NEW MEXICO
ANNUAL PROGRESS & SERVICES REPORT
2011 – 2012
— NM 2009 – 2014 CHILD & FAMILY SERVICES PLAN —

SUBMITTED TO:
CHILDREN’S BUREAU
ADMINISTRATION FOR CHILDREN AND FAMILIES
U.S. DEPARTMENT OF HEALTH & HUMAN SERVICES

SUBMITTED BY:
PROTECTIVE SERVICES DIVISION
NEW MEXICO CHILDREN, YOUTH & FAMILIES DEPARTMENT

JUNE 30, 2012
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Attachments:
   Title IV-E Stipend Program Detail
   CFS-101, Part I, Part II, and Part III (separate cover)
I. INTRODUCTION

A. PSD Overview & Structure

The Protective Services Division (PSD) is one of three service areas that make up the New Mexico Children, Youth and Families Department (CYFD):

- Protective Services;
- Early Childhood Services; and
- Juvenile Justice Facilities.

CYFD Administrative Services supports all the service areas and includes Budget & Revenue, Financial Management, Employee Support Services, and Information Technology Services. In the Office of the Department Secretary are located the General Counsel’s Office, the Inspector General’s Office, the Constituent Affairs Director, the Native American Liaison, the Director of Legislative and Community Affairs, and Community Outreach and Behavioral Health.

Some organizational changes occurred within CYFD since the submission of the last APSR:

- Community Outreach and Behavioral Health is a new program area housed in the Office of the Secretary. It was created in 2011 to provide oversight of community based behavioral health services; community based service development; support to JJS, PS, and ECS; Licensing and Certification Authority (LCA) activities; supportive housing; community volunteerism programs, and Medicaid eligibility assistance.

- Domestic Violence (DV) Services was moved to PSD. This Unit oversees grants to DV providers statewide, including services for victims (advocacy, support, and shelter) and services for offenders. Locating the Unit within PSD will enable improved integration of services for families experiencing familial violence, increased awareness of the relationship between domestic violence and child abuse, and coordination of resources, including training.

- Program management of the Children’s Trust Fund and the Children’s Justice Act Advisory Group (CJAAG) and their related funding activities moved to PSD in the last year. This significantly contributes to and expands the service continuum offered by PSD, with the prevention focus of the Trust Fund and the CJAAG emphasis on prosecuting child abuse and neglect and ameliorating trauma to the victim.

PSD is the state agency designated to administer the Stephanie Tubbs Jones Child Welfare Services Program (Title IV-B subpart 1), the Promoting Safe and Stable Families (PSSF) Program (Title IV-B subpart 2), Child Abuse Prevention and Treatment Act (CAPTA & CBCAP), Title IV-E, the Chafee Foster Care Independence Program and Education and Training Voucher Program. As such, PSD is responsible for all child welfare services for children and families in New Mexico. The Division is mandated, in accordance with the
New Mexico Children’s Code, Section 32A-4 et. seq., NMSA 1997, to receive and investigate reports of children in need of protection from abuse and/or neglect by their parent, guardian or custodian, and to take action to protect those children whose safety cannot be assured in the home. In addition, the Division is committed to assuring the well-being of the children in its care and to providing permanency for those children as quickly as safely possible.

PSD provides child protective services and other child welfare services in every geographic area in the state. Administration of the child welfare program is centralized, with direct services offered through county offices located within five designated regions. County Office Managers report to five Regional Managers who, in turn, report to the Field Deputy Director. The Field Deputy also manages the Statewide Central Intake. The Program Deputy Director manages the Adoption and Foster Care Bureau, the In-Home Services Program, the Youth Services Bureau, the DV Unit, and the Constituent Ombudsperson and Immigration Liaison. The Administrative Deputy Director manages administrative functions, including the Policy, Training and Federal Reporting Bureau, the Research and Evaluation Bureau, the Community Services Bureau, the Practice Improvement Bureau, Fiscal/Budget, Human Resources and Administration. PSD has in-house Children’s Court Attorneys, located throughout the state and managed by Regional Attorney Managers under the Chief Children’s Court Attorney. An organizational chart is included with this plan in Attachment A.
B. Vision, Mission, Outcomes, Values & Principles

1. CYFD Mission and Vision
CYFD believes in the strengths and resiliency of families who are our partners and for whom we advocate to enhance their safety and well-being.

2. Piñon Project Practice Model
During the past year PSD, through the Piñon Project, a collaborative project with the Mountains and Plains Child Welfare Implementation Center (see Section II.C below), has identified a vision, mission, outcomes, values and principles.

Vision: Children and Youth in New Mexico live in a family environment free from abuse and neglect.

Mission: We serve children, youth and families by protecting children and youth from abuse and neglect; pursuing timely permanency; and promoting well being.

Outcomes:

Safety Outcome:
- Children and youth are protected from abuse and neglect and live with their families whenever possible.

Permanency Outcomes:
- Children and youth live in safe and stable environments and maintain their connections with their families and communities.
- Children and youth live in family environments, preferably their own, and when that is not possible, with stable relatives or adoptive families.
- Children and youth will achieve timely permanence.

Well Being Outcomes:
- Children and youth are provided appropriate services to meet their educational, physical and mental health needs.
- Families have enhanced capacities to provide for their children’s needs.
Values and Principles:

Safety: Child and youth safety is paramount. Managing safety begins with our first contact and continues through the life of the case. We assess safety threats, child and youth vulnerabilities, and protective capacities and develop safety plans based on these factors.

Preserving Connections: All children and youth will have enduring relationships that provide a family, stability, belonging and a sense of self that connects them to their past, present and future.

Children and Youth Centered Practice: Our practice is centered on the best interests, well being and needs of each child and youth we serve. As age and developmentally appropriate, the child and youth’s views, thoughts, and ideas are expressed and taken into consideration in planning and service provision.

Family Focused: We recognize that all families have strengths and will have a voice in decisions about their children. We work with and support the entire family.

Organizational Competence: Children and families receive services from highly trained and skilled staff. Our staff will have a supportive, respectful and positive environment.

Customer Service: Customer service begins at the first point of contact and extends throughout all of our relationships. We are respectful, courteous, communicative and professional with each other, our children, youth and families, our community partners and the public. We engage our families, foster parents and others as part of the team planning and caring for our children and young people to achieve positive outcomes.

Trustworthy & Accountable: We are fair and compassionate and act with respect and integrity. We are transparent and responsive to our children, youth and families as well as our partners and communities, within the limits of confidentiality. We avoid personal bias and reach factually supported conclusions in a timely and thorough manner.

Culturally Competent Practice: We understand, respect and serve children, youth and families within the context of their own family rules, traditions, history and culture.

Data Driven Decision Making: We collect and use reliable and valid data to inform decision-making, to direct continuous quality and practice improvement and to evaluate our efforts in terms of safety, well-being, and permanency outcomes for children, youth and families.

Evidence Informed Practice: We use evidence-informed practices for effective service planning and service delivery for children, youth and their families.

Shared Responsibility: The entire community shares the responsibility of keeping children and youth safe and protecting them from abuse and neglect. Children and youth are best served when they are part of and supported by their community with services that are accessible and individualized. We recognize that community partnerships are essential to ensure child and youth safety, permanency and well being.
3. **CYFD’s Strategic Plan SFY 2012**

In CYFD’s 2012 Strategic Plan, five Performance Measures are identified for Protective Services:

**Measure 1:** Percent of children who are not the subject of substantiated maltreatment while in foster care.

**Measure 2:** Percent of children who are not the subject of substantiated maltreatment within six months of a prior determination of substantiated maltreatment.

**Measure 3:** Percent of children reunified with their natural families in less than 12 months of entry into care.

**Measure 4:** Percent of adult victims or survivors receiving DV services who have an individualized safety plan.

**Measure 5:** Percent of adult victims or survivors receiving DV services who are made aware of other available community services.
C. Consultation and Coordination

New Mexico prides itself on its long-term and effective collaboration with numerous partners and stakeholders. PSD was found to be in substantial compliance with the systemic factor “Agency Responsiveness to the Community” in both rounds of the CFSR. Many of those collaborations were continued and strengthened in 2011 – 2012, including:

Courts: All participants in the last CFSR statewide self-assessment noted that the Court Improvement Project (CIP) is the pinnacle of multi-stakeholder collaboration, producing numerous positive outcomes. PSD is represented on the CIP Task Force and many of the CIP’s work groups, including the Advisory Groups for the CIP training and data grants.

The ability of the states to use Title IV-E funds to support training for judges, attorneys, CASA volunteers, and court staff has the potential to enhance this partnership over the coming years, especially our collaboration with the Children’s Law Center at the University of New Mexico School of Law, the sub-grantee on the CIP training grant. PSD is represented on the Advisory Committee for the Children’s Law Center and is a sponsoring partner in the annual training presented through the CIP training grant. PSD and the Children’s Law Center, as well as the New Mexico Administrative Office of the Courts, are exploring utilizing IV-E support to offer training for judges and court-appointed attorneys, including training on maltreatment, trauma and the social and emotional well-being of children who have been abused or neglected, as suggested in the Children’s Bureau IM-12-04. At this writing, PSD and New Mexico CASA are cooperating on the development of E-learning training on CASA for CASA volunteers and PSD staff, and CASAs are now invited to most PSD staff training events.

In a related vein, PSD representatives participate on the Children’s Justice Act Advisory Group (CJAAG), which insures consultation and coordination in terms of the expenditure of Children’s Justice Act funds to support the investigation and prosecution of child abuse and services to mitigate the trauma to the child victim. Other CJAAG members include judges, attorneys, law enforcement, service providers and advocates.

Piñon Project (Practice Model Development): As described further in Section II.C below, PSD’s Piñon Project, a collaborative project with the Mountains and Plains Child Welfare Implementation Center to develop a child welfare practice model, includes an Advisory Group consisting of stakeholders and partners in the state’s child welfare system. The Advisory Group meets bi-monthly and reviews the work of the Project Team and various work groups.

Behavioral Health Purchasing Collaborative: New Mexico’s Behavioral Health Purchasing Collaborative (BHPC), established in July 2005, continues to integrate the funding and provision of behavioral health services for families and children. CYFD is involved as a member of the Behavioral Health Purchasing Collaborative, and the Cabinet Secretary is one of the three-member cabinet level Executive Team. Building on a model developed by Juvenile Justice Services, PSD and OptumHealth (the statewide entity for behavioral health services) are creating a collaborative care management (triage) process to provide care coordination for children in the foster care system. PSD local managers, family members, community providers and OptumHealth representatives participate in this process. The goal of this process is to assess the behavioral and physical health needs of children in foster care, then coordinate the necessary services to address their needs early in the life of their case. Early identification and appropriate intervention should improve outcomes for our children.
**PSSF Providers:** As described further in Section III.B.2, community providers across the state are contracted (through a competitive bid process) for Family Support, Family Preservation, Time-Limited Family Reunification, and Adoption Promotion and Support Services. Providers meet with PSD staff at least four times a year and participate in various conferences and other events on a regular basis.

**Schools and Educational Associations:** PSD participates and represents child welfare on the New Mexico State Advisory Panel – Individuals with Disabilities Education Act (IDEA) Part C.

**Tribal Collaboration:** PSD, and indeed all of CYFD, remains firmly committed to working collaboratively with the 22 tribes located in New Mexico, as well as with those tribes whose members come into the care of the agency. Tribal input was obtained in the development of PSD’s five year plan, as well as this APSR and plans for the coming year, as well as other important policy and program areas that impact tribes as called for in the Tribal-State Consultation Protocol document (see Section V, Coordination with Tribes). The clearest indication of CYFD’s commitment to tribal consultation and collaboration is the existence of the Native American Liaison (NAL) Program. Activities in 2011 – 2012 and plans for 2012 – 2013 are detailed in Section V.

**Youth:** PSD supports and is actively involved with Leaders Uniting Voices, Youth Advocates of New Mexico (LUVYA-NM), formerly called Adelante, an organization of foster care youth and foster care alumni. Members of LUVYA-NM plan the annual Independent Living Conference, not only identifying topics for workshops and speakers, but also managing the budget, developing the theme, and the process of conference activities. Youth are also involved in planning and participating in the Annual Children’s Law Institute. PSD collaborates with LUVYA-NM to improve outcomes for older children in care, focusing most recently on sibling rights, particularly in the areas of visitation and preserving connections post adoption. Efforts involving youth in terms of the Chafee and ETV programs are described in more detail in Section XVII.

**Public Input:** As required by state regulation, a public hearing is held any time PSD proposes new policy for promulgation. In early 2012, two public hearings were held regarding changes to policy in four areas. An additional hearing on another section of policy is tentatively scheduled for late June 2012. A public hearing is also held to solicit input from stakeholders into PSD’s Social Security Block Grant (SSBG) Title XX plan. That hearing was held in August 2011. The NM Citizen Review Board Project publishes an annual report which provides recommendations for systemic changes in the child welfare system. See Attachments for PSD’s response to the 2012 Annual Report. PSD and CYFD each maintain a constituency liaison to provide direct access to CYFD PSD. In addition, CYFD maintains a website, www.cyfd.org, which provides information about CYFD and CYFD programs.

**Other Forums:** Each PSD County Office engages in many meetings and local events in their areas, including multi-disciplinary teams, community-based child advocacy groups, foster and adoptive parent recruitment activities, Child Abuse Prevention Month activities and more. In addition, County Office Managers and other staff regularly provide training and other information to law enforcement, schools, and other groups regarding child abuse and neglect, mandatory reporting, and child welfare practice in New Mexico. In addition to these county-based activities, there are other forums and multiple opportunities which will continue to be used for ongoing collaboration and cooperation, including the annual Children’s Law Institute, presentations at the annual Foster Parent Conference and the Adoptive Families Conference, the Interagency Coordinating Council for Early Intervention, and the Children’s Cabinet.
II. REVIEWS & NEW DIRECTIONS

A. Child & Family Services Review (CFSR) and Program Improvement Plan (PIP)

PSD has fully embraced the goals and outcome measures of the Child and Family Services Review (CFSR). During New Mexico’s most recent on-site review, federal reviewers noted the obvious familiarity with CFSR outcomes and review process on the part of staff, judges, service providers, and other partners. The 2007 Annual Progress and Services Report on the 2005 – 2009 Child and Families Services Plan (CFSP) considerably reorganized our original plan in order to better incorporate CFSR outcomes and the anticipated activities of the new PIP. The goals, strategies and action steps of the PIP were fully integrated into New Mexico’s plan in 2008. The state’s 2009 – 2014 CFSP is organized in large measure around CFSR outcomes.

B. IV-E Eligibility Review & Administrative Cost Review

The Children’s Bureau conducted a primary review of PSD’s Title IV-E foster care program during July of 2009. The Bureau found that New Mexico was in substantial compliance with federal eligibility requirements for the period under review. One case was found to be an error case; this did not exceed the threshold for compliance in a primary review. A secondary review was not required. The agency is preparing for the next IV-E review, scheduled for the summer of 2012.

In the summer of 2011, PSD volunteered to participate in a pilot of the IV-E Foster Care Administrative Cost Review (ACR). These reviews are intended to test ACF’s ACR methodology to measure and reduce improper administrative costs in the federal foster care program. Based on the findings and recommendations of the ACR, major changes have been implemented or are in process in terms of the agency’s Public Assistance Cost Allocation Plan (PACAP), related claiming procedures, calculation of IV-E eligibility rates, and more. In addition, some changes have been implemented which are relevant to this plan:

- CYFD’s Random Moment Sampling process was significantly revised, both in terms of activity codes, targeted employee groups, and sampling procedures.
- In-Home Services practice was modified in order to clarify and require documentation sufficient to identify certain IHS recipients as foster care candidates.
- Training on both the RMS process and IHS foster care candidates was developed and presented to staff this past year and will continue in coming years as needed.
C. **The NM Piñon Project & Step Up! Diligent Recruitment**

1. **Piñon Project**

Since November 2009, PSD has been actively involved in the Piñon Project, a collaborative effort with the Mountain and Plains Child Welfare Implementation Center (MPCWIC) to develop a Child Welfare Practice Model. The purpose of the project is to define and describe a framework for how PSD engages and works together with children, youth, families, and stakeholders to create an environment that focuses on the safety, permanency, and well-being of children and their families.

The Piñon Project Team, which meets monthly, includes all of PSD management as well as other managers, supervisors, and front line staff from across the state. During the past year the Team finalized the Practice Model vision, mission, outcomes, values and principles, as listed above on pages 3 – 4. As seen in the table in Part 4 below, five counties across the state and Statewide Central Intake (SCI) were initially identified as Implementation Zones. County Office Managers from those Zones meet with the Project Team monthly and have established planning groups and county work plans for implementation in their areas.

A Project Advisory Group meets bi-monthly and includes tribal child welfare directors, CYFD’s Native American Liaison, and representatives of the Citizen’s Review Board, Corinne Wolfe Children’s Law Center, judges, respondent attorneys, Guardians ad Litem, the Administrative Office of the Courts, Court Appointed Special Advocates, parents, foster parents, foster youth, Title IV-B Service providers, New Mexico State University as our training partner, and sister agencies.

The initial phases of Piñon implementation have been focused on intake, investigation, and Family Centered Meetings (FCMs), with work groups created for each area. These groups have been actively engaged in developing practice standards and outcomes which operationalize the Piñon values and principles and in revising policy and procedure accordingly. This work has been completed in terms of investigation and is ongoing for intake and FCM. A new Quality Assurance tool was developed for investigation and a review conducted; those findings serve as baseline against which to assess the impact of the Piñon practice changes.

During the current reporting period, project efforts expanded to permanency and placement and in-home services (IHS). New work groups have been formed in these areas, and they are now beginning to develop practice standards and outcomes and modifying policy and procedure.

The Piñon Technical Assistance Unit is developing training in several areas related to practice changes, including Investigation, Coaching & Mentoring, and Safety Management. The Piñon Technical Assistance Unit has also developed a training (Piñon 101) to assist counties to become familiar with the Piñon Project and Practice Model. This training has been provided in one county and is in progress in the remainder. New training will be developed as needed as work in the newer focus areas progress.

Through the efforts of the Butler Institute, the evaluation partner of MPCWIC, and the Piñon Research & Evaluation (R&E) Committee, a number of studies have been conducted to assess readiness and progress. These have included listening tours and focus groups statewide as well as surveys, including an extensive staff survey of project readiness. Currently, Butler Institute is working with PS to develop a survey to be administered to the families served to collect information on family satisfaction and family engagement.
2. **Step Up! Diligent Recruitment**

During the last APSR reporting period, PSD was awarded a Diligent Recruitment grant. Step Up! Diligent Recruitment (DR) is a federally funded cooperative agreement between the Children’s Bureau (US Department of Health & Human Services), CYFD/PSD and The Adoption Exchange. This multi-faceted, five-year transformative project dovetails with and has become part of the Piñon Project. Five Counties have been identified as DR Transformation Zones, three of which (as seen in the table in Part 4) are also Piñon Implementation Zones. In addition, SCI is participating in the DR Project in terms of the customer service activities.

Goals of the project for children and youth include increased placement stability, more placement options, reduced time in care, and fewer youth aging out of care without achieving permanence. To accomplish these goals, the DR Project will:

- Test new ways to diligently recruit foster and adoptive families;
- Expand concurrent planning (Unified Permanency Solutions, UPS) for all children in care; and
- Develop a new customer service model.

During this reporting period:

- A Customer Service training curriculum was developed and staff in all Transformation and Implementation Zones were trained. The Customer Service Work Group will continue to work with the National Resource Center for Recruitment and Retention (NRC) on ongoing implementation and the sustainability of the customer service model.
- Family Resources Coordinators (FRCs) in the five Transformation Zones. These coordinators will help identify communities in which to recruit prospective families. The goal is to achieve greater placement stability and permanence by identifying families who live in these communities, are personally known to the FRCs, and are culturally, racially and ethnically similar to the children in care. FRCs will recruit current foster parents to host informational “house parties” for prospective foster parents whom they know. Once the prospective parents decide to begin the licensing process, they can sign up for free FRC services to help them through the process. FRC services, which include personal and electronic support, are designed to retain these parents through to licensure. FRCs are now scheduling house parties for May, June, and July of 2012.
- The UPS Work Group is developing new methods and strategies to determine and work a Unified Permanency Strategy (i.e. Concurrent Planning) which will be implemented in the Transformation Zones. A training curriculum is also being developed. Joint training will occur with foster parents and staff. External partners will be trained through the Court Improvement Project and the annual Children’s Law Institute. All but one of the counties have developed implementation and training plans. The group continues to collaborate with the NRC to assist us in implementation.

3. **Adaptive Leadership™**

PSD is using Adaptive Leadership™ as its primary tool in implementing the Piñon Project (including the DR component). Adaptive Leadership™ is a leadership framework developed by Cambridge Leadership Associates. This approach recognizes the difference between technical problems and adaptive challenges. As stated on the CLA website, “Adaptive Challenges are those you have to grow into solving and require mobilizing people’s hearts and minds to operate differently.”
Adaptive Leadership™ challenges an organization like PSD to excel and thrive in an ever-changing work environment. Adaptive Leadership™ will ask PS employees, as individuals and as a collective group, which practices are holding us back and which practices are really working for us as a Division. It also challenges employees to tackle the status quo, and look at personal and divisional challenges in a proactive manner. All Implementation and Transformation Zones are participating in “office hours” exercises in which a team at each county meets to address a challenge that has been identified within PSD.

