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**QUARTER 4**

**PIP 3.1.3**

**Clark**

<b>Primary Strategy: 3</b> <b>Improve the Timeliness and Appropriateness of Permanency Planning across the Life of the Case</b>			<b>Applicable CFSR Outcomes or Systemic Factors:</b> Permanency Outcome 1 Termination of Parental Rights Notice of Hearings and Reviews to Caregivers	
<b>Goal: 1</b> <b>Reduce the number of children in out of home care for 18 months or longer and reduce barriers to adoption and TPR</b>			<b>Applicable CFSR Items:</b> 7, 8, 9, 10, 28, 29	
Action Steps and Benchmarks	Person Responsible	Evidence of Completion	Quarter Due	Quarter Completed
3.1.2 (C) Identify barriers and develop a plan to address barriers within 120 days	DCFS, AOC, WCDSS, CCDFS	Plan	Q4	Q4
3.1.3 Each jurisdiction will convene a team to review a sample of cases that have been in out of home for more than 18 months and have a low prognosis of achieving permanency within the next 12 months	Clark, Washoe & Rural Directors/ designee	Reports of reviews	Q4	Q4

3.1.3

Item 3.1.2(C)

Clark County began a Permanency Roundtable (PRT) process in March 2010 with the guidance of Casey Family Programs. The PRT process continues and has resulted in positive permanency outcomes for children who have been in care 18 months or longer. A protocol was developed in Clark County to implement the PRT as a functional process to address barriers to permanency. The following summary provides details of the implementation process:

Permanency Roundtable Preparation

Cases were identified wherein children had been in foster care for longer than 18 months. These cases were reviewed utilizing Casey Family Programs Permanency Roundtable Tools based on their Permanency Project conducted in Georgia. Cases were reviewed with workers, supervisors, and assistant managers. Utilizing the Permanency Roundtable Tools it was discovered that 914 had a fair to very good permanency status and 174 have an uncertain to poor permanency status.

Permanency Roundtable Process for Tracking Success

In December 2010, and January 2011, DFS partnered with Casey Family Programs to hold Permanency Roundtables in Clark County to review 64 of the 174 cases identified as having a poor to uncertain prognosis for permanency. Approximately 80 permanency staff and approximately 10 representatives for external stakeholders received training on permanency values and the Permanency Roundtable process.

Each Permanency Roundtable staffing created an action plan. These action plans include a recommended permanency goal and specific action steps to achieve permanency. These action plans were shared with the youth and family as well as the CFT in order to succeed with implementation. DFS has developed a plan to track these 64 cases to determine their permanency outcomes. Cases are being reviewed monthly during one to one supervision among Permanency Case Managers and Supervisors, Supervisors and Assistant Managers, Assistant Managers and Manager, and between the

Manager and Assistant Director. Permanency Roundtable progress is also a standing agenda item for Assistant Manager and Supervisor meetings to discuss any barriers and celebrate successes.

Each region (North/West, South/East, and Central) have their own spreadsheet to track the outcomes for each of the 64 youth. The spreadsheet includes a list of common action steps that were identified after reviewing all of the action plans:

- Contact Existing Relatives
- Search for Unknown Relatives
- Engage Paternal Relatives
- Talk with Youth re: Permanency
- Refer to Recruitment
- Contact Non-Related Supportive Adults
- Explore Previous Care Provider
- Explore Permanency with Current Care Provider
- Explore Reunification
- Pursue Permanency Pact
- Engage Foster Parent in Recruitment Efforts
- Develop Lifebook
- Explore Adoptive Parents of Siblings
- Complete Connectedness Chart
- ICPC Referral for Relative
- Refer to Placement Support Services
- Engage Therapist to Assist with Permanency
- Review Medication Appropriateness

An incentive time off program was also developed for each Permanency Case Manager, Supervisor, and Assistant Manager to receive a "Power Hour" for every child that achieves permanency that participated in the Permanency Roundtable. The actual handouts and tools supplied by Casey Family Foundation are located in Appendix I.

#### Review and Preliminary Roundtable Outcomes

In March of 2010, Permanency staff identified approximately 1,393 youth who had been in foster care for longer than 18 months. Permanency staff reviewed these cases and identified that approximately 305 of these youth could achieve permanency and could be closed by June 2010. To date, 281 of those cases have been closed. The remaining 1,088 could not achieve permanency by June 2010.

The Permanency Roundtable process facilitated a focus on permanency for youth who have been in care for longer periods of time. Children in care longer than 18 months are identified through length of stay reports and roundtable meetings are convened. Appendix J includes examples of the Excel tracking sheets (with last names removed) that are presently used to monitor the child level outcomes. The following outcomes have been currently achieved for the 67 cases that were reviewed: 5 cases reunified (7%) 8 cases emancipated (12%) and 2 (3%) were placed in a less restrictive settings.

## **18 Month and Over Review Report 5-18-10**

In March of 2010, Permanency staff identified approximately 1393 youth who had been in foster care for longer than 18 months. Permanency staff reviewed these cases and identified that approximately 305 of these youth could achieve permanency and could be closed by June 2010. Thus far 281 of those cases have been closed. The remaining 1,088 could not achieve permanency by June 2010. These cases were reviewed utilizing Casey Family Programs sponsored Permanency Roundtable Tools based on their Permanency Project conducted in Georgia. Cases were reviewed with workers, supervisors and assistant managers. Utilizing the Permanency Roundtable Tools It was discovered that 914 had a fair to very good permanency status and 174 have an uncertain to poor permanency status (please see attached Appendix A for permanency status definitions).

Some of the trends that have been identified as common themes for why permanency was not achieved in a timely manner are as follows:

- 1) Lack of Adoptive Resources – These delays were often caused by the following: not being able to find a committed resources particularly for large sibling groups and older children with mental health needs, adoption placement disruption, adoptive resource dies prior to finalization.
- 2) Delays in TPR – These delays were documented as a combination of issues. Delays by staff referring to the DA's office that were then compounded by delays in the DA's office filing. When referrals were made timely by DFS staff then there were delays by the DA's office in filing. Taking up to 9 months or longer to set a TPR trial date. TPR Trials being continued. TPR trials being dismissed by Judges incorrectly and waiting on TPR appeals
- 3) Delays in Moving to Adoption – These delays were often caused by the following: caregiver being ambivalent about moving forward with adoption, caregiver needing to provide documentation regarding divorce, and delays in subsidy negotiation due to further testing being requested or needing further negotiation. Waiting for ICPC home studies was also seen as a barrier in moving cases to adoption. There were also delays in staff referring to the adoption unit due to needing additional records for social summary completion. There were also a few where finalization of the adoption was delayed due to the court or foster parenting requesting that all siblings be adopted at the same time.
- 4) Change in Permanency Goal – As the review began it became clear that some permanency goals needed to be re-examined. Particularly from Adoption to OPPLA with a concurrent plan of adoption. These are often children who have been in the foster care for several years and/or have had disrupted adoptive placements who no longer want to be adopted.

