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February 24, 2016

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

FRED JEFFERSON MEMORIAL HOME FOR BOYS GROUP HOME 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 Fred Jefferson Memorial Home for Boys Group Home (the Group Home) in April 2015. The Group Home has two sites located in the Second Supervisorial District and provides services to the County of Los Angeles DCFS foster children and youth. According to the Group Home's program statement, its stated mission is, "to provide adolescents in need of out-of-home placement with a safe and secure home to live in. We offer a program of services designed to meet individual needs. As appropriate, we will work with families toward reunification. We coordinate our efforts to provide continuity and quality of programming."

The QAR looked at the status of the placed children's safety, permanency and well-being during the most recent 30 days and the Group Home's practices and services over the most recent 90 days. The Group Home scored at the minimum acceptable score in 8 of 9 focus areas: Permanency, Placement Stability, Visitation, Engagement, Service Needs, Assessment & Linkages, Teamwork, and Tracking & Adjustment. OHCMD noted opportunities for improved performance in the focus area of Safety.

The Group Home provided the attached approved Quality Improvement Plan addressing the recommendations noted in this report. In November 2015, OHCMD Quality Assurance Reviewer discussed results of the QAR with the Group Home and provided the Group Home with technical support to address methods for improvement in the area of Safety.

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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FRED JEFFERSON MEMORIAL HOME FOR BOYS GROUP HOME
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 Fred Jefferson Memorial Home for Boys Group Home (the Group Home) in April 2015. The purpose of the QAR is to assess the Group Home's service delivery and to ensure that the Group Home 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 Group Home'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), two service providers, two Group Home staff, and one Group Home administrator.

At the time of the QAR, the placed children's average number of placements was six, their overall average length of placement was eight months and their average age was 16. The focus children were randomly selected. One of the focus children was included as part of the sample for the 2014-2015 Contract Compliance Review.

QAR SCORING

The Group Home 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 Group Home staff, DCFS CSWs, service providers, and the focus children. The minimum acceptable score is 6 in the area of Safety and 5 in all remaining areas.

Focus Area	Minimum Acceptable Score	GH QAR Score	GH QAR Rating
Safety - The degree to which the Group Home ensures that the child is free of abuse, neglect, and exploitation by others in his/her placement and other settings.	6	4	**Fair Safety Status** - The focus children are usually avoiding behaviors that cause harm to self, others, or the community but rarely may present a behavior that has low or mild risk of harm. The focus children may have had related history, diagnosis, or behavior presentations in the past, but may have presented risk behaviors at a declining or much reduced level over the past three months. The focus children have a minimally safe living arrangement with the present caregivers.
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 Group Home staff, caregivers and CSW, support the plan.	5	5	**Good Status** - The focus children have substantial permanence. The focus children live in a family setting that the children, Group Home staff, caregivers, caseworker, and team members have confidence will endure lifelong.
Placement Stability - The degree to which the Group Home 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 Stability** - The focus children have substantial stability in placement and school settings with only planned changes and no disruptions. The focus children have established positive relationships with primary caregivers, key adult supports, and peers in those settings. Any known risks are now well controlled.

Focus Area	Minimum Acceptable Score	GH QAR Score	GH QAR Rating
Visitation - The degree to which the Group Home staff support important connections being maintained through appropriate visitation.	5	5	**Substantially Acceptable Maintenance of Visitation & Connections** - Generally effective family connections are being sought for all significant family/Non-Related Extended Family Members (NREFM) through appropriate visits and other connecting strategies.
Engagement - The degree to which the Group Home 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 Group Home staff, DCFS CSWs and the focus children feel heard and respected.
Service Needs - The degree to which the Group Home 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 & Services** - A good and substantial array of supports and services substantially match intervention strategies identified in the case plan. The services are generally helping the focus children make progress toward planned outcomes. A dependable combination of formal and informal supports and services is usually available, appropriately used, and seen as generally satisfactory.
Assessment & Linkages - The degree to which the Group Home 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 & Understanding** - The focus children's functioning and support systems are generally understood. Information necessary to understand the focus children's strengths, needs and preferences are frequently updated. Present strengths, risks, and underlying needs requiring interventions and supports are substantially recognized and well understood.

