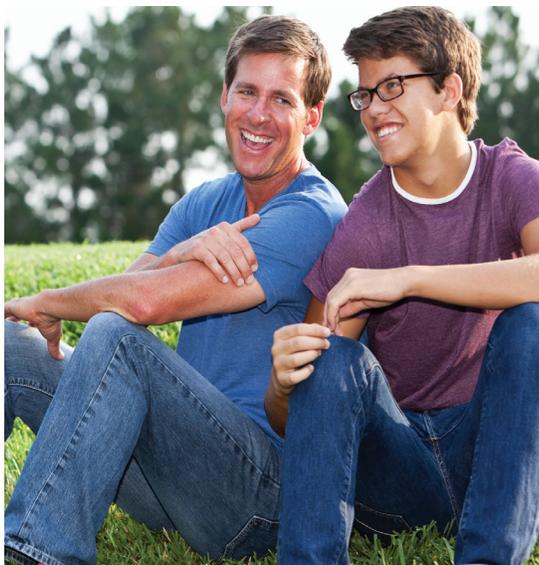


Family Search and Engagement (FSE) Program Manual

Washoe County Department of Social Services



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APPENDIX 22

1 BACKGROUND

History of the PII Project

The Permanency Innovations Initiative (PII) is a 5-year, \$100 million initiative of the Children’s Bureau underway since 2010 that includes 6 Grantees,¹ each with an innovative intervention designed to help a specific subgroup of children leave foster care in less than 3 years.² The project combines requirements for purposeful application of implementation science, rigorous evaluation, and coordinated dissemination of findings. PII aims to:

- Implement innovative intervention strategies, informed by relevant literature, to reduce long-term foster care (LTFC) stays and to improve child outcomes
- Use an implementation science framework enhanced by child welfare expertise to guide technical assistance activities
- Rigorously evaluate the validity of research-informed innovations and adapted evidence supported interventions (ESIs)³ in reducing LTFC
- Build an evidence base and disseminate findings to build knowledge in the child welfare field

This integration of implementation science and program evaluation in a coordinated framework is intended to build or enhance the capacity of child welfare agencies to develop, implement, and evaluate research-informed innovations and adapted ESIs and to provide evidence about program effectiveness. An overarching objective of PII is to increase the number of ESIs available to the child welfare community.

To this end, Grantees follow a systematic approach (the PII Approach⁴), focusing on clearly operationalizing the infrastructure needed to support practitioners’ implementation of the interventions as intended.

The PII Approach readies interventions for broad-scale use, which is more likely to be warranted and feasible when interventions have been well operationalized with specified core components, and implementation teams have documented necessary infrastructures to support, sustain, and improve implementation integrity over time. The PII Approach provides a model for child welfare administrators and agency directors to add evidence to the body of knowledge about what works in child welfare. Its systematic approach offers a guide for child welfare stakeholders to identify existing interventions or develop innovations to solve complex problems and evaluate them for effectiveness.

The federal government is supporting Grantees as they implement and evaluate their interventions through two offices within the Administration for Children and Families: the Children’s Bureau and the Office of Planning, Research and Evaluation (OPRE). The Children’s Bureau is providing training and technical assistance to Grantees to strengthen their use of best practices in implementation. OPRE is supporting rigorous within- and cross-site evaluations of Grantees’ interventions.⁵ Both offices are working together to disseminate the lessons learned from PII.

Purpose of This Manual

This program manual provides detailed information about the implementation process of the Washoe County Permanency Innovation Initiative Family

1 The Grantees include Arizona Department of Economic Security; California Department of Social Services; Illinois Department of Children and Family Services; Los Angeles LGBT Center; University of Kansas; and Washoe County, Nevada Department of Social Services. For more information about Grantees’ target populations and interventions, please visit <http://www.acf.hhs.gov/programs/cb/resource/pii-project-resources>.

2 At the time of this printing, PII Grantees are in the 5th year of their projects.

3 Evidence-supported interventions are specific, well-defined policies, programs, and services that have shown the potential, through rigorous evaluation, to improve outcomes for children and families (Framework Workgroup, 2014).

4 More information about PII, PII Grantees, and the PII Approach, can be found at the Children’s Bureau website at <http://www.acf.hhs.gov/programs/cb/resource/pii-project-resources>.

5 For more information about the evaluation, see: <http://www.acf.hhs.gov/programs/opre/research/project/permanency-innovations-initiative-pii-evaluation>.

Search and Engagement (FSE) program. The purpose of the manual is to assist others in the field in replicating or adapting FSE for their local use. Washoe County Department of Social Services' (WCDSS) adaptation of FSE included contracting with Catholic Community Services of Western Washington (CCSWW), the developer/purveyor of FSE for training, coaching, and technical assistance. CCSWW developed the program materials referenced in the appendices along with WCDSS and the Children's Cabinet adapting some materials for the intervention locally. The appendices will be referenced regarding which agency developed which one. Replicating or adapting ESIs with fidelity to the interventions builds evidence in child welfare and expands the range of intervention effectiveness to different target populations and organizational contexts. These efforts to build evidence serve several purposes, including preparing an intervention for evaluation (either during implementation or later, depending on the organizational context in which an intervention is implemented) and building a base of replicable interventions that can serve the complex needs of diverse communities of children and families.

The intended audience for this program manual comprises potential implementers of the intervention, including child welfare administrators and staff, evaluators, and purveyors. This document contains background information about the explorative stage of implementation and detailed explanation of processes related to:

- Ongoing system readiness for implementation
- Teaming for implementation and communication
- Practitioner recruitment and selection
- Client recruitment and selection
- Operationalization of the intervention
- Training for practitioners to deliver the intervention
- Coaching
- Performance and fidelity assessment
- Use of data for decision making and improvement

It also includes reflections and lessons learned and other practical information based on the experience of the WCDSS executive leadership and implementation teams. The appendices includes numerous program documents, including usability plans, practitioner assessments, fidelity measures, and useful tools.

Description of the Intervention

As a PII Grantee, WCDSS implemented FSE, a structured, step-by-step approach to searching for and engaging family and fictive kin connections and establishing permanent connections to children in foster care. FSE works to establish both non-legal and legal permanence. Non-legal permanence is a short-term goal, which will assist children in creating permanent emotional connections and supportive bonds with both biological kin (kin) and fictive kin, including youth and adult siblings. Supporting emotional connectedness to siblings is an important step in creating permanence for youth. Establishing non-legal permanence can allow the children and their kin and fictive kin the opportunity to expand their relationships and can lead to the long-term goal of legal permanence (guardianship, adoption, or reunification) or improve their chance of success after leaving care.

In partnership with the Children's Cabinet (CC), a community-based, nonprofit, family and youth services agency, WCDSS implemented FSE to create permanence for children in one of three target populations described below in the form of guardianship, adoption, or another form of permanent commitment. The other populations received a SAFE-FC intervention (see text box).

The six structured components of FSE are: (1) Setting the Stage, (2) Discovery, (3) Engagement, (4) Exploration and Planning, (5) Decision Making and Evaluation, and (6) Sustaining the Relationship(s). These engage the foster child in exploring his or her experiences in care and willingness to participate in achieving permanency, guide the search for potential

SAFE-FC

Safety Assessment Family Evaluation (SAFE) is an assessment and intervention approach which results in decisions that move the family through the child protective services process. Family Connections (FC) is a community-based service program that works with families to help them meet the basic needs of their children and to reduce the risk of child neglect. Washoe County combined them to create SAFE-FC.

permanent connections in the child's life, and help adults make realistic decisions on how to be involved in the child's life.

Target Population

The FSE target population comprised children in foster care for 12 months or longer who did not have a parent available to participate in the SAFE-FC intervention and who, at the time of placement, had 1 or more of the 4 risk case characteristics identified for the SAFE-FC populations:

1. Parent substance abuse
2. Homelessness or inadequate housing
3. Single-parent household
4. Parental incarceration

The Washoe SAFE-FC team identified these four risk case characteristics with the help of the PII Evaluation Team (PII-ET). Together, they analyzed existing administrative and program data through a process called data mining to confirm or identify factors that put children who had been in care 12 months or longer at risk of LTFC. WCDSS used the data-mining results to complete a population template that organized information about the target population and presented evidence in support of the chosen population.

Completed in Year 1, this data mining suggested complex family problems associated with children who have the greatest likelihood of staying in LTFC. When the SAFE-FC team identified a population of children who met the criteria for SAFE-FC—except for the availability of a parent with whom they could participate in the program—the team determined this as the primary FSE eligibility criteria.

DEFINING SAFE-FC AND FSE TARGET POPULATIONS

Washoe County identified the target population for FSE during the implementation of the SAFE-FC intervention, which targeted two populations that were at risk of LTFC (see below). Data mining for SAFE-FC revealed a third of the population of children who were at risk of LTFC were not eligible for SAFE-FC. WCDSS estimated the FSE population (often referred to as Population 3) to be 56 children coming from all Washoe County permanency caseworkers, of which approximately 36 children and youth were expected to receive FSE. Only 26 children actually received the FSE intervention during this time because they achieved permanency through adoption. WCDSS defined the population before choosing the intervention, but the agency did not select specific cases for the intervention until after they chose the intervention.

Population 1: Children assessed as unsafe due to impending danger

Population 2: Children in foster care for 12 months or longer who had one or more of the 4 risk case characteristics at the time of placement and who have a parent available and willing to participate in SAFE-FC intervention

Building on the work that was completed for Population 2, WCDSS and the CC conducted an extensive and labor-intensive case review, which involved searching through every open case to rule in or out whether a child met the definition criteria. Washoe's FSE target population was not an ongoing enrollment of children—it was a static population. All children who were in foster care for 12 months or longer; had 1 or more of the 4 risk case characteristics at the time of placement; whose permanency goals (as reflected in UNITY, Washoe County's State Automated Child Welfare Information System [SACWIS]) were either Other Planned Permanent Living Arrangement or termination of parental rights and adoption; and do not have a parent available were eligible for the FSE intervention. Any children with one or more of the following five criteria were excluded from the FSE population:

1. **Family drug court or mental health court involvement:** Family drug or mental health court cases involve families who are on an existing, specialized, model court program. They have assigned treatment teams, specialized treatment providers, and dedicated attorneys and caseworkers. Typically, their length of involvement goes beyond a year due to the nature of addiction and built-in monitoring and follows-up. WCDSS did not want to disrupt families' access to this well-developed, targeted, systemic approach. Additionally, in order for a family to participate in family drug court, it must have a reunification goal.
2. **Imminent adoption:** Imminent adoption is defined as a child who is 50–100 percent legally free from his or her parents and currently living in his or her adoptive placement. The team believes children in this circumstance are on track for permanency and, therefore, did not want to disrupt that permanency outcome.
3. **17½ years of age and older:** Washoe County has client caseloads involving youth who are legal adults on a voluntary case plan targeted towards enhancing their ability to live independently. Those

children who are 17½ are being readied for this type of assistance.

4. Inclusion in either of the two SAFE-FC populations
5. Either reunification (as reflected in UNITY) or legal guardianship as sole permanency goals: Children who meet the above criteria and also have a permanency goal of reunification are viewed as being imminently reunified. Also, children whose permanency goal is legal guardianship have a permanent caregiver already identified. Applying the intervention to these cases may disrupt this positive outcome.

WCDSS determined that the children who comprised the FSE target population would be well served with the FSE intervention as it addressed the goal of finding alternate caregivers. The FSE target population had lost connections with its caregivers at the time of removal and had little hope of re-engaging with them in a timely manner. WCDSS believed engagement was a critical activity for potential permanency connections for this population. Based on this belief, WCDSS determined that FSE would better address the needs of the target population because the engagement process of the FSE model was more intensive than the engagement process for other interventions that were explored.

Note: WCDSS made the decision not to continue FSE after the evaluation period ended. At the time that WCDSS considered continuing FSE, the agency leadership was in flux, and the new leadership was not prepared to make a long-term commitment to adapting the agency to sustain FSE post-PII as there were other goals and priorities in the next fiscal year. The State of Nevada funding cycle, which would allow for funding FSE to support the project beyond PII, was unclear at the time the agency leadership was making the decision. The decision to discontinue FSE post-PII was also influenced by communication issues with the CC around roles and responsibilities, which were not resolved by the time the decision to (dis)continue was

made. FSE was well received by staff and leadership alike, and the agency may reconsider implementing FSE in the future.

Theory of Change

To begin developing a theory of change, the team identified what it was trying to change and how it would do that. The problem was with a group of children and youth who had been in care for more than 1 year who needed to be served. The FSE model seemed a good intervention for this population, given that there were no caregivers available for these children and that the intervention focused on alternative forms of permanence and the expanded definition of permanent connections.

Based on a research review, FSE was found to improve the chance for children to make a connection that they did not have before—with a relative, fictive kin, a teacher, i.e., someone who might commit to at least providing a consistent presence in the child’s life. FSE did not promise to provide children a permanent placement that would prevent them from aging out of foster care. If discovered kin or fictive kin were not bound to a commitment of placement, they might feel like they could be involved in this child’s life; that involvement could potentially grow into something permanent. In the theory of change (see box below),

WCDSS emphasized connecting youth, not finding a permanent home for them, and easing fears about getting involved.

Process for Selecting the Intervention

Two possible interventions were explored: Family Finding and FSE. Significant research went into both interventions, including interviews with the program developers and implementers. At the time of the decision between FSE and Family Finding, Family Finding was undergoing a randomized control trial in several sites in North Carolina. There did not seem to be the same level of rigor in terms of research designs for FSE. WCDSS and the CC requested and received more data and documentation from the purveyor (CCSWW) that indicated FSE had been effective, including encouraging statistics about engagement. (See **Appendix A** for information from other FSE studies.)