- 5) CPS Investigations – We also had a small number of families who were chosen as the permanent placement but then had CPS investigations initiated that either stalled permanency or led to a removal.
- 6) ICWA – There were also a small number of cases that encountered ICWA related delays. This could be the tribe deciding to intervene at the last minute, Relinquishments having to be re-done to meet ICWA compliance, late notification by the family and/or relative that the child is tribe affiliated
- 7) Delayed Reunification – Housing and lack of resources often delayed reunifying with the natural family. There were also a few where the TPR was dismissed at the request of the DA's and DFS began reunification efforts again based on TPR being dismissed causing delays in permanency.
- 8) Immigration Issues – There was a small population of children that experienced delays in permanency due to immigration issues. This could be immigration issues for the child(ren) or immigration issues for the identified adoptive resource.
- 9) AWOL/Absconded – There were also a small amount of families that had absconded with the children or where the youth themselves was on runaway.

#### Recommendations:

- 1) That the 174 cases/children with a permanency status of uncertain to poor be staffed with a multidisciplinary team to take a fresh look at the case and develop Permanency Action Plans.
- 2) To gather case specific information regarding ICPC cases where we have not received the home study within 60 days and send that list to DCFS requesting follow up.
- 3) To ensure that for those youth that have a permanency goal of OPPLA we have determined there is a committed placement provider and/or committed adult working with the youth on achieving legal and emotional permanence.
- 4) Continue to support Model Court effort to improve moving child welfare cases through the court system timely.
- 5) Collaborate with the DA's to oppose any requested continuances on TPR cases.
- 6) Utilize the Conflict Resolution process whenever the DA's are requesting to dismiss a petition for TPR and we are in disagreement.
- 7) Develop DFS policy in the absence of any laws or statute regarding foster/adoptive parents who are here illegally.
- 8) Implement Adoption workers assisting with updating social summaries by August 2010.
- 9) When an adoptive resource is a relative within the third degree of consanguinity provide them a letter advising them they can retain an attorney and request that the attorney file a motion to waive the home study requirement. DFS will develop an assessment to consider

protective capacity of the relative, motivation to adopt by the relative, and commitment to the child to determine if we will support the motion.

- 10) Ensure that we are following progressive discipline for staff that repeatedly delay referrals for TPR and/or adoption
- 11) Formalize 10 month permanency reviews by developing a way to track that these reviews are taking place and documenting the recommendations made, as well as the follow up to ensure recommendations were followed.

## **Permanency Roundtable Summary**

### **2/25/11**

#### **Permanency Roundtable Preparation**

In March of 2010, Permanency staff identified approximately 1393 youth who had been in foster care for longer than 18 months. Permanency staff reviewed these cases and identified that approximately 305 of these youth could achieve permanency and could be closed by June 2010. Thus far 281 of those cases have been closed. The remaining 1,088 could not achieve permanency by June 2010. These cases were reviewed utilizing Casey Family Programs Permanency Roundtable Tools based on their Permanency Project conducted in Georgia. Cases were reviewed with workers, supervisors and assistant managers. Utilizing the Permanency Roundtable Tools it was discovered that 914 had a fair to very good permanency status and 174 have an uncertain to poor permanency status.

#### **Permanency Roundtable Process for Tracking Success**

In December of 2010 and January of 2011, DFS partnered with Casey Family Programs to hold Permanency Roundtables in Clark County to review some of the 174 cases identified as having a poor to uncertain prognosis for permanency. Approximately 80 permanency staff and approximately 10 representatives for external stakeholders received training on permanency values and the Permanency Roundtable process. The Permanency Roundtables reviewed a total of 64 youth that had been in foster care for 18 months or longer.

Each Permanency Roundtable staffing created an Action Plan. These action plans include a recommended permanency goal and specific action steps to achieve permanency. These action plans are being shared with the youth and family as well as the CFT in order to succeed with implementation. DFS has developed a plan to track these 64 cases to determine their permanency outcomes. Cases are being reviewed monthly during one to one supervision among Permanency Case Managers and Supervisors, Supervisors and Assistant Managers, Assistant Managers and Manager, and between the Manager and Assistant Director. Permanency Roundtable progress is also a standing agenda item for Assistant Manager and Supervisor meetings to discuss any barriers and celebrate successes.

Each region (North/West, South/East, and Central) have their own spreadsheet to track the outcomes for each of the 64 youth. The spreadsheet is located on the P drive for everyone to access. The spreadsheet includes a list of common action steps that were identified after reviewing all of the action plans:

- Contact Existing Relatives
- Search for Unknown Relatives
- Engage Paternal Relatives
- Talk with Youth re: Permanency
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- Pursue Permanency Pact
- Engage Foster Parent in Recruitment Efforts
- Develop Lifebook

- Explore Adoptive Parents of Siblings
- Complete Connectedness Chart
- ICPC Referral for Relative
- Refer to Placement Support Services
- Engage Therapist to Assist with Permanency
- Review Medication Appropriateness

An incentive time off program was developed for each Permanency Case Manager, Supervisor, and Assistant Manager to receive a “Power Hour” for every child that achieves permanency that participated in the Permanency Roundtable.

### **Systemic Barriers Identified**

After each day of the Permanency Roundtables, the core Permanency Roundtable participants held a debriefing sessions to discuss common systemic barriers that were identified. The following is a list of those systemic barriers and/or recommendations:

- 1) The need to develop a case mining program to identify relatives and possible permanency connections for youth.
- 2) Educate the court system regarding the permanency of relative legal guardianship
- 3) Create a subsidized guardianship program.
- 4) The need for a liaison to certain community resources such as employment, military, college, housing, etc.
- 5) Clarification regarding NRS 424.300 Approval Required for Person Providing Professional Care to Child to be a Foster Parent to Child.
- 6) Clarification for the CANS Waiver Process that enables staff to reconsider previously declined waivers.
- 7) CAP attorneys through their desire to do what the child is asking unwittingly becomes a barrier to achieving permanency in CFT’s and through the court process.
- 8) Identify criteria for “hard to place youth” that allows for more time to make a better matched placement initially in order to reduce the number of placement disruptions experienced by the youth.
- 9) Differing opinions between DA and DFS regarding considering family resources after TPR or failed reunifications. Recognition by both the DA and DFS that family not previously involved or previously involved and ruled out may be the right people to provide permanency or permanent connections for youth.
- 10) Address the Medicaid billing issue around Therapist versus Psychosocial Rehabilitation Services.
- 11) Address the issue of the CFT developing a plan for out of state placement and then having that decision overturned by Neighborhood Resource Team (NRT) or Community Resource Team (CRT).
- 12) When ASFA timelines have been met but the family needs additional time, request compelling reason for continuing to work with the family.
- 13) Consider creating a specialized unit for older youth.
- 14) Implement the ability to get a second opinion for psychiatric medication and services.
- 15) Develop a protocol in working with DRC when they deny services that the youth is eligible for.