4. Plans for 2012 - 2013

In the coming year, two original Piñon Implementation Zones (Bernalillo East and San Juan) will expand their involvement to include IHS as well as investigation. Four new counties will be added to the project: Bernalillo West (in terms of investigation) and Taos, Doña Ana, and Lea in both investigation and IHS. Finally, PSD Central Office will also become involved. All new sites will participate in Adaptive Leadership™ office hours. (See the table on the next page.)

A primary focus for the Piñon Project during the coming year will be working to assure the sustainability of the Project. The federal grant expires September 2012, and so the support of MPCWIC and the participating partners will not be available. The Project Team is actively addressing this concern. At the meeting in May, the Team examined factors contributing to or limiting the sustainability of the effort. There was consensus that the vision, mission, outcomes, values and principles, and practice standards identified through the Piñon Project will continue.

There will be several more specific areas of effort in the next year:

- All efforts described above in terms of DR will continue, including Customer Service activities and recruitment “house parties.” It is anticipated the new methods and strategies developed by the Unified Permanency Strategy Work Group, including the related training, will be implemented in the Transformation Zones during the coming year.
- Adaptive Leadership™ office hours will continue in current Implementation and Transformation Zones and be expanded to the new Implementation Zones.
- The new survey mentioned above, focusing on the satisfaction and engagement of biological families, will be conducted and analyzed.
- Training on new investigation practice standards and on safety management will be finalized and delivered in the Implementation Zones.
- New practice standards for intake and FCM will be finalized and implemented.
- New practice standards will be developed for permanency and placement and for IHS; policy & procedure will be revised as necessary; training will be developed and delivered.
- Coaching & Mentoring training will be finalized and delivered in the Implementation and Transformation Zones.
- Piñon 101 training will continue as needed.
## Piñon Implementation Zones & DR Transformation Zones

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III. PSD SERVICE CONTINUUM & DESCRIPTION OF MAJOR PROGRAM AREAS

A. Continuum of Services

Child Abuse & Neglect Prevention

Referral

CPS Intake

Screen In?

Yes

CPS Investigation

No

Refer/Close

Close?

IHS

Serve

Disposition

Permanency

Foster Care

Reunification

Permanent Guardianship

Adoption

PPLA

Fit & Willing Relative

Youth Services
B. Descriptions of Major Program Areas

This section provides a brief narrative description of the services provided in each of the Program Areas. Services are provided statewide unless specifically noted. The child welfare services described in Section 1 below are provided through a combination of funds, as permitted in the State’s federally approved Cost Allocation Plan. These funding sources include the Stephanie Tubbs Jones Child Welfare Services Program (Title IV-B subpart 1), CBCAP, Title IV-E, and the New Mexico General Fund. Section 2 below describes services provided through the Promoting Safe and Stable Families Program (Title IV-B subpart 2). Services funded through the Chafee Foster Care Independence Program and Education and Training Voucher Program are described in Sections 3 and 4. PSD is the state agency responsible for administering the Child Abuse Prevention and Treatment Act (CAPTA) state plan. The CAPTA plan shares many of the same goals and objectives found within Child Welfare Services and PSSF, and agency policies and procedures and state law have been made compliant with the CAPTA requirements. As directed in ACYF-CB-PI-12-05, PSD’s CAPTA Plan is being submitted under separate cover.

1. Child Welfare Services

Section A above depicts the continuum of services provided by PSD. Most of those services fall in the category of Child Welfare Services, designed to prevent child abuse and neglect, respond to allegations of abuse/neglect, intervene and provide services to maltreated children or children at risk of maltreatment and their families, provide foster care and permanency to children needing protection and youth services to older youth in foster care, youth who emancipated from the foster care system and youth adopted from foster care after age 16. All these services are focused on assuring the safety, permanency, and well-being of the children served by PSD.

a. Child Abuse & Neglect Prevention Services

With federal CBCAP and state general funds, PSD provides community-based prevention and support services through a combination of contracted and direct services. Over the past several years, this program has provided Fatherhood services, teen parenting and incarcerated parents program throughout the state. In keeping with federal directions, PSD’s approach to CBCAP planning, programming, and monitoring emphasizes:

- greater use of evidence-based or evidence-informed programs and projects;
- efforts to enhance parental capacity and parental involvement in CBCAP program development;
- better integration with child welfare services (as a front-end component of the continuum of services),
- services for underserved populations, and
- more effective use of leveraging funds to support prevention activities.

These requirements have been incorporated in Requests for Proposals released for the provision of CBCAP services. Recently all Fatherhood programs were trained on an evidence based curriculum (either Triple P or Strengthening Families). PSD has entered into a contract for independent evaluation of CBCAP programs. Teen parent and incarcerated parents programs were terminated in State fiscal year 2011 as a result of state budget cuts.
In October, 2011, CYFD also entered into contracts with three family support providers in Doña Ana, Valencia and Colfax Counties. CYFD worked with these providers to support them in getting trained in the evidence based curriculum, Positive Parenting Program (Triple P). All providers were certified in January of 2012 and services are being delivered. CYFD will continue to monitor these programs using the Protective Factors Survey and an independent evaluation in order to ensure continuous quality feedback.

PSD also provides prevention services through public speaking, participation in community based training events and conferences, and informational materials. In the spring of 2011, PSD launched an extensive public information campaign focused on a new “short code” phone number (#SAFE) for accessing PSD’s Statewide Central Intake. (See paragraph below for more information.) More information on CYFD supported prevention programs can be located in New Mexico’s Child Abuse Prevention and Treatment Act Plan (CAPTA) and the CBCAP plan, submitted separately.

b. Child Protective Services Intake

Reports are received by PSD’s Statewide Central Intake (SCI) through the state’s toll free number. SCI responds to calls and is staffed 24 hours a day, seven days a week with professionally trained caseworkers and social workers. The intake worker utilizes the SDM Screening and Response Priority tool. Completion of the tool results in a recommended determination regarding the acceptance and priority assignment of the report for investigation. The toll free line has the capacity for callers in both English and Spanish. The majority of reports come from school personnel and law enforcement, and there are separate dedicated phone lines for these sources. Dedicated lines have streamlined the process for key reporters and allowed the intake workers to respond rapidly. SCI also receives a significant number of reports from anonymous reporters. All reporters who leave a name and address receive a letter which informs them if the report has been accepted for investigation or not and the location and phone number of the county field office the report was assigned to in case the caller has further information.

In the spring of 2011, in conjunction with Child Abuse Awareness Month, PSD successfully rolled out a “short code” number for SCI, #SAFE (#7233) from cell phones or 1-855-333-SAFE from all phones. This effort required the cooperation of every cell phone and land line carrier in the State of New Mexico. The extensive public information campaign included a proclamation issued by Governor Susana Martinez, news releases and features, billboards in prominent locations statewide, public service announcements, and more. There was an immediate increase in calls to SCI, and those numbers have continued with no change in the screen-in rate, which suggests the increased calls are appropriate. The increased call volume resulted in a realignment of the staff schedules in SCI in May 2012 to place more resources during high volume hours.

c. Child Protective Services Investigation

Reports of abuse or neglect that meet the state’s criteria for investigation are assigned a priority status based on the severity of harm or safety concerns of the child, including CAPTA requirements regarding an infant born drug-addicted or exposed. Emergency reports are initiated within three hours from the acceptance of the report at SCI, Priority 1 reports within 24 hours, and Priority 2 reports within five calendar days. A report is considered to have been initiated when the assigned caseworker has face-to-face contact with all reported alleged victims. PSD is responsible for conducting civil investigation of allegations of child maltreatment; law enforcement conducts criminal investigations. County offices work with local law enforcement to coordinate when each entity is involved.
Investigations are conducted by workers in the county field offices. The investigation decision, due within 45 days of the report, includes a determination of substantiated or unsubstantiated on each of the allegations in the report. The services of medical professionals, mental health professionals and other related professionals are used as appropriate to assess the safety of the child, threat of risk of harm to the child, the protective capacities of the caregivers, and the family’s needs and strengths. The workers use standardized safety assessment, risk assessment, and family needs and strengths assessment tools to make a determination about the safety and risk to the child and what actions, if any, should be taken by PSD. Children under the age of three who are subject of a substantiated report of child maltreatment are referred to the state’s early intervention program, Family Infant Toddler (FIT), for an assessment.

PSD implemented a new Safety Assessment & Management practice in the spring of 2010. This practice requires the completion of an assessment of impending and present danger threats and protective capacities within 30 days of the report. A Safety Assessment is also completed at various points throughout the life of the case.

PSD conducts facilitated a Family Centered Meeting (FCM) prior to filing a petition to remove a child from home. These meetings also assist PSD in locating relatives in order to comply with the relative notification requirement of the federal Fostering Connections to Success and Increasing Adoptions Act of 2008.

By State law, only law enforcement can remove a child from the home without the order of the court. As part of a set of amendments passed by the 2009 legislature, the State’s Children’s Code now requires that law enforcement contact PSD before placing the child into custody. PSD conducts an on-site safety assessment to determine whether or not it is appropriate to take the child into custody. In addition, the law now clarifies that PSD may release a child from custody within the two-day emergency temporary custody time period if is determined that release is appropriate. In the fall of 2009, PSD received preliminary approval from the state’s Criminal Justice Act Advisory Group (CJAAG) for funding to develop a brief video training series for law enforcement personnel on this Code change as well as the new safety assessment process. Final approval was received in June 2010 and the video series is nearing completion at this writing.

d. In-Home Services

The purpose of In-Home Services (IHS) is to promote the safety of children and reduce the risk of the recurrence of maltreatment of children by their caregivers without the intervention of the courts. Services are designed to enhance the family's capacity to provide for their children’s needs in a safe environment, create stability within the home and develop healthy and supportive ongoing community relationships. IHS is an integrated, comprehensive approach to strengthening and preserving families who are at risk for, or who are currently experiencing problems in family functioning. IHS case interventions are provided for a maximum of 180 days with a possibility of up to three 45 day extensions.

Child Protective Service (CPS) Child Care:

- One of the purposes of CPS child care is to enable the child to remain safely in the home and to enable parents or guardians involved with IHS to participate in activities that are part of their comprehensive service plan.
- Any child twelve years old or younger is eligible for CPS child care without regard to income. CPS child care can be accessed for up to two weeks of service (i.e., a parent needs to attend substance abuse counseling twice a week for a total of three hours while working with IHS.) The IHS worker can also assist the family in applying for income eligible child care.
Emergency Discretionary Funds (EDF): EDF are utilized to assist the family with the goals identified in the family plan to enhance protective capacities, reduce risk and remove, offset, mitigate and/or control safety threats for children in the home. When related to safety and risk, EDF can be used to purchase products or services such as rent or rent deposits, utilities, clothing, transportation, food, home or car repair, and appliance repair.

e. Foster Care

Permanency planning services (foster care services) are provided when legal intervention is required to protect a child’s safety and enhance the child’s well-being. Legal intervention often involves a child in state custody being placed in foster care. New Mexico’s Children’s Code contains the requirements of the Adoption and Safe Families Act and other relevant federal laws, including the Safe and Timely Interstate Placement of Foster Children Act of 2006, the Child and Family Services Improvement Act of 2006, and the Adam Walsh Child Protection and Safety Act of 2006. Changes to the Code in 2009 assure compliance with the Fostering Connections to Success and Increasing Adoptions Act of 2008.

Entry into Custody: A child can enter PSD custody through emergency placement by law enforcement, but an abuse/neglect petition must be filed with the district court within two business days of custody or the child will be returned to the parent or guardian. PSD has the responsibility to make reasonable efforts to prevent the removal of a child from the home; however, the child’s safety always takes precedence. If a child enters foster care, PSD then has the responsibility to make reasonable efforts to reunify the child with the parent or guardian, if that can be done safely for the child. A significant number of the children who enter foster care (approximately 40-45%) are reunified in less than eight days. Among the reasons for the development of PSD’s new Safety Assessment and Management practice (see IV.A.3) was this fact and the related need to consider safe alternatives to removal.

Permanency Planning Services: Permanency planning services include services needed to enhance caregiver protective capacities to ameliorate the safety and risk factors present in the child’s family, as well as the services needed to safely maintain the child in the out-of-home placement and address well-being needs when out-of-home care is necessary to protect the child. PSD establishes a permanency plan for every child in PSD custody. Reunification is the initial plan of choice for each child, unless that plan is determined not to be appropriate. Other acceptable plans are adoption, permanent guardianship, placement with a fit and willing relative, and other planned permanent living arrangement. In 2009 PSD developed a new model for Concurrent Planning: all children under age 4 (and their siblings if appropriate) have a concurrent plan, with reunification as the primary plan and either adoption or guardianship the alternate plan. PSD’s new Safety Assessment and Management practice (see IV.A.3), requires the completion of a Safety Assessment before returning a child home (including for a trial home visit), before judicial reviews and Permanency Hearings, and in contemplation of a change of the child’s permanency plan.

Level of Care: Children are assessed upon entry into foster care for their appropriate level of care. The child’s level of care determines the maintenance payment amount, identifies the needs of the child, the skill level of the foster care provider and provides an initial assessment of the needs of the foster care provider. All children enter foster care as a Level 1 placement. Children who have a higher level of need than the general population of children in out of home care and who also require a higher level of supervision and skill by the substitute care provider are eligible for Level 2 foster care. Level 3 foster care is for those children with significant medical or behavioral needs who require a significantly and consistently higher level of care from a highly trained caregiver. These are children who would otherwise require hospitalization or institutional placement.
Health Care: Children who are legal residents of the United States in out-of-home care are eligible for Medicaid, either through Title IV-E eligibility, SSI or state-funded care. Medical care is provided for children who are non-citizens through state funds. Children receive Early Periodic Screening Diagnostic and Treatment (EPSDT) assessment within the first 30 days of placement; this begins the process to identify any needs they have and begin early intervention. In terms of services, Targeted Case Management (TCM) services are provided to eligible children to ensure their physical and mental health needs are met appropriately. The quality of the TCM performance is regularly reviewed internally, although New Mexico has discontinued billing Medicaid for TCM services. Caseworkers record health care information in FACTS, the state SACWIS system, and work with the foster care provider to maintain the child’s traveling file to provide for continuity of health care information should the child change placement or exit foster care. Youth emancipating from foster care are provided copies of their health care records.

Representation & Advocacy: For every legal custody case, the parent or guardian is appointed an attorney if they cannot afford one, and every child is appointed an attorney Guardian ad Litem or a Youth Attorney. Children under the age of 14 are appointed an attorney Guardian ad Litem who represents the best interest of the child. Older youth have a Youth Attorney who represents the position and wishes of the child. Many children are assigned a Court Appointed Special Advocate (CASA), who acts as an advocate for the child and reports on the status of the child to the judge at reviews. New Mexico has a Citizens Review Board (CRB) system, and Boards around the state conduct reviews of legal custody cases on a periodic basis.

Foster Care Providers: PSD recruits, trains, licenses, and maintains foster families for placement of children. Placement types include emergency shelter/crisis shelter, emergency foster care, family foster care, relative foster care, independent living arrangements, treatment foster care, group homes, residential treatment care, and psychiatric/medical hospitalization. There is an emphasis on placements with relatives, and policy directs that relative placement options be considered throughout the life of the case. Both relative and non-relative foster care applicants are required to complete the same set of licensing criteria, including a criminal records check, training, a home safety check list, and a mutual assessment process to identify the strengths of the applicant family and their appropriateness for caring for children in state custody, whether temporarily in foster care or permanently in adoption. Agency policy and procedure detail the requirements for local, state and federal criminal record checks for persons applying to be foster parents or relative foster parents. Criminal background checks and abuse/neglect checks are also required for any adult residing in the home of the foster parent/relative foster parent applicant. PSD provides foster care maintenance payments to substitute care providers as financial reimbursement for the care of children placed in their home. Maintenance payments are supported by both general funds and Title IV-E funds.

2. Promoting Safe and Stable Families Program

The continuum of services funded through the Title IV-B subpart 2 Promoting Safe and Stable Families (PSSF) Program is complemented by other services provided to families by PSD, funded with state general funds and through other sources. This range of services is described in this section. Protective Services earmarks 20% of PSSF funds for each of the four allowable services: Family Support Services, Family Preservation Services, Time-Limited Reunification Services and Adoption Promotion and Support. Additionally, 10% is earmarked for administrative costs which include the salaries and operating costs of program managers who are administering the delivery of these services statewide. The remaining 10% is earmarked for planning, training and evaluation of the community based services.
PSD issued Requests for Proposals (RFP) in spring 2012 for the PSSF programs. The RFP requires that all agencies be community-based providers. PSD is currently negotiating contracts based on the most qualified proposals. New contracts will begin on July 1, 2012, and run through June 30, 2016. PSD will provide intensive Core training (based on PSD Basic Core), quarterly training and ongoing technical assistance to all providers.

a. Family Support

Family support service contractors provide services to parents and secondary caregivers, including foster parents, to prevent child abuse and neglect. Foster parents can receive family support services when a foster child of any age is placed in their home. In a new effort to target services to those at most risk, during the coming year family support services will be provided to parents and secondary caregivers who have a child age 0 to 5 who is at risk of abuse or neglect. Contracted services will be available in Socorro, Chaves, Bernalillo, Doña Ana and Valencia counties.

Family Support Services are intensive home-based services to provide support to eligible families. The purpose of these services is to enhance child and family well-being. The types of services which may be provided include:

- Home visits;
- Evidence-based parent curriculum
- Parent support visits;
- Parent Leadership Counsels
- Information and referral;
- Crisis intervention;
- Support services;
- Life skills;
- Education and training;
- Mentoring, and
- Transportation.

Since July 2011, family support services have been offered in Doña Ana and Lea Counties for teen parents. Contractors provide case management, home visitation, and life skills development services to young parents or expectant parents between the ages of 14 – 24. Priority will be given to those young adults who are involved with Protective Services, since many of those youth are also (or become) young parents. Depending on the success of this pilot effort, these services may be continued and expanded in future years.
b. Family Preservation

PSD implements family preservation services through our in-home services (IHS) program. The model incorporates the basic premises of family preservation services as an intensive in-home service, while recognizing that the short-term crisis intervention model does not offer the sufficient amount of time needed to address the complex needs of the children and their families. The model develops a strong partnership between the department and the family, and expands to include traditional and nontraditional helping agencies, individuals, and organizations based on the unique qualities and characteristics of each family.

For the past several years, family preservation services have been available to families in most county offices either through direct services from PSD IHS staff or contract services from community providers. Family Preservation Services are intended to work with families at imminent risk of having a child removed from the home due to abuse or neglect, with moderate to high needs/strengths ratings on the SDM. They are home-based services with an emphasis on skill building and are a means to help maintain the stability of the family unit and prevent out of home placement of the child. The services are time-limited and are driven by providing effective management of safety threats, enhancing caregiver protective capacities, and addressing factors that contribute to the risk of abuse or neglect of the child. The purpose of these services is to enhance family capacity to provider for child safety and reduce the risk of abuse and neglect using the family’s strengths while addressing family needs.

Families referred to contractors by PSD receive family preservation support every week for six months in the following areas:

- Safety planning;
- Skill building including parenting skills, children’s social and life skills, family relationship enhancement, mood management, interpersonal skills, nutrition, time management and household maintenance;
- Transportation;
- Assistance in finding housing;
- Case management;
- Counseling.

c. Time-Limited Reunification Services

When a child cannot be safely maintained in the home and the child enters foster care, time-limited reunification services (TLR) are offered through direct intervention contract providers in some areas of the state. Services are provided by contractors in Bernalillo, Sandoval, Valencia, Dona Ana and Lea counties. They include development of a safety plan by a designated support system, intensive coached visitation, therapy and parent skill building, and respite services and monitoring when the child returns to the home. Services provided directly by protective services case workers may include case management, supervised and directed visitation, transportation, skill building, parent education, and referrals to community based services such as counseling. PSD utilizes ancillary support services provided by other program areas and other state agencies such as childcare, substance abuse intervention, mental health intervention, and employment assistance.

TLR contracts were re-negotiated and will go into effect July 1, 2012. TLR contractors will be required to provide intensive services and assist in reunifying families in an expedited time frame (four months from the date of referral). These contracts incorporate monthly Family Support Network Development meetings with the biological family, child welfare, TLR provider, other service
providers and/or interested parties to review the safety assessment, treatment plan, reunification goals, and visitation plan to ensure the family is receiving the appropriate services required to achieve the reunification plan. Contractors will now be providing intensive services for up to four months after the PSD case has closed. PSD continues to work to improve collaboration with TLR providers in order to improve outcomes for these families.

**d. Adoption Promotion and Support Services**

If it is determined that a child cannot be reunited safely with the parent or guardian, PSD works to identify an adoptive home that will meet the child’s needs and provide a nurturing family environment. Services are provided through a combination of staff and contractor providers. PSD recruits, trains, licenses, and maintains adoptive families for children in the custody of the department. PSD has a policy preference for placement and adoption with relatives and dually licenses for foster care and adoption. PSD works to minimize the trauma of change of placement by implementing concurrent planning and encouraging adoption of children by their current foster parents. Both relative and non-relative adoptive applicants have the same licensing requirements, including criminal records checks, training, a home safety check list and mutual assessment process.

