gap:</b> Training delivery process and curriculum needs to be finalized. Number of trainers needs to be assessed based on FTE allotments.</p>
Onsite trainings with contracted training staff	Children's Administration will be responsible for obtaining a site location for the training sessions; providing a computer projector and screen, extension cord, flip chart paper or whiteboard, and markers; and providing any desired food/beverages for training participants.	<p><b>Gap:</b> Training delivery process and curriculum needs to be finalized.</p>

Below Children's Administration has outlined its technical assistance training plan, necessary resources and strengths and/or gaps associated with these training components.

**Table 12: Technical Assistance Components**

Technical Assistance Component	Necessary Resources	Strengths/Gaps
Children's Administration Technology Services (CATS)	Technology staff for support and training	<b>Strength:</b> CATS already provides information technology support and training. CATS will lead the changes, modifications, and additions to the FamLink system.
Differential Response best practices Staff Competencies Communication Strategies Permanency Roundtables	Casey Family Programs will provide technical assistance as to what other states are doing.	<b>Strength:</b> WA will be more informed of other state best practices and lessons learned.  <b>Strength:</b> Casey Family Programs' assistance will help Children's Administration decrease the time to permanency for children in care.
FAR training curriculum FAR Staff Competencies	The National Resource Center will provide assistance with training and competency models.  Children's Administration has requested copies of curriculum from Tennessee and Illinois.	<b>Strength:</b> Children's Administration has already reached out to these resources for assistance.  <b>Strength:</b> Robust competencies exist from other states who have implemented differential response.
Title IV-E waiver communication strategies and governance best practices	The Administration for Children and Families (ACF) will be providing expertise on communication and governance training competencies.	<b>Strength:</b> ACF guidance will help with communication efforts both inside and outside the agency.
Differential Response Intake Tool and Protocol	The National Council on Crime and Delinquency/Children's Research Center is contracted to develop a differential response intake tool and protocol.	<b>Strength:</b> Work is underway to address this need through a contract with National Council on Crime and Delinquency.



## VII. Anticipated Major Barriers and Risk Management Strategies

*Identify any anticipated major barriers to executing the implementation of demonstration components and associated interventions and any planned strategies to address them.*

The table below identifies major barriers to executing the implementation of demonstration components as well as associated interventions and planned strategies to address them.

**Table 13: Anticipated Major Barriers**

Major Barrier	Associated Interventions	Planned Strategies
Failure to safely reduce the number of children in out-of-home care	<p>Review cases of legally free children to address barriers to adoption</p> <p>Review cases of children in out-of-home care to assess barriers to permanency</p>	<p>Leverage strategies such as Permanency Roundtables to concentrate on finding permanent homes for legally free children who have spent the longest time in foster care and homes for other legally free children.</p> <p>The quality assurance plan will monitor the number of children in out-of-home care and the identified interventions to move them more quickly to safe permanent homes.</p>
FAR is not implemented statewide	<p>Develop readiness assessment and evaluate all regions.</p> <p>Children's Administration must reduce the number of children in out-of-home care to provide the cost savings necessary to reinvest and fund FAR expansion.</p> <p>Develop communication strategies with relevant partners and staff.</p>	<p>Use readiness assessment tool to develop readiness plans in all offices.</p> <p>Implement FAR over the course of 2.5 years, so Children's Administration can learn lessons from initial implementation sites and focus attention on each office as they implement FAR.</p>

Major Barrier	Associated Interventions	Planned Strategies
Using short term interventions (concrete goods and services) beyond our fiscal resources to address all the family's needs identified in the family assessment	<p>Develop a plan to access community and governmental resources necessary to address families' long term needs</p> <p>Develop key training models to deliver message.</p> <p>Reach out to relevant partners when developing community resource teams.</p>	Ensure partners are at the table in statewide planning.
Failure to use community resources and other government services already available to Children's Administration; using child welfare funds instead.	<p>Assess community readiness and community ability to provide and support families.</p> <p>Strengthen relationships with other State agencies.</p> <p>Communicate waiver goals and bring them to the waiver table to discuss.</p>	<p>Identify gaps early to pull in other resources or partnerships.</p> <p>Identify programs that communities and other government agencies are currently providing that could support FAR families.</p>
Lack of communication or insufficient communication with staff or critical partners (Tribes, Judges, partner agencies, etc.)	Ensure all appropriate partners are involved in the planning and committees.	<p>Expand membership of Waiver Advisory Committee to include critical partners</p> <p>Expand communication distribution networks to critical partners.</p>

## Appendix 1: Detailed Work Plan<sup>22</sup>

Lead <sup>23</sup>	Title IV-E Waiver Tasks	Start date	Completion Dates	Status
<b>General Timeframe</b>				
Secretary of DSHS	Sign Title IV-E Waiver Terms and Conditions	9/28/2012	9/28/2012	Completed
Director of Finance and Performance Evaluation Division, CA Senior Budget Coordinator, Finance and Performance Evaluation Division, CA	Submit Development Costs Plan to ACF	10/1/2012	10/29/2012	Completed
Special Assistant, CA Deputy Assistant Secretary, CA Director of Finance and Performance Evaluation Division, CA Senior Budget Coordinator, Finance and Performance Evaluation Division, CA	Determine Staff Effort information - how much time staff spent on FAR and IV-E Waiver and costs (travel, summits, roundtables, consultations, etc.)	10/2/2010	10/10/2012	Completed
Director of Finance and Performance Evaluation Division, CA	Draft narrative on which administrative costs will be considered developmental costs	10/8/2012	10/17/2012	Completed
Director of Finance and Performance Evaluation Division, CA	Develop methodology to capture and claim developmental costs	10/8/2012	10/17/2012	Completed
CA Management	Review period	10/18/2012	10/24/2012	Completed
Director of Finance and Performance Evaluation Division, CA	Updated based on review	10/25/2012	10/26/2012	Completed
Director of Finance and Performance Evaluation Division, CA	Submit plan	10/29/2012	10/29/2012	Completed
Special Assistant, CA Deputy Assistant Secretary, CA Director of Finance and Performance	Determine action steps required once Development cost Plan is approved	10/30/2012	11/30/2012	Completed
	Determine tracking method time sheets for staff			Completed

<sup>22</sup> CA is used as an abbreviation for Children's Administration.

<sup>23</sup> Lead's job title is identified here rather than name of staff person.

Lead <sup>23</sup>	Title IV-E Waiver Tasks	Start date	Completion Dates	Status
Evaluation Division, CA Senior Budget Coordinator, Finance and Performance Evaluation Division, CA	Determine dates staff are required to submit time sheets or time spent on FAR/Title I-VE Waiver activities			Completed
<b>Preliminary Recommendations Regarding Organizational and Staffing Structure</b>				
Deputy Assistant Secretary, CA and FAR Team	Communication to Washington Federation of State Employees (WFSE)	Ongoing		
Deputy Assistant Secretary and FAR Team	Develop implementation plan for reclassification and allocation of staff	2/1/2013	7/30/2013	
Deputy Assistant Secretary and FAR Team	Consultation with Human Resources Division	2/1/2013	7/30/2013	
Deputy Assistant Secretary and FAR Team	Development of PDF - Intake, Investigative and FAR	2/1/2013	7/30/2013	
Deputy Assistant Secretary and FAR Team	Reclassification and Allocation of Staff	8/1/2013	11/30/2013	
Deputy Assistant Secretary and FAR Team	Implement Organizational & Staffing Structure	Ongoing		
<b>Communication Plan (Internal CA and External)</b>				
Communication Director, CA Special Assistant, CA Practice Consultant, CA	Meet with Communication Division to discuss FAR Implementation and future communication needs both internal and external	11/21/2012	11/21/2012	Completed
Communication Director, CA	Develop Communication Plan	12/21/2012	12/28/2012	
CA Management	Final review of Communication Plan and timelines	1/7/2013	1/9/2012	
Communication Director, CA	Finalize communication Plan	1/10/2013	1/11/2013	
Communication Director	Draft Communication for CA staff on FAR implementation in the Regions	1/15/2013	1/18/2013	
CA Management	Internal review of communication	1/21/2013	1/25/2012	
Communication Director, CA	Finalize communication	1/28/2013	1/31/2013	
CA Management	Send out communication	2/1/2013	2/1/2013	
Communication Director, CA	Provide Quarterly updates on progress of FAR implementation to the field and stakeholders	Ongoing		