In addition to the evidence base for these interventions, WCDSS carefully considered the cost for training and supporting practitioners in the implementation of an intervention for this target population because SAFE-FC was already in early implementation. FSE appeared to cost less than Family Finding for the ongoing cost of support, coaching, and booster

Time in LTFC will be reduced for children and youth without a permanency goal of reunification, if:

- Comprehensive searches are conducted for kin/fictive kin;
- Active engagement strategies with kin/fictive kin are implemented;
- Assessments are completed and involve the child, alternative caregivers, and the family system to build a safe and stable home for the child;
- Case plans are developed to identify outcomes for caregivers, children, and the family;
- Intensive, change-focused services to support caregivers and children are delivered;
- Frequent visits to facilitate outcomes and goals are arranged; and
- There is regular evaluation of change over time to adjust legal case plans to support permanency.

training. The FSE purveyor would also allow WCDSS to implement train the trainer and have access to phone calls as needed for consultation. This additional training and ongoing support was key to WCDSS' choice to implement FSE. It minimized ongoing costs and solved the challenges of trying to schedule training by the purveyor who may be unavailable when Washoe County needed it. Developing in-house capacity for training would also meet training needs resulting from staff turnover and the onboarding other new staff.

Early learnings from the implementation of SAFE-FC informed WCDSS and the CC about the importance of the ongoing engagement and support of found relatives and potential caregivers. In addition, the CC embraces wraparound and supportive services for families as integral principles of the organization. WCDSS concluded that because engagement and ongoing support are prescribed components, FSE was the most appropriate fit for the needs of the target population and for their agency.

REFLECTION

The purveyor, CCSWW, provided training for certain CC staff that were going to deliver the intervention and to agency caseworkers that would work with the children who would receive FSE. It also provided orientation to other caseworkers whose clients would not receive this service. Through the training, those caseworkers were made aware of this new service that their agency was providing. Staff began asking, "How do I get my kids into this?" This training generated excitement and good communication about this service within the agency.

2 TEAMING FOR IMPLEMENTATION AND COMMUNICATION

The intervention's success is dependent on the quality and commitment of the implementation team, which has a clear understanding of the nature of the work that the FSE practitioners will do with children and youth and will guide the implementation of the FSE intervention with attention to the implementation supports required. WCDSS developed the FSE Implementation Work Group (FIWG), made up of key management staff from both WCDSS and the CC, to support the implementation of FSE. The FIWG reported to the existing Implementation Leadership Team for guidance and to the Project Management Team for

key decision making about installation tasks to ensure successful implementation of FSE. The work group included coordinators from WCDSS and from the CC, as well as the Evaluation Liaison, Project Director, and the purveyor on occasion when a training situation occurred or further WCDSS caseworker buy-in was needed. The role of the FIWG involved:

- Promoting a vision for implementation
- Preparing staff to perform FSE
- Assuring implementation fidelity
- Assisting with the coordination of implementation activities associated with competency drivers
- Directly facilitating implementation activities, such as training, supervisory consultation, and coaching
- Establishing expectations for standardized practice and decision making
- Reinforcing commitments among case managers for completing FSE practice components with fidelity
- Determining progress toward the successful implementation of FSE

3 ONGOING SYSTEM READINESS FOR IMPLEMENTATION

Implementation of innovations often occurs in a complex organization. As a result, the organization must pay constant and ongoing attention to readiness. Attention to ongoing readiness means paying close attention throughout the implementation process to the entire organization, both the people and the overall structure in which an innovation is being implemented. This can take multiple forms, e.g., administration of a readiness assessment before beginning implementation or targeted information gathering through meetings and outreach sessions.

However the information gathering occurs, it should include ongoing exploration of how an organization is currently operating and how it should or could be operating to support the innovation more effectively. A readiness assessment could reveal that, in general, a certain innovation does not fit into the organization's current mission and vision or that the organization needs to involve more partners. A targeted look could reveal that current hiring practices do not assess for the specific competencies needed for the innovation. Although assessment methods and results vary by organization and implementation stage, attention to ongoing readiness is crucial throughout the process.⁷

Initial Readiness

While preparing to implement SAFE-FC, WCDSS administered a readiness survey (the Washoe County

Permanency Innovations Initiative Implementation Capacity Assessment) of existing Washoe County and CC staff to develop a baseline understanding of agency-wide views, values, and perceptions of organizational readiness for change. The survey results provided information about issues that needed to be addressed within the competency, organization, and leadership drivers. In addition to the survey, key staff, including upper management, provided insight about agency culture and possible points of difficulty. Consideration was given to both internal changes to staffing responsibilities; shifts in practice; and roles and responsibilities between the county worker, the CC worker, and various community service providers. Results of the survey showed that both WCDSS and the CC had the organizational and staff capacity to implement SAFE-FC. By extension, the FSE implementation team determined that WCDSS and the CC were ready to implement FSE with Population 3.

Several existing organizational mechanisms and supports ensured that WCDSS and the CC would implement FSE with fidelity to the program model and best practice standards. These included: Washoe County and CC team meetings; weekly case staffing with a supervisor by the CC case manager (CC CM); practice standards; fidelity assessments; feedback, coaching, and technical assistance; routine quality assurance checks; and ongoing monitoring by the project implementation and management teams. The contract with the CCSWW included support for case managers and caseworkers in the form of core competency practice, coaching, and close supervision during the initial training phase. The purveyor also agreed to train supervisors in monitoring and coaching techniques to build WCDSS and CC's internal capacity to monitor fidelity and to encourage adherence to the FSE model in the future.

⁷ Dymnicki, A., Wandersman, A., Osher, D., Grigorescu, V., & Huang, L. (2014). *Willing, able → ready: Basics and policy implications of readiness as a key component for implementation of evidence based practices*. ASPE Issue Brief, Office of the Assistant Secretary for Planning and Evaluation, Office of Human Services Policy, United States Department of Health and Human Services. Retrieved at https://aspe.hhs.gov/sites/default/files/pdf/77076/ib_Readiness.pdf

FSE CORE COMPETENCIES

- Engagement
- Advocacy
- Service
- Coordination and Collaboration
- Cultural Humility
- Communication
- Critical Thinking

(See **Appendix B**)

Besides these specific supports and organizational mechanisms to implement FSE, the CC had dedicated staff already familiar with WCDSS as an agency with regard to practices and policies. These staff had existing access to the WCDSS SACWIS system and working relationships with WCDSS staff. And, in addition to the results from the Implementation Capacity Assessment showing a positive readiness for organizational change for both WCDSS and the CC, the system's climate was supportive of the project and the evaluation research. WCDSS had support from the state child welfare leadership; key stakeholders were involved in reviewing plans for the project; and well-established, public-private partnerships supported the services to be implemented.

The FSE purveyor expressed a willingness to work with WCDSS and the CC to determine the needs and to help adapt the FSE model appropriately. WCDSS anticipated that the program development revolved around drafting and implementing fidelity criteria and associated fidelity reviews of the intervention. However, the bulk of the need involved the training of WCDSS caseworkers and ensuring they “bought in” to the model, the process, and the outcomes for the children. The program needed to be adapted to clearly define roles and responsibilities between the WCDSS caseworkers and the CC CMs.

Ongoing Readiness

To prepare for the implementation of FSE, WCDSS organized installation activities (i.e., the tasks that must occur, the products that must be created, and the systems that must be changed to begin implementation activities) around administrative and organizational support, systemic barriers, training and coaching, data systems and collection, and staffing.

Administrative and Organizational Support

WCDSS initiated a series of tasks to secure administrative and organizational support for the implementation activities, which included training, organization of new roles and responsibilities between CC CMs and WCDSS caseworkers, and the ongoing monthly FIWG.

Systemic Barriers

Specific tasks were planned to minimize the effect of two systemic barriers on implementation: (1) the lack of supportive services for potential permanent families and (2) strategies to support and retain a professional workforce. In Year 1, the Implementation Leadership Team and the Project Management Team confirmed the array of change-focused services available to support families in achieving and maintaining adoptive or legal guardianship-based permanence. WCDSS extended current contracts with agencies and developed protocols for coordinating referrals and collaborating on the services provided to such families, in addition to the support services built into the intervention.

Training and Coaching

To strengthen training and coaching, WCDSS adapted the existing coaching protocol from SAFE-FC for the FSE intervention. WCDSS contracted for a representative from CCSWW to be available on a monthly basis for case consultation with CC supervisors, who would then implement supervision, consultation, and coaching with CC CMs. (For more information, see Section 8: Coaching.) WCDSS also contracted with the purveyor for three training opportunities to train WCDSS

caseworkers and CC CMs who would be working the FSE intervention. The CC CMs attended all three of the trainings and also followed up with a train-the-trainer model where a CC CM and CC supervisor implemented the training to new WCDSS hires.

Data Systems and Collection

WCDSS integrated data collection and management by analyzing data from three sources: (1) UNITY, (2) ongoing Excel case progress spreadsheets tracking dosage of the intervention for each child (i.e., determining how much of the intervention each child received) and tracking outcomes, and (3) fidelity assessments. To accomplish this, WCDSS established a process for accessing and evaluating UNITY-based case data related to outputs and outcomes. The FIWG collected data from UNITY, including information that can already be captured (e.g., client demographics and time spent with clients within case note documentation). The data were collected, analyzed, and reported to the FIWG by the Evaluation Liaison.

Staffing

WCDSS determined that staffing was needed and a strength of this initiative based on the existing relationship it had with the CC and the experience and training of WCDSS and CC staff. WCDSS used existing staff to implement FSE.

The FIWG recognized the value of careful staff selection because staff that possesses the values, qualities, and attitudes in line with the philosophy, principles, and approach of FSE were crucial to effective implementation. The results of the drivers assessment completed by WCDSS and the CC staff indicated that, overall, respondents felt confident in their abilities to learn and implement the necessary skills, tasks, and activities associated with a permanency intervention. As a whole, respondents demonstrated a strong commitment to their agencies and felt that child welfare was a satisfying field in which to work. Caseworkers perceived personal benefit from the implementation of

FSE, with a high percentage agreeing they were willing to put in a great deal of effort to help their agency be successful. Staff members from both organizations appeared to have generally positive morale.

LESSON LEARNED

The information captured through case notes were not detailed enough to adequately determine what efforts were made in individual cases. The data quality issues did influence the decision to discontinue FSE. Clarity of expectations for documentation should have been specified in the contract with the CC.

When beginning installation, there was no specific fidelity model available for FSE. Each site that had previously been trained to perform FSE had adapted the intervention in some way to fit the specific needs of its program. With this in mind, WCDSS created fidelity criteria and developed and implemented a set of fidelity assessment measures based on the fidelity criteria and operational definitions of those criteria. WCDSS did this in close consultation with the FSE purveyors and the FIWG. It developed a protocol for ongoing case progress that tracked and collected data and routinely implemented fidelity assessments to guide the coaching program. The following principles guided the categories of fidelity criteria:

- When possible, finding a family is a child-driven process.
- Every child deserves, and can have, a permanent family.
- Children have the right to know about their family members; family members have the right to know about their children.
- Children should have connections with the biological family, regardless of whether they will live with them, unless there is a compelling reason otherwise.

- With support, most children can live in a home rather than in foster care or institutions.
- Family and fictive kin help develop, plan, and achieve the child’s permanence.
- The goal of FSE is permanency through reunification, guardianship, adoption, or another form of permanent commitment—LTFC is not permanence.

4 PRACTITIONER RECRUITMENT AND SELECTION

FSE services were primarily delivered by two CC workers who were selected by the CC and trained in FSE. There was no interview process used to select the FSE staff. Due to the evaluation component of PII, 18 WCDSS caseworkers were randomly assigned to the SAFE-FC condition, and those SAFE-FC caseworkers, plus 6 nonrandomized caseworkers, were trained in FSE (for a total of 24 WCDSS caseworkers). All eligible cases on usual permanency services worker caseloads had the opportunity to receive FSE services. In talking with the purveyor of FSE and asking the qualities that are most important in the successful FSE staff, it identified being open minded, a clear communicator, and a multitasker.

5 CLIENT RECRUITMENT AND SELECTION

As discussed earlier in the description of the target population, there were a finite number of children (56) eligible for FSE based on the inclusion criteria. Of these, 22 were on SAFE-FC caseworkers caseloads and would not receive FSE services. The remaining 34 children were on the caseloads of usual permanency services workers and were considered eligible to receive FSE services. Due to restrictions on CC caseworkers' caseloads, the initial child enrollment in FSE was limited to approximately 20 children (4 of these were usability cases). Usability testing refers to evaluating a product or service by testing it with representative users. Typically, during a test, participants will try to complete typical tasks while observers watch, listen, and takes notes. The goal is to identify any usability problems, collect qualitative and quantitative data, and determine the participant's satisfaction with the product. The remaining 14 eligible FSE population cases were placed on a waitlist. When a CC staff

member had an available slot on his or her caseload, a child from the waitlist was selected to fill that slot. Because it was likely that siblings would have similar relatives and family identified through FSE, selection of sibling groups off the waitlist occurred in a cluster fashion. This meant that when a slot was available on a CC caseload, and the next child identified was part of a sibling group, all children in the sibling group moved from the waitlist to the CC caseload at once to be served by FSE. For others implementing FSE, it can be based on the referral by the worker. WCDSS had to implement FSE this way due to the research and have a list identified. In other agencies, the most typical way a child was referred to FSE was through their caseworker.

Youth were involved in the FSE process to talk about people that were in their lives before and with whom they had contact and a relationship. The CC CM used the WCDSS caseworker's knowledge and understanding of the youth before introducing FSE. There were times when FSE was not appropriate, and the WCDSS caseworker was clear when presenting information to the CC CM that a youth was not developmentally or emotionally stable to hear about what was happening in his or her case.

6

OPERATIONALIZED INTERVENTION

The National Resource Center for Family Centered Practice and Permanency Planning and The California Permanency for Youth Project developed a practice guide to FSE entitled *Six Steps to Find a Family*.⁸ Adapting the existing practice guide provides WCDSS and CC caseworkers with practical ways to understand FSE and with tools for solving the challenges that will arise during intervention. The practice guide includes:

- Description of organizational context (e.g., state, local, and court policies and procedures; roles and qualifications of WCDSS and CC staff; overview of training and preparation protocols; supervision requirements; overview of competencies)
- Details for each component of the intervention (e.g., practice standards, protocols, description of practice skills, case examples)
- Case recordkeeping (paper and UNITY) requirements
- Emergency risk management procedures (e.g., child maltreatment, psychosocial risk, threat of harm to self or others, worker safety)

Manuals included a section intended for supervisory staff to guide teaching, coaching, and consultation. The supervisor consultation guide section provided tools for supervision, service provision, and case coordination.