Focus Area	Minimum Acceptable Score	GH QAR Score	GH QAR Rating
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 plans together. The team has good and necessary skills, knowledge, and abilities necessary to organize effective services with children of complexity and cultural background. The focus children are substantially involved in the team.
Tracking & Adjustment - The degree to which the Group Home 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)

Permanency (5 Good Status)

Permanency Overview: The Group Home provides substantial permanence for the three focus children. The Group Home demonstrates efforts to assist the focus children in achieving permanency.

The first focus child's permanency plan is Family Reunification with his mother. According to the DCFS CSW, the focus child does not want visits, as he is angry and resentful of his mother and is evaluating reunification with the focus child's maternal grandmother; however, the maternal grandmother recently advised the DCFS CSW that the focus child could not live with her due to his gang affiliation. The Group Home provides weekly monitored visits at the Group Home for the focus child's mother and siblings. According to the interviewed Group Home staff member, the DCFS CSW

asked the mother to "hold off" a couple weeks of visiting due to the child's poor behavior of running away and school truancy behaviors.

The second focus child is legally freed and the permanency plan is Adoption, with the Group Home being a temporary placement until an adoptive foster home is located. The concurrent permanency plan is Planned Permanent Living Arrangement (PPLA). The DCFS CSW stated that the focus child is assigned a DCFS Permanency Partners Program (P3) CSW, who located the paternal grandfather who resides out-of-state. According to the focus child's court report, the concurrent plan, if appropriate, is to place the focus child with his paternal grandfather, if and when he moves to California. The DCFS CSW also submitted a request for the focus child to be assigned a Court Appointed Special Advocate (CASA). The focus child reported that he would like to remain living at the Group Home and feels supported by his DCFS CSW and Adoption DCFS CSW.

The third focus child is a Non-Minor Dependent. He is placed in extended foster care through PPLA, with the specific goal of placement in transitional housing. The focus child reported that his plan is to live at the Group Home until he is placed into transitional housing. He further elaborated his plan is to continue in school at the local community college and seek employment. According to the DCFS CSW, the focus child has an appointment with Transitional Housing and her concern is getting the focus child into the area in which he would like to reside. The DCFS CSW reported that she collaborates with the Group Home facility manager who "has been very helpful" and also stated, "She always makes herself available" and "is good at getting him motivated." According to the Group Home administrator, the Group Home staff members maintain monthly contact with DCFS CSWs to keep them apprised of the focus children's Needs and Services Plan (NSP) goals.

Placement Stability (5 Good Stability)

Placement Stability Overview: The Group Home has provided substantial permanency for the three focus children. The Group Home developed appropriate permanency plan goals for the focus children. The Group Home demonstrated efforts to assist the focus children to become stable in placement and avoid placement disruption.

Although the first focus child runs away from the Group Home and exhibits defiant behaviors, he has resided in this Group Home for approximately six months, which is by far longer than any of his previous placements. The focus child stated that he likes the Group Home and "gets along with other kids in the Group Home." He also said, "Right here they let us get out, get fresh air [and] sit on the porch." The DCFS CSW stated that she has "ongoing communication and an appreciation" of the Group Home facility manager's work with the focus child. According to the Group Home facility manager, she has worked with the DCFS CSW in trying to discourage the focus child from his runaway behavior. The Group Home staff member in discussion with the focus child has attempted to ascertain the reason behind the focus child's frequent running away behavior. The focus child told the staff member, "I just wanted to go to the store."

According to the DCFS CSW and Group Home staff member, the DCFS CSW would like a more restrictive setting for the focus child because he is unable to handle the open environment at the Group Home. The Group Home staff member stated that "all of the communication is open" between the DCFS CSW, Group Home and focus child's therapist. She also reported that she has tried to stabilize the child in school by encouraging him to attend school and added that the focus child is

"bright, good at math and history" and the school has "built a team that hopefully will help him be successful in school."