Lead <sup>23</sup>	Title IV-E Waiver Tasks	Start date	Completion Dates	Status
Communication Director, CA	Develop Video for stakeholders about FAR	12/17/2012	3/15/2013	
Communications Program Manager, CA	Contact local community colleges and The Evergreen State College to determine available resources for developing video (timeframes, costs, etc.)	12/12/2012	12/28/2012	
Communication Director, CA	Draft initial Communications for community outreach on FAR Implementation (Community providers, Law Enforcement, courts, judges, Community Appointed Special Advocates, caregivers, hospitals, schools, mandated reporters etc.) at local, regional, and statewide levels	2/4/2014	2/15/2013	
CA Management	Internal review of Communication	2/18/2013	2/22/2012	
Communication Director, CA	Finalize communication for external stakeholders	2/25/2013	2/28/2013	
CA Management	Send out communication	3/1/2013	3/1/2013	
CA Regional and Office FAR leads	Regional Summits - educating stakeholders and partners on FAR	6/1/2013	7/30/2013	
<b>CA Internal Implementation and Planning</b>				
Office Chief, Program and Policy, CA IT Specialist, CA Special Assistant, CA	Identify CA internal policy and FamLink team	10/1/2012	10/30/2012	Completed
Office Chief, Program and Policy, CA	Schedule regular policy team meetings (involving field staff)	1/7/2013	1/7/2013	
Special Assistant, CA	Identify CA internal implementation teams - Office Readiness leads (HQ Lead, Regional Leads, Office Leads)	11/28/2012	12/13/2012	Completed
CA Management	Review and approve Roles and Responsibilities document	12/29/2012	1/4/2013	Completed
Communication Director, CA Special Assistant, CA Practice Consultant, CA	Draft communication for CA staff on FAR leads in Regions and offices on FAR and Kick Off	12/10/2012	12/14/2012	Completed
CA Management	Internal review of communication	12/17/2012	12/18/2012	Completed

Lead <sup>23</sup>	Title IV-E Waiver Tasks	Start date	Completion Dates	Status
CA Management	Send out communication	12/21/2012	12/21/2012	Completed
<b>FAR Kick Off</b>				
Special Assistant, CA Deputy Assistant Secretary, CA	Confirm date, draft agenda, reserve room	12/10/2012	12/14/2012	Completed
Special Assistant, CA Deputy Assistant Secretary, CA	Send out Hold the Date for FAR Kick Off	12/14/2012	12/14/2012	Completed
FAR Lead Policy Program Manager, CA	Develop PowerPoint and resource documents for FAR Overview training to HQ staff and Regional Leads Office readiness tool	12/11/2012	12/28/2012 1/7/2013	Completed
Communication Director, CA	Develop high level talking points	12/11/2012	12/28/2012	Completed
CA Management	Internal review of PPT, talking points and other documents	1/7/2013	1/8/2013	
FAR Lead Policy Program Manager, CA Communication Director, CA	Update documents based on feedback	1/8/2013	1/9/2013	
CA Management	Final review	1/9/2013	1/10/2013	
FAR Lead Policy Program Manager, CA Communication Director, CA Administrative Assistant 4	Finalize documents and make packets for training	1/11/2013	1/11/2013	
Special Assistant, CA Deputy Assistant Secretary, CA	Convene Kick Off for FAR and Title IV-E Waiver	1/14/2013	1/14/2013	
Special Assistant, CA Deputy Assistant Secretary, CA	Schedule regular Implementation Planning (identify who will participate in these meetings)	12/10/2012	12/21/2012	Completed
Deputy Assistant Secretary, CA	Convene weekly planning meetings for HQ FAR leads and program staff		Ongoing	
CA Management	Convene monthly meeting with field and HQ for: <ul style="list-style-type: none"> <li>Check –in and updates</li> <li>Issue identification and resolution</li> <li>Identify request for technical assistance</li> <li>Identify lessons learned along the way</li> </ul>	2/11/2013	Ongoing monthly	

Lead <sup>23</sup>	Title IV-E Waiver Tasks	Start date	Completion Dates	Status
<b>Evaluation RFP</b>				
Sr. Researcher, Research and Data Analysis (RDA)	Develop draft RFP (Factor timeframe requirements from 5.5 in RFP requirements)	10/8/2012	10/31/2012	Completed
CA Management	Internal review of draft	11/1/2012	11/9/2012	Completed
Sr. Researcher, Research and Data Analysis (RDA) Special Assistant, CA Practice Consultant, CA	Update Draft based on internal review	11/13/2012	11/13/2012	Completed
Special Assistant, CA	Send to Casey Family Programs for Review	11/14/2012	11/19/2012	Completed
Sr. Researcher, Research and Data Analysis (RDA) Special Assistant, CA Practice Consultant, CA	Update based on review	11/20/2012	11/20/2012	Completed
CA Management	Final review	11/21/2012	11/26/2012	Completed
Special Assistant, CA Practice Consultant, CA Contracts Attorney, CA	Update based on final review	11/27/2012	11/27/2012	Completed
Special Assistant, CA	Submit Draft RFP to ACF	11/28/2012	11/28/2012	Completed
<b>Initial Design and Implementation Report</b>				
Special Assistant, CA Practice Consultant, CA	Draft the Initial Design and Implementation Report.	11/15/2012	12/14/2012	Completed
CA Management	Final review of draft Implementation Plan	12/17/2012	12/21/2012	Completed
Practice Consultant, CA	Incorporate feedback	12/26/2012	1/2/2013	Completed
	Finalize Plan	1/3/2013	1/7/2013	
Deputy Assistant Secretary, CA	Submit Implementation Plan to ACF	1/8/2013	1/8/2013	
<b>Evaluation RFP (internal)</b>				
Special Assistant, CA Practice Consultant, CA Contracts Attorney, CA	Meet with Central Contract Services to establish procurement schedule, identify program and Central Contract Services responsibility	10/31/2012	10/31/2012	Completed

Lead <sup>23</sup>	Title IV-E Waiver Tasks	Start date	Completion Dates	Status
Central Contract Services	Send notices per Policy 13.12 and program bidder's lists		TBD	
Special Assistant, CA Practice Consultant, CA Contracts Attorney, CA Sr. Researcher, Research and Data Analysis (RDA)	Prepare questions for review and evaluation of RFP draft	1/2/2013	1/11/2013	
Special Assistant, CA Practice Consultant, CA Contracts Attorney, CA Sr. Researcher, Research and Data Analysis (RDA)	Prepare scoring and evaluation process for RFP draft	1/2/2013	1/11/2013	
CA and Research and Data Analysis Management	Internal review of questions and scoring for evaluation of RFP	1/14/2013	1/18/2013	
David Marshall and Scott Maricle	Finalize questions and scoring	1/21/2013	1/25/2013	
Contracts Attorney, CA	Submit to Central Contract Services for review	1/28/2012	1/28/2012	
Sr. Researcher, Research and Data Analysis (RDA)	Prepare final Evaluation RFP	1/2/2013	1/17/2013	
CA and Research and Data Analysis Executive	Internal Review of Draft	1/18/2013	1/30/2013	
Sr. Researcher, Research and Data Analysis (RDA) and Practice Consultant, CA	Update Draft based on internal review	1/31/2013	2/8/2013	
Special Assistant, CA Practice Consultant, CA Contracts Attorney, CA	Provide Central Contract Services with list of potential bidders	1/21/2013	1/21/2013	
CA and Research and Data Analysis Executive	Bidders distribution list finalized and printed	2/1/2013	2/15/2013	
CA and Research and Data Analysis Executive	Final Review of RFP	2/11/2013	2/18/2013	
Contracts Attorney, CA	RFP finalized, printed and posted	2/19/2013	2/28/2013	