The Six Stages of FSE

As described in the intervention overview above, FSE focuses on six core components. FSE was

implemented as described in the manual, with no adaptations to the practice steps or core components.

Setting the Stage

The first step, Setting the Stage, involved careful consideration of the child's unique circumstances, clinical and logistical issues, and fears or questions the child's social worker and supervisor had about continuing with FSE. The practice steps included:

- A discussion about the definition of permanency and philosophical and clinical issues regarding permanency
- Determination of the timing of the child's initial participation
- A decision about who is the best person with to work with the child on FSE (most likely the CC CM)
- FSE introduction by the CC CM and exploration of what the child wants from connections
- Exploration of the child's known family network by the child and CC CM
- Identification and involvement of professional and nonprofessional partners by the child and the CC CM, including an orientation of FSE to the partners by the CC CM

Discovery

The second step, Discovery, involved establishing the a list of family member, fictive kin and/or adults that played a significant role in the child's life, regardless of their intent or ability to establish permanent connections with the child. The intent of this step was to know the history of a case and that child, in order to find as many relatives and fictive kin as possible; to assure reasonable efforts at locating potential caregivers; and to have many folks who may be able to contribute to a network of support for the child, even if they do not pursue legal permanence. The practice steps included:

- Having conversations with the child about whom he or she knows

⁸ Louisell, M. J. (n.d.). *Six steps to find a family*. Retrieved from <http://www.nrcpfc.org/downloads/SixSteps.pdf>

- Conducting a case review to find people currently in the child’s network, including known fictive kin, siblings and half siblings in care, step siblings, and adopted siblings
- Having conversations with known relatives, professionals, and nonprofessionals in the child’s life to obtain information on other potential connections
- Adhering to the agency’s guidelines for due diligence, permissions, and confidentiality
- Searching the case file and other important records
- Using the Internet to find lost contacts
- Engaging contacts immediately
- Keeping the child, team, and contacts informed about progress
- Talking with the child again because the child will remember more each time

Engagement

The third step of FSE, Engagement, involved supporting found contacts, as appropriate, to begin the process of engaging with the child and joining the child’s permanency team. The CC CM began this step as soon as suitable potential adults were found, but also continued search activities outlined in Discovery. The practice steps included:

- Developing an individual engagement strategy for how each person will connect with the child and support permanency efforts
- Preparing for the first in-person visit between the child and important adults
- Keeping the child informed of the process

Exploration and Planning

The fourth step, Exploration and Planning, emphasized establishing a permanency team for the child consisting of the social worker, the CC CM, and other appropriate adults identified through steps one through three above (e.g. Court Appointed Special Advocate

(CASA) worker, child attorney, foster parent, biological parent, etc.). This team explored options and took responsibility for finding permanence for the child. The practice steps included:

- Merging newly identified family members and others with the existing child permanency team
- Preparing members (e.g., social worker, child, others) for participation
- Clarifying the team’s goal and what is expected from participants
- Helping the team explore options and assign tasks
- Setting timelines and monitoring progress to assure tasks are completed
- Keeping the child updated frequently if he or she does not meet with the team

Decision Making and Evaluation

The fifth step, Decision Making and Evaluation, involved developing an individualized plan for legal and emotional permanence, a timeline for completion, a process for ongoing monitoring of progress, and a contingency plan. At the completion of this step, the child and the child’s permanency team had a realistic plan for the child’s future and long-term support, and the team members made a commitment to supporting the child’s permanence. The practice steps included:

- Evaluating the permanent possibilities for the child
- Devising a primary and backup plans
- Exploring legal issues specific to reunification, adoption, guardianship, kinship foster care, and non-legal formal commitments

Sustaining the Relationship(s)

The final step, Sustaining the Relationship(s), was implemented when the child was living or on the verge of living with a permanent caregiver. This step involved developing a thorough support plan to assure that the normal challenges of life and adolescence, as well as the unique challenges faced by each family, did

not interfere with permanence. The practice steps of included:

- Reviewing the contingency plans, legal status and less formal commitments, and formal and informal resources for family members and others to help support permanency
- Preparing the relatives, fictive kin, and the child as the team in order to be self-sustaining

WCDSS followed the FSE model to determine the roles of the WCDSS caseworkers and the CC CMs who had access to UNITY. The CC CMs were primarily responsible for implementing FSE, including assigning tasks, setting timelines, monitoring progress, ensuring accurate record keeping, and moving the process forward for each child. The WCDSS caseworkers were responsible for tasks and activities required by WCDSS for ongoing cases, including monitoring permanency goals, writing court reports, and meeting the child's well-being needs as required by policy and state law. The CC CM actively involved the WCDSS caseworker so that the worker knew that she or he was a part of the plan and could help direct it. These roles were made clear to staff members at both agencies through an orientation meeting.

As part of PII, the implementation of FSE involved program evaluation. The intervention was chosen to serve a pool of identified cases, and, for evaluation purposes, the integrity of that pool was maintained to ensure uncompromised data. As a result of this factor, WCDSS adapted the work flow initially designed in the FSE practice guide. Instead of the WCDSS case worker referring any case to the CC CM, as suggested in the practice guide, the WCDSS caseworker was only allowed to refer from the predetermined list. The CC administration assigned cases to the CC CM, who then contacted the WCDSS caseworker to discuss the case and review the case files.

The CC CM also interviewed the WCDSS caseworker to get background information about the child and potential connections in the child's life. Then the CC CM mined the paper file and the UNITY system looking for contacts. The CC CM had weekly staffing with supervisors throughout the stages of FSE on a continual basis. Before the CC CM contacted or initiated discussion with discovered relatives or fictive kin, he or she talked to the WCDSS caseworkers to prioritize to which relatives or fictive kin to talk, and, jointly, the CC CM and WCDSS caseworker decided who would be responsible for next steps. This would occur in person and/or through e-mail on almost a weekly basis so all parties involved in this child's life were informed of the next steps.

The CC CM gradually contacted each person on the list to engage him or her in the process of getting involved in the life of the youth. The CC CM also continued to have routine contact with the WCDSS caseworkers (weekly meetings, if there was new information to discuss). The CC CM facilitated conversations with the found relative and fictive kin and provided supportive follow-up to ensure that the connection was solid and would remain past the closing of the case. At that point, the CC CM documented a closing summary and ended CC involvement.

Adjustments to Policies and Procedures to Support Implementation

Only minor adaptations were needed to ensure the intervention fit with WCDSS. For example, CCSWW provided boilerplate forms, and WCDSS had to decide whether or not to use them or to modify them. Additionally, WCDSS had to decide whether releases of information were needed or if the intake form provided by CCSWW had all of the necessary information. WCDSS had to make adaptations to the other material provided by CCSWW for it to work within the WCDSS systems, UNITY, and the CC.

7 TRAINING FOR DELIVERY

Training was implemented in phases for CC CMs and supervisors and for WCDSS caseworkers and supervisors. Community members were invited to the latter training if they wanted to participate. All staff received a full 2-day training, which included a half-day orientation and a 1½-day of experiential training components. Training and testing of initial intervention staff was completed first followed by training of remaining permanency and CC staff.

CCSWW training consisted of three onsite trainings in FSE, which included shifting to a train-the-trainer model for the third training session. Members of the FIWG participated in training and then led training with CCSWW staff oversight. In the onsite training, CCSWW trained both the CC CMs, who were to

deliver the FSE services to children, and the WCDSS caseworkers, who would facilitate the work of the CC staff (e.g., managing legal proceedings and communicating the efforts of the CC CMs to the courts, identifying permanency resources from case files).

The usual permanency services caseworkers, who were not doing SAFE-FC, were trained in the initial FSE training, in addition to project staff and CC CMs. The usual permanency services caseworkers were two of the original four selected whose cases would be the first to be served by FSE. Full implementation did not begin until the original four identified caseworkers were fully trained in FSE. A total of seven Washoe caseworkers who had Population 3 eligible cases on their caseloads were trained. Because train the trainer was implemented, the two local trainers conducted training for new case workers who started after CCSWW-led training concluded. Training materials are included in the appendices.

8 COACHING

The coaching model was designed to build the capacity of the FSE supervisor to assume the primary responsibility for coaching staff to implement FSE with fidelity. The FSE purveyor was consulted in creating this coaching concept. Results of fidelity assessments were used to individualize and tailor coaching sessions. The training and coaching installation activities included the adaptation of the FSE intervention guide⁹ in order to address the coaching of the FSE supervisor by the purveyor, who, in turn, provided coaching and consultation to case managers. Coaching began with initial intervention training and continued throughout the project.

The coaching plan (see **Appendix D**) used a consultative, supervisory learning approach. In FSE, supervisors are expected to meet with case managers weekly to provide clinical case consultation. Consulting related to practice and decision making is one of the most important activities that a supervisor performs. The goal of a supervisor as a coach was to encourage day-to-day application of skills, provide timely case and situation specific feedback, encourage case managers to apply themselves personally in the coaching process, and focus on listening to case managers as they expressed their need and experiences. The coaching program was designed to develop skills through practice and analysis of the components of particular skills, techniques, the work, and case settings.

Coaching focused on supervisor competence and replication (i.e., improving the supervisor's competence so that he or she would learn the FSE process and teach it to the staff). For example, if staff were struggling with the initial engagement skills, the CC contacted the purveyor to discuss where they were struggling and how. The purveyor then discussed with the supervisor how to address this issue with staff and

coached the supervisor in the discussion, feedback, and follow-through with the FSE worker.

Supervisors had access to monthly telephone consultation with the purveyor. In preparation for these monthly contacts, the FIWG, which included the CC Coordinator but not the supervisors, met to discuss the core issues and to determine the agenda for the monthly 1-hour contact with the purveyor. Alternatively, the supervisor could e-mail the issues to the purveyor, and the purveyor would send a follow-up e-mail with the resolutions to continue with the ongoing communication and coaching plan. The coaching plan and consultation were directly related to the phase that the FSE CC CM was in at the time the coaching occurred. The supervisor was responsible for addressing the FSE case manager's competencies and for developing plans for the individual case managers as needed and determined by the CC Coordinator.

LESSON LEARNED

The coaching plan that was developed included coaching from the FSE purveyor, and included:

- Supervisor observations
- Worker feedback
- Fidelity assessments
- Children's Cabinet Case Manager involves the WCDSS worker and supervisor in the discussion regarding the child's ability to handle information about the FSE intervention and the relatives contacted based on which phase of the FSE the process is in

As the intervention was implemented, the FSE supervisor was providing the FSE intervention directly; therefore, the coaching plan elements were no longer possible. Another coaching methodology was needed that allowed for a feedback loop, which was not put into place during the delivery of the intervention.

⁹ http://www.ccsww.org/site/DocServer/Family_Search_and_Engagement_Guide_CCS-EMQ.pdf?docID=641

9 FIDELITY ASSESSMENT

The CC Coordinator and the Evaluation Liaison with WCDSS (also members of the FIWG) consulted with the FSE purveyor to develop and implement a set of fidelity assessment measures based on fidelity criteria and operational definitions of those criteria. Upon completion of the fidelity criteria, the Evaluation Liaison developed a protocol for ongoing, case-progress tracking and a plan for routinely implementing fidelity assessments to guide the coaching program. The FIWG developed fidelity criteria, including operationalized definitions (see **Appendix E**); 3 months after that, they finalized the assessment protocol and review instrument.

REFLECTION

The fidelity criteria and process did not exist at the start of this intervention. It is necessary to operationalize and clearly articulate a fidelity assessment process. This should be considered when making selection decisions.

The primary method for assessing fidelity was to conduct structured case reviews. WCDSS made this decision based upon experience doing the SAFE-FC fidelity reviews and the Evaluation Liaison's quality assurance role within the agency. The CC Coordinator teamed with WCDSS to complete the fidelity reviews. Initial fidelity reviews were conducted by members of the FIWG beginning 6 months after initial implementation and continued to occur quarterly during the first year of implementation. The first assessment was done 6 months after the intervention start date. The fidelity assessments continued every 6 months thereafter until the entire FSE population was completed and provided intervention.

LESSON LEARNED

Make sure the coaching plan and feedback loop are put in place prior to starting the intervention. Also determine whose role it is to provide the feedback to the CC CMs after the data is collected from the fidelity review. When the team initially began collaborating about the process, this did not occur as intended. After the intervention started, the coaching and feedback loop was lost due to communication and timing issues.

10 USING DATA FOR DECISION MAKING AND IMPROVEMENT

The data collected regarding FSE was utilized by WCDSS to determine whether a child had obtained and maintained a permanent connection with a relative, fictive kin, or family member. The information was provided by the CC supervisor to the Evaluation Liaison on a flow basis. The intervention was measured in the amount of dosage a child received of FSE and at what stage he or she was. For example, there were cases where the child did not get much of the FSE intervention because his or her case was transferred to the adoptions unit, and the child had found his or her forever home; therefore they might have stopped at file mining. Once this occurred, FSE intervention would stop. Another child may have received all six stages of the FSE intervention and had found a connection with a relative or fictive kin.

The evaluation of FSE for research was a descriptive study. The number of cases would be documented, the dosage of the intervention collected, and information gathered regarding the outcomes for children enrolled in this population. All information was provided to PII-ET for the descriptive study for Population 3 on an Excel spreadsheet and included UNITY documentation, the outputs, and proximal and distal outcomes.

The data collection was utilized to review when another case could be referred to CC CM for FSE. Since there was a waitlist, the frequent data collection process between WCDSS and the CC supervisor

continued the flow of cases going in and out of the intervention. The CC supervisor would update WCDSS monthly through e-mail and monthly meetings.

