Tribal Policy Advisory Committee (TPAC)

August 7, 2019
Family First Prevention Services Act Prevention Plan

August 7, 2019
Agenda

- Alignment
- FFPSA Prevention
- WA Prevention Plan
  - Candidacy
  - Evidence-Based Practices (EBPs)
- Discussion Questions
- Next Steps
Prevention Principles

- Prevention all along the DCYF continuum of services
- Primary, secondary, and tertiary prevention
- Prevention services provided both voluntary and court-involved children, youth and families
- Prevention at multiple levels - individual, family and community
- Informed by the voices of children, youth and families
- Informed by data and evidence
- Prevention to address disparities and disproportionalities
- Early learning is prevention
- Endorse Children’s Bureau vision for child welfare: “Strategies to Strengthen Families”
FFPSA Prevention Services

- **Title IV-E funding**
- **Time-limited, 12-months**
- **Evidence-Based Programs**
  - New clearinghouse - well-supported, supported, promising
  - (definitions same as California Evidence-Based Clearinghouse for Child Welfare)
  - Allowable program types: Mental health treatment, in-home parenting, substance abuse treatment & prevention
- **Candidacy**
  - Imminent risk of entry or re-entry into foster care
  - Prevention Plan
- **Restrictions/requirements**
  - 50% prevention dollars must go to “well-supported”, all claimed must be at least “promising”
  - Training and state administration are allowable costs
  - Non-federal Maintenance of Effort requirements
Two-Phased Approach to Candidacy

**Phase I**

- Front end child protective services (CPS) with screened-in referrals
  - Families in Family Assessment Response (FAR) (>16,000 children CY 2017; WSIPP 9.8% services)
  - Families in CPS Investigation (>19,000 children in CY 2017; estimate <7% services)
  - Families in CPS Family Voluntary Services
- Children/families on trial return home following placement (~450 children in FY 2018)
- Substance abusing pregnant women, screened out CPS referrals (estimate ~700/year)
- Adoptions experiencing challenges (N unknown)
- At risk adolescents in need of services
  - Youth referred for Family Reconciliation Services (~3,600 in FY 2018)
  - Youth/families Juvenile Rehabilitation discharge under age 18 (~450 in FY 2018)
Two-Phased Approach to Candidacy

**Phase II**
- Additional families with screened out CPS referrals, subset
- Kinship care, subset
- Adolescents at risk of homelessness
- Statistical prediction/need for prevention in very high need communities
Needs Data

- Substance Abuse Treatment among the greatest unmet needs -
  - Recent analysis estimates 38% of DCYF child welfare clients who need substance abuse treatment receive any treatment
  - Anecdotes from staff about referring to therapeutic services and substance abuse treatment at same time

- CPS and EBPs
  - Forthcoming reports on contracted services, fewer than 8% CPS families receiving contracted services
  - Internal data show service receipt is higher among higher risk families (~25%)
  - Concern about unintended consequences
# Evidence-Based Programs

## WA EBPs on the IV-E Prevention Services Clearinghouse

<table>
<thead>
<tr>
<th>Program</th>
<th>Category</th>
<th>Support</th>
<th>Contract Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nurse-Family Partnership (NFP)</td>
<td>Parenting</td>
<td>Well-supported</td>
<td>Already contracted DCYF</td>
</tr>
<tr>
<td>Parents as Teachers (PAT)</td>
<td>Parenting</td>
<td>Well-supported</td>
<td>Already contracted DCYF</td>
</tr>
<tr>
<td>Functional Family Therapy (FFT)</td>
<td>Mental Health</td>
<td>Well-supported</td>
<td>Already contracted DCYF</td>
</tr>
<tr>
<td>Parent Child Interaction Therapy (PCIT)</td>
<td>Mental Health</td>
<td>Well-supported</td>
<td>Already contracted DCYF</td>
</tr>
<tr>
<td>Multi Systemic Therapy (MST)</td>
<td>Mental Health</td>
<td>Well-supported</td>
<td>Already contracted DCYF</td>
</tr>
</tbody>
</table>