Lead <sup>23</sup>	Title IV-E Waiver Tasks	Start date	Completion Dates	Status
Contracts Attorney, CA	Release Evaluation RFP (by mail and posted to internet)	3/1/2013	3/1/2013	
Central Contract Services	Bidder's questions due to Central Contract Services	3/1/2013	3/29/2013	
Special Assistant, CA Practice Consultant, CA Contracts Attorney, CA Sr. Researcher, Research and Data Analysis (RDA)	Bidder's questions answered and distributed to vendors	4/1//2013	4/17/2013	
Central Contract Services	Letter of intent due (optional)	3/1/2013	4/25/2013	
Central Contract Services	Proposals due	3/1/2013	5/15/2013	
Contracts Attorney, CA	RFP reviewers, evaluators solicited and recruited	2/18/2013	3/1/2013	
Contracts Attorney, CA	Schedule dates for review and evaluation of RFP	3/1/2013	3/20/2013	
Contracts Attorney, CA	Final list of RFP reviewers and evaluators	3/1/2013	3/20/2013	
Contracts Attorney CA	E-mail to evaluators	3/20/2013	3/20/2013	
Special Assistant, CA Practice Consultant, CA Contracts Attorney, CA Sr. Researcher, Research and Data Analysis (RDA)	Evaluator meeting	5/13/2013	5/13/2013	
Special Assistant, CA Practice Consultant, CA Contracts Attorney, CA SR. Researcher, Research and Data Analysis (RDA)	Evaluate Proposals	5/20/2013	5/23/2013	
CA Procurement	Bidder Oral Presentations if determined to be necessary by DSHS (optional)	6/5/2012	6/5/2012	
Central Contract Services	Notify successful bidder and unsuccessful bidders	6/12/2013	6/12/2013	
Contracts Attorney, CA	Bidders may request Debriefing	6/12/2012	6/14/2013	
Central Contract Services	DSHS holds debriefing conferences, if requested	6/18/2013	6/19/2013	
Central Contract Services	Unsuccessful Bidders may submit Protest(s)	6/20/2013	6/28/2013	

Lead <sup>23</sup>	Title IV-E Waiver Tasks	Start date	Completion Dates	Status
Central Contract Services	DSHS considers and responds to any Protests	7/1/2013	7/10/2013	
CA Management	Negotiate contract	6/18/2013	7/10/2013	
Contracts Attorney, CA	Draft contract	6/18/2013	7/15/2013	
Contracts Attorney, CA	Final Contract Filed with Office of Financial Management (OFM) for Approval (OFM Filing Period is 10 working days)	7/16/2013	7/16/2013	
Contracts Attorney, CA	Contract execution	7/31/2013	7/31/2013	
<b>Consultation and Collaboration</b>				
Special Assistant, CA Deputy Assistant Secretary, CA	Identify lead and meeting schedule for Washington Federation of State Employees, attend Union-Management Communication Committee meeting on monthly basis	Ongoing		
CA Management	Identify external stakeholders and partners for consultation on CA Advisory Committee (Department of Social and Health Services partners [DSHS], Medicaid, Tribes, Community providers, Law Enforcement [LE], courts, judges, Court Appointed Special Advocates [CASAs], etc.)	1/2/2013	1/8/2013	Completed
CA Management	Identify DSHS agencies where mutual clients may exist and consult on implementation and planning (Utilize Extended DSHS leadership Team that meets quarterly)	1/2/2013	1/18/2013	
Communication Director, CA	Send Regional Communication via letter to community members and stakeholders about FAR Implementation within CA offices	12/1/2013	12/31/2013	
Tribal Program Lead, CA	Overview FAR and ongoing discussion with Tribes on FAR and training needs	1/2/2013	6/30/2013	
Tribal Program Lead	Consult with Tribes on how implementation will look for each Tribes	7/2/2013	8/30/2013	
Tribal Program Lead, CA	Begin development of Tribal Agreements or MOUs with Tribes	9/1/2013	10/31/2013	

Lead <sup>23</sup>	Title IV-E Waiver Tasks	Start date	Completion Dates	Status
CA Management	Review and Finalization of Tribal Agreements or MOUs with Tribes	11/1/2013	12/10/2013	
Communication Director, CA and Tribal Program Lead, CA	Communicate Tribal Agreements or MOUs	12/10/2013	12/31/2013	
Communication Director, CA and Tribal Program Lead,	Add Tribal Training depending on Tribal needs	TBD		
<b>Office Readiness Assessment</b>				
FAR Lead Program Manager, CA	Develop Office Readiness Assessment plan for Initial implementation (which offices will roll out first, what activities they will need to complete in preparation and when)	12/17/2012	1/9/2013	
FAR Lead Program Manager, CA FAR Lead	Develop and finalize Office Readiness tool	12/17/2012	1/9/2013	
FAR Lead	Train Regional and office leads on Readiness Tool	1/14/2013	1/14/2013	
FAR Lead	Begin office readiness assessment on initial implementation offices (includes providing any technical assistance, etc. needed for office to pass assessment)	2/1/2013	5/30/2013	
FAR Lead	Statewide office readiness assessments	1/1/2014	6/1/2016	
<b>FamLink Development - CATS</b>				
Office Chief, Program and Policy, CA IT Specialist	FAR requirements & high level design	11/5/2012	12/3/2012	Completed
Office Chief, Program and Policy, CA IT Specialist	FamLink Design	12/3/2012	1/25/2013	
IT Specialist, CA	FamLink Development	2/25/2013	5/17/2013	
IT Specialist, CA	FamLink System Test	5/20/2013	7/12/2013	
Office Chief Program and Policy, CA IT Specialist, CA	FamLink Training	7/15/2013	9/13/2013	
	Intake needs to be training prior to September			
IT Specialist, CA	FamLink Deployment	9/16/2013	9/16/2013	

Lead <sup>23</sup>	Title IV-E Waiver Tasks	Start date	Completion Dates	Status
<b>Policy Development and Revision</b>				
Special Assistant and Office Chief, Program and Policy, CA	Document and outline policy and training areas and timeframes	1/2/2013	1/11/2013	
Policy Program Managers, CA	Identify and review existing policies impacted and potential WAC changes; document final recommendations for any updates or changes needed	1/2/2013	1/31/2013	
Intake Program Manager, CA	Update Intake Policy (for all staff based on new FamLink changes)	2/1/2013	5/24/2013	
CA Management	Internal review of Intake policy	5/27/2013	6/5/2013	
Intake Program Manager, CA	Update Intake documents based on internal review	6/6/2013	6/14/2013	
Intake Program Manager, CA Policy Program Manager, CA	Develop Intake training materials	6/14/2013	6/28/2013	
CA Management	Review Intake training materials	7/1/2013	7/9/2013	
Intake Program Manager, CA Policy Program Manager, CA	Finalize all Intake policy and training	7/10/2013	7/12/2013	
Policy Program Managers, CA	Create FAR Policy and Update Intake and CPS Policy (and training materials for implementation)	2/1/2013	8/30/2013	
	Family Strengths and Needs Assessment			
	Customer Service			
	Risk Assessment			
	Safety Assessment			
	Engagement			
	Disproportionality and bias reduction			
CA Management	Review FAR and Child Protective service policies and training materials	9/3/2013	9/10/2013	
Policy Program Managers, CA	Update policies and training based on internal feedback	9/11/2013	9/20/2013	
CA Management	Final review of policies and training materials	9/23/2013	9/27/2013	