PSD provides adoption promotion and support services through a combination of direct and contracted services. State staff and contracted workers are available to recruit, train and study adoptive families and to provide post-placement support services. Post adoptive support services are available through state and IV-E subsidies. PSD works with AdoptUSKids, the Adoption Exchange and other national exchanges to conduct child-specific recruitment for children requiring adoptive families. The contract with the Adoption Exchange provides a quarterly newsletter for all adoptive parents.

PSD continues to implement the Structured Analysis Family Evaluation (SAFE) home study process throughout the state. The SAFE home study process, which includes an extensive psychosocial evaluation of all members of a prospective foster/adoptive family, is intended to result in a more comprehensive evaluation of family functioning and more stable and safe placement options for children. In 2009, agency policies, procedures and practice were amended to incorporate SAFE.

Beginning in late 2008, PSD contracted with a statewide agency to provide post-decree family support services for adoptive families. The FIESTA Program includes Family activities, Information, Education, Support groups and Training for Adoptive families. The services include social opportunities for adoptive parents and their children in every region of the state. Information is provided through a lending library of books, videos, and DVDs. Additionally, the agency sponsors a blog, so that parents can network on-line. An adoptive parent family contact in every region is responsible for coordinating activities and running a warm line. The new contracts will also include specialized training in adoption competence for those therapists and mental health professionals who services to PSD families.

In 2007 CYFD began offering an annual Adoption Conference to all adoptive families and their children. The conference allows adoptive families to meet other adoptive families and for the parents to get training on specific topics, while the children are engaged in activities for the day. This continues to be a very popular, highly appreciated event.

During 2006-2007 CYFD began offering mediation services for biological and pre-adoptive families considering open adoption and Post-Adoption Contract Agreements. This service is funded through Title IV-B funds and is provided by the Administrative Office of the Courts. In the 2009 Legislative session, the New Mexico Children’s Code was amended to require that a motion for mediation in contemplation of an open adoption be filed when the agency files a motion for termination of parental rights. The Code was also amended to include the option of Post-Adoption Contact Agreements among siblings.

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PSD continues its partnerships with the Heart Gallery of New Mexico, which has been a valuable resource for supporting the state and adoptive children in adoption recruitment efforts. The Heart Gallery offers small grants to children and families to support special needs of the family that may include training, camps, and or additional support.

3. **CAPTA**

PSD is the state agency responsible for administering the Child Abuse Prevention and Treatment Act (CAPTA) state plan. The CAPTA plan shares many of the same goals and objectives found within Child Welfare Services and PSSF, and agency policies and procedures and state law have been made compliant with the CAPTA requirements. As directed in ACYF-CB-PI-12-05, PSD’s CAPTA Plan is being submitted under separate cover.

4. **Chafee Foster Care Independence Program**

New Mexico uses both staff and contract resources to provide for the needs of older youth in foster care, those youth who have emancipated out of foster care, and those youth adopted from the foster care system at sixteen years of age or older. A strong statewide youth advisory board, Leaders Uniting Voices, Youth Advocates of New Mexico, formerly called Adelante, participates in developing the youth services program (independent living program) and provides feedback and suggestions to PSD staff, foster parents, and community providers. PSD is committed to partnering with youth to identify and develop relationships with adults who can serve as mentors and advocates as the youth transitions to adulthood.

Components of New Mexico’s CFCIP include an independent living (IL) assessment, domain-based case planning (including housing), competency based IL skills development, Educational and Training Vouchers (ETVs), positive youth development and continuation of Medicaid eligibility up to age 21. Goals, objectives, and latest accomplishments of the Chafee Foster Care Independence Program are provided in more detail in Section XVI.

5. **Education and Training Vouchers**

PSD continues to strengthen the ETV program through outreach activities and the engagement of youth to assist in accessing post-secondary educational opportunities and increasing their participation in the ETV program. Goals, objectives, and latest accomplishments are provided in more detail in Section XVI.
C. Decision Making Process

PSD selects community-based agencies and organizations to provide family support services in accordance with the State of New Mexico’s Procurement Code, CYFD’s financial regulations, and the state’s federally approved Cost Allocation Formula. Contracts are issued through a competitive bid process. Requests for proposals are issued outlining services and requesting proposals. Proposals are then received from community-based agencies. An RFP committee consisting of field personnel and central office personnel is assigned to review proposals. Proposals are then reviewed and scored to determine who will be awarded contracts. Contracts, which are negotiated with community agencies, are awarded for four years.
IV. CHILD WELFARE & PSSF GOALS, OBJECTIVES & STRATEGIES

Goals, objectives, and activities related to service improvements for PSD’s Child Welfare and Promoting Safe and Stable Families programs are presented in this section in terms of the CFSR goals of safety, permanency, and well-being, as well as the CFSR Systemic Factors. In accordance with the federal Program Instruction, a more detailed Chafee Independent Living and ETV plan is included separately in Section XVIII of this plan.

This Section is divided into four parts: Part A covers Goal 1, Safety; Part B is Goal 2, Permanency, Part C is Goal 3, Well-Being, and Part D is Goal 4, CFSR Systemic Factors. Each of the four parts of this Section is further divided by a more specific outcome, followed by a table for each outcome which identifies:

- specific objectives,
- baseline data from calendar year 2008 (unless otherwise stated), and
- targets.

The outcomes, objectives, and strategies that the state is pursuing in these four goal areas are designed to improve service responsiveness and to create positive outcomes for children and families served by the state. New targets were set based on baseline performance in CY08. Targets for QA data were set using an 80% confidence interval based on guidance from CFSR tech bulletin 3, Section III. This increase indicates a general trend toward improvement which is not attributable merely to chance. Targets for data reported to Federal stakeholders (e.g. AFCARS, & NCANDS) were set using improvement factors based on ACF-CB-IM-09-01. Targets for internal measures from FACTS were set based on best practice information. The goals set here provide an emphasis on maintaining progress made to date toward PIP goals and continuing that progress beyond the PIP period, which ended for New Mexico in March 2010.

New Mexico’s 2009 – 2014 Child and Family Services Plan set targets specifically for Year 3 (June 2012) of the Plan. As part of the 2012 – 2013 APSR, we will evaluate our progress toward those targets and set new ones for June 2014 accordingly. This time frame allows us to complete our PIP cycle (including the non-overlapping year), and allows for one additional year as we prepare the state self assessment for Round 3 of the CFSR. It also corresponds with the goals and timeframes of our Piñon practice model project (as discussed in Section II.C). Specific time frames are as follows:

<table>
<thead>
<tr>
<th>MPCWIP</th>
<th>2009 – 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completion of PIP</td>
<td>March 2010</td>
</tr>
<tr>
<td>Completion of non-overlapping year</td>
<td>March 2011</td>
</tr>
<tr>
<td>Round 3 CFSR</td>
<td>to be determined</td>
</tr>
<tr>
<td>Re-evaluation of CFSP goals and setting new targets</td>
<td>June 2012</td>
</tr>
</tbody>
</table>
A. GOAL 1: Safety

1. Safety Outcomes, Objectives, Baseline Data, and Targets

   a. Safety Outcome 1: Children are, first and foremost, protected from abuse and neglect.

   By June 30, 2014, New Mexico will achieve 74.6% conformity with CFSR Safety Outcome 1.

<table>
<thead>
<tr>
<th>Objective</th>
<th>Baseline</th>
<th>Target</th>
<th>2012 Status</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>S1.1</strong> Timely response to incoming reports of child maltreatment (Item 1)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>By June 30, 2014, no more than 5.8% of all investigations conducted during a calendar year will be pending (without a disposition) over 30 days. Source: FACTS SM06A01</td>
<td>7.3%</td>
<td>5.8%</td>
<td>23.0%</td>
</tr>
<tr>
<td>By June 30, 2014, at least 84.9% of cases reviewed will be rated as a “strength” on Item 1 of the CFSR tool. Source: PSD QA Team</td>
<td>80.5%</td>
<td>84.9%</td>
<td>81.4%</td>
</tr>
<tr>
<td><strong>S1.2</strong> Reduced recurrence of child maltreatment (Item 2)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>By June 30, 2014, at least 92.8% of children with a previous substantiated maltreatment will not experience repeat maltreatment within six months. Source: CFSR Round II Federal Syntax (PIP goal = 91.55); CYFD PSD Performance Measure 1</td>
<td>92.2%</td>
<td>92.8%</td>
<td>91.2%</td>
</tr>
<tr>
<td>By June 30, 2014, at least 99.61% of the children in foster care will not experience child maltreatment. Source: NCANDS Round II Federal Syntax; CYFD/PSD Performance Measure 3</td>
<td>99.5%</td>
<td>99.61%*</td>
<td>99.58%</td>
</tr>
<tr>
<td>By June 30, 2014, at least 83.6% of cases reviewed will be rated as a “strength” on Item 2 of the CFSR tool. Source: PSD QA Team</td>
<td>78.5%</td>
<td>83.6%</td>
<td>74.4%</td>
</tr>
</tbody>
</table>
b. **Safety Outcome 2:** Children are safely maintained in their homes whenever possible and appropriate.

By June 30, 2014, New Mexico will achieve 50.7% conformity with CFSR Safety Outcome 2.

<table>
<thead>
<tr>
<th>Objective</th>
<th>Baseline</th>
<th>Target</th>
<th>2012 Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>S2.1 <strong>Services to prevent removal (Item 3)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>By June 30, 2014, at least 58.3% of cases reviewed will be rated as a “strength” on Item 3 of the CFSR tool. Source: PSD QA Team</td>
<td>52.9%</td>
<td>58.3%</td>
<td>60.6%</td>
</tr>
<tr>
<td>S2.2 <strong>Risk Assessment and Safety Management for Foster Care and In-Home Services (Item 4)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>By June 30, 2014, at least 52.8% of cases reviewed will be rated as a “strength” on Item 4 of the CFSR tool. Source: PSD QA Team</td>
<td>48.6%</td>
<td>52.8%</td>
<td>50.8%</td>
</tr>
</tbody>
</table>

* Target consistent with national standard.

As seen in the preceding tables, PSD has not met its 2012 targets for either Safety Outcome 1 or Safety Outcome 2. For Outcome 1, overall performance is lower than was seen in 2011 (61.9% compared to 65.6%) and considerably lower than the 2008 baseline. For Outcome 2, overall performance has improved over last year (44.7% compared to 38.2%) but is still somewhat below the baseline and the target. The targets for both outcomes will remain the same for 2014, and efforts will be stepped up to achieve those targets.

PSD is still facing considerable challenges in terms of the percentage of investigations pending disposition over 30 days. This past year the rate increased from 19.2% to 23.0%, a significant jump over the target rate of 5.8% and the baseline rate of 7.3%. As discussed last year, long-term hiring freezes severely impacted this measure. In addition, the implementation of #SAFE (PSDs new 24/7 hotline number) resulted in an increased number of investigations and corresponding increase in the number of pending investigations. Addressing pending investigations will continue to be a major focus of activities in terms of safety in the coming year. Hiring freezes have been lifted and new investigators are coming on board. In addition, temporary employees will be hired this summer specifically to work on pending investigations.

PSD saw a higher percentage of cases with a recurrence of maltreatment than in 2011 (0.2%); we have not reached our 2012 target although we continue to exceed our baseline. PSD is concerned that the increase in the number of pending investigations and the closure of those pending investigations could adversely affect performance in terms of repeat maltreatment. There is also a growing demand for services while there are significant cuts in services across the board.

Performance on Safety Outcome 2, while still not reaching the target overall, is better on both objectives than last year, exceeding the target in terms of services to prevent removal and improving from 45.1% last year to 50.8% this year in terms of reduced risk of harm to children in foster care or in-home services.

There were several significant accomplishments in terms of safety during 2011 – 2012, including:

- PSD developed a series of short videos for law enforcement on child safety issues, including ensuring child safety upon the arrest of a parent and PSD’s Safety Management model. Once continuing education credit is approved by the NM Department of Public Safety (anticipated in early July), copies will be distributed to each law enforcement agency in the state for use during shift changes and for briefings. Copies will also be distributed to each PSD county office.

- Training is being offered to foster parents and service providers on PSD’s Safety Management practice and Safety Assessment tool. The focus of the training is for foster parents and service providers to learn how to incorporate identifying safety threats to children and recognizing the protective capacities of their parents or guardians.

- The Practice Model developed through the Piñon Project has focused on integrating the new Safety management and Safety Assessment tool into our existing practice. Policies and procedures regarding Intake, Investigation and In-Home Services have been revised to include recognizing safety threats to children and identifying the protective capacities parents or guardians may possess to mitigate those threats. In addition, three of the Piñon Project implementation zones are addressing consistent implementation of the Safety Practice Model as their adaptive challenge.
Another area of safety management integration is in conducting Family Centered Meetings. As part of the Practice Model through the Piñon Project, Family Centered Meetings are being reassessed to focus on the specific safety threats posed to children and the protective capacities of their parents or guardians. The goal is to ensure the safety of children in their homes and when possible to avoid unnecessarily bringing children into care.

Discussions have begun on expanding the use of court based mediation to address safety and risk concerns earlier in an abuse or neglect case with the intention of reducing further penetration into the state system.

PSD continues to promote the public awareness campaign, rolled out in April 2011, focusing on the “short code” number set up for easy access to SCI: #SAFE (#7233) from cell phones and 1-855-333-SAFE from any phone. This is the first short code created for reporting child abuse and neglect in the nation.

PSD gained the Domestic Violence unit as part of its program, enabling PSD to work more closely with those children and their families dealing with domestic violence in their homes. This Unit oversees grants to DV providers statewide, including services for victims (advocacy, support, and shelter) and services for offenders. Locating the Unit within PSD will enable improved integration of services for families experiencing familial violence, increased awareness of the relationship between domestic violence and child abuse, and coordination of resources, including training. For example, during the report period, the DV unit offered PS Client Service Agents training on recognizing and approaching Domestic Violence.

In March of 2012, PSD established the criteria for recognizing children receiving In-Home Services as potential foster care candidates. This practice was incorporated into the In-Home services policy and procedures published on February 29, 2012 and staff were trained in these revised procedures.

PSD offered training to service providers on the Positive Parenting Program (PPP), Domestic Violence training and Strengthening Families training.
### 3. Strategies to Achieve Safety Outcomes and Objectives

<table>
<thead>
<tr>
<th>Strategy</th>
<th>2012 Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Design and implement new Safety Management Protocol, including redesigned safety assessment instrument and standardized safety plan. Train agency staff on protocol. Incorporate safety assessment &amp; safety plan into agency management information system.</td>
<td><strong>Status:</strong> Statewide Supervisor training did not occur this year, but county based technical assistance was provided in some counties. In addition, 3 Piñon implementation sites have identified consistent application of the Safety Management Protocol as their adaptive challenge and are addressing challenges through office hours. <strong>Planned:</strong> Office hours are on-going and it is anticipated will be expanded to additional sites. Training on safety management within the Piñon framework is being developed as part of the Piñon Project and will be developed in the coming fiscal year. Further modifications and enhancements to the FACTS system to support the Safety Management Protocol are in progress and are anticipated to be released in June 2013.</td>
</tr>
<tr>
<td>2. Design and implement process to receive, record and standardize response to possible regulation violations and/or service provisions that could potentially impact the safety and stability of children in out of home care, including screened-out referrals. Train staff in procedure. Incorporate safety assessment and safety plan into agency management information system.</td>
<td><strong>Status:</strong> The “Incident in Foster Care” process designed and incorporated into management information system and initial training of PSD staff completed May – June 2010. <strong>Planned:</strong> Continued focus on implementation, including review and assessment of fidelity, is ongoing.</td>
</tr>
<tr>
<td>3. Conduct FCMs on all 48-hour (police) holds to determine whether or not the child can be safely returned home or to another caregiver. Conduct FCMs whenever there are safety issues related to the child. Formalize process for FCMs into revised Permanency Planning Policy and Procedures.</td>
<td><strong>Status:</strong> Standards and best practices related to FCMs have been developed as part of the Piñon Project. New FCM policy and procedure was incorporated into Protective Services Policies and Procedures in February of 2012. <strong>Planned:</strong> Training on new FCM practice is on-going. An FCM workgroup is beginning work on outcome measures. <em>This strategy will be modified for 2012-2014 to include a requirement that the FCM consider all options to mitigate safety threats, including the provision of In-Home Services; IHS staff will participate in FCMs when appropriate.</em></td>
</tr>
</tbody>
</table>
Strategy

4. Incorporate PSD’s new Program Instruction Guidelines regarding relative notification into revised Investigation and Permanency Planning policy and procedures. Ensure relatives are notified in order to assess possibilities for placement with kin.

5. Develop and implement enhancements to the PRIDE curriculum to include skill building in terms of childhood trauma. Include skill building in terms of childhood trauma in annual Foster Parent Development Training. This emphasis in both PRIDE and annual training is intended to build skills to deal with children with attachment disorders and trauma in order to improve behavior management and safety.

6. Implement and evaluate new IHS specialty training in terms of knowledge and skills gained in safety assessment and safety planning, effectiveness of IHS services, etc.

7. Implement and evaluate new Placement specialty training in terms of knowledge and skills gained in safety assessment and safety planning.

2012 Status

Status: Provisions regarding relative notification incorporated into Legal and Investigation Policies & Procedures March 2010. Training on notifying and engaging relatives developed and delivered May 2011. Work on permanency policy and procedure is still on-going, including revisions to relative notification

Planned: Provisions regarding relative notification will be incorporated into Permanency Planning policy and procedures by December 2012.

Status: During the previous reporting period a new pre-service curriculum to replace PRIDE was completed and pilot tested. During this reporting period, Relative, Adoption and Foster Training (RAFT) was implemented in the diligent recruitment transformation zones. RAFT includes increased focus on childhood trauma.

Planned: The new pre-service training curriculum will be reconsidered in light of Step Up! – the new project funded through the Diligent Recruitment grant. Mandatory annual recertification training in 2011 – 2012 will be on fostering connections.

Status: The new curriculum was piloted October 2009 and revised March 2010.

Planned: Training will be offered to new IHS workers when sufficient staff are hired to constitute a training class. (See also new strategy 21.)

Status: The new curriculum was finalized revised March 2010.

Planned: The Training Advisory Committee has determined that there are too few new placement workers hired to offer this training at this time; new staff will be trained on the job. Specific FACTS training for placement workers will be developed and provided as needed.
8. Continue to require and monitor worker visits with the child in the placement at least once a month. Revise visit guidelines if necessary to include increased attention to safety concerns and safety assessment. Incorporate visit guidelines into revised Permanency Planning Procedure.

2012 Status

Status: PSD has reached and maintained its 2012 target in terms of monthly worker/child visits. Visits continue to be monitored in real-time at the end of every month. In addition, the monitoring of the requirement “every child in care is visited each and every month” was increased from a quarterly check to a monthly check.

Planned: Monitoring of quantity and quality of worker/child visits is ongoing through QA. Requirements for conducting worker/child visits will be incorporated into new Permanency Planning Procedure by December 2012. Revise the calculation methodology to match the PI issued on how to do the new calculation. Guidelines for conducting developmentally appropriate worker/child visits to enhance quality as required P.L. 112-34 will be developed in the coming year.

9. Implement a new practice requirement that each foster home with a new placement will be visited at least three times within the first 30 days of that new placement. Disseminate instructions through a Program Instruction Guideline and then incorporate into policy and procedures.


Planned: PIG incorporated into Permanency Planning policy and procedure by December 2012.

10. Continue the provision of support services (FSS) to foster families beginning as soon as possible after placement in order to assess the family’s needs related to the child who has just been placed with them. Monitor those services and assess their effectiveness and reevaluate as appropriate.

Status: These services have been provided for the past three years. In 2011/2012 staff contractor roles were clarified and program approach and financial efficacy reassessed. As a result PSD has modified the use of FSS funding for contracts issued in SFY 2013.

Planned: Beginning in SFY 2013 (July 2012), FSS will be more targeted toward foster families serving children five and under and will be based upon assessment of need.

12. Design standardized safety assessment tool and process for older youth, focusing on youth under 18 living independently and youth wishing to reconnect with family.

Status: In progress.

Planned: It has been determined that the general safety assessment tool is adequate for older youth, with the youth’s worker taking into consideration youth living independently and youth wishing to reconnect with family. This strategy will be dropped.
Strategy

13. Revise procedures to address investigations of child fatalities in homes with no other surviving children to focus on coordination and collaboration with law enforcement and Office of the Medical Examiner.


15. Review and revise agency practices on administrative review/appeal of findings of investigation disposition and process for maintaining central registry.

16. Develop and implement county specific plans to reduce pending investigations.

2012 Status

13. Status: Procedures developed and staff trained by March 2011, however re-organization within the department has required that this responsibility be assigned to county offices

   Planned: Policy and procedure will be revised in the coming year to reflect re-organization of this responsibility.

14. Status: Criminal Justice Act funding secured for three video trainings on child sensitive arrest practices, PSD safety practice, and childhood trauma. Project team, including law enforcement, identified.

   Coordination initiated with NM Department of Public Safety. All three videos have been completed and the trainer guide near completion.

   Planned: Dissemination to law enforcement agencies statewide and PSD county offices in the summer in 2012.

15. Status: Policy and procedures for the administrative reviews and hearings were revised in the current year. Required forms have been developed and posted on the department’s internal website.

   Planned: The process for maintaining a central registry has been moved to the CAPTA Plan which is submitted under separate cover.

