

**Boys and Girls Home of Nebraska and its Subsidiaries
Central Service Area**

Quarterly Report for Child Welfare and Juvenile Services

Lead Agency Name: Boys and Girls Home of Nebraska, Inc.		
Address: 2101 Court Street, PO Box 1197, Sioux City, IA 51102-1197		
Lead Agency Contact Person: Kristie Stricklin		Telephone Number: 402-564-4949
Quarter	Reporting Periods	Due Dates
<input type="checkbox"/> Quarter 1	July 1 – September 30	October 15
<input type="checkbox"/> Quarter 2	October 1 – December 31	January 15
<input type="checkbox"/> Quarter 3	January 1 – March 31	April 15
<input checked="" type="checkbox"/> Quarter 4	April 1 – May 30	June 15
<input type="checkbox"/> Quarter 4 (update)	April 1 – June 30	July 15
Date Submitted: 6-15-10		Date Received:

Foster Parent Recruitment and Retention Update

- a. A description of the diligent recruitment activities this quarter of potential foster and adoptive families that reflect the ethnic and racial diversity of children in the Service Area for whom foster and adoptive homes are needed. Boys and Girls Home began providing and managing foster care in December, 2009. Though Foster Parent Recruitment is considered vital to the success of this project, emphasis was placed on implementation. Recruitment activities are being developed in coordination with NFAPA and providers to ensure availability of foster homes Central service area. Recruitment efforts will include, but not be limited to
 - i. **Number of foster homes licensed this quarter: 1**
 - ii. **Number of foster homes closed this quarter: 6**

- b. **A description of individualized recruitment of homes activities** this quarter including relative placements to support children, families and resource families to meet the needs of highly specialized youth (DD and Treatment, older youth, youth with diverse cultural needs, etc)
 - iii. **Number of individualized foster homes approved this quarter: 2**
 - iv. **Number of individualized foster homes licensed this quarter: 0**
 - v. **Number of approved individualized foster homes closed this quarter: 6**
 - vi. **Number of licensed individualized foster homes closed this quarter: 0**

- c. **A description of foster homes transferred to your organization from another organization and transferred from your organization to another organization**, including

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the reasons for the transfers. Five Homes transferred from Boys and Girls Home to Boystown.

- vii. Number of foster homes transferred to your organization: 0**
- viii. Number of foster homes transferred from your organization to another organization: 5**

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Foster Parent Recruitment and Retention			
Licensed Foster Homes	# of Families		
	New	Ongoing	Closed
	2	69	1
Approved Foster Homes	# of Families		
	New	Ongoing	Closed
	4	102	6

- d. Any updates to the protocol that “matches” children and youth with resource families**

None at this time.

- e. Any updates to the protocol that required to actively search and identify non-custodial (both maternal and paternal) and other relatives for possible placement and as life long connections**

When a Service Coordinator contacts the Resource Developer for a placement they are asked if there are any non-custodial or other relatives that might be able to provide a possible placement. Placement recommendation follows the expectations outlined in B&G’s Child Placing License. The protocol is supported and enhanced by the B&G internal protocols for approval for seeking placement for youth.

- f. A description of the supports and education/ training for foster and adoptive parents and relatives and kin-care providers provided this quarter**

- ix. a brief, one-paragraph syllabus of the training activity**

Boys and Girls Home will require potential foster parents to attend the PRIDE (Parent Resource for Information, Development, and Education) pre-service training program. PRIDE is a competency-based program consisting of 9 three-hour sessions, and covers topics ranging from attachment issues, loss issues, discipline, effects of abuse and neglect, sexual abuse, and the effects of fostering and adopting on the family. PRIDE is taught through a co-trainer model that consists of an agency trainer and a foster or adoptive parent trainer. PRIDE is designed to train prospective foster and adoptive parents together.