- 16) Develop a procedure for how to request reconsideration of an ICPC decision by another state. Particular example includes denial of placement with a parent due to the parent not having enough square footage.
- 17) The court denying permanency plans developed by CFT's.
- 18) Provide clarification regarding perceived disincentive to adopt based on subsidy and/or DRC benefits.
- 19) Development of Post Adoption Services.
- 20) Create a central location for workers to access and share resources.
- 21) Clarifying and increasing cultural awareness issues of race, religion, sexual orientation, etc. ensuring youth voice is heard and youth are prepared to live in a community in light of their cultural background.
- 22) Clarify for workers that after TPR, workers can contact parents if it is in the best interest of the youth or could lead to permanency or permanent connections for youth.

### **Focus Group Summary**

In February 2011 Focus groups were held with all staff that participated in the Permanency Roundtable process to provide feedback about the Permanency Roundtable process and how to continue the Permanency Roundtable process as an agency. The following seven questions were asked during the focus groups:

1. What impacted you the most during the Permanency Values Training and/or the Permanency Skill Based Training?
2. Who else could benefit from the Permanency Values Training and/or Permanency Skill Based training?
3. Describe your overall feelings regarding the PRT process?
4. Since the PRT have you felt supported in achieving permanency by DFS staff and management?
5. Since the PRT have you felt supported in achieving permanency by external service providers, CFT members, and court?
6. What type of families or at what point during a family's involvement with DFS do you believe they would benefit most by a PRT process?
7. Do you have any suggestions for how we can improve the PRT process?

The answers to these questions are attached.

### **Permanency Roundtable Recommendations**

- 1) Partner with Training Team to incorporate Permanency Values Training into New worker Core.
- 2) Partner with Training Team to offer Permanency Value Training to internal and external stakeholders as recommended by the Permanency Roundtable Focus Groups.
- 3) Attend Casey Family Program Train the Trainers when offered.
- 4) Receive technical assistance from Casey regard Permanency Meetings
- 5) Request technical assistance for case mining from Casey Family Programs and utilize staff from the recruitment grant to facilitate case mining whenever recommended by the Permanency Roundtable.
- 6) Gather a panel of relative care providers to speak with Judges and Hearing Masters regarding their desire for guardianship as opposed to adoption in addition to providing training perhaps through Court Improvement Project on why legal guardianship is a permanent option.

- 7) Advocate for a subsidized guardianship program.
- 8) Develop and implement policy regarding DFS employees being foster parents.
- 9) Develop guidelines or waiver process for when a DFS or DCFS employee can be considered as a permanency option.
- 10) Develop policy from when a substantiated CANS history can be considered for a waiver.
- 11) Identify criteria for "hard to place youth" that allows for more time to make a better matched placement initially in order to reduce the number of placement disruptions experienced by the youth.
- 12) Develop a procedure for how to request reconsideration of an ICPC decision by another state.
- 13) Require adoption subsidy training for all care providers including relatives, regular foster care, and treatment level homes.
- 14) Utilize staff that were core Permanency Roundtable participants in December and January to create 3 Permanency Roundtable Team to serve the regional areas that will initially meet twice a month:

**North/West PRT**

Consultant: Amy J.  
 MP: Michelle Lefebvre  
 Facilitator: Casey O.

**Central PRT**

Consultant: Jackie H.  
 MP: Ariel Racine  
 Facilitator: Yolanda B.

**South/East PRT**

Consultant: Sharon S.  
 MP: Damalia Gutierrez  
 Facilitator: Darren T.

- 15) Present outcomes at monthly Management Team meetings beginning in March 2011.
- 16) Prioritize staffing the remaining 110 cases that were identified as being poor or uncertain over the next 6 months.
- 17) Beginning in September 2011 open up the Permanency Roundtable for the following cases:
  - a. At 10 months from removal there has not been a Reunification Child and Family Team, TPR was not been filed or TPR is filed but there is no identified adoptive resource, or guardianship has not been referred.
  - b. TPR has been granted but there is no adoptive resource.
  - c. Prior to recommending the permanency goal of OPPLA.
  - d. When the concurrent planning guide indicates that the prognosis for reunification is poor.
  - e. When the youth's placement is indicating they can not provide permanency but will provide placement until 18.
  - f. Within 30 days of a removal on a family assigned to In Home.
  - g. Any other case identified with the approval of the assistant manager.

## MY CHILD WORKSHEET

My Child's Name: \_\_\_\_\_, My Child's Age: \_\_\_\_\_ Brief Description: \_\_\_\_\_

Topic	Notes Re: My Child
Permanence: What is it? What might it look like for this child?	
Permanence: Who needs it? Why is it important for this child?	
Engagement: What is family engagement and how might it look for this child & family?	
Engagement: What are some cultural issues that impact engagement and how does that relate to this child/family?	
Engagement: How does identifying family strengths help with engagement and what might that look like for this child/family?	
Engagement: What are some specific issues	

Appendix I

## MY CHILD WORKSHEET

My Child's Name: \_\_\_\_\_, My Child's Age: \_\_\_\_\_ Brief Description: \_\_\_\_\_

<p><b>related to engaging fathers and how might they apply to the father of this child?</b></p>	
<p><b>Engagement: What are some specific issues related to youth engagement and how might they apply to this child/youth?</b></p>	
<p><b>Permanence and Development: What are some of this child's development needs that may relate to permanence?</b></p>	
<p><b>Helping Teens Adjust - If this child is a teen what special issues do I need to consider?</b></p>	
<p><b>Disabilities and Special Needs - What are the unique challenges this child presents in regard to planning for lifelong permanence?</b></p>	
<p><b>Sibling Bond: Does this child have siblings? Am I planning for their lifelong connections?</b></p>	

Appendix 1

## MY CHILD WORKSHEET

My Child's Name: \_\_\_\_\_, My Child's Age: \_\_\_\_\_ Brief Description: \_\_\_\_\_

<b>Who are this child's elders in the community and other people that have been or could be connected to this child?</b>	
<b>Post Permanency Supports and Resources: What resources do I want to investigate that might help plan for permanence for this child?</b>	
<b>Overall: What have I learned that might help me in planning for lifelong permanence this child or other children like this child?</b>	

## Permanency Values Training

*Case Scenarios*

Your group is assigned one of the cases below to discuss. Consider the following questions:

- What concerns do I have?
- What additional information do I need?
- Who should be included in the meeting?
- What might permanency look like for this youth?
- How can I be an advocate for this youth and work to make permanence happen

**JORDAN**

Fourteen-year-old Jordan has been in care for 2 years. He was originally removed due to abuse – he was beaten by his mother’s boyfriend, and lost partial vision in one eye. His mother is no longer with this boyfriend. She has just started her first job at the age of 28. Returning to his mother’s home will involve changing schools, and Jordan is angry about this, so is acting out. Jordan is on 6 different psychotropic meds to control his anger & behavior.