## Tribal/Disproportionality

<table>
<thead>
<tr>
<th>Program</th>
<th>Category</th>
<th>Source</th>
<th>Survey</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family Spirit</td>
<td>Parenting</td>
<td>WSIPP - Research-Based</td>
<td>Tribal Survey</td>
</tr>
<tr>
<td>Parent-Child Home</td>
<td>Parenting</td>
<td>WSIPP - Promising</td>
<td>African American community</td>
</tr>
<tr>
<td>Positive Indian Parenting</td>
<td>Parenting</td>
<td>not reviewed, no research</td>
<td>Tribal Survey</td>
</tr>
<tr>
<td>Canoe Journey/Life’s Journey</td>
<td>SUD Prevention</td>
<td>not reviewed, some research</td>
<td>Equity Advisory Committee</td>
</tr>
<tr>
<td>Native Family Learning Circle</td>
<td>?</td>
<td>not reviewed, some research</td>
<td></td>
</tr>
</tbody>
</table>

Original Date: July 22, 2019

Approved for distribution by Vickie Ybara & Steve Grilli

[www.dcyf.wa.gov](http://www.dcyf.wa.gov)
Other Tribal/Equity Feedback DCYF has Received

1. Regarding research & evaluation -
   - Tribal communities are “done being researched”, consider partnerships with tribal researchers to accomplish required evaluation
   - Small N problem – consider creative evaluation techniques to deal with small N

2. Need for training across all EBP provider types for serving clients from diverse backgrounds
Next Steps

- Incorporate feedback
- Submit prevention plan end of August 2019
- Implementation planning
Additional Resources

- Learn more about FFPSA online
  - [https://www.dcyf.wa.gov/practice/practice-improvement/ffpsa](https://www.dcyf.wa.gov/practice/practice-improvement/ffpsa)

- Title IV-E Prevention Services Clearinghouse
  - [https://preventionservices.abtsites.com/](https://preventionservices.abtsites.com/)
Thank you!

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Legislative Update: 5718 Housing Assistance Program Pilot

Juliette Knight, LSWAIC, Office of Government Affairs and Community Engagement
IPEL/ICW Updates

Sally Brownfield, Liz Mueller
ICW Case Review
Summary

Tleena Ives, Director of Tribal Relations, DCYF
Assessment in Early Achievers

Consultation Roundtable
Olympia, WA

Original Date: August 7, 2019
Eligibility and Provider Supports | Approved for distribution by Rachael Brown-Kendall, QRIS Administrator
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WASHINGTON EARLY ACHIEVERS
PREPARING CHILDREN FOR SUCCESS IN SCHOOL
What is Early Achievers?

**Benefits of participation:**
- Coaching
- Training and resources
- Tiered subsidy reimbursement
- Quality improvement award money
- Grants for materials or facility improvement
- Scholarships towards professional development or degree programs.

**QRIS**
- Quality
  - All agencies promote a commitment to continuous quality improvement.

- Rating
  - UW is the lead agency for evaluation, data collection, assessment and rating assignment.

- Improvement
  - CCA of WA is the lead agency for all improvement activities, such as training and coaching.

- System
  - DCYF is the lead agency for system development, integration and policy.
Vision:

The Early Start Act
( RCW 43.216.085 )

- The department shall explore the use of alternate quality assessment tools that meet the culturally specific needs of federally recognized Tribes in the state of Washington.

Goals:

- Present a variety of assessment practices to consider
- Discuss possibilities and next steps
What could an ‘alternate assessment’ be?

- Modifications to existing quality framework
  - Changes, additions, or exemptions

- A quality assessment developed by an individual tribe or by tribal consortium
  - Allowable use of CCDF quality improvement funding

(Source: Child Care and Development Fund, 45 C.F.R. 98.53, 2016)
Example to Consider:

- California—Tribal Child Care Association of CA
  - Tribal Child Care Association is comprised of individuals who work for tribal lead agencies/grantees administering the Child Care and Development Block Grant.
  - TCCAC provides professional support and technical assistance to Tribes with child care programs.
  - Tribal communities within California comprise their own region of their QRIS. Tribes collaborated with TCCAC to create their own QIS.
Example to Consider:

- British Columbia—Aboriginal Head Start Association worked to create an addendum to the ECERS-R assessment tool for their Head Start programs.
6 Step Program Evaluation Process

1. Learning:
   Looking back – Looking at ourselves – Looking forward
   PEP Talk

2. Observing:
   Observe and Witness
   AHS Beliefs and Values
   6 Components of AHS
   Accountability and Management practices

3. Valuing:
   Select the Priority Level for action needed to enhance evidence of items
   PEP Tally (Fall-Winter-Spring)

4. Inspiring:
   Reviewing: What we do & What we want to do
   PEP Goals

5. Transforming:
   Action Plan
   Pledge to Action

6. Sharing our Learning:
   PEP Talks
   Record of Evaluation
Time for Discussion
Thank you!

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www.dcyf.wa.gov/services/early-learning-providers/early-achievers