The second focus child has been placed in the Group Home for approximately 15 months. The focus child reported that "everything is good" and that his needs are being met in the Group Home. He also stated that he can call the Group Home Executive Director and the Group Home administrator if he needs help or has any concerns. The child's therapist shared that the Group Home has been "very accommodating" in having access to the focus child. The DCFS CSW related that the focus child "is doing well" and has no concerns related to his stability in the Group Home. According to the Group Home staff member, she is in "communication with everyone," which includes the team members of the DCFS CSW, the child's therapist, the DCFS P3 CSW, and the Wraparound team prior to services being terminated.

The third focus child has been placed in the Group Home for over two years. The DCFS CSW stated that in order to ensure the Group Home was a good match for the focus child, she advised the Group Home staff of the focus child's background and placement history. The focus child stated, "They push you to do what you're supposed to do."

The Group Home administrator reported that the Group Home is "always assessing" the placed children for what is needed in order for the children "to achieve in life." He added that there is an ongoing conversation with the focus children and their DCFS CSW regarding the best plan for the focus child.

Visitation (5 Substantially Acceptable Maintenance of Visitation & Connections)

Visitation Overview: The Group Home is generally effective in maintaining visits and connections for the focus children. The Group Home staff members are following the focus children's visitation plan in accordance with the Court's visitation orders. The Group Home ensures the focus children have regular contact and visits with family members, including providing monitored visits when necessary. In addition, the Group Home administrator reported that the Group Home provides transportation for children to have visits with significant people in their life, as well as monitor visits in the Group Home. The first focus child is provided monitored visits with his mother and siblings, monitored at the Group Home by Group Home staff members. According to the Group Home staff member, if visits are missed, they "revert back to the DCFS CSW" by informing the DCFS CSW of the missed visit, with a plan to re-schedule the visit options with the mother. According to the DCFS CSW, the focus child does not want visits with his mother and is "very angry and resentful of his mother" although his mother wants visits with him. The focus child stated that his mother visits weekly at the Group Home, while his siblings visit him "sometimes." The DCFS CSW further stated that although the maternal grandmother has been informed that she may have visits with the focus child, she has not visited the child.

The second focus child stated that the Group Home has transported him to his aunt's house and has visited his two siblings, in which one has been adopted and the other resides with a legal guardian. The Group Home staff member and DCFS CSW stated that the focus child is in contact with his siblings via Facebook and cell phone.

The third focus child stated, "I can visit my family anytime I want; my uncle, my brother every month or two. They are a phone call away." He stated that he knows his family "are always going to be there" and that the Group Home staff encourage contact with his family and is able to visit his former foster parent. The DCFS CSW reported that the focus child invited his older brother and uncle to his recent Child and Family Team (CFT) meeting; however, "unfortunately has not kept up the communication with them." She added that he is in contact with his former foster parent, with whom he resided with for more than three years, and "knows that he can visit her at any time."

What's Not Working Now and Why (Score/Narrative of Opportunities for Improvement)

Safety (4 Fair Safety Status)

Safety Overview: The Group Home provides a fairly safe living environment for the three focus children. The Group Home complies with procedures, protocols, and has made reports to the Child Protective Hotline and has reported Special Incident Reports (SIRs) during the past 30 days. The three focus children stated that they feel safe at the Group Home. Two of the focus children stated they have never been hurt in the Group Home, while one focus child stated the staff members are "quick to step in and prevent" an altercation.

The Group Home submitted 40 SIRs via I-Track database in the last 30 days. Nine of the SIRs involved two of the focus children. The first focus child had seven of eight SIRs due to runaway behavior. The other SIR reported that the focus child disclosed to his therapist that he was given a weapon when he ran away from the Group Home. The focus child refused to disclose the type of weapon he was given. A search of the Group Home did not locate any weapons. The third focus child, who is a Non-Minor Dependent, had one SIR related to leaving the Group Home without permission.