**ZAIRE**

Zaire, now 15, two years ago came home and found his mother dead from an asthma attack/heart attack. He had lived from cars to shelters with his mother and younger sister Gia (9). After placement in care with his sister, their father, whom they had not developed a relationship with, was located and they have been visiting for more than 6 months. Like his mother, Zaire has asthma. They will move in with his father, his wife and two preschool children, one of whom is autistic.

**MARISA**

Eleven-year-old Marisa came to Georgia from Puerto Rico when she was four and lived with her grandmother. Her mother lived in So. Jersey but was not involved in her care. At age 5 her grandmother signed her over to foster care and returned to PR. Marisa has speech delays and lives in a group home. There is no identified permanency resource for Marisa.

**KEVIN & KENYA**

Two siblings with significant developmental delays, Kevin & Kenya, ages 2 and 3 are being considered for adoption by the family who adopted their three older siblings, ages 6, 7 and 10. The children were removed as a result of neglect due to their mother’s substance abuse addiction.

**MAYA & PJ**

Maya is 16 year old Caucasian female with a 6 month old infant, PJ. Maya is developmentally disabled. In care for 12 years, she has continued some contact with birth family over time. Current foster family wants to adopt PJ but not Maya. Maya wants to live independently with her baby.

**RACHELLE**

Rachelle is a 13 year old African American female and has been in care for 9 years. She is in special education, has behavior challenges, and has a therapist who does not believe she should move from the residential facility. She was recently seen by a relative in another state who wishes to care for her. There are differences in home study requirements and paternal TPR requirements in this state.



## Permanency Values Training

### Learning Objectives

Participants will...

- Gain an understanding of family engagement as the foundation of successful service delivery;
- Examine the caseworker behaviors and agency approaches that produce engagement;
- Compare their own practice with the evidence-based key features of engagement;
- Identify at least 2 new behaviors related to engagement that they will be able to implement immediately in their own practice;
- Explore the meaning of permanency from a developmental perspective;
- Identify at least 3 lifelong benefits of permanent family connections for older youth preparing to leave foster care, youth with significant special needs and youth who are part of sibling groups;
- Gain insight into the significant role of siblings in the lives of children and identify at least 3 casework practices that can enhance the development and maintenance of lifelong sibling bonds for youth in foster care
- Gain insight into skills and approaches, including individualized team-based approaches that produce permanency;
- Identify at least 2 new skills or behaviors related to permanency that they will be able to implement immediately in their own practice;
- Gain an understanding of the critical link between successful engagement work and successful permanency outcomes.



# Permanency Values Training

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## Training Evaluation

### Part I

Scale: 1=poor; 2=fair; 3=moderate; 4=good; 5=excellent

1. Understanding of state's vision of and commitment to permanency
  - a. BEFORE TRAINING 1 2 3 4 5
  - b. END OF TRAINING DAY 1 2 3 4 5
2. Understand the meaning of permanency from a developmental perspective
  - a. BEFORE TRAINING 1 2 3 4 5
  - b. END OF TRAINING DAY 1 2 3 4 5
3. Understand the lifelong benefits of permanency for older youth exiting care
  - a. BEFORE TRAINING 1 2 3 4 5
  - b. END OF TRAINING DAY 1 2 3 4 5
4. Understand the lifelong benefits of permanency for medically fragile children
  - a. BEFORE TRAINING 1 2 3 4 5
  - b. END OF TRAINING DAY 1 2 3 4 5
5. Understand the lifelong importance of the sibling bond
  - a. BEFORE TRAINING 1 2 3 4 5
  - b. END OF TRAINING DAY 1 2 3 4 5
6. Understanding of permanency strategies
  - a. BEFORE TRAINING 1 2 3 4 5
  - b. END OF TRAINING DAY 1 2 3 4 5
7. Understanding barriers to achieving permanency
  - a. BEFORE TRAINING 1 2 3 4 5
  - b. END OF TRAINING DAY 1 2 3 4 5



8. Understanding of the skills and roles required to achieve permanency
- a. BEFORE TRAINING 1 2 3 4 5
- b. END OF TRAINING DAY 1 2 3 4 5
9. Understanding role of family engagement in permanency planning
- a. BEFORE TRAINING 1 2 3 4 5
- b. END OF TRAINING DAY 1 2 3 4 5
10. Understanding casework behaviors that lead to successful engagement
- a. BEFORE TRAINING 1 2 3 4 5
- b. END OF TRAINING DAY 1 2 3 4 5
11. Understanding of how my own practice compares to evidence based practices on engagement
- a. BEFORE TRAINING 1 2 3 4 5
- b. END OF TRAINING DAY 1 2 3 4 5
12. Understanding of the link between engagement work and permanency outcomes
- a. BEFORE TRAINING 1 2 3 4 5
- b. END OF TRAINING DAY 1 2 3 4 5

*Part II*

1. I can identify 2 new behaviors or skills related to engagement that I learned today that I can immediately put into my practice. These are:
- a. \_\_\_\_\_
- b. \_\_\_\_\_
2. I can identify at least 1 tip or strategy for engaging fathers and 1 strategy for engaging youth that I can immediately put into my practice. These are:
- a. \_\_\_\_\_
- b. \_\_\_\_\_
3. I can identify at least 3 lifelong benefits of permanency for older youth exiting care. They are:
- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
4. I can identify at least 3 lifelong benefits of permanency for medically fragile or special needs youth. They are:
- a. \_\_\_\_\_

- b. \_\_\_\_\_
- c. \_\_\_\_\_

5. I can identify at least 3 casework practices that enhance the development and maintenance of sibling bonds for youth in foster care. They are:

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_

6. I can identify 2 new behaviors or skills related to permanency that I learned today that I can immediately put into my practice. These are:

- a. \_\_\_\_\_
- b. \_\_\_\_\_

*Part III*

1. The most helpful part of today's training was:

2. The training could have been improved by:

3. To be most effective at family engagement and permanency planning, I need further training in the following areas:

4. Additional comments or thoughts:

## PERMANENCY ROUNDTABLES

### PURPOSE

- To develop a permanent plan for each child/youth that can realistically be implemented over the next six months
- To stimulate thinking and learning about pathways to permanency for these and other children
- To identify and address barriers to permanency through professional development, policy change, resource development, and the engagement of system partners

### ROLES OF ROUNDTABLE PARTICIPANTS

#### **Everyone**

Creative thinking that results in an effective Permanency Action Plan

#### **Master Practitioners/Facilitator**

Provide consultation, keep process on track; facilitate communication and cooperation among participants