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x. indication of the setting/venue for the training activity

Potential Foster parents will be provided PRIDE training within the Service Area in which they reside in order to ensure access and ease, as well as providing them an opportunity to build relationships with trainers from their service area and other foster parents. Much training activity will occur over the next several months, including:

PRIDE: February 5th, 6th, 11th and 13th in Grand Island, March 13th, 20th and 27th in Kearney, April 6th, 8th, 10th, 13th, 20th and 27th in Hastings, April 29th, May 5th, 13th, 20th, 27th and June 3rd, 8th and 10th in Grand Island

Connect Orientation: February 15th in Kearney

In-service Training: Life Book Training in Hastings on March 8th.

Respite training was held in the Central Service Area this quarter by NFAPA;

Location	Date	Training (1.5hour)	Attendance
Hastings	1/7/10	Respite Care	2
Kearney	1/14/10	Respite Care	12
Grand Island	1/21/10	Respite Care	14

This will be followed by Documentation training, Respite Provider Training and Family Organization training- working with birth families.

Location	Date	Training (1.5hour)	Attendance
Hastings	3/4/2010	Documentation	3
Kearney	3/11/2010	Parenting Time	10
Grand Island	3/18/2010	Parenting Time	13

In-service Training:

Recordkeeping: A Resource Parent’s Portfolio for Children in Care

If you don’t know where you came from, how do you know where you are going? Resource parents are an essential part of the child welfare team. Your day-to-day observations in parenting a foster child should be the foundation for the work of other professionals. This workshop will provide tools to assist resource parents in advocating and ensuring a foster child’s full development.

Parenting Time: “Visitation” is a word that often is associated with an hour visit conducted in a room to maintain a child’s connection with their parents. “Parenting Time provides a planned, purposeful, and progressive visiting plan to achieve timely permanency for children. This workshop provides current research on deficits in parenting time, a review of policy for

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parenting time, a look at barriers to effective parenting time and solutions to reducing those barriers.

There will continue to be PRIDE training occurring in each Service Area, with a plan to have 8 in the Central Service Area in the next year.

Recruitment & Retention: March 27, 2010 NFAPA collaborated with Herbergers and CASA of Hastings for an Easter Event at the Hastings mall. Activities included a style show, Easter egg hunt, silent auction, and photo opportunities with the Easter Bunny.

xi. indication of the duration of the training activity

Each training will vary in duration, and hours will be reported as they occur in the quarterly report. * See above section.

xii. provider of the training activity

Boys and Girls Home has subcontracted with NFAPA to provide the majority of training activity for Traditional and Kinship Foster Parents, though Boys and Girls Home will also provide training opportunities and partner with Agency Based Providers, as well.

xiii. indication of the audience to receive the training

The audience will include all foster parents from relative/kinship, traditional, respite providers, agency and enhanced foster home and adoptive homes.

Licensing Waivers (case-by-case waivers of non-safety licensing standards)

g. Number of case-by-case waivers granted this quarter: 0

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Licensing Waivers (case-by-case waivers of non-safety licensing standards)					
	Qtr 1	Qtr 2	Qtr 3	Qtr 4	Annual Total
Number of case-by-case waivers granted	N/A	0			0

h. An assessment of how granting such waivers have affected children in foster care, including their safety, permanency and well-being

Not applicable as there were no licensing waivers requested or granted during the review period.

i. Reasons why relative foster family homes may not be licensed despite authority to grant such case-by-case waivers of non-safety licensing standards

The focus over the past quarter was to ensure that all youth place in approved child specific or relative homes had completed all paper work for the approval process to ensure compliance with DHHS placement policies. Over the next quarter the Resource

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Development Staff will approach each family to determine if the family would like to pursue licensure and then move forward with the process to license them as appropriate.

- j. Actions the Contractor plans to take or is considering taking to increase the percentage of relative foster family homes that are licensed while ensuring the safety of children in foster care and improving their permanence and well-being;**

See response to the previous section.

- k. Suggestions the Contractor has for administrative and/or legislative actions to increase licensed relative care.**

None at this time. B&G will be in a better position to report out on this issue next quarter once we have approached the current relative and child specific providers to identify any action which would increase the number of licensed relative and child specific homes.