16. Status: Issued Program Instruction Guideline, “Abbreviated Investigation Protocol,” PIG 03-12-#03 on March 2, 2012. The Abbreviated Investigations Protocol provides an intensive, focused effort for addressing the backlog of CPS investigations. This Protocol will be in effect beginning March 9, 2012 through June 30, 2012. Efforts were implemented to allow paid overtime and request for temporary hires to deal with and close pending investigations. Investigation practice standards were developed as part of the Piñon Project.

   Planned: Training in Investigation in the Piñon Framework will be provided in the coming year. FACTS will be modified to streamline documentation requirements and eliminate redundancies to be released in Summer 2013.
17. Review, and revise if required, SDM intake screening tool and process to better align with safety assessment and management model to expand opportunities for earlier identification of caregiver protective capacities.

18. Develop and implement protocol, policy and procedures around the investigation of facilities licensed by CYFD Licensing and Certification Unit.

19. Consider developing Safety Champions at the county or regional level to assist staff in the consistent implementation of the Safety Management Protocol.

20. Explore the possibility of business mapping Intake and Investigation practices to enhance efficiency, reduce redundancy and improve quality.

21. Ensure that IHS focuses on skill based services that enhance or develop protective capacities.

22. Explore the development of standard procedures, protocols, and training to enhance the use of multi-disciplinary teams for the collaborative investigation and disposition of cases involving child sexual abuse and severe physical abuse.

**2012 Status**

**Strategy**

**Status:** This strategy is in progress.

**Planned:** The Piñon Project intake workgroup is continuing to review SDM screening tool to determine if tool is effective, *i.e.* screening in/out proper cases and at right priority level.

**Status:** Investigation Policy and Procedure are in the process of being revised to include the investigation of alleged abuse or neglect in those facilities licensed by CYFD Licensing and Certification Unit.

**Planned:** Incorporated into Investigation Policy and Procedure by September 2012.

**Status: new**

**Status: new**

**Status: new**

**Status: new**
B. GOAL 2: Permanency

1. Permanency Outcomes, Objectives, Baseline Data, and Targets
   a. Permanency Outcome 1: Children have permanency and stability in their living arrangements.

   By June 30, 2014, New Mexico will achieve 35.0% conformity with CFSR Permanency Outcome 1.

<table>
<thead>
<tr>
<th>Objective</th>
<th>Baseline</th>
<th>Target</th>
<th>2012 Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>P1.1</td>
<td>30.6% (QA data; CY 2008)</td>
<td>35.0%</td>
<td>33.3% (QA data; CY 2011)</td>
</tr>
</tbody>
</table>

   P1.1  Preventing multiple entries into foster care (Item 5)

   By June 30, 2014, at least 94.0% of cases reviewed will be rated as a “strength” on Item 5 of the CFSR tool. Source: PSD QA Team: CYFD/PSD Performance Measure 6

<table>
<thead>
<tr>
<th>Objective</th>
<th>Baseline</th>
<th>Target</th>
<th>2012 Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>P1.1</td>
<td>91.7%</td>
<td>94.0%*</td>
<td>91.6%</td>
</tr>
</tbody>
</table>

   P1.2  Placement stability (Item 6)

   By June 30, 2014, at least 64.5% of cases reviewed will be rated as a “strength” on Item 6 of the CFSR tool. Source: PSD QA Team; CYFD/PSD Performance Measure 4

<table>
<thead>
<tr>
<th>Objective</th>
<th>Baseline</th>
<th>Target</th>
<th>2012 Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>P1.2</td>
<td>59.6%</td>
<td>64.5%</td>
<td>60.87%</td>
</tr>
</tbody>
</table>

   Permanency Composite 4: PSD’s Permanency Composite 4 (placement stability) will achieve a score of 87.4. Source: AFCARS rolling 12 month file (target = PIP goal)

<table>
<thead>
<tr>
<th>Objective</th>
<th>Baseline</th>
<th>Target</th>
<th>2012 Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>P1.2</td>
<td>84.9</td>
<td>87.4</td>
<td>84.8</td>
</tr>
</tbody>
</table>

   P1.3  Appropriate and timely permanency goals (Item 7)

   By June 30, 2014, at least 67.3% of cases reviewed will be rated as a “strength” on Item 7 of the CFSR tool. Source: PSD QA Team

<table>
<thead>
<tr>
<th>Objective</th>
<th>Baseline</th>
<th>Target</th>
<th>2012 Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>P1.3</td>
<td>62.5%</td>
<td>67.3%</td>
<td>67.74%</td>
</tr>
</tbody>
</table>

   P1.4  Permanency through reunification, permanent guardianship, and placement with fit and willing relative (Item 8)

   By June 30, 2014, PSD will achieve a score of 116.2 on Permanency Composite 1 (timeliness and permanency of reunification). Source: AFCARS rolling 12 month file; CYFD/PSD Performance Measure 2

<table>
<thead>
<tr>
<th>Objective</th>
<th>Baseline</th>
<th>Target</th>
<th>2012 Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>P1.4</td>
<td>112.9</td>
<td>116.2</td>
<td>116.4</td>
</tr>
</tbody>
</table>
a.  **Permanency Outcome 1 (cont.)**

<table>
<thead>
<tr>
<th>Objective</th>
<th>Baseline</th>
<th>Target</th>
<th>2012 Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>By June 30, 2014, at least 57.5% of cases reviewed will be rated as a “strength” on Item 8 of the CFSR tool. Source: PSD QA Team</td>
<td>50.0%</td>
<td>57.5%</td>
<td>61.2%</td>
</tr>
<tr>
<td><strong>P1.5  Timely adoption (Item 9)</strong></td>
<td>134</td>
<td>106.4</td>
<td>138.7</td>
</tr>
<tr>
<td>By June 30, 2014, PSD will achieve a score of 106.4 on Permanency Composite 2 (timeliness of adoption). Source: AFCARS rolling 12 month file; CYFD/PSD Performance Measure 5</td>
<td></td>
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</tr>
<tr>
<td>By June 30, 2014, at least 25.9% of cases reviewed will be rated as a “strength” on Item 9 of the CFSR tool. Source: PSD QA Team</td>
<td>20.4%</td>
<td>25.9%</td>
<td>41.94%</td>
</tr>
<tr>
<td><strong>P1.6  Planned permanent living arrangements (Item 10)</strong></td>
<td>135</td>
<td>122.7*</td>
<td>124.9</td>
</tr>
<tr>
<td>By June 30, 2014, at least 33.0% of cases reviewed will be rated as a “strength” on Item 10 of the CFSR tool. Source: PSD QA Team</td>
<td>25.0%</td>
<td>33.0%*</td>
<td>33.3%</td>
</tr>
<tr>
<td>By June 30, 2014, PSD will achieve a score of 122.7 on Permanency Composite 3 (permanency in less than 18 months).</td>
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</table>

* Data on these items are based on small numbers and unstable; therefore confidence interval not used for target in this case.
b. Permanency Outcome 2: The continuity of family relationships will be preserved for children.

By June 30, 2014, New Mexico will achieve 33.3% conformity with CFSR Permanency Outcome 2.

| baseline | 28.9% (QA data; CY 2008) |
| target   | 33.3% |
| 2012 status | 58.06% (QA data; CY 2011) |

<table>
<thead>
<tr>
<th>Objective</th>
<th>Baseline</th>
<th>Target</th>
<th>2012 Status</th>
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</thead>
<tbody>
<tr>
<td><strong>P2.1 Placement close to parents and/or in child’s community (Item 11)</strong>&lt;br&gt;By June 30, 2014, at least 95.0% of cases reviewed will be rated as a “strength” on Item 11 of the CFSR tool. Source: PSD QA Team</td>
<td>94.2%</td>
<td>95.0%</td>
<td>95.1%</td>
</tr>
<tr>
<td><strong>P2.2 Placement with siblings (Item 12)</strong>&lt;br&gt;By June 30, 2014, at least 84.3% of cases reviewed will be rated as a “strength” on Item 12 of the CFSR tool. Source: PSD QA Team</td>
<td>79.8%</td>
<td>84.3%</td>
<td>84.6%</td>
</tr>
<tr>
<td><strong>P2.3 Visitation with parents and siblings (Item 13)</strong>&lt;br&gt;By June 30, 2014, at least 45.2% of cases reviewed will be rated as a “strength” on Item 13 of the CFSR tool. Source: PSD QA Team</td>
<td>40.2%</td>
<td>45.2%</td>
<td>65.5%</td>
</tr>
<tr>
<td><strong>P2.4 Preserving connections (Item 14)</strong>&lt;br&gt;By June 30, 2014, at least 61.2% of cases reviewed will be rated as a “strength” on Item 14 of the CFSR tool. Source: PSD QA Team</td>
<td>56.3%</td>
<td>61.2%</td>
<td>70.65%</td>
</tr>
<tr>
<td><strong>P2.5 Relative placements (Item 15)</strong>&lt;br&gt;By June 30, 2014, at least 71.9% of cases reviewed will be rated as a “strength” on Item 15 of the CFSR tool. Source: PSD QA Team</td>
<td>67.0%</td>
<td>71.9%</td>
<td>61.9%</td>
</tr>
<tr>
<td><strong>P2.6 Parent-child relationship (Item 16)</strong>&lt;br&gt;By June 30, 2014, at least 29.4% of cases reviewed will be rated as a “strength” on Item 16 of the CFSR tool. Source: PSD QA Team</td>
<td>24.7%</td>
<td>29.4%</td>
<td>59.76%</td>
</tr>
</tbody>
</table>

* Because the performance rate has been much higher than the target for two years in a row, we will revise this target upward to 52.6%, maintaining at least the average of the last two year’s performance.

In the reporting period, New Mexico PSD met the target on Permanency Composite 1 and continued to exceed 2012 targets in terms of Permanency Composites 2 and 3. Performance on Permanency Composite 4 declined this year from 88.4 to 84.8 and now falls short of the 2012 target of 87.4.

Our overall conformity with Permanency Outcome 1 increased from 28.3% to 33.3%, but continues to fall short of the 2012 target of 35.1%. Performance on individual items improved consistently over last year, and we now meet our 2012 targets on all but three of the items. We have not met target on items 5, 6 and 9, but all improved over last year. PSD continues to exceed the 2012 target on item 7 (appropriate and timely goals), item 8 (reunification, guardianship, and placement with relative), and item 10 (planned permanent living arrangements). Even though we have met the target on almost all the individual items, we still fall a little short of the overall target for Permanency Outcome 1. All the targets will remain the same for 2014, with an emphasis on maintaining and improving performance.

New Mexico PSD continues to exceed the 2012 target of 33.3% on Permanency Outcome 2 and improved considerably this year from 41% to 58%. We saw significant improvements in both items 13 (visitation) and 14 (preserving connections) and exceed our targets for 2012. This falls in line with the values and principles of the Piñon Project by focusing on families and preserving connections for children in care. However, on item 15 (relative placements) we see a drop (from 70% to 62%) which needs to be addressed in the coming year. Item 16 (parent-child relationship) continues to improve (from 45% to 60%) and well exceeds our target. Again, this also seems to be related to the Piñon Project values and principles, as well as to improvement in child/parent visits which has been modified to reflect continued improvement on the part of PSD.

All targets under Permanency Outcome 2 will remain the same for 2014 except for Item 16: because the current rate has been much higher than the target for two years in a row, we will revise the target upward to 52.6%, maintaining at least the average of the last two year’s performance.

While recognizing our general success in terms of achieving or approximating our Permanency targets, it is important to work on those areas where we are falling behind. Continued efforts are needed in terms of placement stability. It is assumed the substantial changes underway through the Step Up! Diligent Recruitment project, in terms of foster parent training and an increased emphasis on childhood trauma will make a significant difference.

There were several significant accomplishments in terms of permanency during 2011 – 2012, including:

- During the last reporting period PSD was awarded a Diligent Recruitment grant, and work continued at an accelerated pace during the current period. For example:
  - One focus of the DR grant is on the recruitment of foster and adoptive parents. Since the last reporting period, PSD has implemented a “super-blitz” in foster parent and adoptive parent recruiting in Valencia County, which had 200 children in care, but only 20 active foster homes. The result of these efforts has been an increase of foster parent applicants who are participating in training and undergoing study for placement.
  - Also as part of DR the concurrent planning process, now called Unified Permanency Strategies (UPS), is being revised.
  - Lastly, the third focus of the DR project has been the development and delivery of customer service training. The emphasis of customer service is on relationships with foster parents, with the goal of improving retention and strengthening partnerships with foster parents.
• In the past year, PSD re-designed its foster parent training, now known as Relative, Adoptive, Foster Training (RAFT). This training is being used for all foster parent pre-service training in the DR Transformation Zones, as well as the two pilot counties, and will be expanded to five additional counties next year.

• PSD focused on increasing positive relationships between foster parents and biological parents. Training has been offered to foster parents and PSD staff, and activities such as Thanksgiving dinners and picnics with foster parents, biological parents and children have taken place in various county offices. In addition to the training and activities, biological parents have been invited to the initial foster parent training that takes place prior to an individual becoming a licensed foster parent.

• Some counties, as part of National Reunification Day, have begun to hold candlelight ceremonies for children who are reunited with their biological parents; this practice may be expanded.
3. Strategies to Achieve Permanency Outcomes and Objectives

<table>
<thead>
<tr>
<th>Strategy</th>
<th>2012 Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Continue to conduct reviews intended, among other things, to identify and address barriers to permanency:</td>
<td>Status: In 2011 – 2012, AART reviews were discontinued therefore this strategy will be dropped. During 2010 - 2011, a process similar to that used for tracking monthly worker/child visits was developed to monitor Pacing Permanency Reviews. A Piñon Project work team identified standards and best practices for FCMs, which were incorporated into revised policy and procedure in February of 2012. Planned: Pacing Permanency reviews are ongoing and will continue to be assessed. Process to be incorporated into Permanency Planning policy &amp; procedure. FCMs are ongoing.</td>
</tr>
<tr>
<td>• Continue AART reviews for: all children with plans of adoption and no identified placement resource, all youth aged 16 and over, all children prior to establishing PPLA as a permanency plan, and all children with plans of reunification for over one year.</td>
<td></td>
</tr>
<tr>
<td>• Continue Pacing Permanency Reviews specified intervals (6 months, 9/10 months, and 13 months) in every case with a permanency plan of reunification.</td>
<td></td>
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<tr>
<td>• Conduct Family Centered Meetings (FCMs) whenever a child is assessed to be at risk for placement disruption or in response to a request to move a child in foster care; in anticipation of a change in permanency plan; and/or to consider a trial home visit or discharge from custody.</td>
<td></td>
</tr>
<tr>
<td>Track reviews, recommendations, and outcomes.</td>
<td></td>
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<tr>
<td>Incorporate program instruction guidelines into revised Permanency Planning Procedures.</td>
<td></td>
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<tr>
<td>2. Consider the possibility of conducting FCMs post-placement and pre-finalization for adoptive families whenever there are concerns about disruptions or other issues.</td>
<td>Status: Standards and best practices developed as part of the Piñon Project were incorporated into revised policy and procedure in February 2012. Did these standards include post-placement FCMs? Planned: Standardized forms for use with FCMs are being developed by the Piñon FCM workgroup.</td>
</tr>
<tr>
<td>3. Develop and implement a system to monitor and assess the implementation of the new Concurrent Planning Model. Consider revisions and expansions to the model if appropriate.</td>
<td>Status: The concurrent planning model is being revised as part of the work of the Step Up! Diligent Recruitment project. Planned: The Step Up! Diligent Recruitment project includes a reexamination of Unified Permanency Strategies (UPS), including concurrent planning, and changes in the model will result from those efforts.</td>
</tr>
</tbody>
</table>
**Strategy**

4. Continue the provision of support services (FSS) to foster families. Monitor those services and assess their effectiveness and reevaluate as appropriate.

5. Develop and implement enhancements to the PRIDE curriculum to include skill building in terms of childhood trauma, placement stability, preserving connections, and the importance of placing siblings together. Develop a plan to include similar content in the annual Foster Parent Development Training.

6. Continue to conduct the annual Foster Family Conference and Adoptive Family Conference, including content on placement stability, preserving connections, and the need for expedited permanency for children in foster care.

7. Continue to support youth advocacy organization, in order to plan and implement effective programs to assist youth transitioning to adulthood, reconnecting with biological families, and preparing for independent living.

8. Identify one person in each county office to serve as a Permanency Planning Worker Youth Specialist. Provide training, working with the NRC for Youth Development, on the Ansell-Casey Life Skills Assessment and other topics. Include training on effective ways of talking to youth about adoption and reconnecting with biological families.

**2012 Status**

**Status:** These services have been provided for the past three years and are ongoing.

**Planned:** During the current program year, a decision was made to target FSS services for at risk families and foster families with children under the age of five based upon an assessment of need.

**Status:** During the previous reporting period a new pre-service curriculum to replace PRIDE was completed and pilot tested. During this reporting period, Relative, Adoption and Foster Training (RAFT) was implemented in the diligent recruitment transformation zones and two pilot counties.

**Planned:** RAFT foster parent training will be expanded to another five counties, Rio Arriba, Curry, Doña Ana, Valencia and Torrance counties, for a total of 12 counties.

**Status:** Annual

**Planned:** This year’s conference will include appearance by Dr Bruce Perry to talk about the effects of trauma on children in care.

**Status:** Ongoing. The youth advocacy organization is now called Leaders Uniting Voices – Youth Advocates of New Mexico (LUVYA-NM).

**Planned:** Ongoing

**Status:** Ongoing. A module on permanency for youth has been incorporated into PSD Basic Core. The Life Skills Assessment is in the process of being revised by the NRC. No longer called Ansell-Casey Life Skills, now called Casey Life Skills Assessment.

**Planned:** PSD is waiting for clarification on implementing the revised Life Skills Assessment as well the needed training from the NRC.
9. Incorporate PSD’s new Program Instruction Guidelines regarding relative notification into revised Investigation and Permanency Planning policies and procedures. Ensure relatives are notified prior to the child’s first permanency hearing and develop documentation for the court regarding reasonable efforts to notify.

10. Continue to work with the courts and the CIP to share data and make improvements to accelerate permanency. Participate in judicial district specific cross-training events (“Pacing Permanency: Best Practices and Local Perspectives”) to be held in the fall of 2009 to develop district based Child Welfare Improvement Plans.

11. Develop and provide training for staff, including CSAs, on parent-child visitation, including visit coaching and specific issues involved in trial home visits.

12. Implement a new practice requirement that each foster home with a new placement will be visited at least three times within the first 30 days of that new visit. Disseminate instructions through a Program Instruction Guideline and then incorporate into policy and procedures.

13. Shift the focus of the permanency plan of PPLA for youth in care from a focus on “living arrangement” to a focus on developing permanent positive supportive adult connections for each youth regardless of where he or she is living.

2012 Status

9. Status: Program Instruction Guidelines (PIG) for identifying relatives during the CPS investigation and providing notification to relatives upon entry into foster care incorporated into Investigation Procedures and FACTS court templates modified in May 2010.

Planned: Incorporate PIG into Permanency Planning policy by December 2012.

Status: Data sharing ongoing.

Planned: Although data sharing will continue, this specific strategy will be dropped.


Planned: PIG incorporated into Permanency Planning policy and procedure by December 2012.

13. Status: A module on permanency for youth has been incorporated into PSD Basic Core. A specialized training on working with youth, including talking to youth about adoption and re-connecting with biological families was developed in spring of 2012.

Planned: Practice will be articulated and incorporated into Permanency Planning policy and procedures by December 2012. The Working with Youth Training will be offered again in the coming year.
14. Standardize a practice of conducting county-level meetings between PSD staff and foster parents to improve foster parent retention and recruitment and resolve issues between staff and foster parents.

**Status:** Efforts to improved foster parent retention and recruitment are central to Step-Up!-the diligent recruitment project. As part of that project, diligent recruitment sites have received customer service training and have developed plans for improved customer services, and will be continuing through the grant to establish county specific recruitment and retention plans. In addition, some of the diligent recruitment sites have select “improving relationships with foster parents” as their adaptive challenge to address in office hours. (For more information on Adaptive Leadership, see Section II D. For more information on recruitment and retention, see Section X.)

**Planned:** Ongoing.

15. Assess use of new safety assessment at various stages of permanency cases (before trial home visits, permanency hearings, change of plan, return home, etc.) in terms of permanency outcomes.

**Status:** This effort has been folded into the Piñon Project.

**Planned:** The Piñon workgroup is now developing a curriculum with training to be delivered to the current implementation zones in the Summer of 2012.
C. GOAL 3: Well-Being

1. Well-Being Objectives, Baseline Data, and Targets

   a. Well-Being Outcome 1: Families have enhanced capacity to provide for their children’s needs.