#### **Case Managers**

Case Presentation; Respond to questions

#### **Supervisors**

Provide supplemental information; Respond to questions

#### **Permanency Consultants**

Provide external consultation

#### **Cultural Consultants**

Provide culture specific consultation and information about potential resources

#### **Former Foster Youth**

Provide youth perspective and consultation

#### **“Barrier Buster”**

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## PERMANENCY ROUNDTABLES

Support permanency action plans by providing access to policy waivers, clarifications and other immediate “barrier-busting” strategies for overcoming real and perceived hurdles to implementation of permanency action plans

### Recorder




Reflect the team’s work by recording all questions, brainstormed ideas and strategies

## OVERVIEW OF THE SIX PHASES

<p><b>I. Welcome and Overview</b> (5 minutes)</p> <ul style="list-style-type: none"> <li>• Facilitator welcomes team</li> <li>• Facilitator sets the tone for the consultation as a strength-based, solution-focused process</li> <li>• Team members introduce themselves</li> <li>• Facilitator reviews purpose (focus on doing what it takes to achieve permanency) and process</li> <li>• Team develops group agreements</li> </ul>	
<p><b>II. Present the Case</b> (20 minutes)</p> <ul style="list-style-type: none"> <li>• Case Manager presents case summary</li> <li>• Facilitator invites additional comments on the case from other case-related team members</li> <li>• Supervisor and Administrator may provide additional information</li> <li>• Former Case Manager may provide information if the case has recently changed hands</li> <li>• Team members listen and take notes on the Written Case Summary</li> </ul>	
<p><b>III. Clarify and Explore</b> (15 minutes)</p> <ul style="list-style-type: none"> <li>• Team members ask questions to clarify and expand upon information presented</li> <li>• Team members ask questions to explore other aspects of the case</li> </ul>	

## PERMANENCY ROUNDTABLES

Appendix I

<ul style="list-style-type: none"><li>• Facilitator may have to curb the team's natural tendencies to jump to solutions at this point</li><li>• Facilitator may have to remind and/or assist team members to phrase questions in appreciatively</li><li>• Team rates child's current permanency status</li></ul>	
<p><b>IV. Brainstorm (25 minutes)</b></p> <ul style="list-style-type: none"><li>• Team brainstorms solutions using these five key questions:<ol style="list-style-type: none"><li>1. What will it take to achieve permanency?</li><li>2. What can we try that has been tried before?</li><li>3. What can we try that has never been tried?</li><li>4. How many things can we do concurrently?</li><li>5. How can we engage the youth in planning for permanence?</li></ol></li><li>• Facilitator asks the questions, records ideas on an easel pad, and helps the team stay focused</li></ul>	
<p><b>V. Create Permanency Action Plan (35 minutes)</b></p> <ul style="list-style-type: none"><li>• Facilitator assists team to review and combine strategies developed during brainstorming phase</li><li>• Facilitator guides team in prioritizing strategies</li><li>• Facilitator leads a discussion of the strengths of each prioritized strategy</li><li>• Team finalizes strategies and timelines</li><li>• Team determines whether a concurrent plan is needed and if so, what that plan is</li><li>• Facilitator leads a discussion of what it will take to successfully implement each strategy in the plan(s)</li><li>• Facilitator assists team in creating specific, concrete action steps to include in the written action plan</li><li>• Team members assign target dates to each action step and discuss potential barriers to implementing it</li><li>• The team then develops plans to overcome each identified potential barrier</li></ul>	

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## PERMANENCY ROUNDTABLES

Appendix I

### VI. Debrief Case Consultation (10 minutes)

- Facilitator leads a debrief using these questions:
  - How can the worker best explain the action plan to families & youth?
  - Are there any unanswered questions or concerns? If so, how should we address them?
  - What did we learn in this discussion that could be applied to other cases?





## Permanency Values Training

**Instructions:** You are at home, laid up with a broken leg and your friend who is visiting from out of town walks by, headed toward the kitchen. You call out to him – “Hey, while you are in the kitchen, please make me a sandwich.”

He replies that he does not know how to make a sandwich the way you like it, so you tell him you will write down step by step instructions.

**Write them here:**

**Switch papers with your partner** – Look over their instructions, and imagine making their sandwich. Can you do it? Remember – you can ONLY follow the written instruction - - you can’t add or assume ANYTHING that is not written down. How will the sandwich turn out? Will it be missing anything? Will you have any questions?

**Share your thoughts with your partner.**



### Permanency Values Training – Domains Worksheet: Raymond and Ricardo

Two brothers, age 15, African American-Latino, significant mental health and learning challenges. The boys currently reside in two different residential facilities. Have been separated and in multiple placements for 8 years. Their father and their older brother Raul are both incarcerated. Last time together was in a foster home with an elderly woman and her family – they remember this home fondly. The team is considering re-exploring this foster mother as a potential permanency resource for the boys.

Domain	Potential Concerns	Questions to Ask	Potential Solutions to the concerns
Safety			
Subsistence/Financial			
Emotional/Psychological			
Medical			
Educational/Vocational			
Social/Recreational			



# Permanency Values Training



## HOW TO REVIEW A YOUTH'S CASE RECORD . . . . . . . . . WITH AN EYE TOWARDS PERMANENCY

**REVIEW THE CASE RECORD IN ITS ENTIRETY** - From the time the child *first entered* care and/or came to the attention of the child welfare agency.

### People to Look for:

- ✓ Names of relatives, family members, people who lived in the child's household
- ✓ Siblings that the child is no longer living with or in contact with
- ✓ References to people even if they are not named, such as "visited with an aunt over the weekend"
- ✓ Child care providers including informal babysitters
- ✓ Who made the original report of abuse or neglect?
- ✓ Caseworkers, supervisors, even agency administrative assistants who had contact with the child
- ✓ Teachers, coaches, other school-connected adults who cared about the child
- ✓ Pastors, youth group leaders, other faith-community-connected adults who cared about the child
- ✓ Friends – friends of the child, friends of the family
- ✓ All current and former foster families and caregivers
- ✓ Therapists, doctors, dentists and other providers who have a history with the child
- ✓ Attorneys, CASA volunteers, police officers, judges, probation officers and other legal and court-related adults who have a history with the child
- ✓ Did this child run away? Who did he or she go to when on the run?
- ✓ Did the child need transportation to appointments or family visits? Who provided transportation?

**TIP:** ANY OR ALL Of these people may become part of the child's "Permanency Action Team" – any or all may become a valuable asset or resource when planning for permanence and any one of these people might provide the child's best hope for a permanent family.

**TIP:** Don't forget to look for paternal as well as maternal relatives. Also, don't forget to look for relatives who live in other states, and/or older siblings.