Usability Testing

Four usability tests were conducted to determine if the model had validity, indicating the test was measuring what it claimed. The tests had specific goals, purposes, plan descriptions, and specifications for how the results would be reviewed for each metric identified (see **Appendix C**). The outcomes of the tests determined whether modifications would be made to the implementation plan. The four tests included assessment of the:

1. Time it takes to data mine a case record
2. Average number of contacts found during initial data mining
3. Functionality of the forms used to track information collected during data-mining activities
4. Engagement strategies used in the first phone call to contacts found through file mining

Measureable Outputs

WCDSS identified five outputs for monitoring the implementation and fidelity of FSE. All cases considered for outputs were in out-of-home care. The outputs identified in the logic model were:

- Number of:
 - People identified as potential caregivers
 - Contacts with found potential caregivers
- Number and percentage of:
 - Children receiving ongoing diligent search activities
 - Cases that meet fidelity criteria
 - Children and potential caregivers receiving intensive engagement and support services

Using Data to Improve the Intervention and Implementation

WCDSS reviewed the first cases assigned to each treatment worker, looking at outputs that could be captured after 3 months of implementation. Fidelity reviews were conducted, and these data were used to inform training and coaching.

Proximal Outcomes¹⁰

The three proximal outcomes identified were:

- Number and percentage of potential caregivers who take action to begin the process of becoming permanent legal caregivers through adoption or legal guardianship
- Number of direct contacts (e.g., in-person, phone) between the child and relatives and/or fictive kin
- Number of indirect contacts (e.g., e-mail, voicemail, text) between the child and relatives and/or fictive kin

Distal Outcomes

The two distal outcomes were documented and captured:

- Decrease in the time to permanency
- Decrease in time to case closure

¹⁰ Proximal and distal outcomes are referenced here as part of the logic model.

LOGIC MODEL FOR POPULATION 3: FSE

Resources

Children in care:
 All children who are in foster care for 12 months or longer; who had at least 1 of 4 risk case characteristics at time of placement (i.e. parent substance abuse, homelessness or inadequate housing, single parent households, or parent incarceration); and whose permanency goals (as reflected in UNITY) are one of the following: concurrent planning, APPLA, or TPR and adoption.

Family Search and Engagement
 v.
Usual Permanency Services

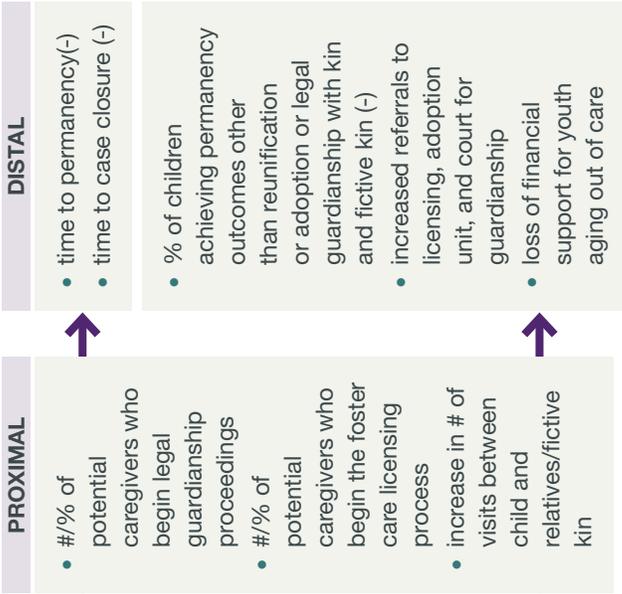
Implementation
Formative Evaluation

WCDSS & CC workers participate in FSE training; pass competency exams (CC staff only); follow Intervention Manuals; participate in coaching, & consultative supervision

Outputs
Process Evaluation

- # of people we identify as potential caregivers
- # of contacts with found potential caregivers (i.e. frequency)
- #/% of children receiving ongoing diligent search activities
- #/% of cases that meet fidelity criteria
- Increase in #/% of children and potential caregivers receiving intensive engagement and support services

Outcomes
Summative Evaluation



PROXIMAL

- #/% of potential caregivers who begin legal guardianship proceedings
- #/% of potential caregivers who begin the foster care licensing process
- increase in # of visits between child and relatives/fictive kin

DISTAL

- time to permanency(-)
- time to case closure (-)
- % of children achieving permanency outcomes other than reunification or adoption or legal guardianship with kin and fictive kin (-)
- increased referrals to licensing, adoption unit, and court for guardianship
- loss of financial support for youth aging out of care

External Conditions

- high rate of unemployment(-)
- scarcity of affordable housing(-)
- high rate of seasonal employment(-)
- high rate of transiency(-)
- child care shortage (especially for parents who work evenings)(0)
- CW budget reductions(-)
- workforce turnover(-)
- HR/WCEA Union Contracts (-)
- workload/caseload(-)
- readiness for organizational change(+)
- organizational climate(+)
- Support of state CW leadership(+)
- public-private partnerships(+)

Assumptions

- A child's family history is often lost after being in Long Term Foster Care
- Children in long-term foster care are less likely to have caregivers readily available for unification or reunification.
- Children without a reunification goal are more likely to remain in long-term foster care.
- Children in the Independent Living Program (ILP) are not too old to be adopted by relatives or fictive kin.
- Another Planned Permanent Living Arrangement (aging out of foster care) is not a good permanency solution.
- Intensive search and engagement strategies can help identify previously unknown potential permanency options for children in long-term foster care.

End-Values

- Child safety
- Child and caregiver stability, permanence, and well-being
- Child well-being
- Cost effectiveness

APPENDIX

Appendix A: Summary of Research on Family Search and Engagement (FSE)¹

WCDSS found there were limited studies reviewing the efficacy of FSE. The first, the California Permanency for Youth Project (CPYP) in 2010, provided promising results. In 2008, the CPYP created a program to help children locate and re-establish family connections. The project was evaluated with the primary goals of determining how many of the study group participants were able to form permanent connections with caring adults and how those connections were located, formed, and supported. Each site identified 20 children² to track during the evaluation for a total population of 110 children. Intake forms and final surveys were collected on all 110 participants. Progress reports were collected for 93 percent of the children during December 2008, and 100 percent of the progress reports were collected during the second round of reporting in May 2009.

Outcomes for the study group participants indicated that 71 percent (78) of the children had formed a permanent connection before the end of the project. Twenty participants achieved legal permanence, which included 13 reunifications, 2 adoptions, and 5 legal guardianships. Eighteen children were pursuing legal permanence at the end of the project, including 6 children who were pursuing reunification, 8 legal guardianships, and 4 adoptions. Of the 32 children who ended the project without a permanent connection, 17 did have a potential permanent connection. Only 12 children ended the project without establishing a potential permanent connection. Sibling connections were also strengthened for 61 percent (67) of participants due to the project. Key findings from the study group evaluation indicate that:

- Sibling relationships can be strengthened through the process of family search and engagement;
- Concentrating efforts to find kin and fictive kin, re-engaging those individuals to become involved in the child's life, and providing support to those relationships can create both legal and non-legal permanence for children; and
- Using the process can establish non-legal permanence for children in the form of supportive relationships that extend beyond the child's emancipation from foster care.

FSE outcomes were also tracked and reported by Catholic Community Services of Western Washington (CCSWW), which provided wraparound services using a program called the Family Assessment and Stabilization Team (FAST), incorporating FSE as one of its components. The total number of children served in FAST in 2003 in Pierce County, Washington, was 329. Of those children, 140 were referred because of a need for placement stabilization. Upon exit from services, all 140 children were stabilized in their living situation, with 75 percent uniting or reuniting with a parent or extended family member. The remaining 25 percent stabilized in their foster home. Thirty-three children moved to live with extended family in other states.

¹ <http://www.nrcpfc.org/is/family-search-and-engagement.html>

² Riverside County only tracked 10 children.

Appendix B: Population 3 Key Worker Skills, Attributes and Values for FSE Core Competencies

During the development of staff selection process, the WCDSS Evaluation Liaison and the CC Coordinator along with the purveyors from CCSWW developed the list of key worker skills, attributes, and practice values that would be critical for the FSE CC CM to utilize. The list below further identifies and defines these attributes.

Engagement

- Establishing and sustaining a genuinely supportive relationship with all parties (e.g., child, parent, foster parent, potential caregivers) while developing a partnership
- Establishing healthy boundaries
- Maintaining contact as mutually negotiated

Advocacy

- Valuing that every child deserves permanent placement and that a permanent placement can be found for every child
- Maintaining momentum in the face of opposition in a way that continues to promote collaboration and maintain relationships to bring them along
- Eliciting participation in FSE even if other team members have different values and beliefs
- Promoting consensus on next steps and direction for permanency for child
- Recognizing individual or group needs
- Providing intervention on behalf of a client or client group
- Communicating with decision-makers
- Initiating actions to secure or enhance a needed service, resource, or entitlement

Service Coordination and Collaboration

- Providing supports and services to team members and sharing information with them
- Linking children to fictive kin and kin and linking fictive kin and kin to resources
- Interacting with and coordinating multiple agencies and community service
- Partnering with the child's caseworker and creating a team around the child's needs
- Facilitating objective oriented meetings with clear outcomes
- Effectively joining with the family to establish common goals concerning child safety, well-being, and permanency

Cultural Humility

- Interacting with families without making assumptions
- Respecting and learning from the unique characteristics and strengths of the family, while acknowledging and honoring the diversity within and across cultures
- Learning from clients and colleagues with various cultural backgrounds

- Using that information to bridge the cultural divide to create mutual respect and a collaborative working relationship, which requires attitudes and behaviors that invite new information and perspectives in the context of the work
- Committing to and actively engaging in the process of mutual understanding and awareness of self in relationship to others
- Maintaining a child oriented mindset, i.e., valuing the child, involving the child in the team, and respecting their decision-making ability
- Respecting the child's cultural context within the foster care system, i.e., understanding their experiences and integrating this into practice and interactions with the child

Communication

- Effectively sending and receiving information within the appropriate context (e.g., orally, electronically, or written communication in person and over the phone)
- Sharing information clearly, consistently, and with timeliness with every team member
- Including the concept of permanence with constant vigilance to confidentiality
- Monitoring of the feedback loop by the CC case manager

Critical Thinking

- Solving problems creatively
- Looking at an issue from every perspective and coming up with solutions that may not be readily obvious
- Thinking outside the box
- Having an investigative mindset (i.e., having curiosity and understanding of what questions to ask to get information)
- Looking for ways to get around roadblocks and resistance
- Interpreting information found in data mining and asking the next questions
- Evaluating the relevance of information gathered
- Evaluating the credibility of information sources

Appendix C: Usability Testing

The Usability tests were created collaboratively with WCDSS Evaluation Liaison, CC Coordinator and the purveyors from CCSWW. Below is the usability tests created for FSE. Each of the usability tests described in detail below are significant for the Washoe County Permanency Innovations Initiative to determine if the model developed has validity. Included in the descriptions are specific goal(s), purpose, metrics, plan description, etc., and discussion of how the results will be reviewed for each metric identified. The information also describes how modifications will be made to the implementation plan as necessary depending on the outcomes of tests used.

1. Usability Test: Assessment of the Time It Takes to Data Mine a Case Record

Goal: Children’s Cabinet case managers (CC CMs) will be able to find at least 15 relative and fictive kin contact names in case records in 4 hours.

Purpose: To assess whether the target caseload size is appropriate and to ascertain timeframes for data mining completion

Metrics:

Number	Definition
1*	Percentage of cases where 15 or more contacts are found within a 4-hour timeframe of searching

*Criteria is 75 percent.

Plan for Test:

- Four Population 3-eligible cases will be selected for this test.
- CC CMs will complete data mining on the files, recording the time from start to finish
- Each case record review will be timed in 15-minute increments.
- A report (see sample below) will track the time for each case.

Sample Tracking Report:

Case Number	Total Data Mining Minutes
1	2 hrs., 45 minutes
2	3 hrs.,15 minutes

Plan for Review of Results:

- Dena and Jacquelyn will record the time for each completed data-mining session.

- The Population 3 work group will consider the results in the context of determining what, if anything needs to be done to accommodate the time it takes to mine case records efficiently, thoroughly, and effectively.
- If changes are to be made in the data-mining process, they will be reflected in a revision to the intervention guide.

2. Usability Test: Assessment of Average Number of Contacts Found During Initial Data Mining

Goal: CC CMs will be able to find and record at least 15 relative and fictive kin contact names during initial data-mining activities.

Purpose: To assess the sufficiency of the data-mining process as a starting point for finding potential permanent family connections.

Metrics:

Number	Definition
2*	Percentage of cases where 15 or more contacts have been found and documented during the initial data mining session

*Criteria is 75 percent.

Plan for Test:

- The four Population 3-eligible cases from Usability Test 1 will be used to complete this test.
- CC CMs will have completed data mining on the files and will record the contacts on a child contact record.
- A report (see sample below) will track the number of found contacts for each case.

Plan for Review of Results:

- Dena and Jacquelyn will collect the child contact record for each completed data-mining session.
- The Population 3 work group will consider the results in the context of determining what, if anything needs to be done to increase the number of found contacts in each mined case record. If case records yield fewer than 15 contacts, the file will be reviewed by another FSE worker and/or supervisor.
- If changes are to be made in the data mining process, they will be reflected in a revision to the intervention guide.

3. Usability Test: Assessment of the Functionality of the Forms Used to Track Information Collected During Data-Mining Activities.

Goal: The documentation forms will be easy to use and fill in and easy for a third party to understand.

Purpose: To strengthen the functionality of the documentation forms in the FSE case file so that they can serve as a communication tool between the CC CM and the child's permanency worker (e.g., Discovery forms for mother, father, and fictive kin)

Metrics:

Number	Definition
3*	Percentage of participant surveys that indicate the forms are user friendly, functional, and understandable by a third party.

*Criteria is 75 percent.

Plan for Test:

- The FSE work group will implement a brief survey to participants in the original training pool (16-25 participants) regarding their experience using the documentation forms.
- The survey will consist of three questions on a simple Likert scale (1-3) regarding the usability of the forms, the functionality of the forms, and the ability to understand the information as a third party reader.
- Dena and Jacquelyn will compile the survey results for the three questions.

Sample Tracking Report:

Survey Respondent	Form Usability Score	Form Functionality Score	Understandability by a Third Party Score
1	3	1	2
2	3	2	2
3	3	3	3
4	2	2	2
TOTAL AVERAGE SCORE	2.75	2.0	2.25

Plan for Review of Results:

- The FSE work group will review the survey results.
- Any area scoring below a 2.0 will become an area of consideration for revising the forms.