      By June 30, 2014, New Mexico will achieve 35.4% with CFSR Well-Being Outcome 1.

      | Objective                                                                 | Baseline | Target | 2012 Status |
      |--------------------------------------------------------------------------|----------|--------|-------------|
      | WB1.1 Addressing the needs of children, parents, and foster parents and    | 33.6%    | 37.6%  | 40.15%      |
      | providing needed services (Item 17)                                       |          |        |             |
      | By June 30, 2014, at least 37.6% of cases reviewed will be rated as a      |          |        |             |
      | “strength” on Item 17 of the CFSR tool. Source: PSD QA Team               |          |        |             |
      | WB1.2 Involvement of parents and children in case planning process        | 48.2%    | 52.5%  | 77.1%       |
      | (Item 18)                                                                |          |        |             |
      | By June 30, 2014, at least 52.5% of cases reviewed will be rated as a      |          |        |             |
      | “strength” on Item 18 of the CFSR tool. Source: PSD QA Team               |          |        |             |
      | WB1.3 Conducting face-to-face visits with children (Item 19)              | 78.5%    | 90.0%  | 90.6%       |
      | By June 30, 2014, 90% of the children in foster care will have a monthly   |          |        |             |
      | visit with the case worker with the majority of these visits occurring in   |          |        |             |
      | the child’s place of residence. Source: SM08-07 & SM08-06               |          |        |             |
      | By June 30, 2014, at least 74.6% of cases reviewed will be rated as a     | 70.7%    | 74.6%  | 85.6%       |
      | “strength” on Item 19 of the CFSR tool. Source: PSD QA Team               |          |        |             |
      | WB1.4 Conducting face-to-face visits with parents (Item 20)               | 37.5%    | 41.9%  | 56.6%       |
      | By June 30, 2014, at least 41.9% of cases reviewed will be rated as a     |          |        |             |
      | “strength” on Item 20 of the CFSR tool. Source: PSD QA Team               |          |        |             |
b. **Well-Being Outcome 2: Children receive appropriate services to meet their educational needs.**

By June 30, 2014, New Mexico will achieve 81.0% conformity with CFSR Well-Being Outcome 2.

<table>
<thead>
<tr>
<th>Objective</th>
<th>Baseline</th>
<th>Target</th>
<th>2012 Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>WB2.1 Addressing the education needs of children in foster care and receiving IHS (Item 21)</td>
<td>77.0%</td>
<td>81.0%</td>
<td>83.33%</td>
</tr>
</tbody>
</table>

- By June 30, 2014, at least 81.0% of cases reviewed will be rated as a “strength” on Item 21 of the CFSR tool. Source: PSD QA Team


c. **Well-Being Outcome 3: Children receive adequate services to meet their physical and mental health needs.**

By June 30, 2012, New Mexico will achieve 68.3% conformity with CFSR Well-Being Outcome 3.

<table>
<thead>
<tr>
<th>Objective</th>
<th>Baseline</th>
<th>Target</th>
<th>2011 Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>WB3.1 Addressing the health needs of children in foster care and receiving in-home services (Item 22)</td>
<td>54.7%</td>
<td>62.2%</td>
<td>NA*</td>
</tr>
</tbody>
</table>

- By June 30, 2014, EPSDTs will be completed within 30 days of custody for at least 62.2% of children in custody in accordance with agency policy. Source: FACTS SM10A36

- By June 30, 2014, at least 80.2% of cases reviewed will be rated as a “strength” on Item 22 of the CFSR tool. Source: PSD QA Team

<table>
<thead>
<tr>
<th>Objective</th>
<th>Baseline</th>
<th>Target</th>
<th>2011 Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>WB3.2 Addressing the mental/behavioral health needs of children in foster care and receiving in-home services (Item 23)</td>
<td>67.7%</td>
<td>72.5%</td>
<td>69.57%</td>
</tr>
</tbody>
</table>

- By June 30, 2014, at least 72.5% of cases reviewed will be rated as a “strength” on Item 23 of the CFSR tool. Source: PSD QA Team

* EPSDT report is being revised; data are not available at this time.
2. **Summary of 2011 – 2012 Accomplishments: Well-Being**

In the current reporting period, New Mexico PSD exceeded 2012 targets on both Well-Being Outcomes 1 and 2 and on each item under those outcomes (Items 17 - 21). Compliance in terms of Well-Being Outcome 3 improved over last year, but is still somewhat short of the target. On Well-Being Outcome 1, overall performance improved most notably on Item 18 (involvement of parents and children in case planning) and Item 20 (face-to-face visits with parents). This is consistent with Piñon values and practice standards.

On Well-Being Outcome 3, performance dropped considerably during the previous reporting period (from 73% to 60%), but improved a bit this year to 64%, still below the 2012 target of 68%. PSD continues to review this situation to determine if this ongoing decline in performance reflects budgetary limitations (including a hiring freeze), lack of documentation, lack of referral/scheduling, or access issues. Many initiatives are underway which should lead to improvements, especially in terms of behavioral health.

There were several significant accomplishments in terms of well-being during 2011 – 2012, including:

- In June of 2010, a cross-divisional, multi-level pilot group of 30 CYFD professionals, along with 30 behavioral health and other related providers, commenced a three-year certification program of The Neurosequential Model of Therapeutics (NMT) with The Child Trauma Academy. NMT, designed by Bruce Perry, Ph.D., M.D., is a developmentally and trauma-informed, biologically respectful approach to working with at-risk children. This clinical approach helps professionals determine the strengths and vulnerabilities of a given child and create individualized intervention, enrichment and educational plans for children. Through the Project, core competencies have been identified and cadres of trainers and certified clinicians have been developed.
- The use of Family Centered Meetings (FCMs) has been successful in informing and engaging biological parents in their treatment plans.
- PSD remains involved with various health and mental health collaborative efforts, including membership on the BHPC and the Department’s new System of Care Governance Council project funded by SAMHSA. The State Human Services Department has published a white paper on the Medicaid Centennial Plan and CYFD has had the opportunity to review and provide comment and has begun to impact the impact on the agency and the clients we serve.
- PSD continues to conduct Youth Transition Meetings which actively engage youth and families in planning.
- PSD offered training to service providers on the Positive Parenting Program (PPP), Domestic Violence training and Strengthening Families training.
- With the addition of the Domestic Violence Unit to PSD, PSD has begun to develop relationships with DV providers.
### 3. Strategies to Achieve Well-Being Outcomes and Objectives

<table>
<thead>
<tr>
<th>Strategy</th>
<th>2010 Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Conduct Family Centered Meetings (FCMs) when appropriate when there are concerns about the needs of the child or family. There shall be an emphasis on assuring the continuity of service, and service providers will be invited to attend.</td>
<td><strong>Status:</strong> Standards and best practices related to FCMs were developed as part of the Piñon Project and incorporated into revised policy and procedure in February 2012. <strong>Planned:</strong> Standardized forms for use with FCMs are being developed by the Piñon FCM workgroup. <em>This strategy will be modified for 2012-2014 to include a requirement that FCMs conducted in response to emergency custody consider all options to mitigate safety threats, including the provision of In-Home Services; IHS staff will participate in FCMs when appropriate.</em></td>
</tr>
<tr>
<td>2. Consider the possibility of conducting FCMs post-placement and pre-finalization for adoptive families whenever there are concerns about the child’s well-being.</td>
<td><strong>Status:</strong> Standards and best practices developed as part of the Piñon Project were incorporated into revised policy and procedure in February 2012. <strong>Planned:</strong> Standardized forms for use with FCMs are being developed by the Piñon FCM workgroup.</td>
</tr>
<tr>
<td>3. Continue to conduct “Ice Breakers” statewide, as soon as possible after the child is placed out of home, bringing together the biological and foster families to discuss the well-being needs of the child.</td>
<td><strong>Status:</strong> Responsibility for conducting Ice Breakers has been included in the contract scope of work for county based foster parent liaisons. However budget limitations have resulted in some liaison contracts being cut, so implementation of Ice Breakers has been inconsistent. <strong>Planned:</strong> Ongoing.</td>
</tr>
<tr>
<td>4. Implement a new practice requirement that each foster home with a new placement will be visited at least three times within the first 30 days of that new visit. Disseminate instructions through a Program Instruction Guideline and then incorporate into policy and procedures.</td>
<td><strong>Status:</strong> Program Instruction Guideline (PIG) issued September 2009 and incorporated into Placement policy &amp; procedure March 2010. <strong>Planned:</strong> PIG incorporated into Permanency Planning policy and procedure by December 2012. Compliance with new visitation requirements will be monitored on an ongoing basis.</td>
</tr>
<tr>
<td>5. Continue to visit each child in placement in the child’s placement at least once a month in order to assess the safety and well-being of the child.</td>
<td><strong>Status:</strong> PSD continues to achieve its targets. <strong>Planned:</strong> PSD will continue to focus on annual goals.</td>
</tr>
</tbody>
</table>
6. Develop visit guidelines similar to the Worker/Child Visit Guidelines for Worker/Parent visits, including assessing parent need for services, progress on services plan, etc. Develop and provide training.

7. Continue the provision of support services (FSS) to foster families in order to ensure the well-being of the child and the family. Monitor those services and assess their effectiveness and reevaluate as appropriate.

8. Develop and implement enhancements to the PRIDE curriculum to include skill building in terms of ensuring the well-being of the child. Develop a plan to include similar content in the annual Foster Parent Development Training.

9. Continue to conduct the annual Foster Family Conference and Adoptive Family Conference, including content on ensuring the well-being of children in care.

10. Continue to support youth advocacy organization, in order to plan and implement effective programs to assist youth transitioning to adulthood and preparing for independent living.

11. Identify one person in each county office to serve as a permanency planning worker Youth Specialist. Provide training, working with the NRC for Youth Development, on the Casey Life Skills Assessment and other topics. Include training on effective ways of talking to youth about adoption and reconnecting with biological families.

2010 Status

6. **Status:** Worker/Child and Worker/Parent Visit Guidelines are being developed by the Piñon Permanency and Planning workgroup.
   **Planned:** In progress. Guidelines for Worker/Child and Worker/Parent Visit will be incorporated into new Permanency Planning Procedure by December 2012.

7. **Status:** These services have been provided for the past three years and are ongoing.
   **Planned:** During the current program year, a decision was made to target FSS services for at risk families and foster families with children under the age of five based upon an assessment of need.

8. **Status:** During the previous reporting period a new pre-service curriculum to replace PRIDE was completed and pilot tested. During this reporting period, Relative, Adoption and Foster Training (RAFT) was implemented in the diligent recruitment transformation zones.
   **Planned:** On-going. Implementation of RAFT will expand to five new counties in the coming year.

9. **Status:** Annual
   **Planned:** This year the Foster Family conference will include Dr Bruce Perry to talk about the effects of trauma on children in care.

10. **Status:** Ongoing. The youth advocacy organization is now called Leaders Uniting Voices – Youth Advocates of New Mexico (LUVYA-NM).
    **Planned:** Ongoing

11. **Status:** Ongoing. A module on permanency for youth has been incorporated into PSD Basic Core. The Life Skills Assessment is in the process of being revised by the NRC.
    **Planned:** PSD is waiting for clarification on implementing the revised Life Skills Assessment as well the needed training from the NRC. PSD will work with NMCAN in their implementation of a planning grant to initiate the Jim Casey Youth Initiative in New Mexico.
12. Maintain the position of PSD Medical Director to provide training and consult with PSD staff related to the on-going physical needs of children, and to assist with identification of specialists, as needed.

13. Continue involvement as a member of the Behavioral Health Purchasing Collaborative and a number of the Collaborative’s Subcommittees, including the Children’s Subcommittee. Participate in Local Collaborative stakeholder meetings in an effort to ensure the behavioral health needs of children and families are addressed.

14. Continue to monitor the timeliness of referrals for EPSDT and develop a plan to improve timeliness as needed. Incorporate EPSDT referral data into County 360° Reports.

15. Incorporate Children’s Code changes and Fostering Connections requirements into Permanency Planning policy and procedures.

16. Build knowledge and create awareness of the neurobiological impact of early childhood trauma and implication for child well-being for children in the foster care system. Determine how CPS agency can inform practice to achieve better outcomes for children.

2010 Status

Status: Ongoing
Planned: Ongoing

Status: CYFD continues its involvement on the BHPC, but some of the subcommittees no longer continue to be active. The Program Deputy Director has assumed responsibility for leading PSD’s involvement in behavioral health matters working with the Community Outreach and Behavioral Health Program in the Office of the Secretary.
Planned: ongoing

Status: The EPSDT report is being revised; once revised the monthly monitoring process will continue to provide real time notification to the county offices of the EPSDT status for all children in care.
Planned: Monthly monitoring process will continue. Review of reasons for lack of timeliness will continue and new strategies to address issue will be developed and implemented as needed.

Status: A Program Instruction Guideline (PIG) regarding educational needs and maintaining educational continuity for children in foster care was issued July 1, 2009 (PIG 07-2009-#04) and is still in effect. Another PIG was issued on January 10, 2012, to reflect the amendment to Fostering Connections regarding the educational stability requirement be met for each child in foster care each time the child has a placement change, and not just at initial placement.
Planned: Requirements incorporated into Permanency Planning policy and procedures by December 2012.

Status: In June 2010, PSD began project to pilot efforts in Region 1 of the State. Pilot, including evaluation of efforts, to continue over next two year period as state funding allows.
Planned: Ongoing
Strategy

17. The Children, Youth and Families Department was awarded a System of Care grant by SAMHSA in the fall of 2009 to incorporate a systems of care approach to the provision services to promote recovery and resiliency for individuals and families.

18. Improve educational outcomes for children in foster care through better partnerships with the New Mexico Public Education Department.

19. Develop and disseminate training for law enforcement agencies statewide on childhood trauma and on services for incarcerated parents.

20. In 2012 - 2013, PSD will focus on skill based training for foster parents and staff focusing on the basic of Dr. Bruce Perry’s Neurosequential Model of Therapeutics (NMT).

21. IHS will focus on enhancing protective capacities of parents, by using the Safety Assessment Tool as the guide. IHS will work with families as long as they are able and make necessary referrals to the community for longer term services. IHS will make referrals to the local Core Service Agency to ensure that medical, behavioral and educational needs are met.

22. Incorporate use of Core Service Agencies (CSAs) to assist in accurately assessing and addressing physical, behavioral, developmental and dental health. Coordinate services with CSAs to enhance CYFD’s ability to advocate for children’s educational needs within each school district. Provide training to staff on working with CSAs.

2010 Status

Status: PSD staff at the county level have been and will continue to be involved in SOC grant development and implementation in the three targeted sites. In addition, LUV-YANM, New Mexico’s youth advocacy and advisory board continue to participate in this grant as the youth advisory board.

Planned: In progress.

Status: PSD is working with the Court Improvement Project cross training committee to develop training on education and child welfare. PSD staff attended a national summit in the fall of 2011 and, in partnership with the courts and PED, have established a working group to improve educational outcomes for children in foster care.

Planned: Cross training to be offered in Summer 2012. The education working group will continue.

Status: Criminal Justice Act funding secured for three video trainings on child sensitive arrest practices, PSD safety practice, and childhood trauma. Project team, including law enforcement, identified. Coordination initiated with NM Department of Public Safety. All three videos have been completed and the trainer guide near completion.

Planned: Dissemination to law enforcement agencies statewide and PSD county offices in the Summer in 2012.

Status: new

Status: new

Status: new
D. GOAL 4: CFSR SYSTEMIC FACTORS

PSD is committed to maintaining a collaborative and cooperative child welfare system that is responsive to the needs of the clients and community in a professional and timely manner. PSD utilizes feedback from and collaboration with constituents and stakeholders in this effort. We are committed to a process of continuous quality improvement through training, case review, data analysis, and employee evaluation to create a culture of accountability that aligns our behaviors with our child welfare practice model values and principle. This commitment is furthered by making efforts to be in conformity with the seven systemic factors identified in the CFSR. In PSD’s second round CFSR, the State was found to be in substantial conformity with three of the seven factors.

PSD’s goal is to be found in substantial conformity with each of the seven systemic factors by the time of the third round of the CFSR.

The rest of this section provides the CFSR definition for each systemic factor and the second round CFSR finding and lists several strategies to remain in substantial conformity or achieve substantial conformity by the third round CFSR. Additional strategies as listed in other sections of this plan (specifically Parts A – C of this Section, Sections X, XII, XIV, and XV) also address systemic factors. It is also anticipated that the work of the MPCWIP collaborative project will contribute greatly to our conformity with systemic factors.

1. **Statewide Information System**
   a. **Requirement:**
   State is operating a statewide information system that, at a minimum, can readily identify the status, demographic characteristics, location, and goals for the placement of every child who is (or within the immediately preceding 12 months, has been) in foster care.

   b. **Second Round CFSR Finding:** Substantial Conformity

   c. **Strategies & 2012 Update** (see also Section XIV): Because of cuts to the state budget, CYFD’s IT Division has been reduced in size; therefore our ability to enhance/modify the system has been significantly reduced. This has also placed strains on our ability to meet federal reporting requirements and required prioritizing in order to meet those requirements. The updates and plans presented below are obviously affected by those limitations.

   - Continue to expand functionality over the next five years, including furthering the utilization of the data generated by FACTS through trainings and the targeting of additional measures, as appropriate. A specific objective will be to ensure that the county profile reports are regularly provided to the supervisory and line staff for greater and more effective utilization of the data reported.

   Over the next few years, this strategy, subject to state budget restrictions, will be modified to focus efforts on supporting and maintaining the existing functionality of the statewide information system while also placing an emphasis on utilization...
of data. This emphasis has resulted in a half-day module in PSD’s New Supervisor Core on interpreting and supervising with data. Additionally, PSD seeks to undertake a comprehensive review of all existing reports to determine which reports shall remain in production or if alternative reports should be created. Simultaneously, PSD will be aligning performance evaluations and standards with management information reports to further our efforts on developing and implementing a continuous quality improvement process within the division.

- Continue to involve field management and staff in the analysis of current data to support rapid and local responsiveness to needed upgrades in child welfare practice. This strategy is ongoing. As mentioned above, the emphasis on utilization of data has resulted in a half-day module in PSD’s New Supervisor Core on interpreting and supervising with data. We have considered developing a very basic “understanding data” e-learning course for all interested staff, but this has taken a back seat to emerging needs for e-learning for PS Basic Core.

- Incorporate PSD’s upgraded a) Education Window; b) Respite and Respite Payments functionality; c) Medical Window; and d) Person Merge functionality into the management information system in spring 2011. The new functionality described above was rolled out in presentations and staff training statewide in the spring and summer of 2011.

- Pursue funding for work on the web-based development of the National Youth in Transition Database (NYTD), as feasible, given current economic conditions. To date we have been unsuccessful in securing funding for this effort and have moved forward to implement NYTD in other modalities.

- Over the next few years, as state budget allows, and through an approved Advance Planning Document, pursue moving the entire FACTS database to a web-based system. We anticipate initiating efforts on drafting the Advance Planning Document beginning in October 2012 and working closely with the Children’s Bureau to secure approval by October of 2012.

2. Case Review System
   a. Requirement:
The State provides a process that ensures that each child has a written case plan to be developed jointly with the child’s parent(s) that includes the required provisions; a process for the periodic review of the status of each child, no less frequently than once every 6 months; a process that ensures that each child in foster care under the supervision of the State has a permanency hearing no later than 12 months from the date the child entered foster care and no less frequently than every 12 months, thereafter, and a process for termination of parental rights proceedings in accordance with the provisions of ASFA.

b. Second Round CFSR Finding: Not in Substantial Conformity
c. Strategies & 2012 Update:
   - Continue to conduct internal reviews and meetings, inviting family, foster family, and others as appropriate; reviews and meetings include, but are not limited to:
Conduct Pacing Permanency Reviews at specified intervals (6 months, 9/10 months, and 13 months) in every case with a permanency plan of reunification.

Conduct Family Centered Meetings (FCMs) whenever there is a 48 hour police hold, when a child is assessed to be at risk for placement disruption or in response to a request to move a child in foster care; in anticipation of a change in permanency plan; to consider a trial home visit or discharge from custody, or other appropriate times.

Continue to implement the youth transition staffing, as required by the 2009 New Mexico Children’s Code amendments, to develop the transition plan for presentation at the discharge hearing.

In New Mexico, in accordance with the Children’s Code, cases are reviewed by the District Court at least every six months, with permanency hearings at least annually. In addition, the Citizen Review Board reviews every case prior to each permanency hearing and intervening judicial review. PSD has implemented a number of review processes and meetings to ensure that each child’s case plan is developed jointly with the child’s parent(s) and includes the required provisions:

- AART reviews were eliminated during the current reporting period.
- Procedures for Pacing Permanency Reviews will be incorporated into Permanency Planning policy and procedures by December 2012. A monitoring process and reports for tracking purposes have been developed and are distributed to county offices on a monthly basis.
- Requirements for FCMs have been incorporated into PSD General Policies and procedures. A Piñon Project work group continues to look at FCMs in terms of identifying standards and best practices to be incorporated into the new practice model.
- Quality assurance review of implementation of youth transition meeting requirements and the resulting transition plan incorporated into agency quality assurance review process.

- Continue to share data related to timeliness of court events with courts. Work with courts and CIP to address barriers to timelines of adjudicatory, permanency, and TPR hearings.
  
  PSD continues to participate on CIP to address timeliness issues.

- Through FCMs, worker-parent visits, pre-adjudicatory and pre-permanency meetings, etc., work to increase the percentage of cases in which parents are actively involved in the development and review of case plans.

  PSD has exceeded its 2012 target in terms of the involvement of parents and children in the case planning process. Our target was 52.5%, and our baseline was 48.2%. Last year we exceeded the target with 59.2% of cases rated as a strength; this year that percent increased to 77.1%. We will continue to work to increase the percentage of cases in which parents and children are actively involved through the improvements to the FCM process contemplated in the Piñon Project as well as increased and improved worker-parent visits and other strategies.

