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February 10, 2016

To: Supervisor Hilda Solis, Chair
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From: Philip L. Browning
Director

**FLORENCE CRITTENTON SERVICES OF ORANGE COUNTY, INC. dba CRITTENTON SERVICES FOR CHILDREN AND FAMILIES FOSTER FAMILY AGENCY QUALITY ASSURANCE REVIEW**

The Department of Children and Family Services (DCFS) Out-of-Home Care Management Division (OHCMD) conducted a Quality Assurance Review (QAR) of Florence Crittenton Services of Orange County, Inc. dba Crittenton Services for Children and Families Foster Family Agency (the FFA) in April 2015. The FFA has one site located in Orange County and provides services to the County of Los Angeles DCFS placed children and youth. According to the FFA's program statement, its stated mission is, "to provide trained foster parents who can offer a nurturing and protecting environment to children of both sexes from birth to 17 years of age."

The QAR looked at the status of the placed children's safety, permanency, and well-being during the most recent 30 days and the FFA's practices and services over the most recent 90 days. The FFA scored at or above the minimum acceptable score in all 9 focus areas: Safety, Permanency, Placement Stability, Visitation, Engagement, Service Needs, Assessment & Linkages, Teamwork, and Tracking & Adjustment.

The FFA did not require a Quality Improvement Plan, as the FFA scored at or above the minimum acceptable score in all focus areas of the QAR. In October 2015, the OHCMD quality assurance reviewer met with the FFA to discuss results of the QAR.

If you have any questions, your staff may contact me or Aldo Marin, Board Relations Manager, at (213) 351-5530.

PLB:EM:KR:rds

Attachments

c: Sachi A. Hamai, Chief Executive Officer
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**FLORENCE CRITTENTON SERVICES OF ORANGE COUNTY, INC. dba CRITTENTON SERVICES FOR CHILDREN AND FAMILIES FOSTER FAMILY AGENCY**
**QUALITY ASSURANCE REVIEW (QAR)**
**FISCAL YEAR 2014-2015**

## SCOPE OF REVIEW

The Out-of-Home Care Management Division (OHCMD) conducted a Quality Assurance Review (QAR) of Florence Crittenton Services of Orange County, Inc. dba Crittenton Services for Children and Families Foster Family Agency (the FFA) in April 2015. The purpose of the QAR is to assess the FFA's service delivery and to ensure that the FFA is providing children with quality care and services in a safe environment, which includes physical care, social and emotional support, education and workforce readiness, and other services to protect and enhance their growth and development.

The QAR is an in-depth case review and interview process designed to assess how children and their families are benefiting from services received and how well the services are working. The QAR utilizes a six-point rating scale as a *yardstick* for measuring the situation observed in specific focus areas. The QAR assessed the following focus areas:

Status Indicators:

- Safety
- Permanency
- Placement Stability
- Visitation

Practice Indicators:

- Engagement
- Service Needs
- Assessment & Linkages
- Teamwork
- Tracking & Adjustment

For Status Indicators, the reviewer focuses on the child's functioning during the most recent 30 day period and for Practice Indicators, the reviewer focuses on the FFA's service delivery during the most recent 90 day period.

For the purpose of this QAR, interviews were conducted with three focus children, three Department of Children and Family Services (DCFS) Children's Social Workers (CSWs), three Certified Foster Parents (CFPs), two FFA social workers, and the FFA Program Director.

At the time of the QAR, the placed children's average number of placements was five, their overall average length of placement was 10 months and their average age was 15. The focus children were randomly selected. None of the focus children were included as part of the sample for the 2014-2015 Contract Compliance Review.