Lead <sup>23</sup>	Title IV-E Waiver Tasks	Start date	Completion Dates	Status
Policy Program Managers, CA	Finalize all policies and training materials for implementing offices	9/30/2013	10/4/2013	
<b>Deputy Assistant Secretary</b>	<b>Quarterly Progress Report (Begins Quarter 2)</b>			
Special Assistant, CA Practice Consultant, CA	Develop template for ACF to approve	1/2/2013	1/18/2013	
CA Executive	Internal review of template	1/21/2013	1/25/2013	
Special Assistant, CA Practice Consultant, CA	Incorporate feedback	1/28/2013	1/31/2013	
Special Assistant, CA Practice Consultant, CA	Submit template for ACF approval	2/1/2013	2/1/2013	
Practice Consultant, CA	1st quarterly report - Implementation Plan serves as first quarterly report		1/8/2013	
Practice Consultant, CA	Prepare 2nd quarterly report	3/1/2013	3/29/2013	
CA Management	Internal review period	4/1/2013	4/16/2013	
Practice Consultant, CA	Incorporate feedback	4/17/2013	4/29/2013	
Special Assistant, CA	Submit 2nd quarterly report	4/29/2013	4/29/2013	
Practice Consultant, CA	Prepare 3rd report	6/3/2013	6/28/2013	
CA Management	Internal review period	7/1/2013	7/17/2013	
Practice Consultant, CA	Incorporate feedback	7/18/2013	7/29/2013	
Special Assistant, CA	Submit 3rd quarterly report	7/30/2013	7/30/2013	
Practice Consultant, CA	Prepare 4th report	9/2/2013	9/30/2013	
CA Management	Internal review period	10/1/2013	10/16/2013	
Practice Consultant, CA	Incorporate feedback	10/17/2013	10/30/2013	
Special Assistant, CA	Submit 4th quarterly report	10/30/2013	10/30/2013	
<b>Train Staff</b>				
The UW Alliance training team	Train Phase 1 Offices on FAR Overview and Readiness Assessment (see also readiness assessment above)	1/14/2013	1/14/2013	

Lead <sup>23</sup>	Title IV-E Waiver Tasks	Start date	Completion Dates	Status
The UW Alliance training team	Train Phase 2 Offices on FAR Overview and Readiness Assessment - January 2014	1/2014		
The UW Alliance training team	Train Phase 3 Offices on FAR Overview and Readiness Assessment - June 2014	6/2014		
The UW Alliance training team	Train Phase 4 Offices on FAR Overview and Readiness Assessment - January 2016	1/2016		
The UW Alliance training team	Train Phase 5 Offices on FAR Overview and Readiness Assessment - June 2016	6/2016		
FAR Lead, CA	Train HQ staff on FAR Overview and Readiness Assessment	1/22/2013	1/22/2013	
FAR Lead, CA	Train Area Administrators on FAR Overview and components of Readiness Assessment	2/7/2013	2/7/2013	
The UW Alliance training team in partnership with CA policy team	Training on FAR Over view and Intake tool in FamLink (will start using this tool in FamLink three months ahead of implementation. Intake needs to be training prior to September)	7/1/2013	8/30/2013	
The UW Alliance training team in partnership with CA policy team	Training of Phase 1 offices on the FAR model concepts, tools and FamLink modifications	10/7/2013	12/15/2013	
The UW Alliance training team in partnership with CA policy team	Training of Phase 1 communities and stakeholders	10/7/2013	12/15/2013	
Director of UW Alliance for Child Welfare Excellence and CA management	Review draft competencies to assure they address the knowledge and skills needed for FAR caseworkers and supervisors. Gather comments and make changes based on feedback	11/1/2012	1/15/2013	
Director of UW Alliance for Child Welfare Excellence	Obtain approval for FAR competencies. Utilize competencies during FAR readiness assessment to identify training needs for direct Line caseworkers and supervisors in specific CA offices.	1/15/13	1/30/2013	
Director of UW Alliance for Child Welfare Excellence	Select, edit and develop curriculum based on competencies.	2/1/2013	2/28/2013	
	Hire for new coaching positions			

Lead <sup>23</sup>	Title IV-E Waiver Tasks	Start date	Completion Dates	Status
	Preparation for curriculum delivery			
Director of UW Alliance for Child Welfare Excellence and alliance training team	Finalize curriculum	5/1/2013	6/30/2013	
	Prep coaches by providing "teach-back" opportunities to test their readiness.			
UW Alliance training team	Coach and train direct line FAR workers and FAR supervisors in Phase 1 offices	7/1/2013	12/31/2013	
Director of UW Alliance for Child Welfare Excellence and training team	Provide another group of competencies and curriculum to deepen the knowledge and skills needed for successful implementation	1/2/2014	6/30/2014	
<b>Continuous Quality Improvement and Assurance Process</b>				
Quality Assurance Program Manager	Assess communication to staff and stakeholders about FAR (Do staff and stakeholder understand what FAR is, their roles and responsibilities in FAR)	4/1/2013	12/31/2013	
Quality Assurance Program Manager	Review of legally free cases to determine barriers to permanency	2/1/2013	Ongoing	
Quality Assurance Program Manager	Review Implementation for fidelity to model	1/1/2014	3/1/2014	
Quality Assurance Program Manager	Assess Training	1/1/2014	6/30/2014	
Quality Assurance Program Manager	Monitor Disproportionality Reduction		Ongoing	
Quality Assurance Program Manager	Review Intake screening and case assignment for consistency		Ongoing	
Quality Assurance Program Manager	Monitor Service distribution		Ongoing	
Quality Assurance Program Manager	Monitor Concrete Resources distribution		Ongoing	
Quality Assurance Program Manager	Monitor Policy Compliance		Ongoing	
Case Review Team, CA	Complete first full case review for FAR implementation and fidelity		12/1/2014	

Lead <sup>23</sup>	Title IV-E Waiver Tasks	Start date	Completion Dates	Status
<b>Develop Recommendations for Legislative Action</b>				
Deputy Assistant Secretary and Legislative Program Manager	Develop request legislation (decision package) – issues for consideration include resources, timeframes, funding decision package and housing voucher program.	6/1/2013	8/1/2013	
<b>Quarterly Claim (Internal)</b>				
Director of Finance and Performance Evaluation Division, CA Senior Budget Coordinator, CA	Develop waiver claiming process to be done quarterly		Ongoing	
Director of Finance and Performance Evaluation Division, CA Senior Budget Coordinator, CA	Identify coding needed for waived services		TBD	
Director of Finance and Performance Evaluation Division, CA Senior Budget Coordinator, CA	Develop appropriate chart of accounts coding to support reporting waiver expenditures separately from non-waivered expenditures. This includes cost objective, revenue sources, schedules, program indices, allocation codes, etc.		TBD	
Director of Finance and Performance Evaluation Division, CA Senior Budget Coordinator, CA	Build the cost allocation structure with the appropriate codes developed above		TBD	
Director of Finance and Performance Evaluation Division, CA Senior Budget Coordinator, CA	Work with Organization of American States (OAS) to establish roles and responsibilities for Waiver claims process		TBD	
<b>Fixed schedule of Payments</b>				
Director of Finance and Performance Evaluation Division, CA Senior Budget Coordinator, CA	Provide ACF with a document showing a fixed schedule of payments for the five-year demonstration period.		9/1/2013	
Director of Finance and Performance Evaluation Division, CA Senior Budget Coordinator, CA	Develop assumptions for the Title IV-E funding needs over the 5 year waiver period. Consider reductions in foster care and increased cost of FAR.		9/1/2013	