- l. On going meetings continue with NFAPA. NFAPA has submitted recruitment strategies to B&G and those recommendations are being reviewed. On going meetings with the Foster Youth Counsel have taken place and are focused on IL and TL as they relate to Foster Care.**

NFAPA has also agreed to take on additional responsibility for recruitment efforts in Nebraska, including specified tasks that will assist in meeting the identified outcomes. These expectations will be more firmly defined in the upcoming contract with NFAPA that will begin on August, 1, 2010.

Boys and Girls Home has also identified tools to review with NFAPA such as “Foster Parent Beliefs and Attitudes” by Iowa KidsNet and Foster Parent Self Assessment Quiz by Lutheran Family Services.

The resource family support plans will implement in Central Service Area by 7/31/2010 for all new placements.

Disaster Plan Updates

Boys and Girls Home continues to improve the Disaster Planning requirements and infrastructure within the agency, and specific to the contracted expectation outlined for Nebraska. As an agency, our objective is to ensure that appropriate policy and procedure are in place to support such Disaster Planning functions, including the identification of a quick response mechanism for locating all children and families in our program and training, modeling and monitoring the display of appropriate disaster responses in the field. As a program and the individual Geopods and offices across Nebraska, the challenge and direction is to ensure that all staff, from Supervisors to direct line staff, have both a firm

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understanding of their expectation related to Disaster Planning, as well as an ability to demonstrate their competency related to managing all related situations in the face of an actual disaster. The Disaster Plan was distributed to Team Leads at each Geopod/office site on April 19th, 2010. Changes to the plan were not made during this review period. The effectiveness and feedback regarding the Disaster Plan is being evaluated through implementation of disaster drills throughout each Service Area. This process was begun June 9th and will continue through the end of June, until all sites have participated in a disaster drill. Once information has been collected and evaluated regarding areas needing improvement the plan may be modified at that time and then re-submitted for approval from the Nebraska Department of Health and Human Services.

Training within each Geopod will continue, as Team Leaders and Service Area Managers are expected to review expectations with their teams and allow for modeling, coaching, and demonstration of competency in related material provided. Drills provided vary and are random to ensure that the situation mimic a “real life” experience, whether it be a tornado drill or a catastrophic event in which immediate identification of where each and every child and family are at, whether they are safe, the plan for managing both data and safety.

Data management continues to be a priority for action within the agency, and is being addressed on an administrative level. Boys and Girls Home is developing an improved method of data collection that will assist in the easy access to data, including location of every child on any given day.

Chafee Independence Plan Update-IV-B Report

Collaboration

Throughout this process and programming development, Boys and Girls Home has worked very closely and sought the development assistance from NE Children and Families Foundation, as well as Central Plains. Both agencies have proven to be a tremendous resource and we hope to continue collaboration efforts with both agencies as we move forward.

Training

All Independent Living Specialists were provided with position specific training in Mid-March which included model delivery, community collaboration suggestions and information, process, how to seek informal supports, team building, ACLSA overview, and presentations from Central Plains staff to share their experiences with independent living programming and the ETV program. The intention is to reconvene as a group with a follow-up training by the six month mark to review initial training and to further dive into independent living skills youth curriculum and to have an opportunity to meet with Central Plains staff again.

The next segment of the training has been to introduce the model to the Team Leaders, Service Coordinators and Youth and Family Specialists. The IL Specialists have been meeting with each Geopod within their region to assist in model and process presentation. By doing this, we are helping to create a smooth transition through the IL model as youth progress through the programming. Individually, the IL Specialists have also been assisting the Service Coordinators in writing IL Plans and training on the ACLSA.

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A Youth and Family Specialist specific curriculum training is currently being developed with the intention to be delivered to staff by September 1, 2010. This training will assist the YFS in understanding IL curriculum, how to better support the youth, ACLSA training, and how to incorporate the IL support into the services with are being provided to the family.