## QAR SCORING

The FFA received a score for each focus area based on information gathered from on-site visits, agency file reviews, DCFS court reports and updated case plans and interviews with the FFA staff, DCFS CSWs, service providers and the children. The minimum acceptable score is 6 in the area of Safety and 5 in all remaining areas.

| Focus Area | Minimum Acceptable Score | FFA QAR Score | FFA QAR Rating |
|---|---|---|---|
| **Safety** - The degree to which the FFA ensures that the child is free of abuse, neglect, and exploitation by others in his/her placement and other settings. | 6 | 6 | **Optimal Safety** - The focus children are optimally and consistently avoiding behaviors that cause harm to self, others, or the community and are free from abuse, neglect, exploitation, and/or intimidation in placement. |
| **Permanency** - The degree to which the child is living with caregivers, who are likely to remain in this role until the child reaches adulthood, or the child is in the process of returning home or transitioning to a permanent home and the child, the FFA staff, caregivers and CSW, support the plan. | 5 | 5 | **Good Permanency** - The focus children have substantial permanence. The focus children live in a family setting that the focus children, the FFA, caregivers, caseworkers, and team members have confidence will endure lifelong. |
| **Placement Stability** - The degree to which the FFA ensures that the child's daily living, learning, and work arrangements are stable and free from risk of disruptions and known risks are being managed to achieve stability and reduce the probability of future disruption. | 5 | 5 | **Good Placement Stability** - The focus children have substantial stability in placement and school settings with only planned changes and no more than one disruption in either setting over the past 12 months with none in the past six months. The children have established positive relationships with primary caregivers, key adult supporters, and peers in those settings. |
| **Visitation** - The degree to which the FFA staff support important connections being maintained through appropriate visitation. | 5 | 5 | **Substantially Acceptable Maintenance of Visitation and Connections** - Generally effective family connections are being sought for all significant family members through appropriate visits and other connecting strategies. |

| Focus Area | Minimum Acceptable Score | FFA QAR Score | FFA QAR Rating |
|---|---|---|---|
| | | | |
| **Engagement** - The degree to which the FFA staff working with the child, biological family, extended family and other team members for the purpose of building a genuine, trusting and collaborative working relationship with the ability to focus on the child's strengths and needs. | 5 | 5 | **Good Engagement Efforts** - To a strong degree, a rapport has been developed, such that the FFA staff, certified foster parents, DCFS CSWs, and the focus children feel heard and respected. |
| **Service Needs** - The degree to which the FFA staff involved with the child, work toward ensuring the child's needs are met and identified services are being implemented and supported and are specifically tailored to meet the child's unique needs. | 5 | 5 | **Good Supports and Services** - A good and substantial array of supports and services substantially matches intervention strategies identified in the case plan. The services are generally helping the focus children make progress toward planned outcomes. |
| **Assessment & Linkages** - The degree to which the FFA staff involved with the child and family understand the child's strengths, needs, preferences, and underlying issues and services are regularly assessed to ensure progress is being made toward case plan goals. | 5 | 5 | **Good Assessment and Understanding** - The focus children's functioning and support systems are generally understood. Information necessary to understand the focus children's strengths, needs, and preferences is frequently updated. Present strengths, risks, and underlying needs requiring interventions and supports are substantially recognized and well understood. |
| **Teamwork** - The degree to which the "right people" for the child and family have formed a working team that meets, talks, and makes plans together. | 5 | 5 | **Good Teamwork** - The team contains most of the important supporters and decision makers in the focus children's lives, including informal supports. The team has formed a good dependable working system that meets, talks, and/or plans together; at least one face-to-face team meeting has been held to develop plans. |

| Focus Area | Minimum Acceptable Score | FFA QAR Score | FFA QAR Rating |
|---|---|---|---|
| | | | |
| **Tracking & Adjustment** - the degree, to which the FFA staff who is involved with the child and family is carefully tracking the progress that the child is making, changing family circumstances, attainment of goals and planned outcomes. | 5 | 5 | **Good Tracking and Adjustment Process** - Intervention strategies, supports, and services being provided to the focus children are generally responsive to changing conditions. Frequent monitoring, tracking, and communication of the focus children's status and service results to the team are occurring. |

**STATUS INDICATORS**
*(Measured over last 30 days)*

**What's Working Now (Score/Narrative of Strengths for Focus Area)**

**Safety (6 Optimal Safety Statuses)**

**Safety Overview:** The FFA optimally and consistently provided the focus children a highly safe living environment. The focus children are free from harm in their placements and other daily settings, including at school and in the community.