Lead <sup>23</sup>	Title IV-E Waiver Tasks	Start date	Completion Dates	Status
Director of Finance and Performance Evaluation Division, CA Senior Budget Coordinator, CA	Articulate funding assumptions in narrative description of the Department's claiming schedule to include reconciliation of expenditures and revenue.		9/1/2013	
<b>Amendments to CAP</b>				
Director of Finance and Performance Evaluation Division, CA Senior Budget Coordinator, Finance and Performance Evaluation Division, CA	Examine its cost allocation plan to determine whether any of the components will affect the calculation of or claiming for any administrative costs under Title IV-E, and if so the State must submit an amendment to the cost allocation plan prior to the implementation date to address any such effects appropriately.		9/1/2013	
Director of Finance and Performance Evaluation Division, CA Senior Budget Coordinator, Finance and Performance Evaluation Division, CA	Consider what changes need to be made to the RMTS to capture FAR front-end activities.		1/1/2014	
<b>Financial Monitor Tool (Internal)</b>				
Director of Finance and Performance Evaluation Division, CA Senior Budget Coordinator, CA	Update Financial Monitoring Tool to reflect final data points for 'anticipated' tab.		9/1/2013	
Director of Finance and Performance Evaluation Division, CA Senior Budget Coordinator, CA	Update Financial Monitoring Tool with actual information on a monthly basis.	1/15/2014	Monthly	
<b>Implementation of Family Assessment Response</b>				
CA Management	Implementation of Family Assessment Response - Phase 1		1/1/2014	
CA Management	Implementation Phase 2		1/1/2015	
CA Management	Implementation Phase 3		6/1/2015	
CA Management	Implementation Phase 4		1/1/2016	
CA Management	Implementation Phase 5		6/6/2016	

Lead <sup>23</sup>	Title IV-E Waiver Tasks	Start date	Completion Dates	Status
<b>Evaluation Plan</b>				
Deputy Assistant Secretary, CA Director of Finance and Performance Evaluation Division, CA Evaluator	The State will submit an evaluation plan to ACF within 90 days after the evaluation contract is awarded for approval. The evaluation plan must be approved by the Department prior to implementation  The evaluation will consist of three components:  A process evaluation An outcome evaluation A cost analysis		11/1/2013	
Evaluator	Draft Evaluation Plan	8/5/2013	9/30/2013	
CA and Research and Data Analysis	Internal review of draft Evaluation Plan	10/1/2013	10/8/2013	
Evaluator	Update Draft based on internal review	10/9/2013	10/18/2013	
CA and Research and Data Analysis	Review of final plan	10/21/2013	10/24/2013	
Evaluator	Finalize Evaluation Plan	10/25/2013	10/30/2013	
Special Assistant, CA	Submit Evaluation Plan to ACF	11/1/2013	11/1/2013	
<b>Semi-Annual Progress Reports</b>				
Deputy Assistant Secretary, CA Evaluator	Submit Semi-Annual Progress reports that summarize project and evaluation activities* and accomplishments during the reporting period as well as interim findings from the evaluation, if available.		1st Report Due: 8/1/14	
Practice Consultant, CA	Draft semi-annual progress report	5/1/2014	6/16/2014	
CA Executive	Review of draft semi-annual progress report	6/16/2014	6/20/2014	
Practice Consultant, CA	Update Draft based on internal review	7/23/2014	7/26/2014	
CA Executive	Review final semi-annual progress report	7/27/2014	7/27/2014	
Jeanne McShane	Finalize semi-annual progress report	7/30/2014	7/30/2014	
Special Assistant	Submit semi-annual progress report to ACYF	8/1/2014	8/1/2014	
Special Assistant	Additional Annual reports		Ongoing	

Lead <sup>23</sup>	Title IV-E Waiver Tasks	Start date	Completion Dates	Status
<b>Child Welfare Program Improvement Plan</b>				
Office Chief, Program and Policy, CA	Draft work plan for implementation and language for the Semi-Annual Report about how WA will implement this	4/1/2014	4/30/2014	
CA Executive	Review work plan	5/1/2014	5/16/2014	
Office Chief Program and Policy, CA	Finalize work plan	5/19/2014	5/23/2014	
Office Chief	Submit to Jeanne McShane to include in the Semi Annual Report	5/26/2014	5/26/2014	
Office Chief	Implementation of the Child Welfare Program Improvement	4/1/2014	7/1/2015	
Office Chief	Increased Age Limit for Title IV-E Programs to 21.	4/1/2014	7/1/2015	
Office Chief	Procedures to Assist Youth in Foster Care to Reconnect with Biological Family Members	4/1/2014	7/1/2015	
<b>Accounting of Spending</b>				
Director of Finance and Performance Evaluation Division, CA Senior Budget Coordinator, CA	Submit an annual accounting of the spending for each year of the approved demonstration project period of all investments, public or private, made in coordination with the State to provide services under the proposed demonstration project.	1/1/2014	11/15/2014	
Director of Finance and Performance Evaluation Division, CA Senior Budget Coordinator, CA	Draft annual accounting of the spending report	1/1/2014	11/15/2014	
Director of Finance and Performance Evaluation Division, CA Senior Budget Coordinator, CA	Internal review of draft annual accounting of the spending report	1/1/2014	11/15/2014	
Director of Finance and Performance Evaluation Division, CA Senior Budget Coordinator, CA	Update Draft based on internal review	1/1/2014	11/15/2014	
Director of Finance and Performance Evaluation Division, CA	Review of final draft annual accounting of the spending report	1/1/2014	11/15/2014	

Lead <sup>23</sup>	Title IV-E Waiver Tasks	Start date	Completion Dates	Status
Senior Budget Coordinator, CA				
Director of Finance and Performance Evaluation Division, CA Senior Budget Coordinator, CA	Finalize annual accounting of the spending report	1/1/2014	11/15/2014	
Director of Finance and Performance Evaluation Division, CA Senior Budget Coordinator, CA	Submit annual accounting of the spending report to ACF	1/1/2014	11/15/2014	
<b>Interim Evaluation Report</b>				
Deputy Assistant Secretary Evaluator	Submit an Interim Evaluation Report 60 days after the conclusion of the 10th quarter following the demonstration's implementation date		9/1/2016	
Sr. Researcher, Research and Data Analysis (RDA)	Request data from FamLink	4/1/2016	5/2/2016	
Sr. Researcher, Research and Data Analysis (RDA)	Obtain data from FamLink and format and organize	5/15/2016	5/30/2016	
Sr. Researcher, Research and Data Analysis (RDA)	Provide data to Evaluator	5/31/2016	5/31/2016	
Evaluator	Draft Interim Evaluation Report	6/2/2016	6/24/2016	
CA and Research and Data Analysis Executive	Internal review of draft Interim Evaluation Report	6/27/2016	7/8/2016	
Evaluator	Update Draft based on internal review	7/11/2016	7/22/2016	
CA and Research and Data Analysis Executive	Review of final draft Interim Evaluation Report	7/25/2013	8/5/2016	
Evaluator	Finalize annual Interim Evaluation Report	8/8/2016	8/26/2016	
Special Assistant, CA	Submit Interim Evaluation Report to ACF	9/1/2016	9/1/2016	
Communication Director, CA	Post copies of approved Interim Evaluation Report (must allow 30-day period for review and approval prior to posting publicly)	10/1/2016	10/1/2016	