### Situations and Events to Look for:

## Permanency Values Training

- ✓ Previous recruitment activities – Remember – sometimes “trying again” a strategy that was seemingly unsuccessful in the past can be effective, especially if you learn about *why* it was not successful in the past.
- ✓ Extra-curricular activities the child engaged in at school, child care programs or faith-based programs. These can help identify a child’s strengths and interests and can lead to potential resources for the child.
- ✓ Notes that indicate a child’s particular fondness for or attachment to somebody in their life – a relative, a former foster family, a teacher, etc.

### **REMEMBER, THE CASE RECORD IS JUST A STARTING POINT**

- ✓ Not everything written is complete and/or accurate.
- ✓ Sometimes important information is excluded for whatever reason, sometimes there are gaps and sometimes the “end result” of a situation never gets recorded.
- ✓ Conduct your own research to get your own perspective and better understanding of the case.
- ✓ Question everything! Particularly as it relates to seeking a permanency resource for the child. A case-record may have notes that say things such as “This child must never be placed with younger children.” Or “These siblings are best served by being placed separately”, or “This child needs to resolve issues of abandonment before he can attach to an adoptive parent”. NEVER take these statements at face value. While they may have been valid or appropriate at one time in the life of a child’s case, things, situations, environments and people CHANGE!
- ✓ Talk directly to the child, current and former worker(s), current and former foster parents and caregivers; other past and current parties involved to get the most complete picture.





## Permanency Values Training

### **When a Teen Says "NO" to Permanence, What he may be really saying is:**

"Adoption is for babies, I am not a baby"

"I am ready for independence -- I don't need more adults telling me what to do"

"I need to protect myself from being hurt again"

"I don't want to change my name"

"I don't want to lose my connections with my birth family, foster families, etc."

"I'm scared to death"

"No one will want me"

"I am too destructive for a family"

"I don't want to betray my birth family"

"Mom said she would come back"

"I'll just mess up again"

### **When adults give teens the power to say "NO" to permanent family connections, what the teen hears is:**

"You are not lovable"

"No one would want you anyway"

"There is no hope for your future"

"You are not important enough for me to exert myself trying to find you a family"

**A teen in foster care who had dictated his case plan several times once told me, "My life is like a car on a road trip and someone put me behind the wheel. But I don't have a license and I don't know how to drive and I'm just flying out of control and pretty soon I'm going to crash. Why didn't they provide me with a driver???"**

If a teen tells you "NO" to permanency, this is an excellent starting point to help the teen begin to understand what his needs and fears are and to work with you on a plan for permanence.



## Permanency Values Training

Teens need to be reassured (and it needs to be authentic) that they do not have to give up their past in order to get a future. Things to think about include:

- \* Issues around names
- \* Open adoption or other avenues to maintain birth family connections
- \* Connections with foster families

### Some ways to get the conversation going:

“When you are older and need advice about buying a car, or taking care of a baby in the middle of the night, or cooking, car repairs, budgeting, clothing care, career options, health who do you think you might call?”

“Where do you expect to spend holidays (i.e. Thanksgiving) when you are 25 or 30?”

“If you *were* going to be part of a family, what do you think the best part would be? What would the hardest part be?”

Who cared for you when your parents could not? Who paid attention to you, looked out for you, cared about what happened to you?

Who do you like? feel good about? enjoy being with? Admire? look up to? want to be like someday?

Who believes in you? Stands by you? Compliments or praises you? Appreciates you?

Who can you count on? Who would you call at 2 am if you were in trouble? Wanted to share good news? Bad news?

### Think incrementally

You don't have to get a teen to buy into adoption or permanence all at once, but rather, work on incremental steps where you broaden the teen's vision of her own future life and how family connections might be important. Once you have begun to establish the importance *to the teen* of having lifelong connections, you can begin talking about ways to create or solidify these bonds and discuss options such as adoption or guardianship, comparing the similarities and differences.

As you try to explain permanency options to a teen, one analogy that sometimes helps is to talk about marriage where two people who are not related by blood jointly make a commitment to each other to become a family and then solidify their commitment with a legal act. In a similar way, they can be empowered to chose their lifelong family connections and then solidify those



## Permanency Values Training

commitments with a legal bond such as adoption or guardianship.

### **Build Permanency conversations into other work**

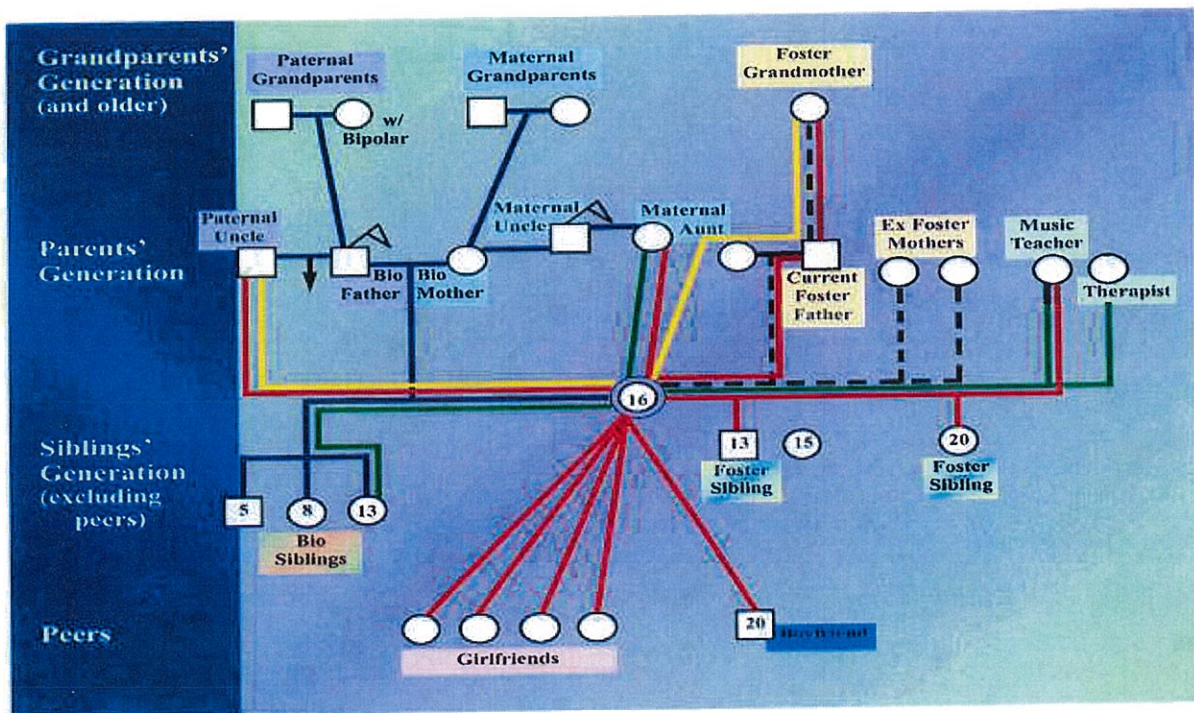
When you work with teens, some of your time is likely to be spent on helping prepare them for independence. As you work on particular skills such as cooking or budgeting or career planning, help the teen to see examples of how people use their own permanent family connections throughout life to assist them in developing these skills.