The FFA has ensured protective strategies for the focus children. They conduct monthly trainings on different subjects to assist the CFPs in ensuring the focus children feel safe and comfortable in their Certified Foster Homes (CFHs) and in their daily activities. Although none of the focus children or other DCFS placed children have demonstrated self-injurious behaviors or suicidal ideation within the past 30 days, the FFA Program Director stated that they are prepared to develop and implement a safety plan to ensure foster children are safe.

The first focus child reported that she is "treated well" and everyone in her CFH gets along with each other. In reference to her foster mother, the focus child stated, "She has a good heart" and expressed feeling safe in the foster home. The DCFS CSW reported the focus child having some "small issues" related to her behavior, and discussing the concerns with the FFA social worker and CFP, as well as relating the focus child's point of view with them.

The second focus child stated, "This is comfortable here. I like it here. She cooks for us. I feel safe here." The DCFS CSW reported that she has good and ongoing communication with the FFA social worker and the CFP via emails and telephone calls, so that they "all can be on the same page."

The third focus child stated, "I love living here. I wish I could stay longer here" in reference to living with the CFPs. The DCFS CSW explained that the focus child's concerns are discussed with the FFA social worker and CFPs via telephone conversations and emails.

The FFA submitted one Special Incident Report (SIR), via the I-Track database over the last 30 days. The SIR was submitted timely and the incident was not related to a child safety issue. The SIR was submitted to report a concern a CFP had regarding a child placed in her home.

The Out-of-Home Care Investigations Section reported that no referrals were under investigation during the last 30 days.

**Permanency (5 Good Statuses)**

**Permanency Overview:** The FFA provided substantial permanence. The FFA is providing services that correspond with each of the focus children's permanency plan goals and demonstrates efforts to reach the plan recommended by DCFS. During monthly home visits, meetings are held between the FFA social workers, the CFPs, and the focus children with an effort to coordinate the meetings during the DCFS CSW's monthly visit for the purpose of discussing the focus children's permanency plans, as well as any other relevant issues.

The first focus child is a Non-Minor Dependent (NMD). She is placed in extended foster care through Planned Permanent Living Arrangement (PPLA), with the specific goal of self-sufficiency. This focus child graduated from high school, received her high school diploma and is attending community college. The FFA social worker is encouraging the focus child to attend Independent Living Program (ILP) classes through a specific agency, in addition to the FFA's monthly ILP workshops on topics such as financial advice, job readiness and mock interviews. The focus child vacillates between obtaining Supervised Independent Living Plan (SILP) funds and living with a friend, or remain living with her CFPs. The DCFS CSW is encouraging her to remain in the foster home until age 21 and then move into transitional housing.

The second focus child is also a NMD. Her permanency plan is also PPLA extended foster care with the specific goal to transition into independent adulthood. According to the DCFS CSW and FFA social worker, the team recently attended a Transition Conference to develop a SILP placement with her boyfriend and his family, whom she refers to as her "in-laws." The DCFS CSW related that she has ongoing communication with the CFP and the FFA social worker to discuss any issues that could disrupt the focus child's placement. The DCFS CSW referred the focus child to specific independent living skills classes, in addition to her participation in monthly ILP workshops provided by the FFA. The DCFS CSW stated that she has worked closely with the FFA social worker to address the focus child's needs.

The permanency plan for the third focus child is family reunification with his biological mother and sister. If family reunification is not successful family finding efforts will be initiated. According to the DCFS CSW, the mother is doing well at following-up with the DCFS requests. Furthermore, she stated that the mother's visits have expanded to twice a week, including an eight-hour visit on Sundays. The CFP related that she is on good terms with the mother and "tries to guide her" on her goal to become a nurse.

The FFA has developed appropriate permanency plan goals for the focus children and has demonstrated efforts to assist the focus children in achieving permanency and independence.

**Placement Stability (5 Good Stability)**

**Placement Stability Overview:** The FFA is providing substantial stability for the focus children. The FFA is providing the services that correspond with each of the focus children's permanency plan and demonstrates efforts to achieve the plan recommended by DCFS. The FFA social workers visit the focus children and their CFPs at least bi-monthly and make an effort to coordinate meetings during the DCFS CSW's monthly visits. If that is not possible, they communicate via telephone calls, texting and emails to discuss the focus children's functioning in the CFHs and daily activities to ensure their needs are being met.