- The FSE work group will consult with purveyor and training participants for specific ideas about revising the forms to meet one of the specific areas of need.

4. Usability Test: Assessment of the Engagement Strategies Used in the First Phone Call to Contacts Found Through File Mining

Goal: The first phone call to a found contact will result in agreement from the person that the CC CM may call back again.

Purpose: To ensure that case managers are using critical initial engagement skills to elicit continued communication with family members in the future.

Metrics:

Number	Definition
4*	Percentage of found contacts who agree to a follow up phone call from the CC CM

*Criteria is 75%

Plan for Test:

- Using the four identified cases, the CM will make initial cold calls to each found contact.
- The CM will ask the question, “May I call you again soon?” and record the person’s response. (See the example table of results below.)

Plan for Review of Results:

1. The FSE work group will review the results.
2. There will be a discussion with the CC CM about the engagement process and the success of each call.
3. The FSE work group will consult with the purveyor for specific ideas on further engagement-skills training that may be needed.

Case Manager	Contact Name	Did CM ask for permission to call again?	Did contact agree to another phone call from CM?
Jane Smith	Aunt Julie	Yes	Yes
Jane Smith	Aunt Sally	Yes	Yes
Sarah Jones	Uncle Joe	Yes	No
Sarah Jones	Grandma Ethel	Yes	No

Appendix D: Coaching Plan for Family Search and Engagement (FSE)

The focus of the coaching model is to improve the Children's Cabinet (CC) supervisors' competence and replication. They will be taught the FSE process to provide it to the staff. Coaching will include access to monthly telephone consultation with the purveyor. Coaching will begin face-to-face follow-up 6 weeks post-implementation.

The FSE implementation work group will obtain information from different sources to inform our coaching plan. These will include supervisor observations, weekly staffing between FSE CC CM and CC supervisor, worker feedback to CC supervisor, completion of the semi-annual fidelity reviews and the involvement of the leadership group in the month meetings at FIWG.

For example, if the FSE CC CM are struggling with the initial engagement skills, the supervisor would contact the purveyor to discuss why and when the FSE CC CM are struggling and how this is occurring. Then the purveyor would discuss with the supervisor how to address this issue with them and coach the supervisor in the discussion, feedback, and follow-through with the FSE workers.

In preparation for these monthly contacts, the FSE work group will meet to discuss the core issues to determine the agenda for the monthly, one-hour telephone contact with the purveyor. WCDSS will e-mail the issues to the purveyor and follow up with the resolutions to continue with the ongoing communication and coaching plan. The CC administrator will keep track of the coaching and feedback loop for this plan. The coaching plan and consultation will be directly related to the phase that the FSE worker is in at the time of the consultation. CC and WCDSS administrators and supervisors will use the intervention guide to look for a solution prior to a discussion at the monthly telephone call with the purveyor. The supervisor will be responsible for addressing the FSE case manager's competencies, and an individual plan will be developed as needed.

Appendix E: Fidelity Criteria Including Operationalized Definitions

During the development of the research for PII with the FSE intervention, the WCDSS Evaluation Liaison, CC Coordinator, and the purveyors from CCSWW created the fidelity criteria. Below is the criteria developed.

	Criteria	Notes	TOTAL POINTS = 100	Where located
	Demographics for the assessment tool			
1	Reviewer (Dena & Jacquelyn)	n/a	0	
2	Case number	n/a	0	
3	FSE worker	n/a	0	
4	FSE supervisor	n/a	0	
5	WCDSS worker	n/a	0	
6	WCDSS supervisor	n/a	0	
7	Child's name and age	n/a	0	
8	Date FSE assigned	n/a	0	
9	Date FSE started [Dena's spreadsheet for start date]			
	Start of the assessment tool			
10	Interview of caseworker and setting the stage for FSE process (same day as start date); documented in UNITY case notes	innovation, communication, and service coordination/collaboration	4	
11	File mined [yes or no] (minimum volumes 1-4 and the last 2 volumes)	innovation	4	paper file
12	What date did the file mining start and finish [proximity to start date] (concept: timeliness of starting and keeping the moment moving forward) 4 within the same day of file mining; 2 within one week; 0 over one week starting	innovation and urgency	4, 2, 0	dates completed in the paper file
13	Number of contacts produced from file mining [no less than 15]	innovation	4, 2, 0	number of contacts listed in paper file
14	Discovery forms used in CC case file for review and clearly documented (father form, mother form and fictive kin form)	service coordination/collaboration	Not scored. Coaching only	paper file

	Criteria	Notes	TOTAL POINTS = 100	Where located
15	FSE Supervisor- FSE worker staffing [discussion of what was found in the file mining process] within 2 business days (no points after 2 business days); documented in the case file; NOTE: there is documentation regarding weekly supervision between FSE worker and supervisor	service coordination/collaboration	4, 0	UNITY case notes under supervisor contact
16 A	FSE worker initiates (calls to schedule) staffing with WCDSS worker to discuss findings from the file mining after FSE worker and FSE supervisor staffing within one business day [FOCUS: safety for the children w/ the persons identified]	advocacy and communication	2, 0	UNITY case notes collateral or relative contact (search under the FSE worker's name)
16 B	Authorization to Release information is signed by the WCDSS caseworker and located in the FSE case file	service coordination	2, 0	FSE case file
17	Date of initial contact/calls to family [w/in 1 business day of FSE and WCDSS worker meeting]	engagement	4	date noted on the relative notification checklist; in UNITY case notes and paper file
17	Documentation of contact or no contact for every found person [every contact noted, some contacts noted, or none]	engagement	4, 0	relative notification checklist; contact list has a Yes or No
18	Is the response documented in the UNITY case notes that at least one contact is willing to engage at any level with the child?	engagement	4	UNITY case notes; relative notification checklist
19	Team meeting held, (venue can vary ie. CFT's/supervisor staffings; next steps outlined) action items identified and who's responsible and the time frame for completion identified with the team and family members; all, some, or none {the point being the objectives are identified in the meeting and the responsible parties are in attendance}; this meeting can occur and will be noted in the review	engagement, service coordination/collaboration and communication	no score	this is concepts and process

	Criteria	Notes	TOTAL POINTS = 100	Where located
20 A	Team meeting is defined as ongoing communication between the FSE worker, the WCDSS caseworker, and other identified parties and this can occur through e-mail, phone call, face to face meetings. This is about the content and the process. This is documented in UNITY case notes by staff.	engagement, service coordination/collaboration and communication	7, 3, 0, N/A	UNITY case notes
20 B	For an actual team meeting was an invitation extended to the family and/or child [yes, no, or N/A]	engagement, service coordination/collaboration and communication	4, 0, N/A	UNITY case notes
21	FSE worker communicates before and after the meeting regarding the next steps to anyone who was unable to attend [yes, no, or N/A]	advocacy, service coordination/collaboration, communication and cultural humility	4, 0, N/A	UNITY case notes
22	Signatures on intended outcomes and process form indicate participants were informed and is in the child's FSE file [yes, no or N/A]	service coordination/collaboration and communication	4, 0, N/A	see in the FSE case file
23	Discussions with the child are documented in the case file (if applicable; note exceptions)	cultural humility, communication	4, 0, N/A	UNITY case notes under child contact
24	Is there a weekly consultative supervisor case note in UNITY? Possibly there is a connection progress report in the case file.	service coordination/collaboration	Not scored. Coaching only	may not use the form currently; UNITY case notes under supervisor contact
25	Background checks requested prior to unsupervised visitation	communication and service coordination/collaboration	3, 0, N/A	UNITY case notes under the FSE worker & WCDSS caseworker
26	Ongoing and frequent communication is documented on either the connection progress report or in the supervisory contact case notes in UNITY (as discussed in the FSE worker and supervisor weekly staffing)	service coordination/collaboration, communication and engagement	3 or 0	UNITY case notes under supervisor contact

	Criteria	Notes	TOTAL POINTS = 100	Where located
27	Capacity for involvement of the family members with the child documented in the case file (documenting their strengths and needs and how the child is connected to them including attempts to engage family for their participation) if applicable	service coordination/collaboration, communication and advocacy	4, 0 or N/A	UNITY case notes with relative contacts and/or supervisor case notes
28	Evidence of ongoing engagement preparation and planning (life domains) is documented in the CC case file [to include contact with the team, i.e. family, child, foster parent, social worker, therapist, etc.] include attempts as well by the FSE worker to engage extended family {All, Most, Some, None}	advocacy, communication, engagement, urgency and cultural humility	10, 7, 3, 0	worker case notes
29	Child preferences are documented regarding connection and potential placement (n/a if unable to provide a preference) [based on the age of the child, development or a therapist recommendation]	advocacy, cultural humility and communication	4 or N/A	child contact case notes
30	Review presence of the family options A, B, C, (development of the concurrent plan of action i.e. level of engagement; preparing for the next steps and moving forward with the permanent plan for the child) if a placement plan is being pursued, a back-up plan is being developed (yes, no or N/A) [N/A if the case has not reached the point of placement planning]	advocacy and communication	10 or 0	supervisor staffing case notes
31	Child connected to others; permanent relationships developed and supported and/or guardianship/placement completed	engagement, communication and cultural humility	Not scored. Coaching only	
32	The FSE worker followed up with the family (after the permanency plan has been implemented) through either telephone call or visit (regarding the permanency plan/placement or connection developed)	service coordination/collaboration, engagement and communication	5, 0 or N/A	worker case notes
33	FSE completion summary documented in UNITY	communication	2. 0, N/A	case file

	Criteria	Notes	TOTAL POINTS = 100	Where located
	FOR THE AGENCY:		checklist only	
a	Evidenced in the Agency case record that the present danger plan has been completed as part of the Confirming Safe Environment policy prior to the child being placed with relatives/fictive kin		X	
b	The licensure process is started if recommended by the team and in support of the child's best interest		X	
c	Legal guardianship/adoption is completed and finalized with the court as applicable		X	

in the case file = the CC case file for FSE ideas:

(does this need to be a Likert scale) [committed and involved, thinking about it, would like to just stay involved with information, not interested]

NOTES:

This could be turned into a practice checklist.

QUALITY AND FOLLOW THROUGH

DOCUMENTATION (IN THE CASE FILE)

OBSERVATION (SUPERVISORY COACHING)

ARTICULATION (FROM THE STAFF)

REVISED 2-21-14

Appendix F: Fidelity Assessment Protocol and Review Instrument

This appendix is the fidelity assessment tool for the WCDSS FSE intervention.

Date of Review:

1.	Reviewer	
2.	Case Number	
3.	FSE Worker	
4.	FSE Supervisor	
5.	WCDSS Worker	
6.	WCDSS Supervisor	
7.	Child's Name and Age	
8.	Date FSE Case Was Assigned	
9.	Date FSE Case Started	

	Question	Answer	Notes
10.	Setting the stage; FSE worker to contact the WCDSS within 1 business day of being assigned the case	4 – Yes 0 - No	Date: _____
11.	At minimum, were the first two volumes and most recent two volumes reviewed during file mining? (Found in the paper file on the new and existing connection form and in and UNITY)	4 – All 2 - Partial 0 – None	Total # of Volumes: _____ Volumes Mined: _____
12.	What date was file mining completed? (Found in case notes in UNITY)	4 – within the same day of file mining 2 – within one week 0 – over 1week	Start Date: _____ Completion Date: _____
13.	How many contacts were found during initial file mining? (new and existing connection form)	4 – more than 15 2 – 15 0 – less than 15	# of contacts found: _____
14.	Were discovery forms used in CC case file for review and clearly documented? (In paper file: intake form, connection form, additional family of origin form)	Not scored – coaching only	
15.	Did the FSE worker and FSE supervisor staff the case within 2 business days of the file mining and document in the case file? (UNITY)	4 – Yes 0 - No	Date: _____
16A.	What date did the FSE worker initiate staffing with the WCDSS worker? Was it within 1 business day of initial file mining? (UNITY)	2 – Yes 0 - No	Date: _____
16 B	Release signed by WCDSS worker and put in the case file	2 – Yes 0 - No	

Appendix

	Question	Answer	Notes
17.	What date was initial contact made with families? Was it within 1 business day of FSE and WCDSS workers meeting? (UNITY)	4 – Yes 0 - No	Date: _____
18.	Is there documentation for attempted or completed contacts by phone, e-mail, letter, or in person? (Relative notification checklist and UNITY)	4 – Yes 0 - No	
19.	Is the response documented in the UNITY case notes that at least one contact is willing to engage at any level with the child? (relative notification checklist and UNITY)	4 – Yes 0 – No	Date: _____
20A.	Was a team meeting held, next steps outlined, action items identified and who is responsible, and the time frame for completion identified with the team and family members? [The team members are the FSE worker, the case worker, and other identified individuals. The meeting can occur over the phone, via e-mail, or by face-to-face contact] (UNITY)	7 – All 3 – Some 0 – None N/A	
20 B.	Was team meeting invitation extended to the family and/or child? (UNITY)	4 – Yes 0 – No N/A	
21.	Did the FSE worker communicate before and after the meeting about the next steps to anyone who was unable to attend? (UNITY)	4 – Yes 0 – No N/A	
22.	Look for signatures on the intended outcomes and process form for team participants attending the meetings regarding FSE	4 – Yes 0 – No N/A	
23.	Are discussions with the child documented in the case file (if applicable; note exceptions) (UNITY)	4 – Yes 0 - No N/A	Date: _____
24.	Is there a weekly consultative supervisor case note in UNITY? (There is possibly a connection progress report in the case file.)	Not scored – coaching only	
25.	Were background checks requested prior to unsupervised visitation? (UNITY)	3 – Yes 0 – No N/A	
26.	Is ongoing and frequent communication documented on either the connection progress report or supervisory contact case note as discussed in the FSE worker and supervisor weekly staffing? (UNITY, i.e., weekly supervisory case notes in UNITY)	3 – Yes 0 – No	
27.	Is the capacity for involvement of the family members with the child documented in the case file (documenting their strengths and needs and how the child is connected to them, including attempts to engage family members)? (UNITY)	4 – Yes 0 – No N/A	

Appendix

	Question	Answer	Notes
28.	Is evidence of ongoing engagement preparation and planning (e.g., life domains) documented in the CC case file (to include contact and attempted contact with the team, child, family, foster parent, social worker, therapist, etc.) (UNITY)	10 – All 7 – Most 3 – Some 0 – None	
29.	Are child preferences documented regarding connection and potential placement? (UNITY)	4 – Yes 0 – No N/A	NOTE: Age, development, therapist statement considered
30.	If a placement plan is being pursued, are contingency plans for connection and/or placement discussed and documented (not applicable if the case has not reached placement planning)? (UNITY)	10 – Yes 0 – No N/A	
31.	Is the child connected to others, are permanent relationships developed and supported, and/or guardianship/placement completed? (UNITY, case closure summary in CC file)	Not scored, coaching only	
32.	Did the FSE worker followed up with the family (after the permanency plan has been initiated) through either a telephone call or visit about the permanency plan/placement or connection that has been developed? (UNITY)	5 – Yes 0 – No N/A	
33.	Is the FSE case completion summary documented? (UNITY, case closure summary in CC file)	2 – Yes 0 – No N/A	

For the Agency Only:

NOTES:

a.	Evidence in the agency case record that present danger plan has been completed as part of the confirming safe environment policy prior to the child being placed with relatives or fictive kin.	
b.	The licensure process is started if recommended by the team and in support of the child's best interest.	
c.	Legal guardianship or adoption is completed and finalized with the court as applicable.	