- Work with CCAs, GALs, Youth Attorneys, and Children’s Court Judges, in collaboration with the Court Improvement Project, to develop strategies to increase the participation of youth and foster parents in court hearings and reviews. Review process for notifying foster parents of court hearings to identify and create strategies to address barriers to foster parent participation. Provide opportunities to youth to increase knowledge of and comfort with the court system to increase participation.

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- Work with CCAs, GALs, Youth Attorneys, and Children’s Court Judges, in collaboration with the Court Improvement Project, to develop strategies to increase the participation of youth and foster parents in court hearings and reviews. Review process for notifying foster parents of court hearings to identify and create strategies to address barriers to foster parent participation. Provide opportunities to youth to increase knowledge of and comfort with the court system to increase participation.

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Youth from the foster care system attend the annual Children’s Law Institute and, since 2010, have attended a luncheon with the children’s court judges from across the state. This is designed to help youth advocates become more comfortable with the judges (and vice versa) so both groups see the value in youth coming to court. In addition, youth are now represented on the Court Improvement Project Commission.

The Court Improvement Project Commission has published a booklet for foster parents on participating in court, Going to Court: When and How a Foster Parent Can Help - A Guide for Foster Parents, as well as the Best Practice Bulletin, Foster Parent Involvement. These publications are available online. We will continue to make copies available to foster parents.

3. **Quality Assurance System**

   a. **Requirement:**

   The State has developed and implemented standards to ensure that children in foster care are provided quality services that protect the safety and health of the children, and the State is operating an identifiable quality assurance system that evaluates the quality of services, identifies strengths and needs of the service delivery system, provides relevant reports, and evaluates program improvement measures implemented.

   b. **Second Round CFSR Finding:** Substantial Conformity

   c. **Strategies & 2012 Update** (see also Section XV)

      - Continue to produce 360° Reports, combining County Profile data, a critical analysis of that data, and a comprehensive action plan for that county.

        As a result of 100% vacancy rate in the PSD Research and Evaluation Unit, PSD has not been able to produce 360° Reports. The last report produced was for the 12 month period ending June 30, 2011. Efforts to fill positions are underway.

        PSD seeks to undertake a comprehensive review of all existing reports to determine which reports shall remain in production or if alternative reports should be created. Simultaneously, PSD will be aligning performance evaluations and standards with management information reports to further our efforts on developing and implementing a continuous quality improvement process within the division.

      - Finalize and implement the use of supervisory tools for investigation, placement, and in-home services based primarily on CFSR outcomes. These tools will provide management data to identify strengths and areas needing improvement.

        The CFSR supervisory tool for investigation was developed, but this effort was dropped in light of activities planned through the Piñon Project, including new standards and best practices in investigation. During the spring of 2010, the Foster Care & Adoption Bureau began conducting fidelity reviews in targeted counties. These reviews, which are continuing, were developed to review improve support and collaboration with foster parents. Each county’s review continues until substantial improvement is demonstrated. At that time another county will be reviewed.

      - Focus on getting more staff, at various levels of responsibility, trained in the CFSR process and able to participate effectively in the Quality Assurance Reviews.
Three regionally based Quality Assurance review trainings were conducted during the current reporting period and is ongoing. PSD staff participate as review partners in county based quality assurance reviews.

- Focus on ensuring all new processes, such as the Pacing Permanency Reviews, are properly incorporated into practice. A Program Instruction Guideline regarding Pacing Permanency Reviews was developed and disseminated statewide, and will be incorporated into Permanency Planning policy and procedure by December 2011. Modifications to the FACTS system have been made to allow for tracking and Management Information Reports are sent to county offices monthly.

- Develop and implement a Continuous Quality Improvement (CQI) Process within the PSD. PSD seeks to expand upon and better integrate current CQI processes within the Division. During the next two years, PSD will utilize T/TA to assess current efforts, system capacities and develop a work plan for implementation.

4. **Staff and Provider Training**

   a. **Requirement:**

   The State is operating a staff development and training program that supports the goals and objectives in the CFSP, addresses services provided under titles IV-B and IV-E, and provides initial training for all staff who deliver these services; provides for ongoing training for staff that addresses the skills and knowledge base needed to carry out their duties with regard to the services included in the CFSP, and provides training for current or prospective foster and adoptive parents, receiving foster care or adoption assistance under title IV-E that addresses the skills and knowledge base needed to carry out their duties with regard to foster and adopted children.

   b. **Second Round CFSR Finding:** Not in Substantial Conformity

   c. **Strategies & 2012 Update** (see also Section XII):

   - Complete the E-learning components of PSD Basic Core. Evaluate all the components of Basic Core (including classroom, OJT, and E-learning) and revise as necessary.

   The Ethics E-learning has been developed and is now required for the current Basic Core course. Participants in earlier Cores will be encouraged to take the course but not required. The ICWA E-learning is in final revision and scheduled for completion by summer 2012. Work has begun on an E-learning course on the CASA Program.

   Level 2 (knowledge gain) evaluations of the classroom components of Basic Core were implemented incrementally over the last 18 months; the post-tests for final week will be pilot tested during the Core currently in progress. In the spring of 2012, focus groups were held with Core participants and their supervisors to assess the transfer of learning (Level 3 evaluation) from Basic Core, including the on-the-job (OJT) components. Findings from those focus groups, as well as level 1 and 2 evaluation findings, are being used by the PSD Training Advisory Council (TAC) to make significant changes in Basic Core as discussed in the next paragraph.

   Over the past two years major revisions have been made (or are in progress) to Core the module on Placement and Permanency and the introductory module on Foundations of Child Welfare Practice. In spring 2012, the TAC developed a new structure for PS Basic Core, revising the course schedule considerably and recommending specific revisions to three additional modules: Human Development, Case Planning, and Interviewing. For each of these modules, E-learning
components will be developed to focus of basic knowledge and allow more classroom time for skills practice. In addition, a supplemental will be developed for the Substance Abuse module.

- Roll out three new specialty trainings: Specialized Training for Placement Staff (STPS), Specialized IHS Training, Core Training for New Supervisors. Evaluate and revise as necessary.
  All three of these trainings have been rolled out, evaluated, and revised. Offerings of STPS and IHS training have been limited because of reduced hiring, and the TAC has determined to put both these courses on hold at this time. Supervisory Core has been offered three times on a regional basis, and was offered to a statewide audience in 2012.

- Roll out the new Foster Parent Recertification Training requirements. Assess the new requirements and modify as necessary.
  New requirements were implemented and included in foster and adoptive parent policies in the fall of 2009. A process for identifying topic requirements and preparing trainers is in place and assessment of the new requirements is ongoing.

- Ensure that there are sufficient opportunities for staff to meet Social Work Board’s new requirement for training in Cultural Competency.
  Again this year we were able to offer numerous opportunities for cultural competency credits. The Annual Children’s Law Institute (CLI) always includes cultural competency training, and Basic Core includes significant content on cultural competency. PSD’s involvement in the annual Indian Child Welfare and Protection Conference was expanded this year, with NMSU providing logistical support through their training agreement with PSD. Scholarships were once again provided to assist staff to attend the conference.

  During 2010 – 2011, the Training Bureau rolled out a major new training package, “Knowing Who You Are,” a Casey Foundation training on racial and ethnic identify. Fourteen individuals went through the facilitator training, and certification of those facilitators, according to Casey Foundation criteria, was complete in 2011. However, it has since been decided that the time and resource commitment to present KWYA is too intensive, and this training will not be offered.

  In addition, a new training on compliance with MEPA/IEPA was developed and delivered in 2011 – 2012, including a modified version as a workshop at the CLI, and will continue to available 2012 - 2013.

- Maintain the PSD Training Advisory Committee (TAC) to oversee ongoing training development, delivery, and evaluation.
  Ongoing

- Continue and expand PSD’s new Trainer Development Process. The trainer development and certification process is standardized and rigorous, and ensures that training delivered to staff, court personnel, foster and adoptive parents and others is of a high quality.
  A third cadre of in-house trainers, trained in the spring of 2011, joined the first two cadres in a trainer development activity in spring of 2012. There are 30 active trainers among the three cadres. A fourth cadre will go through a Training for Trainers (T4T) in the fall of 2012.

- Maintain a good working relationship with the New Mexico State University School of Social Work, PSD’s primary University Training Partner. With NMSU, explore the possibility of developing a Child Welfare Training Academy,
eventually including CYFD’s Professional Development Bureau, the other three University Schools of Social Work, and the Corinne Wolfe Children’s Law Center at the UNM School of Law.

**Ongoing**

- Explore opportunities to partner with the Children’s Law Center to maximize IV-E funding for training for judges, court personnel, and CASA volunteers.
  
  *Conversations are ongoing with the Children’s Law Center, the Administrative Office of the Courts, and New Mexico CASA to maximize IV-E training for these audiences*

- Provide training related to the Piñon Project (e.g., Piñon 101, Coaching & Mentoring, Investigation, and others as they are developed), including training on Adaptive Leadership. (See Section II.C, page 9.)
  

- Participate in the CYFD Secretary’s planned Situational Leadership project.
  
  *New in 2012 – 2013. Secretary Yolanda Deines is implementing an effort to provide training for all Department managers and supervisors in Situational Leadership. Some PSD staff will participate as trainers; all PSD managers and supervisors will participate as required.*

- Develop and provide training on a regional basis (perhaps through judicial districts) on establishing and maintaining Multi-Disciplinary Teams (MDTs) for the collaborative investigation and disposition of cases involving child sexual abuse and severe physical abuse. This includes surveying the state as to the current status of MDTs, reviewing the literature for protocols and training, and working with judicial districts to implement new MDTs, modify existing protocols, and provide training.
  
  *New in 2012 – 2013.*

5. **Service Array and Resource Development**

   a. **Requirement:**
   
   *The State has in place an array of services that assess the strengths and needs of children and families and determine other service needs, address the needs of families in addition to individual children in order to create a safe home environment, enable children to remain safely with their parents when reasonable, and help children in foster and adoptive placements achieve permanency.*

   b. **Second Round CFSR Finding:** Not in Substantial Conformity

   c. **Strategies & 2012 Update:**
   
   - Continue to actively participate on the Behavioral Health Purchasing Collaborative (BHPC) and work with the Collaborative, other state agencies, and the statewide entity to ensure access to behavioral health and substance abuse services and an expansion of services to children and families in a rural setting.
     
     *PSD remains involved with the BHPC. PSD and OptumHealth have established and maintain a regionally based graduated case staffing (triage) process to provide care coordination for children in the foster care system. CYFD/PSD and OptumHealth are currently working on implementing a process to provide for timely behavioral health assessments*
for children when they first enter foster care. Assessment results could be used to ensure the timely provision of services and to enhance placement stability. CYFD/PSD data staff are collaborating with OptumHealth to exchange data in the pilot area of Bernalillo county to analyze and characterize behavioral health services received by children involved with the child welfare system who are receiving high levels of behavioral health services for the purpose of identifying what types of community based wraparound services could be utilized to reduce level of care while still meeting the child’s behavioral health needs. (See also Section VI.)

- Work with the structure of the BHPC local collaboratives to identify and advocate for behavioral health services for child welfare client. Local collaboratives, in response to a survey by the BHPC Children’s Subcommittee (on which PSD is represented), identified a need for a “rebalancing of services” to include crisis services, prevention, outpatient services, residential services, inpatient care, and transition services. PSD will continue to participate in efforts to meet those needs.

PSD and OptumHealth have established and maintain a regionally based graduated case staffing (triage) process to provide care coordination for children in the foster care system. Family Centered Meetings have also strengthened collaborations by including stakeholders in meetings to ensure that all available resources are provided to families. CYFD/PSD and OptumHealth are currently working on implementing a process to provide for timely behavioral health assessments for children when they first enter foster care. Assessment results could be used to ensure the timely provision of services and to enhance placement stability. CYFD/PSD data staff are collaborating with OptumHealth to exchange data in the pilot area of Bernalillo county to analyze and characterize behavioral health services received by children involved with the child welfare system who are receiving high levels of behavioral health services for the purpose of identifying what types of community based wraparound services could be utilized to reduce level of care while still meeting the child’s behavioral health needs. (See also Section VI.)

- Work with existing health care providers and organizations to improve the service array and availability for health and dental health care for child welfare clients. Among the services now available are the Healthy Beginnings Clinic, Cares Clinic, and the Teen Care Clinic. At the stage of investigation, there is the Child Abuse Response Team (CART) that is able to serve children and youth statewide. Services include psychological evaluations as well as comprehensive exams, including dental. CART is at the University Hospital and can be used by anyone from other counties if the youth is sent to Albuquerque; it is essentially a trauma team. There are traveling dental clinics in Roswell, Doña Ana, and Santa Fe Counties, although these are not limited just to foster children. Routine health care is generally accessible statewide, but for other needs individuals have to travel to Albuquerque. EPSDTs (Early Periodic Screening, Diagnosis, and Treatment) are considered to be more comprehensive and meaningful than in the past.

PSD continues to work actively with the health, mental health, and dental health resources listed above.

- Continue to work with existing health care providers and organizations to improve the service array and availability for health and dental health care for child welfare clients. Among the services now available are the Healthy Beginnings Clinic, Cares Clinic, and the Teen Care Clinic. At the stage of investigation, there is the Child Abuse Response Team (CART) that is able to serve children and youth statewide. Services include psychological evaluations as well as comprehensive exams, including dental. CART is at the University Hospital and can be used by anyone from other counties if the youth is sent to Albuquerque; it is essentially a trauma team. There are traveling dental clinics in Roswell, Doña Ana, and Santa Fe Counties, although these are not limited just to foster children. Routine health care is generally
accessible statewide, but for other needs individuals have to travel to Albuquerque. EPSDTs (Early Periodic Screening, Diagnosis, and Treatment) are considered to be more comprehensive and meaningful than in the past.

*PSD continues to work actively with the health, mental health, and dental health resources listed above.*

- Continue coordination with the Family Infant Toddler Program (Early Intervention Services) staff to ensure service delivery to families, refine the referral process as needed, and to access training for staff.
  
  **Ongoing. In addition, PSD participates on the Association for Infant Mental Health.**

- Continue to work with Adelante to identify services needed by youth transitioning out of care; work with community providers and other agencies to ensure such services are available.

  *PSD supports and is actively involved with Leaders Uniting Voices, Youth Advocates of New Mexico (formerly called Adelante), an organization of foster care youth and foster care alumni. Members of LUVYA-NM plan the annual Independent Living Conference, identifying topics for workshops and other activities. Youth are also involved in planning and participating in the Annual Children’s Law Institute. PSD collaborates with LUVYA-NM and other youth to improve outcomes for older children in care, focusing most recently on youth transitioning out of foster care and examining the needs of youth up to the age of 21. Efforts involving youth in terms of the Chafee and ETV programs are described in more detail in Section XVII.*

- Continue to work with tribes to ensure access to state services, specifically working to ensure Chafee/ETV services are available to tribal youth.

  *PSD actively works with tribal social services, in collaboration with the CYFD Native American Liaison (NAL), to ensure tribes are familiar with and have access to PSD services, including Chafee/ETV services, Title IV-E Foster Care Maintenance Agreements, and training. PSD, in collaboration with the CYFD NAL, the Bureau of Indian Affairs Southwest Region, New Mexico Tribes, New Mexico State University, and the NM Department of Health once again sponsored the annual Indian Child Welfare and Protection Conference in March 2012. Youth Services and Training Bureau staff regularly present at various other conferences and meetings, including the federal Region VI meeting for IV-B tribes.*

- Continue to monitoring EPSDT referrals. The process involves notification at the county office level of the EPSDT status for all children in care.

  **Ongoing.**

- Continue to work with the Early Childhood Services Division of CYFD to promote access and utilization of home visiting programs for families coming in contact with the child protective services system.

  **Ongoing.**

- Continue active participation with the Systems of Care grant efforts both at the county level and state level.

  **Ongoing.**

- Continue to manage teen parent and fatherhood programs to support children and families so as to divert from the child protective services system.

  **Ongoing.**

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• Improve access to PSD through the establishment of a “short code” number. Review and revise SCI manual of community based resources.
  Ongoing. In April 2011, to correspond with Child Abuse Prevention Month, PSD rolled out #SAFE (#7233) as the new toll-free number to reach SCI from any cell phone. Land line access is now through 1-855-333-SAFE (7233). An extensive media campaign accompanied this roll-out, and public information efforts continue.

• Initiate efforts to create subsidized kinship guardianship program as allowed by the Fostering Connections to Success and Increasing Adoptions Act of 2008.
  PSD is not offering subsidized kinship guardianship at this time.

• In June of 2010, a cross-divisional, multi-level pilot group of 30 CYFD professionals, along with 30 behavioral health and other related providers, commenced a three-year certification program of The Neurosequential Model of Therapeutics (NMT) with The Child Trauma Academy. NMT, designed by Bruce Perry, Ph.D., M.D., is a developmentally and trauma-informed, biologically- Respectful approach to working with at-risk children. This clinical approach helps professionals determine the strengths and vulnerabilities of a given child and create individualized intervention, enrichment and educational plans for children. Through the Project core competencies are identified and cadres of trainers and certified clinicians are developed.
  This activity is ongoing.

6. **Agency Responsiveness to the Community**

a. **Requirement:**

The State engages in ongoing consultation with tribal representatives, consumers, service providers, foster care providers, the juvenile court, and other public and private child- and family- serving agencies and includes the major concerns of these representatives in the goals and objectives of the CFSP; services provided under the CFSP are coordinated with services or benefits of other Federal or federally assisted programs serving the same population.

b. **Second Round CFSR Finding:** Substantial Conformity

c. **Strategies & 2012 Update:**

• Continue to staff a constituency response desk along with an inspector general position to receive and respond to constituency concerns.
  Ongoing

• Through the Native American Liaison, continue to work with the New Mexico Tribes and Pueblos to improve relationships with tribal state governments
  We have IV-E agreements with 11 tribes and Pueblos, and have worked during 2011 – 2012 to meet with those tribes to revise and update those agreements as well as with other tribes to negotiate new agreements. We also have an agreement for Title XX funding with the Navajo Nation. See additional information in the Section V below.
- Continue to participate on the Court Improvement Project Task Force, the interagency planning committee for the annual Children’s Law Institute, the State/Tribal Judicial Consortium, and other multi-disciplinary, multi-jurisdictional, and interagency organizations in order to identify and address the concerns of partners, constituents, and the community.
  
  **Ongoing.**

- Continue to work with Adelante to identify services needed by youth transitioning out of care; work with community providers and other agencies to ensure such services are available.

  *PSD supports and is actively involved with Leaders Unitng Voices, Youth Advocates of New Mexico (LUVYA-NM, formerly called Adelante), an organization of foster care youth and foster care alumni. Members of LUVYA-NM plan the annual Independent Living Conference, identifying topics for workshops and other activities. Youth are also involved in planning and participating in the Annual Children’s Law Institute. PSD collaborates with LUVYA-NM and other youth to improve outcomes for older children in care, focusing most recently on youth transitioning out of foster care and examining the needs of youth up to the age of 21.*

- Publicize and conduct public hearings whenever promulgating new or revised policy and whenever developing a new or revised plan, such as the 2009 - 2014 CFSP, the annual Title XX block grant plan, etc.
  
  **Ongoing.**

- Continue to participate in and make presentations at various community meetings and other events.
  
  **Ongoing.**

- Maintain the Piñon Project Advisory Group.
  
  **Ongoing.**

7. **Foster and Adoptive Parent Licensing, Recruitment, and Retention**

   a. **Requirement:**

      The State has implemented standards for foster family homes and child care institutions that are reasonably in accord with recommended national standards; the State complies with Federal requirements for criminal background clearances as related to licensing or approving foster care and adoptive placements and has in place a case planning process that includes provisions for addressing the safety of foster care and adoptive placements for children; the State has in place a process for ensuring the diligent recruitment of potential foster and adoptive families who reflect the ethnic and racial diversity of children in the State for whom foster and adoptive homes are needed, and the State has in place a process for the effective use of cross-jurisdictional resources to facilitate timely adoptive or permanent placements for waiting children.

   b. **Second Round CFSR Finding:** Substantial Conformity

   c. **Strategies & 2012 Status** (see also Section X):

      During this reporting period PSD was awarded a Diligent Recruitment grant. This multi faceted and transformative project will test new approaches to diligently recruit foster and adoptive parents, expand concurrent planning for all children in care for whom such planning is appropriate, and develop a customer service model for all protective services staff. Many of the activities included in the 2009 – 2014 CFSP will become incorporated into the efforts under this grant.
• Improve the design and deliver of pre-service training for foster and adoptive parents.
   During 2010 – 2011, RAFT, a new foster and adoptive parent pre-service curriculum was developed and pilot tested in two counties. In 2011 – 2012, this revised training was offered in the five counties targeted by the Diligent Recruitment project. RAFT will be expanded to five new counties in 2012 – 2013.
   In 2011 – 2012, a formal Training for Trainers was conducted for staff and contractors who will deliver pre-service training. Senior placement staff who are members of PSD’s certified trainer cadre were trained to mentor, monitor and certify these trainers, providing feedback and support to improve the quality and standardization of the training provided.