The first focus child was having difficulty in the CFH as the CFP's adult daughter living in the home believed the focus child was disrespectful toward her mother in her mother's efforts to meet the focus child's needs. Subsequently, the FFA social worker arranged a meeting with everyone to diffuse the situation and come to a resolution. The CFP stated that she's more attached to her than the other placed children. The focus child stated that her CFPs show that they care. The FFA social worker related that in preserving the placement she is "constantly assessing" the focus child and CFPs during her weekly home visits. The FFA social worker further shared that she addresses any concerns during the FFA's internal meeting with the FFA Program Director and other FFA staff members. In regard to the focus child's placement stability, the DCFS CSW related that he believed the CFP had unrealistic expectations of the focus child and explained to the CFP that the focus child needed more time to grasp and process situations and incidents in her environment. The DCFS CSW stated that the focus child has made good improvement in her shyness and advocating for herself.

The second focus child stated, "For me, I have everything here" and shared that her boyfriend's mother, whom she refers to as her "mother-in-law" and CFP are teaching her to cook, adding that her CFP "always cooks good food." The FFA social worker reported that she has regular visits at the CFH to ensure the focus child feels safe and to ensure her needs are being met. The DCFS CSW related that she has ongoing communication with the CFP and FFA social worker to remediate any issues of concern.

The third focus child is happy in his CFH expressing that all his needs are being met in that "They feed me, the food is good, take me to school, take me to the movies, they watch me play in the garden." According to the FFA social worker, the FFA provides a lot of support to the CFPs by weekly visits to the CFH, educating the CFP in parenting issues, as well as the monthly FFA meetings to discuss ways in which they can support the CFP and focus child.

**Visitation (5 Substantially Acceptable Maintenance of Visitation & Connections)**

**Visitation Overview:** The FFA is generally effective in maintaining family visits and connections for the focus children, in accordance with the court's visitation orders. The FFA social workers are committed to ensuring that the focus children receive their visitation, including providing monitored visits when necessary or required. The FFA social workers and CFPs have encouraged the focus children to maintain regular contact and visits with the significant people in their life. The FFA social workers appear to be the point person in assisting and arranging visitation and ensuring there are no barriers to the focus children visiting the significant people in their lives.

The first focus child reported that she had not had a visit with her sister, who is also a NMD, in three to four months because her sister's CFP would not transport her sibling to a halfway meeting point for visitation. Although the focus child's sister is not residing within the same FFA, she also has a monthly bus pass issued by their DCFS CSW, with visits arranged amongst themselves and as their schedules permit. Furthermore, their DCFS CSW stated that during that period of time, the focus child's sister did not want visits with her. However, more recently the sisters periodically visit their father and paternal grandmother at a mutually agreed upon public location.

The second focus child has weekly overnight weekend visits with her boyfriend and his family, which is supported by the DCFS CSW, FFA social worker, and CFP. The focus child stated that her mother, who resides out of the country, calls and texts her on an infrequent basis. The DCFS CSW reported that the focus child recently spoke with her mother and explained that the focus child does not want to talk to her mother because she believes her mother has not changed and has the same issues.

The third focus child has weekly visits with his mother and sibling at a mutually agreed upon location. According to the DCFS CSW, the visits have been expanded to two weekly visits, including an eight-hour visit. The focus child stated that the visits with his mother and sister are "good." The CFPs transport the focus child to and from the visits and are very supportive of the focus child's mother. The CFP shared that she and the child's mother have a good rapport and would like to remain in contact with the focus child and his family when he is returned to his mother. According to the FFA social worker, the FFA will transport and monitor visits if necessary.