Appendix G: Example Letters and Phone Scripts to Relatives and Others

This appendix is a CCSWW handout used in FSE foundational training.

Dear Mr. and Mrs. Fuego,

I am writing to you about your nephew, Brad Fuego. I am the Family Liaison here in Clark County, Washington. Brad has not had much contact with his extended family and asked me to help him locate them. He would like to reconnect with his relatives and is hoping that he could write to you, his aunt and uncle, as well as his cousins. You may not know it, but he is going to graduate in June, and he would love to see you at his graduation.

I know my letter may come as a surprise to you, and for that I apologize. This may be a sensitive topic, but please know we are just supporting Brad to regain a sense of family. I will try to reach you next week by phone; hopefully you will have had time to think about reconnecting with Brad.

Sincerely,

Mary Stone

Catholic Community Services, Family Support Specialist

(360) 567-2211

E-mail: nicolem@ccsww.org



Dear Ms. Van Houten,

My name is Ace, and I am a caseworker that has just started working with your son, Jim. It seems as though we have lost the ability to communicate with you and share how Jim is growing up. Jim talks about his family all the time, and he would appreciate any kind of contact from his family. I have enclosed a pre-paid phone card for you to use to reach me.

On a personal note, I am very concerned for Jim as he is struggling in school and doesn't seem to have very many friends. My belief is that he would do much better if I could connect him with more people that care about him and want him to be successful. I look forward to talking with you and hope you might give me some information that will assist me in helping Jim.

Sincerely,

Ace Freely, M.R.R. 555-354-3544
Detroit Children and Family Services
Detroit, Rock City



Dear Bonnie,

I am writing about James Woodrow Persons, Jr.'s (DOB 12/65) son, Jordan, who I believe may be a relative of yours. I am the Family Support Specialist in Clark County, Washington.

I do not know how much you know about Jordan, and this letter may come to you as a surprise. I apologize for any possible pain this letter may cause. I am writing because Jordan would really appreciate some information about his father's extended family; such as who he looks like, how many cousins he has, and if there are family reunions. You can imagine the sorts of questions that a boy would have about his family and culture.

I will call in a week to make sure you received this letter. In the meantime, if you would like to talk to me sooner, please feel free to write or call me. I am also enclosing a copy of Jordan's family tree and a general family story page so that Jordan can learn about the Persons Family. Thank you in advance for helping Jordan discovers a greater sense of identity.

Sincerely, Mary Stone
Catholic Community Services Family Support Specialist
(360) 567-2211
E-mail: nicolem@ccsww.org



Dear Ms. Tran,

I would like to speak with you about your nephew, Phillip. We have lost track of most of Phillip's relatives and would love to share with you how he is growing up. Phillip has pleasant memories from his early childhood of family gatherings and seeing relatives during the holidays. However, he hasn't had any communication with family for quite some time now and would appreciate hearing from them.

I want to help Phillip complete a family tree that identifies his relatives on both sides of the family and hope you can help. I have enclosed a pre-paid phone card for you to use to reach me. Please call me at the number below, and I will continue to try to reach you. On a personal note, I am very concerned for Phillip, and it is important that you reach me as soon as possible.

Sincerely,

Phoenix Sikha

(714) 216-5252 pager

County of Orange, CA, Children's Services.

Letter or Phone Script Example:



Hello, Connie,

My name is Brian James, and I work for Stanford Home for Children as a family therapist. I have recently begun working with your granddaughter, Lisa.

I'm not sure when your last contact was with Lisa, but I found your name in her file. It is my understanding that Lisa has not had very much contact with her family recently. In my experience in working with children, I have discovered that their sense of connection with family members is extremely beneficial. You may know that Lisa will be turning 9 on March

28th, and it would mean so much to her to receive a birthday card from her family. I don't want to put you on the spot, but would you be open to sending her a card? Do you know other family members that might also send her a card for her birthday?

- **Try to get names and addresses of people who might also send a card to wish her happy birthday.**
- **Open the door to further possible contact or connections. Mention the possibilities: approved visitation, phone contact, writing letters, etc.**
- **Open the door to CFT process: “In the near future, I will be developing a support network for Lisa and would like to invite you to a meeting to help plan around her needs.**

This is the address where you can send a birthday card to Lisa. The name of the social worker is _____, and her address is _____. I look forward to calling you back to let you know how much Lisa appreciated your card. In the meantime if you would like to contact me about any questions or if you have other names of people who I might connect. My name and phone number is _____.

Example Letters to Former Foster Parents, Professionals, and Teachers

There are many professionals that worked with a child that become natural supports in another capacity. The following are people that can be a resource or provide helpful information.

- Former foster parents, especially the ones that cared for the youth when the youth initially came into care
- Family members with whom residential staff may have had contact even after the youth left their facility; additionally, these staff sometimes become foster parents, natural resources, or even guardians.
- Former psychiatrists, therapists, or counselors that previously worked with the youth
- School staff and teachers where the child previously attended.



Dear Mrs. Smith,

I am the social worker currently working with James Peach, who was a student of yours when he was in first grade at Sherman Elementary School from 2000 to 2001. I am searching for information that would help me identify and locate his birth family and other relatives. James is very interested in learning more about his family, and we would appreciate any helpful information that you could share. Please contact me at my number below. Thank you in advance for taking a few minutes to share any information that you think may be helpful.

Sincerely,

Tom Slick, DCFS

808-567-2211

1234 Kalakaua, Honolulu, HI 98765



Dear Mr. and Mrs. Jones,

I am the caseworker currently working with James Peach, whom I believe you fostered from age 3 to 5. I'm sorry if this letter upsets you in any way. I am writing because James has not had any contact from his family (cousins, aunts, uncles or grandparents) for about 10 years. Now that he is 17, he is hoping to reconnect with his family. Do you happen to have any pictures of James or special memories of his childhood that you might share? We would also appreciate any information that could help us contact any of his family members.

I will call in about a week to make sure you received this letter. Until then, please feel free to call me if I can answer any questions. You can reach me at 360-567-2211.

Thanks in advance for being willing to help with James.

Sincerely,

Tom Ball, Care Coordinator

Appendix H: How to Start a Cold Call

This appendix is a CCSWW handout used in FSE foundational training.

Hello, my name is _____. Is this _____? I'm so glad I've reached you. *(There may be times that you will need to ask more qualifying questions to be sure you're speaking to the correct person.)

- I'm currently working on a Family Connection Project with someone I believe may be your relative. Can you spare just a few minutes? I promise I won't take too much of your time.
- I believe that children should be connected to their family in some fashion whenever that's possible. Family means so much to children.
- Your relative is currently in protective custody, and I believe that it's important for children to know who their family members are.....
OR
- I am helping your _____ (relative, cousin, niece, brother, etc.) put together a family tree, and I'm wondering if you can help fill in some blanks?
OR
- Your _____ is curious about family stories. What were his _____ (mother, father, sibling, etc.) like when they were young? It would mean so much to _____ to know more. Would you be willing to help?
- I'm worried about your _____. He or she is disconnected from nearly (or all) family. Can you imagine how lonely it would be for a ____ year old to not even receive a birthday card?
- I am very interested in your perspective of the family. Sometimes stories are told and put into files, and they're accurate, and sometimes they're not. I would greatly appreciate your perspective and insights.

If your call isn't well received:

- I'm sorry. It sounds like I've called at a bad time. Is there a better time for us to talk, and I will call you back? Let me leave you my number in the event you can call sooner. Again this will mean so much to your _____.
OR
- Oops! I'm sorry. It sounds like I called at a bad time. I'll call another time. Good- bye.

(Sometimes it is better to end a call prematurely to preserve an opportunity to call them back. It keeps the door open.)

What you might ask for during this call:

- Information (e.g., more family and fictive kin names, addresses, and telephone numbers)
- Family pictures, history, stories, letters, cards, phone calls, and visits (depending on what the team agrees upon)
- Any sort of connection for a lonely disconnected youth
- Connections for when the youth ages out of care
- Information that will help develop a sense of identity (e.g., strengths, interests, or talents about the extended family)

Refer to the Permanency Pact Handout for ideas for family members to connect to youths that are an easy start without feeling like they're totally committed at this point.

When gathering information from family members or when asking if they would like to reconnect with the youth in some form, remember that we are talking about a "date, not a marriage proposal!" (This refers to our previous history in social work to ask family members if they would be willing to take a youth as a placement.)

How to end your call:

- Give them a sincere THANK YOU for taking time to talk with you.
- Once again, remind them of what this can mean for a lonely youth.
- Ask for permission to or let them know that you will call again.
- Invite them to call you again and give them your number.
- Ask them to call you if they remember something.
- Ask them if they can call some of the other family members and let them know what you' are trying to accomplish.
- As if sending them a phone card would make it easier for them to maintain communications or is there an 800 phone number you can give them?
- Ask if the youth can call them or if there are there cousins the youth's age that could write or call.

Appendix I: Family Search and Engagement Cold Call Scenario

This appendix is a CCSWW handout used in FSE foundational training.

John **Age 16.5** **State Dependent for 4 years** **Current Placement: State Foster Home**

History

John was removed by CPS at age 9 from his mother, Laura, due to her chronic substance abuse issues and neglect. He was voluntarily placed with maternal grandparents, Tom and Nadine, for just over a year. His behaviors became difficult. They reported that John would not listen to them; would steal/hoard food; have tantrum behavior, which sometimes involved property damage; skipped school; and frequently stayed out very late. During that year, Laura began treatment but relapsed and discontinued treatment after 5 weeks. She was unable to be a stable placement for John or pull her life together. She tried to see John while he was at her parents, but she would often show up intoxicated or forget to show up altogether. Due to her inconsistencies (and how these upset John), Tom and Nadine told her it would be better if she didn't visit.

Tom and Nadine released John into the state's care just before his 11th birthday as the behaviors indicated above became too much for them to handle. They stated that when he didn't get his way, his tantrums, property destruction, and aggressive behaviors were beyond their abilities. Although they still care for him, they just wanted to be grandparents, not parents.

John was placed in a foster home with a younger male. John bullied him, and the foster parents asked that he be removed after 2 months. John became a state dependent around the age of 12½. Over the past 4 years, John went through 13 foster placements, has been in detention 3 times, and has a current Probation Office due to shoplifting and his runaway behaviors. He has also stayed in youth shelters numerous times after losing his foster placements.

To date, Laura wants to be part of John's life, but remains inconsistent on scheduled visits and has never completed treatment. It's reported that she still uses alcohol and marijuana; she does not follow through with urinary analyses because she says she doesn't have time. She has a 4-year-old male toddler now that appears to be adequately cared for. She shares an apartment with friends and has a weekend job at a Minute-Mart. Her friends watch the toddler when she works. John has seen his brother, Tommy, several times. John frequently sneaks out on weekends from his foster home to see his mom at her work.

The state is having difficulty finding a stable foster home for John as he doesn't connect with foster parents, and he doesn't stick around very long. He says he wants to live with his mom. She says that while she loves him, she doesn't think she could handle the responsibility of both John and Tommy.

John's Family of Whom We Are Aware

Maternal Grandparents: Tom and Nadine Johnson, La Center, WA. They have tried to maintain contact with John, but he runs away so frequently, it's difficult for them to maintain anything stable.

Mother: **Laura Johnson,** Vancouver, WA

Maternal Aunt: **Linda Meyer,** Boise, Idaho. She is Laura's older sister, is married, and has two children ages 14 and 12. She was called for placement prior to John becoming a dependent (5 years ago), but she was going through a divorce and was unable to be a placement.

Maternal Uncle: **Brent Johnson,** who is currently residing in Dallas TX. He is Laura's younger brother, married, and has a large family of six children. He is an assistant minister of a small church and has strong feelings against alcohol and drug abuse. Laura has a strained relationship with him, and they haven't spoken for years. She says that he thinks he is too good for the rest of the family. When called by the state when John initially came into care Brent said, "I can't have a boy with delinquent behaviors influencing my little kids."

Alleged Father: **Gene Harkins,** his current whereabouts are unknown. Laura dated him while in Boise while staying with her sister the summer of 1993. She did not know she was pregnant when she left Boise. When she tried to contact Gene, she learned that he had moved with relatives back east, and no one knew anything else about him. He had no family in Idaho and just stayed with friends when working on a large construction project. Laura stated that he's the same age as her, 36, and he said he went to the same high school as Bruce Springsteen in a small town in New Jersey. Gene and Laura haven't had any contact since they dated in Idaho.

Foster Parents: There are a number of foster parents that have been part of John's life over the past several years. Some lasted over 6 months and were, at least for a period, hopeful and supportive.