An analysis of these SIRs reveals that the SIRs were reported timely and properly cross-reported, while 33 SIRs were due to a variety of runaway behaviors. All of the runaway children returned to the Group Home, with a majority being a runaway a few hours to some being runaways during school hours. In approximately nine incidents, the children were gone overnight from the Group Home. OHCMD conducted an informal meeting with the Group Home in part to discuss the children's chronic runaway behavior. The Group Home was providing additional training to their Group Home staff members.

All three of the focus children expressed feeling safe in the Group Home. The Group Home administrator stated that generally, there is a three-to-one child to staff ratio and the children are checked in 15-minute intervals during activities. He stated that they can develop a Safety Plan based on the needs of the child, which may include additional staff monitoring.

The first focus child stated that he feels safe in the Group Home, that he feels comfortable talking to all staff members, and that he has never been hurt in the Group Home. The focus child's DCFS CSW stated that she receives telephone calls and e-mails on updates and incidents related to the child's runaway behavior, school truancy and suspensions, and therapy. The focus child is a chronic runaway.

The second focus child stated that he feels safe "knowing I have someone that has my back; knowing I'm not in danger." He stated the staff are "quick to step in to prevent anything from happening or to separate us." He stated that he can talk to any of the Group Home staff members, as well as his Wraparound team members. The DCFS CSW stated that she is apprised of the focus child's functioning through voice messages, e-mails and SIRs from the Group Home staff members.

The third focus child stated that he feels safe at the Group Home and that no one has ever hurt him at the Group Home. The DCFS CSW stated that the focus child "is doing well gets along with staff." She elaborated that the focus child has an "occasional absence without leave (AWOL)" and is apprised of the incidents by the Group Home staff members. The DCFS CSW also commented, "They're pretty good with that."

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

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 Group Home makes consistent good efforts to engage the focus children with key people in the decisions they all made on behalf of the focus children. The Group Home has developed a good rapport between the DCFS CSWs, the service providers, family members/significant people and the focus children. The Group Home staff members have utilized reasonable efforts in informing key people of the focus children's needs and functioning in the Group Home. The Group Home administrator stated that the Group Home staff members communicate with the DCFS CSWs on a monthly basis via telephone contact, as well as during the DCFS CSW's monthly visits to the Group Home.

The first focus child stated that there is a particular staff member that he can count on, and then stated, "I can't trust no one." The Group Home staff member stated that she has ongoing communication with the focus child's DCFS CSW; however, a meeting may be held with the DCFS CSW, focus child and possibly other staff members on a monthly basis, if needed. She stated that more serious incidents require a "face-to-face meeting" to ensure everyone is aware of the concerns. She also reported that the DCFS CSW visits and talks with the Group Home staff members and focus child. The DCFS CSW stated that the focus child's case history has helped her determine the key people in the focus child's life, which are his mother and maternal grandmother. The DCFS CSW stated that through ongoing communication with the key people, they work together toward the focus child's case plan. The focus child's therapist stated that the Group Home facility manager was very helpful, concise, clear, and presented in a very professional manner and always made a space available for their therapy sessions.

The second focus child named several Group Home staff members in which he can count on. He stated that the Group Home staff and DCFS CSW and he communicate through telephone contact,

but also through visits and text messages. The Group Home staff member stated that they are in contact with the DCFS CSW more than bi-monthly, as well as contact with the DCFS P3 CSW and were in contact with the child's Wraparound team. She added that there is "always someone here, someone on every shift" that the focus child is comfortable with. The DCFS CSW stated that the engagement process includes the DCFS P3 CSW, as well as the focus child. She added that she usually asks the Group Home staff members how the focus child is functioning, as well as discussing with the focus child his goals. The focus child's therapist stated that the Group Home was, "very accommodating" to the Wraparound team.