## PRACTICE INDICATORS

*(Measured over last 90 days)*

### What's Working Now (Score/Narrative of Strengths for Focus Area)

**Engagement (5 Good Engagement Efforts)**

**Engagement Overview:** The FFA makes consistent good efforts to engage the focus children with key people in the decisions that are being made for them. The FFA social workers visit the focus children and their CFPs at least twice a month and follow-up with the focus children to ascertain their functioning in their CFH and to discuss any pertinent issues. They communicate with their DCFS CSWs at least monthly and make efforts to meet their DCFS CSWs during the CSW's monthly visits to the CFH.

The first focus child's DCFS CSW stated that the focus child has made a lot of progress, in part because she is less shy and is learning to advocate for herself. He stated that they have an ongoing discussion regarding ways in which she can engage others and advocate for herself in order to move forward in life. The DCFS CSW further stated that through collaboration with the team members, which includes telephone contact, emails, texts to and from the focus child, as well as coordinated visits with the FFA social worker, the focus child and the CFPs, he is able to assess the focus child's functioning. The FFA social worker shared similar engagement practices, as well as the reasons in which the entire team would meet, as opposed to meeting with the focus child and the CFP. The

CFP shared that the FFA is "really good" as far as discussing any problems and resolving the matter quickly.

The second focus child reported that she can count on her CFP, her boyfriend's mother, whom she refers to as her "mother-in-law" and her boyfriend and the rest of his family. The DCFS CSW stated that the engagement process includes the FFA social worker, the focus child, the CFP, the boyfriend and her mother-in-law, as well as the focus child's master teacher and the ILP case manager. She also stated that the focus child is "very open" with everyone and that the CFP and the focus child have a close relationship in which the focus child can confide in her. The FFA social worker confirmed what was said by others in that the people who are important and supportive of the focus child collaborate and communicate via text messages, telephone calls and email.

The third focus child spoke highly of his CFPs, who he refers to as Grandma and Grandpa, stating that he can count on them for all of his needs being met. The DCFS CSW, FFA social worker and the CFP stated that they all communicate through email and telephone calls. According to the CFP, she and the focus child's mother share a good relationship, with the CFP supporting the mother in her parenting skills and career endeavors. The FFA social worker also stated that a Multi-Disciplinary Assessment Team (MAT) assessment had been held on the focus child.

The focus children expressed having good communication and feeling heard and respected by their FFA social workers, their CFPs and DCFS CSWs. The FFA makes consistent good efforts to engage the key people in the focus children's lives.

**Service Needs (5 Good Supports and Services)**

**Service Needs Overview:** The FFA provides a good and substantial array of supports and services, which match intervention strategies identified in the case plan.

The first focus child's DCFS CSW stated that he coordinates visits with the FFA social worker to visit and communicate with the focus child and her CFP regarding the focus child's needs and services being provided, which resulted in a referral to the ILP coordinator in order to request a laptop computer. Thus far, the focus child has refused counseling services; however, has allowed the FFA to transport her in obtaining job applications. As part of Assembly Bill 12's extended foster care requirements, she is attending a community college, while volunteering at an animal shelter. When the focus child was placed in this CFH, the FFA arranged for the CFP to transport the focus child to the high school she had been attending and therefore received her high school diploma from her school of origin. Along with the FFA social worker transporting the focus child to seek employment, she has encouraged the focus child to attend the FFA's monthly ILP classes. According to the DCFS CSW, the focus child has all the documents necessary for independent living except a California Driver License. The DCFS CSW stated that driver's education training can be funded through ILP funds. She also stated the CFP ensured that there was no interruption in the focus child's education.

The second focus child attends an independent studies program through the local school district and is working to achieve her high school diploma. According to the FFA social worker, the focus child attends monthly ILP classes conducted by the FFA, along with bi-monthly visits by the ILP coordinator supporting the focus child in completing job applications and other school and

independent living related skills. With the help of the focus child's DCFS CSW and FFA social worker, the focus child is in the process of applying for citizenship and was transported by the FFA social worker to the Department of Motor Vehicles to obtain her California Identification Card. The focus child recently agreed to be assessed for individual therapy.