Appendix J: Family Tree Information—Father

This appendix is a CCSWW handout used in FSE foundational training.

CATHOLIC COMMUNITY SERVICES FAMILY PRESERVATION

Family Tree Information

This information is confidential. It can only be shared with Catholic Community Services Family Preservation staff and the Department of Children and Family Services (DCFS) staff. Further release of this information must be approved by DCFS if the child is a dependent or by the family if nondependent.

FATHER'S NAME:	DATE OF BIRTH:	SSN:
CHILD(REN)'S NAME(S) & DATES OF BIRTH:	3.	
1.	4.	
2.	5.	
PATERNAL GRANDMOTHER NAME & DATE OF BIRTH:	PATERNAL GRANDFATHER NAME & DATE OF BIRTH:	
SSN:	SSN:	
ADDRESS:	ADDRESS:	

Appendix

PHONE: CONTACTED? <input type="checkbox"/> YES <input type="checkbox"/> NO	PHONE: CONTACTED? <input type="checkbox"/> YES <input type="checkbox"/> NO
COMMENTS:	COMMENTS:

Appendix

Aunt/Uncle/Cousin:	Aunt/Uncle/Cousin:	Aunt/Uncle/Cousin:	Aunt/Uncle/Cousin:
Address:	Address:	Address:	Address:
Phone:	Phone:	Phone:	Phone:
Contacted? <input type="checkbox"/> Yes <input type="checkbox"/> No			
COMMENTS:	COMMENTS:	COMMENTS:	COMMENTS:

ADDITIONAL RELATIVES/GODPARENTS/NATURAL SUPPORTS

Relationship to Client/Family:	Relationship to Client/Family:	Relationship to Client/Family:
Name:	Name:	Name:
Address:	Address:	Address:
Phone:	Phone:	Phone:
Contacted: <input type="checkbox"/> Yes <input type="checkbox"/> No	Contacted: <input type="checkbox"/> Yes <input type="checkbox"/> No	Contacted: <input type="checkbox"/> Yes <input type="checkbox"/> No
COMMENTS:	COMMENTS:	COMMENTS:

Appendix K: Family Tree Information—Mother

This appendix is a CCSWW handout used in FSE foundational training.

CATHOLIC COMMUNITY SERVICES FAMILY PRESERVATION

Family Tree Information

This information is confidential. It can only be shared with Catholic Community Services Family Preservation staff and the Department of Children and Family Services (DCFS) staff. Further release of this information must be approved by DCFS if the child is a dependent or by the family if nondependent.

MOTHER'S NAME:	DATE OF BIRTH:	SSN:
CHILD(REN)'S NAME(S) & DATES OF BIRTH: 1. 2.	3. 4. 5.	
MATERNAL GRANDMOTHER NAME & DATE OF BIRTH: SSN: ADDRESS:	MATERNAL GRANDFATHER NAME & DATE OF BIRTH: SSN: ADDRESS: PHONE:	

Appendix

<p>PHONE:</p> <p>CONTACTED? <input type="checkbox"/> YES <input type="checkbox"/> NO</p> <p>RESOURCE? <input type="checkbox"/> YES <input type="checkbox"/> NO</p>	<p>CONTACTED? <input type="checkbox"/> YES <input type="checkbox"/> NO</p> <p>RESOURCE? <input type="checkbox"/> YES <input type="checkbox"/> NO</p>
<p>COMMENTS:</p>	<p>COMMENTS:</p>

Aunt/Uncle/Cousin:	Aunt/Uncle/Cousin:	Aunt/Uncle/Cousin:	Aunt/Uncle/Cousin:
Address:	Address:	Address:	Address:
Phone:	Phone:	Phone:	Phone:
Contacted? <input type="checkbox"/> Yes <input type="checkbox"/> No			
Resource? <input type="checkbox"/> Yes <input type="checkbox"/> No			
COMMENTS:	COMMENTS:	COMMENTS:	COMMENTS:

ADDITIONAL RELATIVES/GODPARENTS/KINDRED

Relationship to Client/Family:	Relationship to Client/Family:	Relationship to Client/Family:
Name:	Name:	Name:
Address:	Address:	Address:
Phone:	Phone:	Phone:
Contacted: <input type="checkbox"/> Yes <input type="checkbox"/> No	Contacted: <input type="checkbox"/> Yes <input type="checkbox"/> No	Contacted: <input type="checkbox"/> Yes <input type="checkbox"/> No
Resource: <input type="checkbox"/> Yes <input type="checkbox"/> No	Resource: <input type="checkbox"/> Yes <input type="checkbox"/> No	Resource: <input type="checkbox"/> Yes <input type="checkbox"/> No
COMMENTS:	COMMENTS:	COMMENTS:

Appendix L: Johnson Child Protective Services (CPS) Scenario

This appendix is a CCSWW handout used in FSE foundational training.

Initial Report

John and Jake Johnson were removed from a home that was infested by rats and roaches on Portland's southeast side early Monday morning.

CPS called Portland police to the home, in the 7800 block of SE Ogden Avenue, just after midnight.

Portland police Sgt. Matt Mount said Theresa Johnson, 45, and her two children had been living in the rented home for about a year.

Johnson's 15 and 17 year old sons and a friend, 14-year-old Billy Jones, who had stayed there for the night, were in the home when the police arrived. Jones reported he was bitten on the hand by one of the rats.

Officers said there was a strong, pungent odor of urine and feces emanating from the home and that there were numerous cockroaches on the floor, on chairs, and in the refrigerator and bedding.

Upon further inspection, investigators said that what appeared to be animal feces coated a mattress in a bedroom and was throughout a hallway.

Officers said they saw a foot-long rat in a hallway and then saw an additional six rats in the bedroom in which the older boy sleeps. As he's looking at that room, "a foot-long rat walks across the floor, goes into a closet," Mount said. As they open the refrigerator and freezer, "cockroaches are crawling on the food inside." Numerous other rats were found in an attic above the bedroom. Rat feces also coated the bedroom floor, police said.

Seven more small rats were living in an aquarium, and Johnson claimed she was trying to get rid of them by putting them in there, police said.

Officers also said they found 6 inches of standing sewage in the basement of the home and that numerous roaches were also in the basement. Neighbors said they didn't know about conditions inside the home.

CPS removed the children from the home and put them in temporary protective care, and Theresa was arrested on two counts of neglect of a dependent. Upon further investigation, Theresa tested positive for methamphetamine.

What CPS Found Out From Neighbors

Theresa has another son, Jimmy, 6, who lives with his father (James Jefferson) and his stepmother (Agnes). James has had little contact with John and Jake over the last few years as they are not his

biological children. Theresa and James split when Little Jimmy was 2. Theresa let James have Jimmy 2 years later as she struggled financially, and James had married and had a stable place for Jimmy. James doesn't like having John and Jake around his home because he feels like they run wild and show no respect and believes they're a bad influence on little Jimmy.

The neighbors are unaware of the boy's biological father and family.

Theresa has a sister, Tina, who has been in and out of rehab and stays with Theresa and the boys from time to time according to James.

Judy, a neighbor across the street, told investigators that Theresa went to high school in SE Portland (Marshall High School), and she thought Theresa's parents were still living in the same place just a few miles away. She added that there was a brother, who was older, that she didn't know much about; she thought his name was Byron Johnson. She heard from another schoolmate that he owned a restaurant in Tigard called Kitty's. Judy thought the boy's father was a guy from school, Chris Latanzi, but she hadn't heard about him in years. She recalled that Theresa's best friend in high school was Brooke Peterson, and they graduated (barely) in 1983.

Upon CPS follow-up, Theresa's parents, George Johnson (74) and Bonnie Johnson (70), were called. They did not feel like they could be any help as their health was poor, and their finances limited. George and Bonnie reported Chris was the father of John and Jake, but he hadn't visited them in years as he remarried and has another family. They reported that he and Theresa fought like cats and dogs, and Theresa would keep the kids from Chris whenever she was mad at him. They worry about their grandchildren but don't know what they can do.

FSE Prioritization Worksheet

Steps:

What is your first step?

Why?

Whom will you contact (prioritize) first, second, and so forth? Why?

What will you tell this person about the situation of why the boys were removed, if they ask?

What will you tell them about the boys? (Be creative but realistic)

Exercise:

Practice phone calls:

- Pair up: One person will play their own position, and the other will be Chris Latanzi.
- Change roles: One person will now play Chris Latanzi's wife.
- Change partners: Decide which person will call Byron Johnson at his restaurant.

Document information, strengths, and any concerns:

What will your next steps be?

Appendix M: Questions to Consider When Talking to Youth³

This appendix is a CCSWW handout used in FSE foundational training.

- Who are the three people in your life with whom you have had the best relationship?
- Would it help to review where you have lived in the past to help you recall important adults in your life?
- To whom have you felt connected in the past?
- To whom from the past or present do you want to stay connected? What would that look like? Why would you want to reconnect with _____?
- How are you feeling about this process? What memories, fears, and anxieties is it stirring up?
- Who cared for you when your parents could not?
- Who looked out for you and cared about what happened to you?
- With whom have you shared holidays and/or special occasions?
- Whom do you like? About whom do you feel good?
- With whom do you enjoy being?
- To whom do you look up? Who do you want to be like someday?
- Who believes in you? Who stands by you?
- Who compliments or praises you? Who really appreciates you?
- On whom can you count? Whom would you call at 2 am if you were in trouble?
- Whom would you call if you wanted to share good news? Bad news?

³ Gary Mallon, National Resource Center for Family Centered Practice and Permanency Planning, Hunter College School of Social Work, August 2008

Appendix N: Texas Homecoming

This appendix is a CCSWW handout used in FSE foundational training.

Mother	Maria
Children:	Taylor 7
	Traci 11
	Tyree 5
Grandmother:	Ethyl Thompson
Great Grandpa:	Louis Thompson
Great Grandma:	Reina Thompson
Great Aunt	Norma Ramirez (Ethyl's sister)
Great Uncle	Robert Ramirez
Cousin	Darlene Seriano
Her son	Christopher Seriano

Maria, who had been diagnosed with a terminal illness and her three children moved from Edinburg, Texas, to live with her mother (their grandmother) in the State of Washington. They had been there about 6 months before Maria passed away. The state notified the great grandfather, Louis, that if he wanted the children, he would have to travel to Washington and sue his daughter, Ethyl, for custody.

Although the grandmother wanted custody of the children, she was unable to care for them due to her health and mental health concerns. She turned to her church for assistance, and they provided financial support, as well as respite. The church then provided placement for the two older kids. The youngest, Tyree, had significant mental health issues and was hospitalized briefly for emotional concerns. The congregation helped Ethyl understand that she needed to ask the state to intervene because she was unable to care for the children on her own. Ethyl contacted child welfare services who in turn contacted FSE worker to work with this family.

In working with the family, CCS interviewed Ethyl and tried to construct a family tree. When asked about potential family resources, Ethyl replied, "The only person I have in my family is my father, who is too old to care for the kids and my 'good-for-nothing sister', Norma, who live in Texas." The CCS worker got permission to contact Norma and interviewed her about family resources. She learned about extensive relatives in Texas and asked permission to travel there to meet them and learn more about the extended family.

Appendix O: Mining the File

This appendix is a CCSWW handout used in FSE foundational training.

In this exercise, we will search through the file, also called “mining the file”, to identify family and their location, as well as any other helpful information about the family.

- Search through records, such as intake documents, court reports, and other forms, to find information on family or significant people in the child’s life.
- Use the attached forms to document the family information found: names, addresses, phone numbers, places of employment, schools attended, or significant people that participated in the youth’s life.
- Often the original file, when the child entered care, will list family members that once visited or expressed some interest in the child.

Considerations:

- Look at the original foster care placements. Foster parents may have information and names of people that were originally involved in visits.
- Talk with caseworkers that may have previously worked with your youth or with the siblings or other relatives.
- Birth and death certificates often list the parents’ names.
- Obituaries will often list names of surviving family members.
- Also look at:
 - Previous schools (emergency contact list)
 - Prison, jail, or information on correctional facilities
 - Letters or other documents may have family information
- Once you have identified a family member, talk to him or her to get as much information about the family as possible. He or she often can provide you with more information to locate additional family members.

Appendix P: Family Search and Engagement Work Sheet

I. Why do we consider family when working with children in foster care?

- A. List three compelling reasons you could give someone to consider family as resources to a child in foster care.

1.

2.

3.

- B. Pair up. Your objective is to convince the apprehensive professional partner (e.g., CASA, therapist, residential provider, etc.) or foster parent that FSE is the right thing to do. Take turns convincing the other giving your most compelling reason why we should do this.

II. Consider barriers (also known as mindsets or myths) that get in the way of doing this work.

- A. Identify one of the barriers and then write what you would say to someone to either reframe or help the person get beyond this barrier.

- Barrier-

- Reframe-

- B. In your small group, have each person represent a different system (e.g., mental health, education, social worker, foster parent, and juvenile justice, etc.), and identify a common myth or mindset.

- Convince the social worker that FSE is the right thing to do.
- Convince the foster parent that FSE is the right thing to do.
- Present your findings to the main group

Appendix Q: Initial Staffing Worksheet

Background:

Demographics: name, age, and briefly how youth came into state care

Where is youth now? How long has the youth been at the current placement? How long out of home total?

How is the youth isolated from family (loneliness) or how might the youth benefit from greater family connection?

- What do you know about the youth's strengths?
- What are your or the caseworker's concerns about the youth?
- What does the youth want?

Next Steps:

Using the contact prioritization sheet, complete the following:

- Whom will you research or call next?
- What is your objective for the next communication with that relative?
- Review these next steps with your supervisor.

Appendix R: Prioritizing the Contact List

This appendix is a CCSWW handout used in FSE foundational training.

The FSE CC CM will utilize this information during a discussion with the youth regarding their family tree.

Review your information to identify which people would be the best to contact to complete the family tree (names and contact information) and to gather stories or other family information to help develop a positive sense of identity.

Top 10

Who are your top ten people to contact, and why you would contact them?