The third focus child stated that when he has a question and the Group Home staff does not know the answer, "we get on the phone and discuss it with her [DCFS CSW]." The focus child also reported that he has his DCFS CSW's cell and office telephone numbers. According to the Group Home staff member, during the DCFS CSW's monthly visits, they assess the child's needs and the DCFS CSW is made aware of the focus child's school progress. The DCFS CSW stated that she requested a recent CFT meeting and discussed all aspects of the child's case plan with her supervisor, then requested the focus child provide the names of significant people he would like to participate in the CFT. The Group Home staff member stated that among other people, the focus child invited a Group Home peer, his older brother and uncle. The Group Home staff member also shared that they have good communication with the DCFS CSW and that the DCFS CSW will text message the focus child, as well as visit the focus child on a monthly basis. The staff member elaborated that "good communication" is the key; "it keeps me informed of everything."

All parties expressed that they all share in good communication with the significant people in each of the focus children's lives.

Service Needs (5 Good Supports and Services)

Service Needs Overview: The Group Home provided the focus children with a good array of supports and services that are congruent with the intervention strategies identified in the focus children's case plan goals. The Group Home staff members collaborated with DCFS CSWs, the focus children and the service providers to develop and ensure the focus children's needs were being met. The Group Home administrator stated that he provides the children placed at the Group Home with monthly independent living classes at the agency headquarters, in which specific self-sufficiency skills are discussed with guest speakers also providing presentations on specific topics to assist the placed children in being self-sufficient.

The first focus child is being offered individual therapy by an outside agency, in which the therapist provides therapy in the Group Home at least on a weekly basis, although the focus child is frequently a runaway and not available to receive therapy. The focus child stated that he "doesn't talk to anybody" but stated that individual and group therapy "are always Mondays." In regards to the focus child seeing his therapist, the focus child responded, "I do see her, but I don't listen to what she's saying." The Group Home staff member stated that the child's therapist visits the Group Home twice a week, with a plan to provide conjoint therapy to the focus child and his mother. The Group Home facility manager appears to be the facilitator in keeping everyone in communication and apprised of the child's chronic running away and severe school behavioral issues, which resulted in the child transferring to an alternate school where he is supported by a team of people. The DCFS CSW stated that she is in communication with the focus child's therapist and "Plan B is to look for a higher

level of care" and was having the child assessed for a D-rate foster home. The second focus child has been provided Wraparound services for over two years. According to the focus child's Wraparound therapist, Wraparound services were recently suspended while the focus child is placed in a Group Home setting. The Group Home staff member discussed the positive reinforcements and incentives utilized in "making sure he has everything he needs." The DCFS CSW stated that a request has been made for the focus child to be assigned a CASA. The focus child stated that the Group Home staff members are helpful, that Wraparound has ended and tutoring has ended until school starts up again.

The third focus child stated that the monthly Independent Living Program meetings at the Group Home's headquarters is helpful and special guests help with learning how to get along. "They help us find jobs. They do help, but I think they [Group Home staff members] could help out a little more." The focus child added that Group Home staff members transport them to obtain job applications, job interviews and to "get the paperwork together."

The three focus children were provided appropriate and pertinent services and two of the three focus children have made progress in the Group Home.

Assessment & Linkages (5 Good Assessments and Understanding)

Assessment & Linkages Overview: The Group Home staff members have a good understanding of the focus children's functioning, needs, and support systems. The DCFS CSWs, the Group Home staff members and the Group Home administrator stated that they are continually assessing the focus children's needs and providing intervention strategies in an attempt to assist the focus children function effectively in their daily settings.

The DCFS CSW for the first focus child shared that the child has not been involved in extracurricular activities, as she was trying to get [the child] stabilized in the Group Home. She stated that she is in communication with the Group Home, visits the child monthly in the Group Home, and is invited to the NSP meetings as well as sent the focus child's NSPs.

The second focus child's DCFS CSW reported that the Group Home and the focus child determine the child's extracurricular activities and that the Group Home provides the focus child's NSPs. Whereas the third focus child's DCFS CSW stated that the Group Home facility manager "calls me and keeps me updated." The DCFS CSW stated that the focus child decides on what activities he will participate in and had participated in playing football at his school. She stated, "I make [the facility manager] aware of the requirements and she makes me aware of the focus child's progress." The focus child stated, "I'm just trying to study and pass the California High School Exit Examination Math." He also stated that he participated in one season of playing basketball for his high school basketball team.