• Design, implement and train staff on new Safety Management Protocol, including redesigned safety assessment instrument and standardized safety plan. Protocol will include procedures for assessing safety in the event of referrals in foster homes which are not screened in as abuse/neglect but may indicate a policy violation or other problem.
   The new Safety Management practice was developed and finalized in early 2009, and staff and contractors were trained in the spring. Foster families were trained in the Safety Management practice at the Foster Parent Conference in the fall of 2010. The implementation process is ongoing. A protocol for assessing safety in the event of referrals in foster homes which are not screened in as abuse/neglect has been developed and procedures and FACTS reporting modified accordingly.

• Continue to develop and implement targeted recruitment activities aimed at recruiting African American, Hispanic, and Native American foster and adoptive families.
   Ongoing.

• Continue to provide the Annual Foster Parent and Adoptive Family Conferences and other opportunities for training and skill building.
   Ongoing.

• Identify and implement strategies to improve foster parent involvement as a member of the PSD treatment team.
   Ongoing.

• Enhance and utilize data collection and tracking systems to increase information about the children in foster care, the available foster and adoptive parents, the effectiveness of recruitment activities, the reasons why foster/adoptive parents leave the system, etc.
   Ongoing.

• Review and revise PSD policies and procedures as necessary to reflect changes in state and federal regulations and practice.
   In 2011, PSD staff worked with representatives of private child placement agencies and a member of the state legislature to amend the state’s Child Placement Agency Act. These amendments were essential to bring the law, which had not been amended in since it was originally passed over 10 years ago, up to date. PSD policies and procedures were revised accordingly.
V. COORDINATION WITH TRIBES

PSD, and indeed all of CYFD, is firmly committed to working collaboratively with the 22 tribes located in New Mexico, as well as with those tribes whose members come into the care of the agency. Perhaps the clearest indication of CYFD’s commitment to tribal consultation and collaboration has been the creation and support of the Native American Liaison (NAL) Program.

A. The Native American Liaison (NAL) Program

For the past several years, the CYFD Office of the Secretary has maintained a Native American Liaison (NAL) Program to implement the CYFD strategic plan relative to Native American issues and to ensure completion of specific assignments made by the CYFD Office of the Secretary in accordance with the Governor’s State-Tribal Agreement, Executive Order 2005-004, the NM State-Tribal Collaboration Act of 2009 and CYFD Tribal Communication, Collaboration and Consultation Policy (see below). The role of this program continues to be:

- to work cooperatively with the tribes to identify barriers to service delivery;
- to be a conduit for the major issues and concerns expressed by the tribes as services for children and families including, but not limited to child welfare, are developed and delivered to tribal members; and
- to provide a bridge with the tribal governments to foster a cooperative working relationship with the state.

Through the NAL, PSD works with the tribes to develop services and agreements that are responsive to the needs of tribal members. The NAL has provided support to PSD staff on a number of difficult ICWA cases with both in-state and out-of-state tribes and participated in ICWA training for PSD staff and ASFA/IV-E training for tribal court and social services personnel. The NAL has facilitated and mediated staffing sessions, provided contact information for out-of-state tribes, and assisted with tribal requests for home studies for off-reservation homes.

B. Intergovernmental Relationships

State and Tribal Consultation Protocol: The 2009 New Mexico State Legislature passed the State and Tribal Collaboration Act (STCA), which enhances government-to-government communication and collaboration between the state and tribal governments. The Act requires cabinet-level agencies to develop policies that promote communication and cooperation between the state and tribal governments and ensures that each of the 34 executive agencies permanently designates a tribal liaison. PSD has joined five other state agencies and the 22 tribes in signing a Tribal-State Consultation Protocol. This document defines and acknowledges a formal method for Tribal-State Consultation that meets the requirements of the STCA. Protective Services contributes to the annual STCA report each June, identifying key issues for American Indian children in the New Mexico child welfare system as well as key areas of collaboration.
ICWA Intergovernmental Agreement (IGA): On October 22, 2007, the Navajo Nation and CYFD signed the ICWA Intergovernmental Agreement (IGA). As required in the IGA, CYFD and the Navajo Nation conduct four quarterly coordination sessions annually. Examples of the topics addressed include difficult ICWA cases, foster and adoptive parent recruitment and retention, and Navajo adoption policies and procedures. In May 2011, the NAL negotiated a new ICWA IGA with the Pueblo of Tesuque. The IGA is seen as a model agreement in many ways. For example, the Navajo Nation has used the NM CYFD/Navajo Nation ICWA IGA as a template for their negotiations with the States of Arizona and Utah. Also, the State of Alaska Supreme Court ordered the Alaska child welfare agency to comply with the ICWA of 1978. The NICWA recommended that the Alaska Attorney General’s office contact NM CYFD for information on a model ICWA agreement.

Title IV-E Agreements: Eleven (11) tribes and pueblos have entered into Title IV-E Agreements with the State of New Mexico: Navajo Nation, Jicarilla Apache Tribe, and Taos, Picuris, Zuni, Acoma, Santa Ana, Cochiti, Nambe, Santa Clara and Pojoaque Pueblos. Through these Agreements, tribal social services may be reimbursed with federal Title IV-E funds for the care and support of eligible children in foster care in tribal custody. CYFD provides the required match for those federal funds. PSD assists tribes with eligibility determinations and provides training and technical assistance to JPA tribes on IV-E requirements in order to increase their utilization of IV-E funds. Templates have been developed for court orders for tribal courts incorporating the language required therein in order for a child to be determined IV-E eligible.

In the spring of 2012, PSD developed a revised draft of the Title IV-E Agreement and, with the NAL and the Director of Social Services for the BIA Albuquerque, began a series of meetings to renegotiate agreements with some tribes (Nambe and Picuris Pueblos and Jicarilla Apache Tribe) and discuss entering into agreements with Ohkay Owingeh and Laguna Pueblos. These meetings will continue during the coming year, with plans to meet with Acoma, Jemez and Santa Clara Pueblo social services and follow-up with the tribes visited this spring.

The Fostering Connections to Success and Increasing Adoptions Act of 2008: PSD and CYFD continue to support the Navajo Nation Division of Social Services’ (NDSS) efforts to develop and administer a Title IV-E program. CYFD supports the provision that Tribes may use every source of match that states are permitted to use and all other sources otherwise permitted by law currently including Tribal 638 programs, Tribal Self-Governance funds and BIA ICWA funds in the event a tribe decides to directly administer the Title IV-E program. In addition, CYFD personnel have met with Tribal representatives to provide training, resources and support as needed to assist the Nation in accessing direct Title IV-E funding. Additional training will be provided in August.

Other State-Tribal Agreements: Currently PSD has a contract with the Pueblo of Zuni to provide child welfare services, in addition to the maintenance payments allowable under their IV-E JPA. PSD also has an agreement with the Navajo Nation to provide a share of the state’s Title XX Social Services Block Grant fund to the Nation to offer child protective services. Most tribes in New Mexico currently receive federal IV-B funding, and PSD staff participate in the federal ACF Region VI annual conference for IV-B tribes.

C. Training and Collaboration

Over the past year, PSD staff members have met frequently and in various forums with numerous representatives of tribal social services to consult and collaborate on services for Indian children. Many of these meetings were at conferences such as the 2012 Annual New Mexico Indian Child Welfare and Protection Conference, discussed below, and the Region VI IV-B meeting. Other
consultation occurs in ongoing calls between a tribal social worker and the Title IV-E Unit tribal liaison in terms of various eligibility issues. In addition, PSD staff members attend the quarterly Navajo IGA meetings.

The tribal representatives with whom PSD has met this past year include Wilfred Yazzie, Irene Eldridge and Nancy Evans from Navajo Nation Division of Social Services; the Governor, Tribal Administrator, and Social Services staff from Laguna Pueblo; the ICWA Director, Tribal Court Judge, and Tribal Police Chief from Ohkay Owingeh; the Governor and ICWA Director from Nambe Pueblo; the Governor, ICWA Director, and Tribal Administrator from Picuris Pueblo, and several members of the Tribal Council and representatives of Social Services, Juvenile Justice, and law enforcement from the Jicarilla Apache Nation. In addition PSD also meets on occasion with Sandra McCook, Director of Social Services for the BIA Albuquerque Office. She serves as an informal liaison with tribal social services for most northern tribes. The Region VI Title IV-B Tribal meeting provided an opportunity to meet with representatives of several tribes, as did the Annual Indian Child Welfare and Protection Conference in March.

As indicated in the federal Program Instruction for this APSR, the state and tribes in the state receiving federal Title IV-B funds are expected to exchange copies of their Child and Families Services Plans. At the Region VI May meeting for NM Title IV-B Tribal programs, PSD staff discussed this requirement and informed representatives that the State’s plan was posted on the CYFD website. The Regional Office has copies of all tribal plans, and PSD will review those this year, beginning with the 11 Title IV-E JPA tribes.

**Title IV-E:** A staff member of the PSD Title IV-E Unit has been designated the primary contact for eligibility determinations and other questions and consultation regarding children in tribal custody. The PSD Title IV-E Unit Manager consults frequently with JPA tribes to ensure IV-E requirements are understood. Templates have been developed for court orders for tribal courts incorporating the language required therein in order for a child to be determined IV-E eligible. CDs have been made available at various meetings and conferences. We continue to pursue the possibility of meeting with Navajo judges and social services regarding IV-E requirements and expanding the tribe’s use of these funds.

**Chafee/ETV Services:** Indian children in the custody of the state are eligible for and receive the same services under the Chafee Foster Care Independence Program and the Education and Training Voucher program as other children in the custody of the state. Tribal youth are referred to and can access services from any of the Bureau’s Youth Transition Specialists. PSD staff meets with BIA Social Services and tribal representatives frequently.

**Child Welfare Training:** PSD has been stepping up its efforts to notify tribal social services personnel of the availability of relevant training events, including the extensive Basic Core training. As soon as it is finalized, the 2012 – 2013 calendar will be sent to each tribal social services office in the state. PSD participates on the Advisory Group for the CIP Cross-Training Grant, and, as such, works to ensure that tribal representatives are invited to all training events and topics are relevant to tribal social services and children’s courts. Tribal judges, prosecutors and social services personnel are always invited to the Annual Children’s Law Institute, and participation is typically high.

**Other Tribal Consultation and Collaboration Activities:**

- The NAL and PSD meet with Navajo Nation Social Services on a regular basis, with quarterly meetings specifically called for in the Intergovernmental Agreement (see below). The NAL participates in the BIA Tribal Social Services Quarterly meetings on ICWA coordination issues and concerns in order to jointly address children and family issues.
- The NAL is a participant in ICWA/CWL hosted monthly teleconference calls at which ICWA issues and concerns are discussed with fellow State Native American liaisons and resource staff from the CWLA, NICWA and others as invited. Issues
that have been recently discussed include: SACWIS access by tribes, adoption/recruitment best practices including the development of a “tool kit” for tribal and state staff; ICPC/ICWA issues; ICWA compliance reporting and sharing of reporting tools; federal children and family legislative updates; information and data sharing.

- The 2012 Annual New Mexico Indian Child Welfare and Protection Conference was held at the Buffalo Thunder Hotel and Conference Center at Pojoaque Pueblo in March. PSD was able to provide scholarships for registration fees for 80 staff to attend. This year overall participation increased over last year, but conference expenses were exponentially higher. Planners are considering moving the event to every other year. Key presentations at this year’s conference included plenary presentations on “Maintaining Native Languages: The Implications for the Healthy Children, Families and Communities,” and “Another Look at Indian Child Welfare” by Judge William Thorne. Workshop topics included California’s new Tribal Customary Adoption Law, gangs, teen dating violence, infant mental health, forensic interviewing, nurturing women and children beyond violence, and much more. Again this year the Children’s Justice Act Advisory Group funded a pre-session meeting for tribal leaders focusing on child welfare issues.

- PSD supports and participates in Region VI ACF training and technical assistance sessions for Title IV-B NM Tribal programs.

D. ICWA Compliance

Compliance with the Indian Child Welfare Act (ICWA) is a high priority for PSD, CYFD, and the State of New Mexico. In a 2011 program audit, New Mexico’s Legislative Finance Committee stated that PSD was in compliance with ICWA. ICWA requirements are included in PSD policies in many places, including an extensive section in Legal Services and specific references and requirements in Investigation, Permanency Planning, and Adoption Act Regulations. The New Mexico Children’s Code incorporates the provisions of ICWA into state law. Specifically:

- Notification of Indian parents and Tribes of State proceedings involving Indian children and their right to intervene: PSD Intake Policy (8.10.2.14 NMAC); PSD Investigation Policy (8.10.3.15 NMAC; 8.10.3.16 NMAC); PSD Legal Services Policy (8.10.7.27 NMAC); NM Children’s Code Abuse & Neglect Act 32A-4-6 NMSA 1978 (Taking into custody), 32A-4-22 NMSA 1978 (Disposition of adjudicated abused or neglected child);

- Placement preferences of Indian children in foster care, pre-adoptive, and adoptive homes: PSD Legal Services Policy (8.10.7.27 NMAC); PSD Permanency Planning Policy (8.10.3.11 NMAC); PSD Adoption Act Regulations (8.26.3.44 NMAC); NM Children’s Code Abuse & Neglect Act 32A-4-9 NMSA 1978 (Indian child placement preferences), 32A-4-21 NMSA 1978 (Neglect or abuse predisposition studies...), 32A-4-22 NMSA 1978 (Disposition of adjudicated abused or neglected child); Children’s Code Adoptions Act 32A-5-4 NMSA 1978 (Application of federal Indian Child Welfare Act of 1978), 32A-5-5 NMSA 1978 (Indian child placement preferences);

• Tribal right to intervene in State proceedings or transfer proceedings to the jurisdiction of the tribe: PSD Legal Services Policy (8.10.7.27 NMAC); NM Children’s Code Abuse & Neglect Act 32A-4-6 NMSA 1978 (Taking into custody), 32A-4-27 NMSA 1978 (Intervention; persons permitted to intervene).

ICWA compliance is documented in individual case records (in court reports, activities, narratives, etc.), but data are not available in a manner that can be pulled out of FACTS and aggregated. PSD ensures compliance with ICWA through staff training, supervision, Quality Assurance reviews and ongoing meetings with tribal representatives. According to previous monitoring, as verified by the Legislative Finance Committee in their June 2011 report, PSD performance in terms of identifying Indian children, notifying the tribe and meeting ICWA placement preferences whenever possible is consistently quite good. However, through our ongoing consultation with tribes, we are aware anecdotally that there are occasional challenges in terms of notification and communication with tribes.

We will continue to address ICWA compliance through training. ICWA is included in the legal module of Basic Core, and currently PSD is in the final development of a 90-minute introductory e-learning course on ICWA. This course will be available to all staff and will be required as a component of pre-service training for all new employees. PSD County Office Managers will be encouraged to invite representatives from neighboring tribes to joint meetings with PSD staff to view the e-learning and discuss respective roles and responsibilities and future collaboration and cooperation. Access to this e-learning will also be provided to tribal representatives on request. In addition, the NAL and PSD staff provide training on ICWA compliance upon request.

E. Plans for 2012 – 2013

PSD has identified several primary goals for the next year. These goals reflect issues raised in various formal and informal meetings with the NAL, tribal representatives, PSD priorities and directions, federal directives and regulations, the Tribal-State Consultation Protocol, and more. The NAL will be an important partner in these goals and activities.

Training:

• Develop an e-learning component of Basic Core on ICWA compliance.  
  This e-learning course is in final development and by the summer of 2012 will be a required part of Basic Core. It will also be available to all staff, and will offer Continuing Education credit, with specific credit in cultural competence which is now a requirement for social work licensure in New Mexico. As noted above, PSD County Office Managers will be encouraged to invite representatives from neighboring tribes to joint meetings with PSD staff to view the e-learning and discuss respective roles and responsibilities and future collaboration and cooperation.

• Notify tribal social services and court staff of all PSD training and encourage their participation. Explore with the PSD Training Advisory Committee the possibility of inviting tribal social services personnel to participate in PSD’s Basic Core.  
  Tribal staff are welcome to participate in any and all of PSD’s training, and general invitations are repeated at each conference and meeting PSD attends. Tribal social service staff have participated in PSD Basic Core training, and there is interest in tribal representatives participating in PSD’s training for trainers for foster parent RAFT and other pre-service training.

• Provide technical assistance (TA) to tribes preparing to seek direct IV-E funding as requested. (see next item)
• Provide training and technical assistance on IV-E requirements on an ongoing basis to tribes with IV-E JPAs and those interested in IV-E JPAs. Seek the participation of the Indian Child & Family Resource Center, the American Indian Law Center, the Children’s Law Center, the BIA Social Services, the NAL, National Child Welfare Resource Centers, the Native American Training Institute and tribal representatives in the development and delivery of training and TA.

PSD provides TA to tribes, both those with IV-E agreements and those interested in agreements, and this process will be expanded in 2012-2013. For the past two years, we have intended to visit each IV-E tribe and identify barriers which are limiting the numbers of children being found eligible for IV-E reimbursement; however staff shortages in the IV-E Eligibility Unit precluded these meetings except on a sporadic basis until spring of 2012. We will continue that effort in 2012 – 2013, as discussed above. In informal conversations to date, these barriers include concerns about sovereignty, difficulties recruiting and licensing foster care providers, and, more specifically, difficulty getting the required language included in court orders.

• Respond to tribal requests for training and technical assistance whenever possible. This is an ongoing activity.

• Provide information to tribal social services programs to ensure their awareness of the State’s IV-E Social Work Student Stipend Program.

Through this program, qualified and accepted students may receive stipends to pursue social work degrees at four New Mexico Universities. Their payback obligation (18 months for each year a stipend is received) may be met through child welfare related work at tribal social services agency. University social work programs, especially the NMHU program’s Farmington campus and the WNMU program’s Gallup campus, actively recruit Native American students. We will continue to work with the Universities to get this information to tribal social services.

• Make PSD offerings of PRIDE and RAFT foster parent pre-service training available to tribally licensed foster parents in tribes with IV-E agreements with the state.

A Memorandum of Information was distributed to PSD placement staff in 2010 directing them to notify IV-E staff of the schedule of upcoming PRIDE/RAFT trainings. A reminder will be sent out in 2012.

• Provide training and technical assistance to BIA tribal social workers on PSD safety assessment tool and safety management model.

PSD was provided initial training and technical assistance in July 2010.

IV-E Joint Powers Agreements:

• Support the tribes with IV-E JPAs through training, technical assistance (as described above) and consultation to assist those tribes in more effectively utilizing IV-E resources.

• Work with other tribes to develop additional JPAs.

• Visit tribal leaders, judges and social services staff in each of the tribes with IV-E JPAs annually to work with them to identify barriers to IV-E eligibility, training and technical assistance needs, challenges in working with the state, etc.
PSD frequently provides training TA to tribes, both those with IV-E agreements and those interested in agreements. We have planned for the past few years to expand this process, but staff shortages and resources limitations have delayed that effort. We will expand the process in 2011-2012

Consultation and Coordination:

- Continue to sponsor Indian Child Welfare & Protection conferences.
  The June 2012 Indian Child Welfare conference was a collaborative effort between CYFD, the Bureau of Indian Affairs Southwest Region, New Mexico Tribes, New Mexico State University, and hosted by Pojoaque Pueblo. The conference has been expanded to include increased youth participation as well as increased involvement of judges, attorneys, and advocates.
- Participate in quarterly IGA meetings with the Navajo Nation, quarterly BIA Social Services meetings, federal meetings with IV-B tribes and other federal consultation with tribal social services. 
  This participation is ongoing.
- Tribal participation will be invited and facilitated in all phases PSD's Implementation Center project.
  Tribal participation is an integral part of the Implementation Center project. Tribal child welfare directors are actively engaged in this project and are at the table participating in trainings and work groups. CYFD's Native American Liaison is also a participant in the process.
VI. HEALTH CARE SERVICES

A. Background & Overview

New Mexico continues to report many accomplishments and strengths in terms of health care, including behavioral health and dental health, and has developed some strategies to address some acknowledged challenges.

- PSD retains the services of a forensic pediatrician as Medical Director. The Medical Director provides training on the detection of abuse and neglect and the impact of severe abuse on the child victim. She is available to PSD staff for consultations related to meeting the ongoing physical needs of children and to assist with identification of specialists, as needed.

- PSD performance on Well-Being Outcome 3 improved somewhat over last year (from 60% to 64%) and improvements were seen in terms of both Item 22 (health needs) and Item 23 (behavioral health needs), however we still fall short of our 2012 targets. We anticipate the development of behavioral health Core Service Agencies (see Part B below) will result in significant improvements in terms of our ability to address the behavioral health needs of children in care, including those related to emotional trauma.

- We continue to work to increase the percentage in which EPSDTs were completed within 30 days of custody.

- PSD is fortunate to have access to physicians and other medical professionals to consult with the agency both in terms of individual children and in terms of changes needed in the overall service system. There are clinics in Albuquerque that provide comprehensive services to foster children and youth. At the stage of an abuse/neglect investigation, the Child Abuse Response Team (CART) provides psychological evaluations and comprehensive physical exams, including dental. CART is at the University Hospital and can be used by other counties if the youth is sent to Albuquerque; it is essentially a trauma team. Dental services can be rather limited, but there are traveling dental clinics (not limited to foster children) in Chavez, Doña Ana, and Santa Fe Counties. Routine health care is generally accessible statewide, but for certain specific needs, individuals have to travel to Albuquerque.