The third focus child is receiving weekly therapy through a mental health agency. The therapist provides weekly therapy in the CFH and also works with the CFPs with specific parenting skills to assist with the focus child's behavior. Due to ongoing assessment by team members, they realized the focus child was not completing his homework and referred him to the afterschool homework club and the child is now completing his homework. The FFA social worker, as well as the focus child stated that he loves to read and has excellent reading and spelling skills. The focus child has books and a quiet place where he can enjoy reading in his CFH. The CFP and the FFA social worker shared that the focus child was engaging in challenging behavior in the CFH, so the therapist assisted the CFP in developing a behavior modification program with a wall poster documenting the child's accomplishments.

The FFA is generally providing a good combination of informal and formal supports and services to assist the focus children.

**Assessment & Linkages (5 Good Assessment and Understanding)**

**Assessment & Linkages Overview:** The FFA provides good assessments for the focus children. The FFA social workers meet with the focus children on a weekly basis. According to the FFA social workers, they are continually evaluating the focus children and their functioning in an effort to provide various interventions for the focus children to perform effectively in their daily activities and environment.

The first focus child was having difficulty in the CFH and the FFA social worker was meeting weekly with the focus child and the CFP in an effort to resolve any conflicts within the family. In further communication with focus child and CFP, the FFA social worker assessed that it would also be helpful for the CFP's adult daughter to participate in some of the discussions in order to improve their relationships and family functioning. According to the DCFS CSW, he talks to the focus child, FFA social worker and CFP regarding the focus child's progress in treatment goals and what is needed for the focus child to obtain or maintain progress. He stated they will modify the focus child's Needs and Services Plan (NSP), if necessary. Furthermore, the DCFS CSW stated that he, the FFA social worker, CFP and the focus child are in ongoing communication to ensure the focus child's needs are met. He shared that the CFP "does a good job" following up with the focus child's medical and dental care. The DCFS CSW also stated that he now has the focus child contact and follow-up with the regional ILP coordinator for her needs. The focus child mentioned that she receives medical and dental treatment when needed and is thinking of participating in a yoga class this summer.

According to the DCFS CSW for the second focus child, the FFA social worker discusses the focus child's NSP goals, which he approves and everyone is informed via email, in-person and telephone calls.

The third focus child, through communication and observation between the FFA social worker, CFP, and child's therapist determined that the focus child and the CFPs required more support in dealing with the focus child's challenging behavior, developed a behavior modification program for the focus child with a posted chart to document the child's positive behavior and token rewards. The key people were also in communication with the child's mental health therapist to ensure his needs were being addressed.

The FFA has generally provided good support systems necessary for the focus children to improve their functioning in their daily activities.

**Teamwork (5 Good Teamwork)**

**Teamwork Overview:** The team contains most of the important supporters and decision makers in the focus children's lives, including informal supports. The team, consisting of the focus children, DCFS CSWs, FFA social workers, CFPs and in some cases the child's therapist, teacher and ILP coordinator, has formed a good, dependable working system that continually works in a collaborative manner to meet the focus child's needs. The team members for the focus children have a good understanding of the focus child's strengths and challenges and are able to organize effective services or modify plans to ensure effective and meaningful services are being provided for the focus children to move forward in their case plans.

Although the first focus child's CFP expressed that she would like more help from the FFA in preparing the focus child in transitioning to independence, she also stated that the FFA social worker meets weekly with the focus child and herself to discuss and attempt to resolve issues as they occur. The CFP shared that she needs more support in dealing with the focus child's behavior challenges in spite of the weekly visits and meetings with the FFA social worker and the focus child. The DCFS CSW reported that any of the team members can request to meet and to discuss particular issues with the team, which may include the focus child, FFA social worker, CFP and ILP coordinator. The focus child shared that the DCFS CSW and certified foster parent are her team members and meet to discuss her plan and when "I sometimes misbehave." Further, she shared that her foster parent "is always there for me."

The CFP of the second focus child stated that she feels supported by the FFA, but would like more help from the FFA in following-up with the focus child's school issues. The DCFS CSW commented that she and the FFA social worker "have really teamed-up on this case to ensure she [the focus child] is being helped."