## Permanency Values Training DIMENSIONS OF CONNECTEDNESS:

- **RED is for the HEART:** Who do you love? Who loves you? Who do you want to love you?
- **GREEN is for the MIND:** Who teaches you? What are you learning? Who do you teach? Who do you think about?
- **BLUE is for the BODY:** Who shares your blood? Does anybody share your body? Who provides you with food and shelter?
- **YELLOW is for SOUL:** To what or whom is your soul connected? What or who are your passions?





Permanency Values Training  
Individual Permanency Planning Worksheet

1. Describe the child – include age, school grade and best subjects, hobbies, interests, etc.
  
2. Who does this child spend time with NOW? – it might help to “map out” the child’s typical school day and non-school day
  
3. Who has this child spent similar time with IN THE PAST? – former schools, former foster families, kin caregivers, birth family, maternal and paternal relatives, elders in the community, parents of friends, coaches, churches, etc.
  
4. Who KNOWS about this child’s special needs? Special interests? Hobbies, talents? – What COMMUNITY of people might have some interest in or knowledge about this child or this child’s needs, interests, issues that might be a valuable resource?
  
5. Interview the child – who does the CHILD SAY is important or has ever been an important connection to him/her?
  
6. **Brainstorm** a list of the people you might invite to an Individual Permanency Planning meeting.
  
7. Role Play, or imagine what EACH person at the meeting might say – what questions might they have, what suggestions might they make about resources, connections, activities to try. **REMEMBER TO USE THE FIVE KEY QUESTIONS**
  
8. Select at least 3 ideas that could be generated from such a meeting and break them down into the smallest first steps – WHO will do WHAT by WHEN.



## Permanency Values Training

### Tips for Successful Adoption/Permanency Action Meetings

- 1) Review the file and other records as if you know nothing about the case. Make note of any people who have played an important role in the young person's life.
- 2) Enlist the young person in determining who should be invited to the meeting. Think creatively about all the possible people who could contribute to the development of a permanency plan for the youth.
- 3) Prepare everyone in advance\* (\* see text box at the end of this hand-out) to think about the role they will play in the meeting. Use letters of invitation, phone calls and pre-meetings to help everyone feel that they are an important – even necessary – resource for this young person. Even after everyone has confirmed their attendance make a round of reminder calls the day before the meeting.
- 4) Think strategically about every element of the meeting – such as when and where it will be held, who will moderate, even seating arrangements.
- 5) Begin with introductions and development of ground rules for the meeting, especially treating all participants with respect.
- 6) Listen, and write goals and steps to be taken in clear simple language – ask for clarification, and be sure that someone takes responsibility for each step in the plan.
- 7) If participants become uncomfortable with an important issue, transition to other, safer issues until it is natural to return to the issue causing stress.
- 8) As the plan for the individualized course of action is developed, ask the participants “What could go wrong with this plan and what adjustments can we make?”
- 9) Encourage creativity among the team when brainstorming solutions. Think beyond the traditional recruitment and placement activities.
- 10) Some ways for people to participate in a young person's permanency plan:
  - Helping to identify other people the youth is connected to
  - Providing helpful information about the youth or family



- Tutoring or mentoring the youth
  - Providing Respite care
  - Teaching the child or youth one or more life skills
  - Supporting and/or hosting visits between the youth and his/her family, siblings or potential adoptive family
  - Helping the youth obtain or supporting access to a part-time job or other career-coaching and employment-related activities
  - Making a permanent commitment to the child through adoption or legal guardianship
  - Other ideas?
- 11) Insure that team members are clear about assignments and your intent to follow up to see that they are completed.
  - 12) Don't expect to address all of the young person's needs in a single meeting. A successful meeting can be one that provides new information on which to act in future meetings.
  - 13) Once the team develops, you can expect that team members will want to continue to meet to assess progress, develop new strategies and to update the course of action. Depending on the outcome of the first meeting, you may find it helpful to schedule the next meeting while everyone is still together.
  - 14) Everyone should sign the IAP/Recruitment plan and leave the meeting, if possible, with their own copy of the plan.
  - 15) Follow-up is crucial. Letters which reiterate what was decided and what next steps are underway will help everyone stay on track. One person needs to be designated as responsible for follow-up. This person should be in contact with each participant on a regular basis between meetings to ensure that all tasks are being accomplished on schedule and/or that any unforeseen snags or delays are being worked on immediately and not waiting for the next meeting.
  - 16) ALWAYS keep the young person informed of the progress with the plan as well as any changes or unexpected detours. The number one complaint of young people in foster care is that "no one tells me anything".
  - 17) It is worth the extra time to bring each new participant up to speed as soon as they become involved with the case.

*Once people have been identified, it is time to begin getting them engaged, or re-engaged in the youth's life and on board as "partners in permanency" for this particular young person – this may and often does require many contacts both informal and formal.*

- *Begin by talking individually with each person, either in person or by phone.*
- *Ask them about their own remembered relationship with the youth.*
- *Invite them to be part of a process to help identify a permanent family for the young person*
- *Be sensitive to and responsive to their questions or concerns*
- *Ask them if they can identify anyone else who should be part of this process and obtain contact information*
- *Once they agree to be a participant in the process, invite them to a team meeting with a goal of creating a permanency plan for the youth*
- *Be sure they have everything they need to attend – directions, transportation, etc*
- *Encourage and promote their active participation in the meeting, but assure them that you are not expecting any additional commitment from them at this time*
- *Always be ready to add new people to the network if new clues suggest people you have not thought of before*
- *After meetings or conversations – ALWAYS FOLLOW UP and then FOLLOW UP AGAIN and AGAIN!*



## Permanency Values Training

### Steps for Creating An Individual Permanency Plan

- Preparation
- The Meeting
- Writing the Plan
- Investigating Resources
- Follow up