Lead <sup>23</sup>	Title IV-E Waiver Tasks	Start date	Completion Dates	Status
<b>Final Evaluation Project</b>				
Deputy Assistant Director, CA Evaluator	The State will submit a Final Evaluation Report six months after the project ends, integrating the process study, the outcomes study, and the cost analysis.		8/1/2019	
Sr. Researcher, Research and Data Analysis (RDA)	Request data from FamLink	3/1/2019	3/15/2019	
Sr. Researcher, Research and Data Analysis (RDA)	Obtain data from FamLink and format and organize	3/18/2019	4/1/2019	
Sr. Researcher, Research and Data Analysis (RDA)	Provide data to Evaluator	4/1/2019	4/1/2019	
Evaluator	Draft Final Evaluation Report	4/4/2019	5/30/2019	
CA and Research and Data Analysis Executive	Internal review of draft Final Evaluation Report	5/31/2019	6/7/2019	
Evaluator	Update Draft based on internal review	6/10/2019	6/18/2019	
CA and Research and Data Analysis Executive	Review of final draft Final Evaluation Report	6/19/2019	6/21/2019	
Evaluator	Finalize annual Final Evaluation Report	6/24/2019	6/28/2019	
Special Assistant, CA	Submit Final Evaluation Report to ACF	7/1/2019	7/1/2019	
Communication Director, CA	Post copies of approved Evaluation Report (must allow 30-day period for review and approval prior to posting publicly).	8/1/2019	8/1/2019	
<b>Post to Website</b>				
Communication Director, CA	Post copies of the interim and final evaluation reports on the State's child welfare agency Website - must allow 30-day period for review and approval prior to posting publicly.		10/1/2016 9/1/2019	
<b>Public-Use Data Tapes</b>				
Sr. Researcher, Research and Data Analysis (RDA)	Submit, or have the evaluation contractor produce and make available, public-use data tapes, including documentation necessary to permit re-analysis of the	3/1/2019	7/3/2019	

Lead <sup>23</sup>	Title IV-E Waiver Tasks	Start date	Completion Dates	Status
Evaluator	data gathered during the course of the evaluation, six months after the project ends.			
<b>Annual Meeting of the Child Welfare Waiver Demonstration States</b>				
CA Management	Ensure that each year throughout the duration of this demonstration the appropriate State Officials and evaluators attend and participate in an annual meeting if the Child Welfare Waiver Demonstration States in the Washington DC area.		Annual	

## Appendix 2: Implementation Teams<sup>24</sup>

Topic/Area of work	Point Person/Lead	Responsibilities	Team Members
<b>Title IV-E Waiver Advisory Committee</b> <i>(External Governance and Advisory Committee to the Department)</i>	Co-Chairs:  Assistant Secretary, Children's Administration (CA)  Representative from Washington State House of Representatives	Co-Chair Advisory committee. Provide recommendations to the Children's Administration about Washington State's Title IV-E waiver federal demonstration project.  This committee has members representing the diversity of the child welfare community including Tribal governments, the state legislature, the Governor's Office, the Washington Federation of State Employees, Washington Courts, foster parents, child welfare advocates, child placing agencies and other child welfare stakeholders.	<ul style="list-style-type: none"> <li>See Appendix 4 for list of committee members (current as of December 18, 2012).</li> </ul>
<b>Children's Administration Internal Implementation Committee</b>	Field Operations Director, CA  Director of Finance and Performance Evaluation Division, CA  Director, Technology Services, CA	<ul style="list-style-type: none"> <li>Convene Committee of key staff</li> <li>Provide direction, guidance and input on issues related to budget, policy, programs and implementation</li> </ul>	<ul style="list-style-type: none"> <li>Contracts Supervisor, CA</li> <li>Senior Researcher, Research and Data Analysis (RDA)</li> <li>Special Assistant, CA</li> <li>Practice Consultant, CA</li> <li>Director of Performance Based Contracts, CA</li> <li>IT Specialist, CA</li> <li>Office Chief, Program and Policy, CA</li> <li>Senior Budget Coordinator, Finance and Performance Evaluation Division, CA</li> <li>Interim Director, Alliance for Child Welfare Excellence, University of Washington (UW)</li> <li>Acting Director of Internal Communications, CA</li> <li>Assistant Director, Public Affairs, Department of Social and Health Services (DSHS)</li> </ul>

<sup>24</sup> CA refers to Children's Administration.

Topic/Area of work	Point Person/ Lead	Responsibilities	Team Members
			<ul style="list-style-type: none"> <li>• Director of the Division of Quality Management and Accountability, CA</li> <li>• Quality Assurance Program Manager, CA</li> <li>• FAR Lead and Regional Deputy Administrator (Region 2), CA</li> <li>• Program Manager, CA</li> <li>• Central Office Lead</li> <li>• 3 Regional Leads</li> <li>• Office Leads</li> </ul>
<b>Project Management</b>	Special Assistant, CA	<ul style="list-style-type: none"> <li>• Project Management for Title IV-E Waiver and FAR Implementation</li> <li>• Provide project updates to management</li> <li>• Point person for Evaluation</li> <li>• Point of contact for general questions</li> <li>• Assist in contract process</li> <li>• Work with DSHS Project Manager and provide regular status updates</li> <li>• Convene regular status/update meetings</li> <li>• Track issues and resolutions</li> <li>• Track lessons learned</li> </ul>	<ul style="list-style-type: none"> <li>• Practice Consultant, CA</li> <li>• Contracts Supervisor, CA</li> <li>• Contracts Attorney, CA</li> <li>• Senior Researcher, RDA</li> <li>• Director of Finance and Performance Evaluation Division, CA</li> <li>• IT Specialist, CA</li> <li>• Office Chief, Program and Policy, CA</li> <li>• FAR Lead and Regional Deputy Administrator (Region 2), CA</li> <li>• Program Manager, CA</li> <li>• Interim Director, Alliance for Child Welfare Excellence, UW</li> <li>• Acting Director of Internal Communications, CA</li> <li>• Assistant Director, Public Affairs, DSHS</li> <li>• Quality Assurance Program Manager, CA</li> <li>• Director of Performance Based Contracts, CA</li> <li>• Administrative Assistant 4, DSHS</li> <li>• Central Office Lead</li> <li>• Regional Leads</li> <li>• Office Leads</li> </ul>
<b>Evaluation</b>	Senior Researcher, RDA	<ul style="list-style-type: none"> <li>• Draft Evaluation RFP</li> <li>• Point person for contracted evaluator for data needs</li> </ul>	<ul style="list-style-type: none"> <li>• Field Operations Director, CA</li> <li>• Special Assistant, CA</li> </ul>