The third focus child's DCFS CSW stated that the team meets when there is a need; however, it has not been necessary lately. The FFA social worker reported that the focus child is very verbal and will communicate his needs and engages in good communication with the DCFS CSW, CFP and the child's therapist. The DCFS CSW, FFA social worker and the CFP shared that they all communicate through telephone calls and meet with each team member on a separate basis and meet when there is a need, with the FFA social worker being the point person.

According to the FFA Program Director and the FFA social workers, they meet on a monthly basis to assess the children's progress and evaluate if the children are receiving the services needed to make

progress in their goals. She also reiterated that the FFA social workers conduct weekly home visits with the focus children and certified foster parents to discuss any pertinent issues or concerns. All parties interviewed stated that although team meetings are not regularly scheduled, any member of the team can request a meeting at any time. The team for the first and second focus children met within the last 30 days to discuss preparing the focus children for transitioning to independence, while the third focus child's team did not meet, as this child continues to thrive in all aspects of his life.

**Tracking & Adjustment (5 Good Tracking and Adjustment Process)**

**Tracking & Adjustment Overview:** The intervention strategies, supports, and services provided by the FFA were generally responsive to the focus children. The FFA provided frequent monitoring, tracking and communication of the focus children's status. Service results and communication of information to other team members, including the DCFS CSWs, the teachers, and other key supporters is conducted. Implementation of supports and services were tracked by progress notes, case plans, NSPs, and through communication with the focus children. The FFA social workers adjusted and modified treatment goals to meet the focus children's needs or when services were not enabling the focus children to achieve progress.

The interviewed FFA social workers and DCFS CSWs reported ongoing communication between the CFPs and the third focus child's therapist via telephone contact, emails, and visits. The FFA Program Director conveyed that at least bi-monthly she meets with the FFA social workers and reviews their case notes related to the CFPs and the children. In addition, the FFA Program Director stated that they conduct an "ongoing assessment" to identify the child's progress or modify services if there is no progress via discussion. Furthermore, she reported that the CFPs' ability and competence is being reviewed to ensure the placed children are receiving services that enable them to progress, if not the FFA provides the CFP with retraining on applicable issues.

The first focus child's DCFS CSW reported that through quarterly reports from the FFA and discussion with all team members, including the DCFS ILP coordinator, they determine if the treatment goals are being met and need modification. The FFA social worker stated that in addition to what the DCFS CSW stated, if the focus child is not making progress, the NSP goals are "broken down" to an achievable goal.

The second focus child's DCFS CSW stated that she has good and ongoing communication with the FFA social worker, the CFP and the focus child through visits, emails and telephone calls. Whereas the FFA social worker reported that she is "always" reviewing the focus child's progress. The FFA social worker explained that the focus child provides her with updates and the FFA social worker will verify the information with the CFP and the DCFS CSW. She further discussed that she is in "constant" communication with the FFA Program Director, DCFS CSW, CFP and the focus child.

The third focus child's DCFS CSW and FFA Social Worker basically related the same above mentioned information; while the DCFS CSW added that the focus child's therapist is part of the team and the treatment goals are modified as needed.

## NEXT STEPS TO SUSTAIN SUCCESS AND OVERCOME CURRENT CHALLENGES

In July 2015, OHCMD provided the FFA with technical support related to findings indicated in the 2014-2015 Contract Compliance Review, which consisted of the following: obtaining OHCMD's historical information and criminal clearances prior to certification of foster parents, ensuring children's transportation needs are met, CFPs conducting and maintaining disaster drill logs, documenting efforts to obtain the DCFS CSW's authorization to implement the NSP, CFPs participating in the development of the NSPs, contacting DCFS CSWs monthly and documenting in the child's case file, ensuring children feel safe in their CFH and children are treated with respect and dignity, children understand their personal right to receive and reject voluntary medical and dental care, and encouraging and assisting children in the development and updating of a Life Book/Photo Album.

In October 2015, OHCMD quality assurance reviewer met with the FFA to discuss the results of the QAR. The FFA scored at or above the minimum acceptable score in all focus areas. A Quality Improvement Plan was not requested of the FFA. However, OHCMD quality assurance reviewer has and will continue to provide ongoing technical support, training, and consultation, as needed to the FFA.