Through ongoing assessment and communication with key people, the Group Home, DCFS CSWs and mental health providers have assisted two of the three focus children achieve progress in their academic and daily functioning.

Teamwork (5 Good Teamwork)

Teamwork Overview: The Group Home involved some of the important supporters and decision makers in the focus children's lives. There has been ongoing communication between the DCFS CSWs, the Group Home staff members, the focus children's service providers and the focus children. All of the interviewed DCFS CSWs express ongoing communication regarding the focus children's daily functioning. The team members for the three focus children had a face-to-face meeting in the last 90 days. The team contains most of the important supporters and decision makers in the focus children's lives. The team members for the focus children have a good understanding of the focus child's strength and challenges, and are able to organize effective services or modify plans to provide effective and meaningful services in order for the focus children to move forward in their case plans.

Although the first focus child exhibited extremely challenging behaviors, the team continued to try various methods to assist the focus child with his chronic running away and extreme school truancy and acting-out behaviors by communicating and meeting with each other and the focus child when he was not runaway from the Group Home. The DCFS CSW stated that an initial Team Decision Making meeting "was scheduled, but [the child] needed to be present for the meeting." Furthermore, the focus child appeared to have a good rapport with his DCFS CSW, the Group Home facility manager and Group Home administrator, although he was not always available to take advantage of the services being offered to him. According to the Group Home staff member, the Group Home collaborates with the DCFS CSW and the child's therapist. While the focus child had little to say, stating, "I don't know" in reference if his needs were being met and stated that he does not "talk to anybody" about his needs. Despite several key people's attempts to help the focus child, he was not able to make progress before moving to other placements.

The second focus child stated that he could talk to at least three Group Home staff members "if he is not happy." He stated that when there is an issue, the team will "discuss it with me." The DCFS CSW stated that the focus child, the Group Home staff members and he meet monthly to discuss the focus child's plans. The Group Home staff member added that the Group Home staff collaborates with the DCFS CSW, the child's school counselor and the Group Home administrator. She stated they discuss ways in which to help the focus child achieve his goals and encourage the focus child "if he was not happy." The Group Home staff member also affirmed monthly visits by the focus child's DCFS CSW.

The third focus child stated that his team consists of his former foster parent, his DCFS CSW, the DCFS CSW's supervisor, the Group Home facility manager, his older brother and his school counselor. He stated that the team recently met to discuss his academic and permanency plans. The DCFS CSW stated that anyone of the team members can request for the team to meet. The Group Home administrator stated that the DCFS CSW, the Group Home staff members and the Group Home administrator have ongoing communication in assessing the focus child's progress. He stated that the team is also informed of the focus child's progress through the NSP Quarterly Reports.

Although for the most part, the focus children's entire team does not meet monthly on a face-to-face basis, they have formed a good working system that had ongoing communication, and worked collaboratively to develop the focus children's case plans.

Tracking & Adjustment (5 Good Tracking and Adjustment Process)

Tracking & Adjustment Overview: The intervention strategies, supports, and services provided by the Group Home were generally responsive to the focus children's changing needs. The Group Home provided frequent monitoring, tracking, and communication of the focus children's status and service results, and communicates the information to other team members, including the DCFS CSWs, teachers, when applicable, and other key supporters. Implementation of supports and services were tracked by progress notes, case plans, and through communication with the focus children. The DCFS CSWs and Group Home staff members expressed ongoing communication among each other. The Group Home administrator reiterated the process of ongoing communication, submission of NSP Quarterly Reports, e-mails, telephone contact and visits with the key supporters of what is working or the barriers to the children's progress. In tracking school attendance and performance of the placed children, the Group Home administrator added that as an incentive for the children to attend school, the Group Home developed a monetary reward system.