Topic/Area of work	Point Person/ Lead	Responsibilities	Team Members
	Special Assistant, CA	<ul style="list-style-type: none"> <li>• Liaison with FamLink on data</li> <li>• Provide data to contracted evaluator</li> <li>• Assist with writing the evaluation portion of required documents</li> <li>• Review Interim Evaluation Report</li> <li>• Review Final Evaluation Report</li> </ul>	<ul style="list-style-type: none"> <li>• Practice Consultant, CA</li> <li>• Contracts Attorney, CA</li> <li>• Senior Budget Coordinator, Finance and Performance Evaluation Division, CA</li> <li>• Contract Manager, Central Contract Services (CCS)</li> <li>• Casey Family Programs</li> </ul>
<b>RFP Evaluation Review</b>	RDA  Practice Consultant, CA  Contract Manager, CCS	<ul style="list-style-type: none"> <li>• Develop Evaluation Questions for reviewers (RDA)</li> <li>• Develop scoring criteria and templates (CCS/CA/RDA)</li> <li>• Facilitate meetings with reviewers (CCS)</li> <li>• Facilitate RFP evaluation and scoring (CA/RDA)*</li> <li>• Facilitate Oral presentation if needed (CA/RDA)*</li> </ul> <i>(*cannot be same individuals involved in drafting the RFP)</i>	<ul style="list-style-type: none"> <li>• RDA Staff</li> <li>• Contract Manager, CCS</li> <li>• Administrative Assistant 4, DSHS</li> <li>• Special Assistant, CA</li> </ul>
<b>Contracts</b>	Contracts Supervisor, CA  Contracts Attorney, CA	<ul style="list-style-type: none"> <li>• Liaison between CA and Central Contracts Services</li> <li>• Assist in developing RFP</li> <li>• RFP process</li> <li>• Prepare for review of proposals</li> <li>• Respond to bidders questions</li> <li>• Write contract and statement of work</li> <li>• Negotiate contract</li> </ul>	<ul style="list-style-type: none"> <li>• Field Operations Director, CA</li> <li>• Special Assistant, CA</li> <li>• Practice Consultant, CA</li> <li>• Senior Researcher, RDA</li> <li>• Senior Budget Coordinator, Finance and Performance Evaluation Division, CA</li> <li>• Administrative Assistant 4, DSHS</li> <li>• Contract Manager, CCS</li> </ul>
<b>Fiscal</b>	Director of Finance and Performance Evaluation Division, CA	Develop the following documents: <ul style="list-style-type: none"> <li>• Development costs</li> <li>• Provide evaluation RFP cost proposal</li> <li>• Quarterly claim</li> <li>• Fixed schedule of payments for 5 year demonstration</li> <li>• Amendment to CAP</li> <li>• Financial Monitoring tool</li> <li>• Annual accounting of spending</li> </ul>	<ul style="list-style-type: none"> <li>• Senior Budget Coordinator, Finance and Performance Evaluation Division, CA</li> <li>• Cost Allocation Manager, CA</li> </ul>
<b>Reports</b>	Practice Consultant, CA	<ul style="list-style-type: none"> <li>• Assist in writing the Initial Design and Implementation Report</li> </ul>	<ul style="list-style-type: none"> <li>• Field Operations Director, CA</li> <li>• Special Assistant, CA</li> </ul>

Topic/Area of work	Point Person/ Lead	Responsibilities	Team Members
		<ul style="list-style-type: none"> <li>• Write quarterly reports</li> <li>• Semi-Annual Progress Reports</li> <li>• Reports to Legislature on FAR</li> </ul>	<ul style="list-style-type: none"> <li>• Senior Researcher, RDA</li> <li>• Director of Finance and Performance Evaluation Division, CA</li> <li>• Senior Budget Coordinator, Finance and Performance Evaluation Division, CA</li> <li>• Cost Allocation Manager, CA</li> <li>• Director of Performance Based Contracts, CA</li> <li>• Quality Assurance Program Manager, CA</li> <li>• Acting Director of Internal Communications, CA</li> <li>• IT Specialist, CA</li> <li>• Office Chief, Program and Policy, CA</li> <li>• FAR Lead and Regional Deputy Administrator (Region 2), CA</li> <li>• Program Manager, CA</li> <li>• Interim Director, Alliance for Child Welfare Excellence, UW</li> <li>• Central Office Lead</li> <li>• Regional Leads</li> <li>• Office Leads</li> <li>• Evaluator Team</li> </ul>
<b>FamLink</b>	Director, Technology Services, CA  IT Specialist, CA	<ul style="list-style-type: none"> <li>• Lead FamLink changes related to FAR</li> <li>• Train on FAR FamLink changes</li> <li>• Provide data for evaluation and legislative reports</li> </ul>	<ul style="list-style-type: none"> <li>• Office Chief, Program and Policy, CA</li> <li>• Cost Allocation Manager, CA</li> <li>• Director of Performance Based Contracts, CA</li> <li>• Senior Researcher, RDA</li> <li>• FAR Lead and Regional Deputy Administrator (Region 2), CA</li> <li>• Intake and Substance Abuse Program Manager, CA</li> <li>• CPS Program Manager, CA</li> <li>• Family Voluntary Services Program Manager, CA</li> <li>• Policy Program Manager, CA</li> </ul>

Topic/Area of work	Point Person/ Lead	Responsibilities	Team Members
			<ul style="list-style-type: none"> <li>• Supervisor (Region 1), CA</li> <li>• Supervisor (Region 2), CA</li> <li>• Social Service Specialist 3 (Region 3), CA</li> <li>• Supervisor (Region 3), CA</li> <li>• Program Manager, Division Licensing Resources, CA</li> <li>• Supervisor (Region 3), DLR, CA</li> <li>• Identified Field Staff</li> </ul>
<b>Policy / Implementation</b>	Office Chief, Program and Policy, CA	<ul style="list-style-type: none"> <li>• Policy and WAC changes for FAR</li> <li>• Child Welfare Program Improvement plan               <ul style="list-style-type: none"> <li>○ Increase age limit for Title IV-E program to 21</li> <li>○ Procedures to assist youth to reconnect with bio family</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Intake and Substance Abuse Program Manager, CA</li> <li>• CPS Program Manager, CA</li> <li>• Family Voluntary Services Program Manager, CA</li> <li>• Policy Program Manager, CA</li> <li>• Field Operations Director, CA</li> <li>• Special Assistant, CA</li> <li>• Quality Assurance Program Manager, CA</li> <li>• Practice Consultant, CA</li> <li>• Adolescent Program Manager, CA</li> <li>• Central Office Lead</li> <li>• Regional Leads</li> <li>• Office Leads</li> <li>• Identified field staff</li> </ul>
<b>Training</b>	Office Chief, Program and Policy, CA  Interim Director, Alliance for Child Welfare Excellence, UW	<ul style="list-style-type: none"> <li>• Develop Cost Plan for training</li> <li>• Develop Statewide training plan</li> <li>• Curriculum development</li> <li>• Training of offices and staff</li> <li>• Incorporating into Academy</li> </ul>	<ul style="list-style-type: none"> <li>• The Alliance staff</li> <li>• Intake and Substance Abuse Program Manager, CA</li> <li>• CPS Program Manager, CA</li> <li>• Family Voluntary Services Program Manager, CA</li> <li>• Policy Program Manager, CA</li> <li>• Field Operations Director, CA</li> <li>• Special Assistant, CA</li> <li>• Practice Consultant, CA</li> </ul>