#### PREPARATION

- **Visioning – develop and prioritize a set of goals with the child**
  - What will family life look like for this child?
  - What about the future – 5, 10, 15 years from now?
- **Identify the child’s talents, strengths, needs**
  - Use social work tools such as Lifebook, Eco-map
- **Identify the youth’s network**
  - Who should be included in the meeting and in creating and implementing the permanency plan?
  - Who *really knows* this young person?
  - Who are the important people from the child’s *past*?
  - Where does the child *spend time*?
  - Where can you find people who *do not fear* the child’s special needs or challenging behaviors?
  - Where is the community of people who *share the child’s interests, hobbies* or talents?
- **Collect Input from people who cannot attend**
  - Try to schedule the meeting at a time and place to encourage maximum participation
  - If someone still cannot attend, talk to them ahead of time to gather their input
- **Help participants think through goals in advance**
  - You are not asking participants to make a lifetime commitment
  - You are asking them to attend one meeting to help think about the future of this particular child
  - Make it clear why each person is being invited – “We think you will be a valuable resource at this meeting because you have known this child for 5 years” or “you understand many of the challenges we face” or “you have seen this child in settings the rest of us never see”, etc.
- **Anticipate special challenges that might arise – discuss with your supervisor**

## THE MEETING

- Gather people together, make introductions, set a comfortable atmosphere and tone
- Develop and refer to ground rules as needed
- Be clear about roles and responsibilities
- Don't be afraid of uncomfortable topics or emotional outbursts, but work to transition to constructive communication
- Don't expect all needs or questions to be addressed in one meeting, but be clear that you will follow up

## WRITING THE PLAN

- **Start Broad - brainstorm, before you *get specific***
  - No idea is too wacky
  - Ask the "Five questions" – repeatedly!
  - Get everyone in the room involved
- **Empower the youth to take the lead**
  - If the young person is fading out, drawn him back in with questions, choices, task assignments
- **Address a range of issues concurrently**
- **Ensure that plan is individually tailored to *this child***
- **Build in flexibility**
- **Be specific and concrete –**
  - Break each idea down into the smallest component
  - Assign someone on the team to follow up on each item
  - **WHO will do WHAT by WHEN**
  - **Plan the next meeting**
- **Make a copy of the plan for all participants before the end of the meeting**

## INVESTIGATE RESOURCES

- **Identify both formal and informal resources**
  - Use resources child is familiar with as starting point
  - These resources form the basis for the "aftercare" or "post permanency" plan
- **Formal resources – agencies, institutions, public and private providers**
  - Be aware of Applications, enrollment, waiting period
  - Eligibility, fees, alternatives
- **Informal resources**
  - Is the current foster family a resource
  - Resources provided by extended family
  - Peers, social network of the youth
  - Community of faith

## FOLLOW UP

- Identify one person to "manage the plan" and make periodic phone calls or emails to other members of the team – in some cases this could be the youth himself!



## Permanency Values Training

### Five Key Questions for Successful Permanency Planning

# 1 What will it take?

This is another way of saying **DON'T TAKE NO FOR AN ANSWER!!!** When brainstorming ideas for creating permanence for a particular young person, inevitably someone will tell you that something “can’t be done”. Your job, as a permanency superhero is to say “What will it take so it CAN be done?” Some examples successfully tried in the Longest Waiting Children Project:

- An idea that could not legally be done – what would it take? Legal research to find alternatives. . . . no money for legal research? What about getting a law student to take it on as a project? **IT WORKED! Permanency achieved!**
- A recruitment idea we didn’t have the MONEY to implement . . . hmmm, what would it take? How about getting a local civic group, like Kiwanis involved? **IT WORKED! Permanency achieved!**

Whenever someone tells you something can’t be done – come back with this answer:

**WHAT WILL IT TAKE???**

# 2 What can we try that HAS been tried before?

Two often we don’t try effective strategies because someone says, “Oh we tried that before and it didn’t work!” Guess what? Times change! Situations change! The environment changes! And most importantly – PEOPLE change!!! Go back and look at things that have been tried and be willing to try them again. Some successful examples from the Longest Waiting Children Project include:

- Asking a former foster parent to consider adoption. They said “no thanks” last time? That’s OK, ask again . . . **IT WORKED! Permanency achieved!**
- Exploring a birth family relative . . . not “suitable” seven years ago? That’s OK, people change . . . **IT WORKED! Permanency achieved!**
- Featuring a child on Wednesday’s Child. Didn’t result in adoption 3 years ago? Guess what – different audience now, maybe you will get a different result! . . . **IT WORKED! Permanency achieved!**

### 3 What can we try that has NEVER been tried?

Learn to think outside of the box. This is especially true when seeking a family for the most challenging cases. Here are some tried and true examples:

- Having a hard time finding a family for a teen who sets fires? Consider the local fire department! **IT WORKED! Permanency achieved!**
- Need a family for a child that likes animals? Try connecting the child as a volunteer with the local SPCA, or a pet grooming shop . . . you never know where you will find connections! **IT WORKED! Permanency achieved!**

### 4 How many things can we do concurrently?

Once you have several ideas on the table RESIST the urge to “prioritize”. Instead, find ways to do them all at one time! Reconnect with a former foster family, while plowing ahead with “Wednesdays” child, at the same time as talking to the family who adopted the child’s siblings. Get every member of the child’s “Permanency Action Team” involved . . . delegate tasks . . . **IT WORKS! Permanency is achieved** when and where you least expect, ALL avenues must be tried. Older youth don’t have time for a one-step-at-a-time approach!

### 5 How can we engage the youth in planning for permanency?

Over and over again, youth tell us that they need and want to be more actively involved in planning their own future – after all – **IT’S THEIR LIFE!!!** It’s not enough to bring a young person to a meeting –

- Prepare the youth ahead of time – help him know what the purpose of each activity is, who else is involved, what the process entails
- Communicate at every stage – define terms, ask the youth for input, be honest when things don’t work as you had hoped
- Involve the youth actively in implementing plans – youth can take on tasks, identify potential resources families, reach out, volunteer, engage!
- **IT WORKS – when youth are involved in a genuine and meaningful way – PERMANENCY IS ACHIEVED!!!**

Youth Name	Case Number	Case Manager	Previous Permanency Goal	PRT Recommended Goal	Date
Bryson	1346662	Korey Cook	Reunification	Reunification	
Heather	1259645	Nancy Doyle	OPPLA: Emancipation	OPPLA: Emancipation	
Tayshaw	1312423	Kristy Sauter	Adoption: Non-Relative	Reunification	
				Adoption: Non-Relative	
Casheio	1312423	Kristy Sauter	Adoption: Non-Relative	Reunification	
				Adoption: Non-Relative	
Parisha	1312423	Kristy Sauter	Reunification	Reunification	
				OPPLA: Emancipation	

CFT Held	Action Plan Categories	Date Task Completed	Action Plan Achieved	Date Achieved
	Explore Reunification			
	Explore Permanency with Current Care Provider			
	Explore Reunification			
	Explore Permanency with Current Care Provider			
	Explore Reunification			
	Other:			



Reviewed	Comments
plan changed to OPPLA - getting AB 350 payments	
mom parental rights reinstated- closed-reunification	
mom ruled out as a placement	
Social summaries being completed - need records	
mom ruled out as a placement	
Social summaries being completed - need records	
mom ruled out as a placement	
CAP encouraged her to stay in care and age out	