The first focus child's DCFS CSW reported that through ongoing communication with key team members, including the focus child's therapist and school personnel, regarding the focus child's chronic runaway behavior, severe school truancy, and school behavior concerns; the focus child was not available and able to receive the services being offered. The DCFS CSW explained that due to the focus child's needs not being met, she was searching for a more structured setting in an attempt to assist the focus child in moving forward with his life. The other two focus children's DCFS CSWs expressed similar methods of tracking their focus children's supports, services, progress and barriers which was through monthly visits with the focus child and the Group Home staff members, reviews of pertinent documents, such as the NSP Quarterly Reports, as well as ongoing telephone/cell phone and e-mail contacts with the significant people in the focus children's lives.

NEXT STEPS TO SUSTAIN SUCCESS AND OVERCOME CURRENT CHALLENGES

In August 2015, OHCMD provided the Group Home with technical support related to findings indicated in the 2014-2015 Contract Compliance Review, which consisted of the following: maintenance of children's bedrooms, children progressing toward meeting the NSP goals, children receive required therapeutic treatment services, DCFS CSW contacted monthly and documented in the case files, development of comprehensive initial and updated NSPs, children's increased academic and/or attendance, children participate in Youth Development Services or equivalent, children receive timely follow-up medical and dental examinations, and children are treated with respect and dignity.

In November 2015, the Quality Assurance Reviewer met with the Group Home to discuss the results of the QAR and to provide the Group Home with technical support and address methods for improvement in the area of Safety, as well as discussing SIRs and NSPs. The Group Home submitted the attached Quality Improvement Plan (QIP). OHCMD quality assurance staff will continue to provide ongoing technical support, training and consultation to assist the Group Home in implementing their QIP.

Fred Jefferson Memorial Homes For Boys
152 W. Walnut St. Suite 150
Gardena, California 90248

Phone # (310) 763-1660 **Fax # (310) 763-0357**

November 23, 2015

Mrs. Patricia Bolanos
DCFS Out of Home Care Management Division
9320 Telstar Avenue Suite 216
El Monte, California 91731

Dear Mrs. Bolanos,

Please find attached the CAP response to the Quality Assurance Review dated October 23, 2015.

If you require additional information you may reach me at 310.763.1660 or on my cell at 310.629.2507.

Respectfully Submitted,

Cecilia Jefferson Freeman Ph.D.

Cecilia Jefferson Freeman, Ph.D.
Chief Executive Officer

Where Children Come First!

Safety

The degree to which the Group Home ensures that the child is free of abuse, neglect, and exploitation by others in his placement and other settings.

Quality Assurance Monitor stated that the focus children had related history, diagnosis, or behavior presentations in the past, but may have presented risk behaviors at a declining or much reduced level over the past three months. The group home has an alarming number of incidents of awols.

The Fred Jefferson Memorial Homes corrective action plan will include the following:

The administrator and the CEO will review the awol policy with staff informally now at each site and have a formal re-training in the January training class for awol protocol and policies.

When a resident states he is going to leave facility without permission the staff will question him on why he wants to leave and what needs to happen for him to prevent him from leaving without permission. Staff will make every attempt to find out where the resident is going and who he is going with. Staff will insist that he does not leave and if he does leave the police will be called and the awol reported in I-track to all agencies involved. When a resident return from an awol a debriefing will take place to determine where he had been and who was he with. All documentation or information related to staff will be documented in resident's file.

To develop and strengthen the relationship between the staff and residents each staff is to spend at least fifteen minutes a week with each resident on a one on

one basis. The staff will document the activity with each resident. See activity log attached.

To further strengthen the relationship between the staff and the residents every ninety days the training for the residents and the training for the staff will be conducted together with relevant topics for all.

Once a month the administrator and/or the CEO will plan an activity for the residents to expose them to different experiences with activities, restaurants, theatre and the arts. Residents will be encouraged to try new foods, visit new restaurants, explore new museums, and develop an interest in the theatre and arts.

In order to diffuse and minimize burn-out in staff a training will be developed to help staff take care of self and reduce stress in the workplace. Trainers are being sought out that can address this area with the staff. Staff will also be trained on how to minimize the awols and risky behavior of the residents.

The administrator will monitor this corrective action plan and the CEO will ensure that Fred Jefferson Memorial Homes For Boys maintain compliance.