Staff Retention

Currently, Boys and Girls Home has identified a need for five IL Specialist positions across Western, Central, and Northern Service areas to serve those youth qualifying for the Atlas piece of the IL model, or more specifically that are sixteen to twenty-one years old living independently. Of those five positions that were identified and trained in Mid-March, all but one in CSA has been retained. BGH is currently seeking to replace the vacancy in CSA.

New Programming

Boys and Girls Home continues to make minor adjustments to the programming as needs are discovered. One of the identified needs at this time is a need for more extensive Transitional Living Programming. BGH intends to continue to build relationships with community partners in order to collaborate efforts to meet this need, as well as look at other opportunities to better serve this population. The barriers at this time are both financial and liability concerns for this type of programming.

Training Update-Central Service Area

- a. **A description of the additional types of new worker training offered and provided by the Department and the Contractor for Service Coordinators:**
- **Blood Borne Pathogens:** Explain all aspects of Hepatitis, how it is transmitted, vaccine etc. Explain all aspects of infection control at committee. Explain blood borne pathogens, what they are, how they are transmitted, and common types.
 - **CQI (Continuous Quality Improvement):** To educate new employees in the purpose of: 1) CQI at the Boys and Girls Home, 2) the CQI process, 3) JCAHO, 4) state licensing, 5) staff in relation to these entities and identify the services offered in Iowa and Nebraska by the Boys and Girls Home.
 - **DDC4 (National Safety Council Defensive Driving Course – 4 Hours):** The purpose of the National Safety Council's DDC4 is to create self-awareness around the challenges associated with driving in today's society.
 - **Ethics and Diversity:** To educate new employees in regard to the NASW code of ethics and issues of diversity in the workplace.
 - **HIPAA:** To educate new employees in the rules and policies regarding Personal Health Information.
 - **HR Orientation:** To familiarize and inform new employees about the agency's mission, vision, values, service array, policies, procedures, and benefits.
 - **Mandatory Child Abuse Reporting (Nebraska):** To educate employees in the laws and requirements of the State of Nebraska regarding the reporting of suspected child abuse. To educate employees in:

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1. The legal definition of child abuse
 2. The categories of abuse and the definitions of those categories
 3. The responsibilities and procedure of reporting suspected abuse
Responsibility of the Nebraska Department of Human Services, Court and Law Enforcement agencies.
 4. Awareness of indicators of possible abuse and the care takers' behaviors.
- **Site Based Safety:** To educate employees in basic safety practices and familiarize them to the sites physical structure and equipment.
 - **Ansell Casey Life Skills Assessment (ACLSA):** To educate new employees on how to conduct Ansell Casey Life Skills Assessments and how to utilize the results of the Assessment.
 - **Child and Adolescent Strengths and Needs Assessment (CANS):** This is an introduction to the CANS assessment tool. Participants will learn what this tool can assess, how it can be used in service planning, and how to score the child using the CANS.
 - **Evaluating Team Meeting Quality:** To educate new employees on what constitutes a Family Team Meeting and how to evaluate Family Team Meetings.
 - **Conflict Resolution:** To educate new employees on how to effectively resolve conflict.
 - **Continuum of Care:** To educate participants so that they get a basic understanding of the out-of-home reform and the service array, available interventions and how to implement them while using a family centered approach and inform participants about Systems of Care.
 - **Family Centered Practice:** This class is designed to educate and inform new employees on the characteristics, principles, and values of Family Centered Practice.
 - **GenoPro:** This class is designed to give the participant hands on experience navigating and working with the GenoPro software program.
 - **Independent Living Guidelines:** This class is designed to educate new employees on the requirements, services, resources and philosophies associated with Independent Living Plans.
 - **Intentional Family Interaction & Parenting Time Guidelines:** To educate new employees on what Family Time is and the steps taken to be successful with it.
 - **Mandatory Consultation Points:** To educate new employees on situations in which consultation with a supervisor is required, as determined by the Nebraska Department of Health and Human Services-Children and Family Services Policy and Guidebook.
 - **North Carolina Family Assessment Scales (NCFAS & NCFAS-R):** This training is intended to prepare service providers to complete a NCFAS or a NCFAS-R for a family they work with.
 - **Nebraska Safety Intervention System, NFOCUS, Supervising Juvenile Offenders, Working with the Legal System:** Training for this curriculum is currently being implemented by NE DHHS trainers and plans to transition these pieces exist for year 2 of the contract. This curriculum has been developed by Nebraska's CCFL (Center for Children, Families and the Law). For more information visit www.ccfi.unl.edu
 - **Report Writing/Documentation:** To educate new employees on how to accurately and adequately document contacts, where to document them, as well as the timeframes under which they are to be completed per contract requirements.
 - **T.A.C.T.-2:** Therapeutic Aggression Control Techniques (T.A.C.T.-2) is taught according to the guidelines set forth by the author of the material, Steve Parese, Ed.D.
Day One: Crisis Prevention