Topic/Area of work	Point Person/ Lead	Responsibilities	Team Members
			<ul style="list-style-type: none"> <li>• Quality Assurance Program Manager, CA</li> <li>• Adolescent Program Manager, CA</li> <li>• Performance Based Contracting Project Director, CA</li> <li>• IT Program Manager, CA</li> <li>• Central Office Lead</li> <li>• Regional Leads</li> <li>• Office Leads</li> </ul>
<b>Communication</b>	Acting Director of Internal Communications, CA	<ul style="list-style-type: none"> <li>• Develop Communication Plan</li> <li>• Lead internal CA communication</li> <li>• Lead stakeholder communication</li> <li>• Post interim and final evaluation reports to CA website</li> </ul>	<ul style="list-style-type: none"> <li>• Field Operations Director, CA</li> <li>• Special Assistant, CA</li> <li>• Practice Consultant, CA</li> <li>• Director of Performance Based Contracts, CA</li> <li>• Quality Assurance Program Manager, CA</li> <li>• 3 Regional Administrators</li> <li>• 3 Deputy Regional Administrators</li> <li>• Central Office Lead</li> <li>• 3 Regional Leads</li> <li>• Office Leads</li> <li>• Contracted evaluator</li> </ul>
<b>Office Readiness</b> <ul style="list-style-type: none"> <li>• HQ lead</li> <li>• Regional lead</li> <li>• Office lead</li> </ul>	TBD	<ul style="list-style-type: none"> <li>• Central Office lead – <ul style="list-style-type: none"> <li>○ Point of contact for regional leads</li> <li>○ Prepare Office Readiness Tool for offices to use</li> <li>○ Train on Office Readiness Tool</li> <li>○ Assist with office readiness preparation as needed</li> <li>○ Assist Regions with FAR implementation as offices roll out</li> <li>○ Provide or arrange for technical assistance as needed.</li> </ul> </li> <li>• Regional lead – <ul style="list-style-type: none"> <li>○ Point of contact for questions and issues for offices in their regions,</li> <li>○ Coordinate staffing levels with regional leadership</li> <li>○ Coordinate office readiness and FAR implementation</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• 3 Regional Administrators</li> <li>• 3 Deputy Regional Administrators</li> <li>• Field Operations Director, CA</li> <li>• FAR Lead and Regional Deputy Administrator (Region 2), CA</li> <li>• Program Manager, CA</li> <li>• Quality Assurance Program Manager, CA</li> <li>• Office Chief, Program and Policy, CA</li> <li>• Special Assistant, CA</li> <li>• Practice Consultant, CA</li> <li>• IT Specialist, CA</li> <li>• IT Support &amp; Operations Manager, CA</li> <li>• Contracted Evaluator</li> <li>• Senior Researcher, RDA</li> </ul>

Topic/Area of work	Point Person/ Lead	Responsibilities	Team Members
		<ul style="list-style-type: none"> <li>○ Assist in hiring FAR caseworkers</li> <li>○ Gather data and information from implementing offices as needed</li> <li>○ Identify gaps or areas where technical assistance may be needed</li> <li>○ Coordinate and assist on the training for offices.</li> <li>○ Assist as needed in developing local community resource teams</li> <li>○ Provide training (in partnerships with local offices) to local communities on FAR and the purpose of Community Resource Teams.</li> <li>○ Arbitrate when disagreements arise in an office about the pathway to which a family should be referred.</li> <li>● Office lead – <ul style="list-style-type: none"> <li>○ Lead office readiness activities and implementation of FAR</li> <li>○ Assist in hiring FAR caseworkers</li> <li>○ Lead in developing community resource teams</li> <li>○ Provide training (in partnerships with Regional lead) to local communities on FAR and the purpose of Community Resource Teams, including judges, community partners, law enforcement)</li> <li>○ Develop training schedule for local community trainings and provide to Regional and HQ Lead</li> </ul> </li> </ul>	
<b>Quality Assurance</b>	Quality Assurance Program Manager, CA	<ul style="list-style-type: none"> <li>● Assist Evaluator as needed with Client Satisfaction Survey</li> <li>● Review implementation for fidelity to model</li> <li>● CQI activities: <ul style="list-style-type: none"> <li>○ Training</li> <li>○ Disproportionality Reduction</li> <li>○ Consistency of Intake screening and assignment</li> <li>○ Service distribution</li> <li>○ Concrete resource distribution</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Field Operations Director, CA</li> <li>● Special Assistant, CA</li> <li>● Practice Consultant, CA</li> <li>● Senior Researcher, RDA</li> <li>● 3 Regional Administrators</li> <li>● 3 Deputy Regional Administrators</li> <li>● Central Office Lead</li> <li>● 3 Regional Leads</li> <li>● Office Leads</li> </ul>

Topic/Area of work	Point Person/Lead	Responsibilities	Team Members
		<ul style="list-style-type: none"><li>○ Policy compliance</li></ul>	<ul style="list-style-type: none"><li>● Identified field staff</li><li>● Contracted Evaluator</li></ul>

### Appendix 3: Training Competencies

Below is the draft list of FAR training competencies for Caseworkers, Social Service Specialists, and Supervisors.

<b>Developmental Competencies for Caseworkers and Social Service Specialists:</b>	<b>Developmental Competencies for Supervisors:</b>
Orientation	Orientation
Racial Disproportionality and Disparities	Leadership in Child Welfare Practice
Engagement and Partnership	Supervising Indian Child Welfare
Intake, Referrals and Screening	Supervising Engagement
Assessment in Public Child Welfare Practice	Supervising Assessment
Child Protective Services	Supervising Planning and Case Management
Voluntary Service Provision	Supervising Legal Services
Planning in Public Child Welfare	Administrative Supervision
Child and Family Case Management	Creating Healthy Team Environment
Visitation	Personnel Management
Indian Child Welfare	Professional Development
Kinship and Fictive Kin Caregivers	Coaching for Transfer of Learning and Skill Development
Foster Care Placements	Customer Service
Children and Adolescent Well-Being	Continuous Learning and Supportive Supervision
Supporting Parents	Managing High Profile and Crisis Situations
Domestic Violence	Stress Management
Mental Health	Supervising for Worker Safety
Substance Abuse	Culture, Diversity, and Racial Disproportionality
Adoption	Professionalism and Ethics
Legal	Collaboration and Teamwork
Professionalism and Ethics	
Self-Care and Professional Development	

## Appendix 4: Title IV-E Waiver Advisory Committee Members

Below are the members of the Title IV-E Waiver Advisory Committee, current as of December 18, 2012.

Title IV-E Waiver Advisory Committee	
<b>Co-Chairs:</b>	
<ul style="list-style-type: none"> <li>• <b>Denise Revels Robinson, Assistant Secretary, Children's Administration, DSHS</b></li> <li>• <b>Washington State House of Representatives Representative Ruth Kagi, 32nd Legislative District</b></li> </ul>	
Justice Bobbe Bridge, Center for Children & Youth Justice	Joanne Moore, Office of Public Defense
Deonate Cruz, Foster Youth Alumni	Ron Murphy, Casey Family Programs
Ben de Haan, Partners for Our Children	Roberta Nestaas, Lutheran Community Services
Nancy Dufraine, Tribal Representative, Chehalis Tribe	Sharon Osborne, Children's Home Society of Washington
Elizabeth Griffin Hall, Foster Parent	Dru Powers, Foster Parent
Gwen Gua, Tribal Representative, South Puget Intertribal Planning Agency (SPIPA)	Nancy Roberts-Brown, Catalyst for Kids
Senator Jim Hargrove, 24th Legislative District	Janet Skreen, Administrative Office of the Courts
Sheila Huber, Attorney General's Office	Andi Smith, Governor's Policy Office
Chris Imhoff, DSHS Aging and Disability Services Administration	David Stillman, DSHS Economic Services Administration
Brenda Lopez Kauffman, Veteran Parent	Mary Stone-Smith, Catholic Community Services of Western Washington
Jeanine Livingston, Washington Federation of State Employees	Jim Theofelis, Mockingbird Society
Samantha McDonald, Foster Youth Alumni	Casey Trupin, Columbia Legal Services
Maureen McGrath, Catholic Charities of Central Washington	Representative Maureen Walsh, 16th Legislative District
Mary Meinig, Office of the Family and Children's Ombudsman	Kelly Zelenka, Building Changes
Michael Mirra, Tacoma Housing Authority	Facilitator: Bernice Morehead, Children's Administration, DSHS