<u>Name</u>	<u>Phone</u>	<u>Last Known Address</u>
1 . _____		

2 . _____		

3 . _____		

4 . _____		

5 . _____		

6. _____

7. _____

8. _____

9. _____

10. _____

Add other information the youth provides here:

Name	Relationship	Phone	Address
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Talking to the Youth

- Choose the right time, setting, and person to have a conversation with the youth about FSE. (You may want to bring someone with you.)
- What is the most natural way to talk about family?
 - Ask the youth to tell you what he or she knows about his or her family.

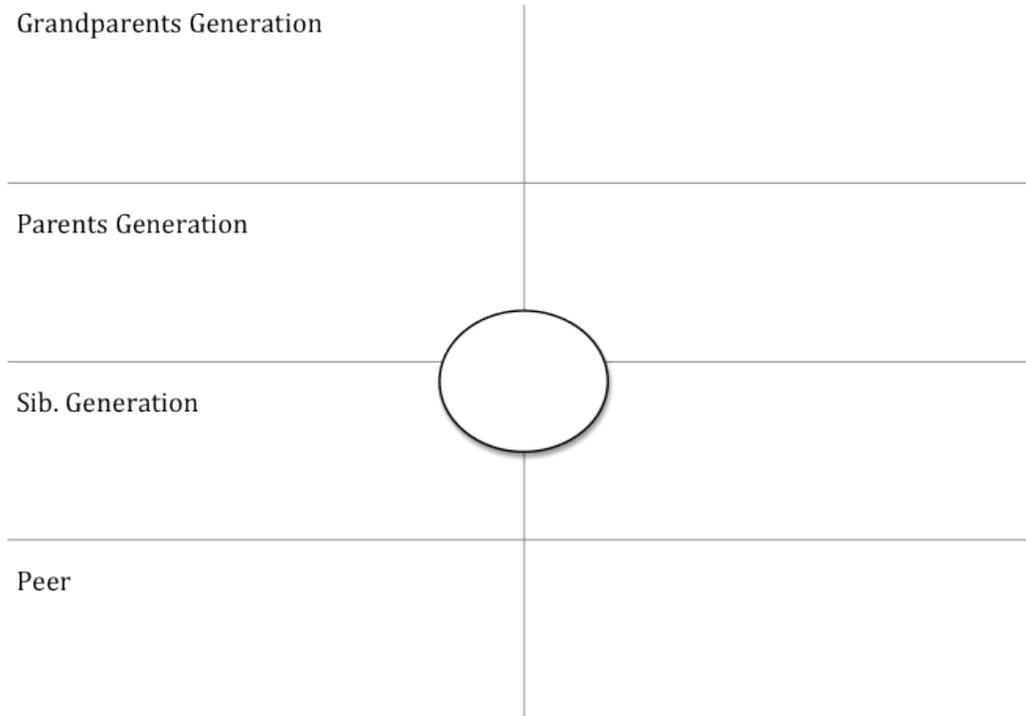
- Find out with whom he or she has had contact or stayed.
- Find out if there were any family members with whom he or she did not have a positive experience (and find out why things didn't turn out well).
- Document any new contacts, and update all information.

- Introduce the FSE concept and be careful not to set up expectations.
 - Help him or her understand that first we want to create a family tree.
 - Also we want to learn as much as we can about his or her family.
 - If appropriate, talk about the possibility of meeting some relatives or seeing some he or she hasn't seen in a while.

- Also talk with the youth about the most influential people in his or her life.

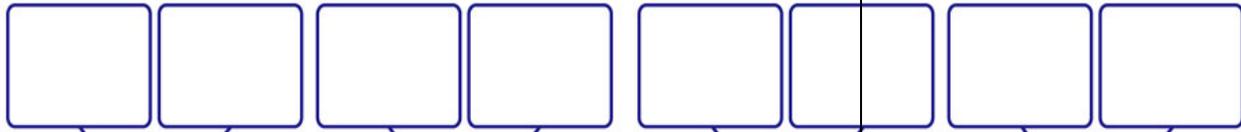
Be sure to coordinate these activities with the caseworker.

Appendix S: Connections Diagram

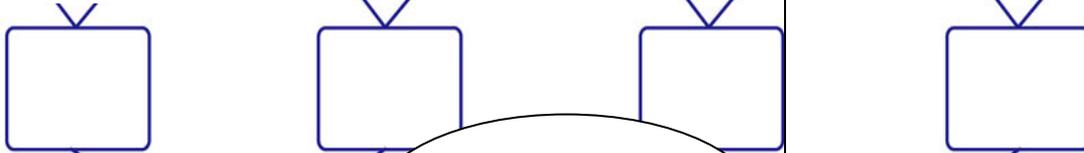


Appendix T: Family Search and Engagement Connectedness Map

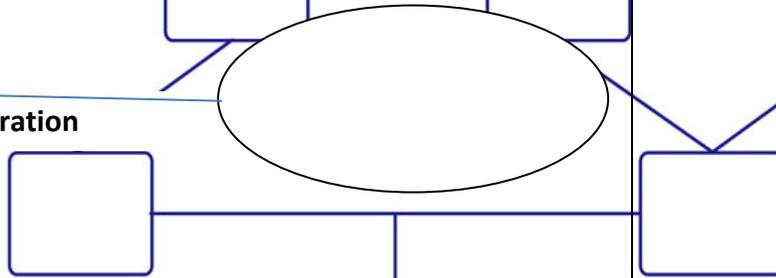
Grandparents' Generation



Parents' Generation



Siblings' Generation



Peers



How to Connect the Lines

Blue = blood, biological connections	Yellow = spiritual connections
Red = heart, people you love or are loved by	Purple = cultural connections
Green = who you teach or learn from	

Appendix U: Questionnaire for Social Worker

This is a CCSWW handout used in FSE foundational training.

Family Search & Engagement (FSE) – *Questionnaire for Social Worker*

Today's Date: _____

1. Client Name: _____ Age: _____ National Origin: _____
2. Original Birth Place: _____
3. Parent (or Main Caregiver) name(s); D.O.B., and Current Contact Information (if applicable): _____
4. Sibling name(s) and ages (if applicable): _____
5. Reason(s) that youth was placed into care: _____
6. How many foster placements since coming into care (need names, addresses, contact numbers, and length of stay, if applicable)?
 - a. Is the youth in current contact with former foster providers? If so, who?
7. How long has youth been in foster care?
8. Where is the youth currently staying (need names, address, & contact numbers, if applicable)?
 - a. Any siblings in care? If so, who?

Appendix V: Children’s Cabinet Face Sheet for FSE

This appendix was developed by Children’s Cabinet (CC), and used by CC case managers applying the FSE intervention.

CHILDREN’S CABINET
 777 Sinclair Street - Reno, NV 89501
 (775) 352-8090

FAMILY SEARCH AND ENGAGEMENT INTAKE

Case Name: Date of referral:
 Case Manager: Social Worker: Case #:

SAFE FC INTAKE	
Child’s Name:	Child’s DOB/Age:
Child’s Current Location:	
Child’s Social Worker/Phone/ E-mail:	
Child’s Previous Social Worker/Phone/ E-mail:	
Child’s CASA Worker/Phone/E-mail:	
Child’s Attorney/Phone/E-mail:	
Child’s Therapist/Phone/E-mail:	
Child’s Case Manager/Phone/E-mail:	
Is child currently on probation? PO’s Name/Phone/E-mail:	
Has or does the family had/have any connection with a religious organization or social club, i.e., Boy Scouts, Elks Club, etc.?	
Reason for removal of child	
.....	

FAMILY OF ORIGIN INFORMATION

MOTHER	
Name:	Child’s DOB/Age:
Address:	
Phone:	E-MAIL:
Available for Re-engagement?: Yes <input type="checkbox"/> No <input type="checkbox"/> Unknown <input type="checkbox"/>	
Notes/Comments:	
.....	
Is parent currently receiving food stamps, Medicaid, or TANF? Yes <input type="checkbox"/> No <input type="checkbox"/> Unknown <input type="checkbox"/>	

FATHER	
Name:	Child's DOB/Age:
Address:	
Phone:	E-MAIL:
Available for Re-engagement?: Yes <input type="checkbox"/> No <input type="checkbox"/> Unknown <input type="checkbox"/>	
Notes/Comments:	
.....	
.....	
Is parent currently receiving food stamps, Medicaid, or TANF? Yes <input type="checkbox"/> No <input type="checkbox"/> Unknown <input type="checkbox"/>	

Appendix W: Relative Notification Checklist

This appendix was developed by Children's Cabinet (CC), and used by CC case managers applying the FSE intervention.

CHILDREN'S CABINET
777 Sinclair Street - Reno, NV 89501
(775) 352-8090

Case Name: _____

Date of Referral: _____

Case Manager: _____

Social Worker: _____

Case #: _____

CHILD'S NAME: _____

NAME	CITY & STATE OF RESIDENCE	PATERNAL/ MATERNAL	RELATION	DATE NOTICE SENT	DATE OF RESPONSE	PLACEMENT OPTION
		MAT.: <input type="checkbox"/> PAT.: <input type="checkbox"/>				YES: <input type="checkbox"/> NO: <input type="checkbox"/>
		MAT.: <input type="checkbox"/> PAT.: <input type="checkbox"/>				YES: <input type="checkbox"/> NO: <input type="checkbox"/>
		MAT.: <input type="checkbox"/> PAT.: <input type="checkbox"/>				YES: <input type="checkbox"/> NO: <input type="checkbox"/>
		MAT.: <input type="checkbox"/> PAT.: <input type="checkbox"/>				YES: <input type="checkbox"/> NO: <input type="checkbox"/>
		MAT.: <input type="checkbox"/> PAT.: <input type="checkbox"/>				YES: <input type="checkbox"/> NO: <input type="checkbox"/>
		MAT.: <input type="checkbox"/> PAT.: <input type="checkbox"/>				YES: <input type="checkbox"/> NO: <input type="checkbox"/>
		MAT.: <input type="checkbox"/> PAT.: <input type="checkbox"/>				YES: <input type="checkbox"/> NO: <input type="checkbox"/>
		MAT.: <input type="checkbox"/> PAT.: <input type="checkbox"/>				YES: <input type="checkbox"/> NO: <input type="checkbox"/>
		MAT.: <input type="checkbox"/> PAT.: <input type="checkbox"/>				YES: <input type="checkbox"/> NO: <input type="checkbox"/>
		MAT.: <input type="checkbox"/> PAT.: <input type="checkbox"/>				YES: <input type="checkbox"/> NO: <input type="checkbox"/>
		MAT.: <input type="checkbox"/> PAT.: <input type="checkbox"/>				YES: <input type="checkbox"/> NO: <input type="checkbox"/>
		MAT.: <input type="checkbox"/> PAT.: <input type="checkbox"/>				YES: <input type="checkbox"/> NO: <input type="checkbox"/>
		MAT.: <input type="checkbox"/> PAT.: <input type="checkbox"/>				YES: <input type="checkbox"/> NO: <input type="checkbox"/>

Appendix X: Siblings in Out-of-Home Care and Social Worker Questions

This appendix was developed by Children’s Cabinet (CC), and used by CC case managers applying the FSE intervention.

Target Child’s Name:		DOB:	
Address:			
Social Worker Name:			
Is this child living in the home?	Is this child currently residing in the same placement as sibling?	Do siblings have same parents?	
YES <input type="checkbox"/> NO <input type="checkbox"/>	YES <input type="checkbox"/> NO <input type="checkbox"/>	YES <input type="checkbox"/> NO <input type="checkbox"/>	
If no, WHERE?	COMMENTS	If no, EXPLAIN:	

Target Child’s Name:		DOB:	
Address:			
Social Worker Name:			
Is this child living in the home?	Is this child currently residing in the same placement as the child?	Do siblings have same parents?	
YES <input type="checkbox"/> NO <input type="checkbox"/>	YES <input type="checkbox"/> NO <input type="checkbox"/>	YES <input type="checkbox"/> NO <input type="checkbox"/>	
If no, WHERE?	COMMENTS	If no, EXPLAIN:	

Target Child’s Name:		DOB:	
Address:			
Social Worker Name:			
Is this child living in the home?	Is this child currently residing in the same placement as the child?	Do siblings have same parents?	
YES <input type="checkbox"/> NO <input type="checkbox"/>	YES <input type="checkbox"/> NO <input type="checkbox"/>	YES <input type="checkbox"/> NO <input type="checkbox"/>	
If no, WHERE?	COMMENTS	If no, EXPLAIN:	

Appendix Y: Life Domains Planning Considerations

This appendix is a collaboration between CCSWW, WCDSS, and Children's Cabinet.

What are the expectations of all team members?

Safety: Has an effective and user-friendly safety plan been created with the family that includes natural and professional supports? Has the family practiced using this safety plan?

Family: Will or can the youth have access to other family members? Do relationships need to be defined or healed?

Psychological/Emotional: What will help this family flourish, e.g., family counseling, new or ongoing counseling for the youth and/or siblings?

Educational/Vocational: What assistance is needed with enrolling the child in the new school, e.g., IEP assistance? Will the child be able to successfully ride the bus? If not, what is the plan for the child to get to school? Who will take care of the child if he or she is sick or sent home from school?

Home/Residence: Is there a sufficient home? Is there enough room? Are there enough beds and dressers? Does the youth need to have his or her individual space to be successful? Can it be created?

Social/Recreational: How will the youth stay busy? What is available in the community? Can the family afford to participate? Can you create a calendar with the family for activities with community and support team members? Is there scheduled respite?

Medical/Dental: Does the family need assistance connecting to a doctor/dentist or transferring to a new provider? Are there sufficient medications for a smooth transition to next provider? *(Be sure this is scheduled!)*

Cultural/Spiritual: How can we help with any spiritual or cultural connections? What are the expectations?

Economic/Financial: Does the family have sufficient funding to house, feed, and clothe the youth? Are there resources that can help the family to which it can be connected? Does the family need help getting this into place?

Legal: Are there any outstanding legal issues that need to be addressed (e.g., legal status, probation, ICPC)? Can you help facilitate this process?

Planning Ideas:

Appendix Z: Children’s Cabinet Case Manager Flow Chart (developed by CC)

CHILDREN’S CABINET CASE MANAGER FLOW CHART