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Day Two: Verbal Intervention

Information on this course can be found on the web site: www.TACT2.com

- **Drug Screening and Testing:** Employees will learn how to determine if drug screening is appropriate, and how to administer and interpret a drug screen.
 - **Operations Manual/Roles and Responsibilities/ Contract:** will include pertinent information about which responsibilities fall to BGH employees and which remain with the State. This will also provide the attendee with basic knowledge in the Operations Manual so that they can advocate for themselves, and their clients surrounding service provision.
 - **MEPA:**
 - **ICWA (Indian Child Welfare Act):** Conducted by Sherri Eveleth, in addition to the ICWA training all service coordinators receive during their CCFL/HHS training.
 - **Field Training Days:** A minimum of three training days are spent shadowing experienced service coordinators, prior to assignment of any cases. This process is critical, so new service coordinators can learn many of the day-to-day processes, as well as meet judges, CFS Specialists and other professionals with whom they will be working closely.
- b. The number of contract staff who completed initial training requirements in all positions totaled 42 during April and May 2010.**
- c. The number of new employee training hours delivered during April and May 2010:**
- 831.5 total training hours were provided to new employees
 - Service Coordinators – 451 Hours
 - Youth & Family Specialists – 380.5 Hours
- d. A description of the types of on-going training/in-service training made available for service coordinators:**
- **Supervisory Training:** This class is designed to prepare new supervisors understand policies and procedures related to supervising staff.
 - **Trauma Informed Care:** Trauma Informed Care is the core of Boys and Girls Home practice and philosophy in the way we interact and deal with children and families. This training teaches staff how to support our clients in feeling safe and relaxed while in our presence, by understanding that behaviors generally have evolved from trauma which has been experienced earlier in life.
 - **Magellan:** The purpose of this training is to acquaint new service coordinators with the process of accessing mental health services for their clients. Service coordinators also learn the services that qualify for Magellan payment, the authorization processes, transportation, etc.
 - **CFSR Measures:** This class gives an overview of those benchmarks in the Child and Family Services Review (CFSR) which the contractor and HHS, jointly, are expected to meet.
 - **Love & Logic:** This series of 6 sessions is designed to teach service coordinators how to support parents in teaching responsibility to their children and effective parenting by learning appropriate discipline, aimed at consistency and follow-through.
 - **Diversity:** Creative curriculum designed by Tonya Bauman, BGH training specialist, to be used during regular team meetings to enhance staff awareness of biases regarding

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diversity in cultures, life styles, faith, values, gender roles, etc. The curriculum is self-directed and encourages discussion among participants.

- e. **Number of on-going/in-service training hours delivered to staff:**
 - Staff were working toward completion of mandatory initial training hours following personnel file reviews. Ongoing hours will be completed by the end of the first year of employment.
- f. **Cost of training provided by the Contractor to Service Coordinators:**
 - In the Central Service Area the cost of training provided this reporting period was \$17,439.00

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	Qtr 1	Qtr 2	Qtr 3	Qtr 4	Annual Total
Number of New Employee Training hours Delivered		1,530.00	4111.5		5641.5
Number of On-going /In-Service Training hours Delivered		0	192		192
Cost of Training Provided by Contractor		NA	\$98,674		98674