- PSD remains involved with the Behavioral Health Purchasing Collaborative (BHPC). PSD and OptumHealth (the single state entity for behavioral health services) have established and maintain a regionally based graduated case staffing (triage) process to provide care coordination for children in the foster care system. CYFD/PSD and OptumHealth are currently working on implementing a process to provide for timely behavioral health assessments for children when they first enter foster care. Assessment results could be used to ensure the timely provision of services and to enhance placement stability. CYFD/PSD data staff are collaborating with OptumHealth to exchange data in the pilot area of Bernalillo County to analyze and characterize behavioral health services received by children involved with the child welfare system who are receiving high levels of behavioral health services for the purpose of identifying what types of community based wraparound services could be utilized to reduce level of care while still meeting the child’s behavioral health needs.
B. Plans for 2009 – 2014

1. Initial and Follow-up Health Screenings, Treatment of Health Needs, Updated Medical Information

PSD Permanency Planning procedures require the child have a complete physical examination (EPSDT screening) within the first 30 days of custody. Procedures continue: “Each child in out-of-home placement receives scheduled routine medical care, dental care, eye care, or psychological services, as needed. For Medicaid eligible children, the investigation or treatment worker coordinates care with the child’s primary provider. Information regarding the child’s medical, dental, eye care or psychological status is documented on the Medical Profile tab in the Medical window in FACTS and is updated at least every six months to reflect the medical status. Hard copies of records are maintained in the hard file as well as provided to the substitute care provider.” PSD follows the EPSDT schedule for routine medical care.

In addition, the May 2011 FACTS release improved functionality in the medical window, including modifications to alert worker to the schedule and provide for better tracking on identified health care needs. PSD has also worked with Department of Health (DOH) to be able to access DOH immunization records for children in foster care and to be able to import those records into the foster care record. Access will better ensure that children in foster care received the appropriate protection, minimize or reduce duplicate vaccinations and identify previous health care providers.

Placement Services procedures require:

- There shall be a designated licensed physician and dentist for each child, so that a coordinated plan of care is assured.
- Foster parents shall obtain medical attention for any sick or injured child. Foster parents, in their role as an adjunct representative of state government, shall not rely solely on spiritual or religious healing for children.
- Foster parents shall maintain copies of all educational and medical documents related to the foster child in a traveling medical and educational file that shall remain with the child if the child is moved.
- The permanency planning worker (PPW) ensures that the foster family is obtaining medical attention for any sick or injured child and that the family is meeting the child’s ongoing health care needs such as well child checks.

Challenges & Strategies:

- Foster parents do not consistently maintain and update traveling files. Foster Parent Liaisons and other staff will continue to work with foster parents, providing supplies if necessary and available, to monitor and emphasize the importance of this responsibility.
- Current compliance with the requirement of EPSDT screenings within 30 days has dropped from our baseline of 54.7% to 35%. As a Well-Being Strategy (see Section IV), PSD will continue to monitor the timeliness of referrals for EPSDT and develop a plan to improve timeliness as needed. EPSDT referral data has been incorporated into the County 360° Reports. In addition, quarterly monitoring has been developed to provide a real-time check of EPSDT referrals. This process involves notification at the county office level of the EPSDT status for all children entering care in the past quarter. PSD is concerned about the reduction in the percentage of children who have received timely initial examinations. Efforts will be made in this next year of the CFSP to determine whether this reduction reflects a lack of documentation, practice issues in terms of referring children and/or access issues.

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2. **CSAs: An Approach to Monitoring and Treating Emotional Trauma Related to Maltreatment and Removal**

Over the coming years, PSD is looking to the ongoing development of Core Service Agencies (CSAs) as one of the most significant infrastructure initiatives to monitor and treat emotional trauma related to maltreatment and removal from home. Initial rollout is expected in September 2012.

By designating these multi-service agencies as points where children with intensive needs may enter the system, comprehensive care (in "system of care" fashion with wraparound and recovery approaches) can be facilitated. In partnership with consumers, families and existing non CSA providers, CSAs can weave in existing services, bridge treatment gaps and promote the appropriate level of service intensity, all while ensuring that community support services are integrated into treatment. More importantly, they are the single point of accountability for identifying and coordinating a targeted client's behavioral health, health and other social service needs. Among the principles currently guiding the development of CSAs are:

- Services should be provided in the least restrictive environment. Early identification of behavioral health issues and services provided in the biological parent’s home or foster home are preferable.
- Children in PSD custody will be referred within 10 days of custody being granted to the department.
- PSD assumes that most of the children in custody will meet eligibility criteria as determined by a Criteria Checklist for Severely Emotionally Disturbed Children. At-risk SED determination is based on the age of the individual, involvement in children’s services systems, and psychosocial stressors.
- The intent is that our children are assessed for need early in their involvement with Protective Services. Services that address not only their behavioral health but also physical, developmental and educational needs are provided in the least restrictive environment.
- Children should experience placement stability, as the foster parents are provided with services to address their needs. Early identification will result in intervention, so children are better prepared to reunify with their parents or achieve permanency.

3. **Oversight of Prescription Medicines**

New Mexico’s protocol for the oversight of psychotropic medication is currently being developed on three levels: Case/Individual Level; PSD Systems Level; and Oversight. On the individual level, the Permanency Planning Worker, as the legal guardian, in consultation with his/her supervisor is responsible for providing informed consent and ensuring that youth over the age of 14 have received the necessary information for informed assent. A form is being developed that physicians will need to complete at each appointment for documentation purposes. The FACTS system has the capacity for all medications prescribed for a child or youth to be documented electronically in their records. Data fields include: medication name; prescribing physician; dose; frequency; date began; and date ended as well as who was completing the documentation and the date the documentation was entered into the record.

On the PSD systems level, policies and procedures are being developed related to frequency and type of documentation and involvement of biological families as appropriate in the consent process. Training will be developed for staff on both the policies and
procedures as well as content on the types of psychotropic medications and their side effects, the overall monitoring protocol, and
documentation requirements.

On the oversight level, PSD, in collaboration with OptumHealth, the statewide managed care organization for behavioral health, has
identified three “red flag” criteria that will be used in our oversight protocol: two or more psychotropic medications of the same class;
three or more psychotropic medications overall; and any psychotropic medication use for children under the age of 5 years. Other
questions that the protocol will address include the following:

- What other types of interventions have been attempted prior to placing a child on psychotropic medication?
- What other types of interventions are being implemented simultaneously to psychotropic medications?
- How does the system monitor off label uses of psychotropic medications?
- How will the system address the issue of non-psychiatrist prescribing of psychotropic medications (e.g., family practice
  physicians)?
- How will the system address issues if a case receives a “red-flag”?
- How will the system address “problem prescribers” if any are identified?

As directed in ACYF-CB-PI-12-05, The State’s protocol must address:

- **Comprehensive and coordinated screening, assessment, and treatment planning mechanisms to identify children’s mental
  health and trauma treatment needs (including a psychiatric evaluation, as necessary, to identify needs for psychotropic
  medication).**

  New Mexico’s behavioral health system includes Core Service Agencies in every region of the state that include screening,
  behavioral health evaluation, and treatment. Treatment services include psychiatric services, psychotherapy, crisis services,
  and comprehensive community support services. All children and youth who come into foster care will be referred for a
  behavioral health screening within 72 hours of entering custody to assess for signs of trauma and appropriateness for other
  services including psychotropic medications.

- **Informed and shared decision-making (consent and assent) and methods for ongoing communication between the prescriber,
  the child, his/her caregivers, other healthcare providers, the child welfare worker, and other key stakeholders.**

  Youth over the age of 14 have the right to consent to or refuse medication in the state of New Mexico. The identified legal
  guardian, the Permanency Planning Worker, has the legal authority to consent to prescription medication, including
  psychotropic medication. Best practices include that all parties on the child or youth’s team receive informed consent and
  participate in shared decision-making.  This includes foster parents, biological family, and other service providers.

- **Effective medication monitoring at both the client and agency level.**

  At the client level, PSD’s FACTS system has the necessary fields to identify all psychotropic and other medications that
  children and youth have been prescribed. Although reports have not been developed at this time to monitor psychotropic
  medication usage on the client and agency level, the capacity to do so exists within the SACWIS system.

- **Availability of mental health expertise and consultation regarding both consent and monitoring issues by a board-certified or
  board-eligible Child and Adolescent Psychiatrist (at both the agency and individual case level).**
Within PSD, there are no board-certified or board-eligible child and adolescent psychiatrists. Within CYFD, Juvenile Justice Division there is one who works at the state juvenile detention facility. In addition, there is a board-certified child and adolescent psychiatrist who works with University of New Mexico in their Consortium for Behavioral Health Training and Research who has stated that he is willing to assist in providing mental health expertise and consultation to the process of psychotropic medication and oversight in New Mexico’s child welfare system. All of the regional Core Service Agencies in the state that serve children are required to provide psychiatric services but are not required to have a board-certified or -eligible child and adolescent psychiatrist.

- **Mechanisms for sharing accurate and up-to-date information related to psychotropics to clinicians, child welfare staff, and consumers. This should include both data sharing mechanisms (e.g., integrated information systems) and methods for sharing educational materials.**

A comprehensive training plan is being developed so that child welfare workers are aware of the protocol as it is implemented and so that they have a basic understanding of the types of psychotropic medications and their uses. Core training for new workers will also be revised to include information on psychotropic medication. Educational materials on psychotropic medication uses and possible side effects will be developed and made available in each county office as well as our internal intranet for workers use and information. The medical icon in the New Mexico SACWIS system has a link to the federal Food and Drug Administration’s website so that workers may look up information on any medication on which they might need information.

4. **Continuity of Health Care, Medical Home, Consultation with Physicians and other Professionals**

- In this next year of the CFSP, PSD anticipates amending agency Permanency Planning policy and procedures to require health care continuity for children in foster care. Health care continuity recognizes the importance of maintaining consistency in a child’s primary physician/clinic in achieving positive outcomes for children, including but not limited providing continuity in care and protection from missing needed services, as well as limiting potential duplication of services. Continuity of health care providers also allows for children to develop a relationship with their providers and creates a foundation for active involvement in their health care and health care decisions.

Current efforts to ensure continuity of health care and consultation with health care providers include:

- Currently, PSD primarily consults with physicians and other health care professionals on a case-by-case basis.
- Many county offices meet with Family Infant Toddler Program (Early Intervention Services) staff on a regular basis, typically quarterly, to ensure service delivery to families, refine the referral process as needed, and to access training for staff.
- Community provider are invited (and often attend) Family Centered Meetings (FCMs).
- As mentioned above, PSD has a full-time Medical Director available for staff training and consultation related to meeting the needs of children.
Challenges & Strategies:

Clearly PSD has policy and many practices in place to assure the availability and coordination of services to meet the behavioral, physical, and dental health needs of children in our care. However, we recognize that this is still a work in progress and there is a potential for continued improvements to our practice.

5. Health Care Issues in Youth Transition Plans

PSD Youth Services procedures comply with provisions of P.L. 111-148, the Patient Protection and Affordable Care Act, which require states to provide information about the importance of designating another individual to make health care treatment decisions on behalf of the child if the child becomes unable to participate in such decisions and the child does not have, or does not want, a relative who would otherwise be authorized under State law to make such decisions, and provides the child with the option to execute a health care power of attorney, health care proxy or other similar document recognized under State law. In addition to the amendments to procedures, PSD has provided training on the new requirement to our Youth Transition Specialists. The amendment to procedures and training of appropriate staff were completed by October 1, 2010.
VII. DISASTER PLANNING

A. Background & Overview

In response to the requirements of the Child and Family Services Improvement Act of 2006, PSD developed the Protective Services Statewide All-Hazard Emergency Response Plan. The plan, which was submitted to ACF in September 2007, was consistent with the National Response Template, the National Incident Management System, FEMA planning guidelines, and the State of New Mexico’s All-Hazard Emergency Operations Plan and followed the suggestions provided in Coping with Disasters and Strengthening Systems: A Framework for Child Agencies as well as models from other states (particularly Washington and Delaware).

The plan has been only minimally revised since it was originally submitted. The PSD Plan has two inter-related and equally important components: local and statewide. Together these processes will assure:

- continued services for children in state custody and for new cases caused by the disaster,
- ongoing communication with workers displaced because of the disaster,
- preservation of essential program records, and
- coordination and information sharing with other states.

State Planning: The PSD Statewide All-Hazard Emergency Response Plan addresses all phases of emergency preparedness, including prevention, response, and recovery (or, as organized in Coping with Disasters and Strengthening Systems, before, during and after a disaster). The plan is considered a work in progress, constantly changing in response to new hazards, new technologies, and new state and federal emergency response initiatives.

Local Planning: In New Mexico, and across the country, it is understood that almost all emergency response takes place at the local level. Every county in the state has a Local Emergency Manager, and many counties also have multi-disciplinary local planning committees. In April 2006, each PSD County Office Manager (COM) designated a representative to serve as a liaison between PSD and the local emergency management system. These PSD liaisons help inform state-level planning activities and serve as points of contact for the dissemination of emergency planning information, including checklists for foster families for emergency preparedness and resources made available through National Resource Centers and other sources. Each liaison was provided a copy of Coping with Disasters and Strengthening Systems: A Framework for Child Agencies for additional information and direction.

Since May 2009, a modification to the FACTS system now allows emergency contact information for staff, parents, and foster parents to be entered into and maintained in the system. The system provides for up to three contacts, including names, addresses, email addresses, and phone numbers. PSD Child Placement Agency policy has been revised to require these agencies to develop and maintain emergency response plans, including provisions for locating children and care providers in the event of an emergency. PSD practice requires foster care providers to provide their local PSD office with contact information for at least three locations where they will relocate in the event of an emergency.
**B. Plans for 2012 – 2014**

CYFD has recently reestablished its Departmental Emergency Response Planning Committee, and the PSD Policy, Training, and Federal Reporting Bureau Chief represents PSD on that group. The emergency response planning process has been a low priority for PSD in recent years. The reestablishment of this Departmental group will invigorate the process. Among those activities which need attention in the next few years are:

- Work with county offices to build or update a database contact information for where staff will relocate in the event of an emergency. Make sure this information is included in FACTS.
- Work with regional Placement Supervisor 2s to:
  - ensure foster parent emergency contact information is entered into FACTS and maintained regularly;
  - assist placement and central office staff in building and maintaining regional registries of volunteer foster care providers in the event alternative placements are required.
- Follow up with private Child Placement Agencies, licensed by PSD, to ensure their agency Emergency Response Plans are developed and meet PSD criteria.
- Cooperate with the Regional Office in response to existing and emergent disaster situations, such as was required in response to the recent H1N1 event.

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*The plan seems to work…*

The early summer wildfire season has hit New Mexico hard again this year, and the impact on families, communities, and our natural resources has been devastating. However, the “Little Bear” fire in Ruidoso, the worst in terms of its impact on New Mexico families, has provided us a case study in the effectiveness of our emergency planning. The County Office Manager from that area has been able to account for all children in PSD custody and their foster care providers, including one family which tragically lost its home and others who have been evacuated. All PSD staff have also been accounted for!
VIII. DEMONSTRATION WAIVERS

New Mexico is not currently involved in any child welfare demonstration waivers.

IX. MONTHLY CASEWORKER VISITS

Data regarding monthly caseworker visits are included in Section XIX.C below.

Current PSD policy requires that the caseworker visit each child in custody in his/her placement at least monthly to assess the placement for appropriateness in meeting the child’s needs and safety.

Activities completed and planned to support monthly caseworker visits with children in foster care include:

1. Twenty additional Client Service Agent (CSA) positions were transferred to PSD in the fall of 2007. These CSAs will continue to assist permanency workers with various tasks, making monthly visits more manageable for the worker.

2. Management reports were developed in 2007, enabling the state to produce baseline data regarding the frequency and location of visits and track visits on a monthly and quarterly basis. Reports were revised in 2008 to include children on runaway status in the calculations. Reports were again revised in 2009 according to federal direction.

3. Training on effective caseworker visits was developed and delivered statewide during 2007-2008. Additional training may be provided to improve the quality of these visits.

4. Visitation guidelines will be incorporated into revised Permanency Planning Procedure by December 2012.

5. The Speakwrite technology that was piloted in 2007 in three county offices within the state has been expanded to other areas. This technology enables case workers to dictate information related to case work activities from any location using a cell phone, thereby making more time for them to conduct face-to-face visitation with the child in the child’s place of residence. The ability to dictate information from any location allows prompt documentation of visits which may result in more thorough accounting of the visit.
X. FOSTER & ADOPTIVE PARENT RECRUITMENT & RETENTION

During the five years of New Mexico’s previous Child & Family Services Plan, PSD made considerable progress in terms of recruitment and retention of foster and adoptive parents. As noted in the final APSR for that period (2008 – 2009), and summarized briefly in Section II.B above, PSD has regionalized and focused its recruitment efforts, significantly expanded its support services for foster and adoptive families, and is in the process of refining and improving staff and foster/adoptive parent training.

These accomplishments represent a significant new direction and support PSD’s efforts to move from a medical model to a resiliency and strengths-based model, providing families the support they need to promote the safety, permanency and well-being of children in their care. In October of 2010 New Mexico was awarded a five year diligent recruitment grant to support and strengthen our efforts in recruiting and retaining foster and adoptive parents. We have partnered with the Adoption Exchange to implement the Step Up Diligent Recruitment initiative. This multi-faceted and transformative project will test new approaches to diligently recruit foster and adoptive parents, expand concurrent planning for all children in care for whom such planning is appropriate, and develop a customer service model for all protective services staff.

There has been significant progress made in developing and implementing a customer service model in each of the five transformation counties. We have done a great deal of work in understanding how our staff and stakeholders feel about our current delivery of customer service. We have done this by surveying current and past foster parents, prospective foster parents and staff. We have conducted listening tours with staff and foster parents in all five counties and based on this information, we have a good place to begin to improve our customer service to be better able to recruit and retain our foster families.

Our work in concurrent planning remains slow, but we are committed to finding strategies that are sustainable given our challenges with concurrent planning over the last 10 years.

We are enthusiastic about the house party recruitment model that has been developed as part of the grant. The first parties were held in the month of May. The parties are to be held by current or past foster or adoptive parents who can invite people to their home who are part of their community of support. The idea is that if a group of people enter the process together who already have a foundation of support, they will be better able to support and mentor each other through the process and through placement.

While we are proud of our accomplishments and committed to continuing these efforts, we are also cognizant of the challenges we still face in terms of providing safe and stable placements for our children. The need for additional foster homes is dire in most counties. We have tried strategies where we immerse the county in recruitment activities for a couple of weeks, including media, community outreach, Heart Gallery openings etc. While this has been hugely successful in creating inquiries, we are still getting a very low number of people that are becoming licensed.

We are not meeting our target in terms of the number of available adoptive homes, but we continue to exceed our target in terms of adoption disruption rate. Although the percentage of children in care less than 12 months with no more than two placement settings has declined somewhat (from 87% to 80%), we still meet our target of 65%. We have not yet met our target for number of foster parents who have been licensed for two or more years. Our plan is to systemically look at our usage patterns for our licensed families.
(for example, are we using all our families efficiently and appropriately) and the reasons why those who leave the system choose to do so were modified in accordance with the activities of the Step Up Diligent Recruitment initiative.

Specific outcomes, objectives, targets, and strategies for recruitment and retention of foster and adoptive parents are presented below. Other objectives, targets, and strategies related to ensuring the safety, permanency and well-being of foster and adoptive children are included in Section IV (Child Welfare and PSSF Goals, Objectives, and Strategies).

**PSD’s goal is to provide safe and stable foster and adoptive placements for children in PSD custody.**

**Outcome 1:** To increase the number of foster and adoptive homes available in the state in order to provide the most appropriate placements for children who cannot safely remain in the home or be returned home.

**Outcome 2:** To provide services and supports to foster and adoptive families to enhance their ability to meet the needs of children in their care.

**Outcome 3:** To increase the participation of foster and adoptive families as integral members of the protective services team.
## A. Foster/Adoptive Family Objectives, Baseline Data, and Targets

<table>
<thead>
<tr>
<th>Objective</th>
<th>Baseline</th>
<th>Target</th>
<th>2012 Status</th>
<th>Discussion</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Outcome 1:</strong> Recruitment &amp; retention: increase the number of foster and adoptive homes available in the state</td>
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</tr>
<tr>
<td>By June 30, 2014, the number of PSD licensed foster homes will be equal to 60% of the number children in custody. Source: PM02A01</td>
<td>52.9%</td>
<td>60.0%</td>
<td>52.9%</td>
<td>PSD has determined that a practical target for number of foster homes is 60% of the total number of children in custody. This takes into consideration the number of children in sibling groups (for whom placement together is prioritized) and the children who require placement in a privately licensed therapeutic foster home or residential program.</td>
</tr>
<tr>
<td>By June 30, 2014, the number of available (“waiting”) adoptive homes will double from the 2009 baseline. Source: PM02A01</td>
<td>100 (est.)</td>
<td>200</td>
<td>124</td>
<td>PSD has determined that a practical target for number of available adoptive homes is 200, given a relatively constant number of children awaiting adoption. This takes into consideration the continued emphasis on finding adoptive placements for older children and youth.</td>
</tr>
<tr>
<td>By June 30, 2014, 70% of foster parents will have been licensed for two or more years. Source: FACTS PM02A01</td>
<td>67.2%</td>
<td>70%</td>
<td>54.0%</td>
<td>Within the parameters of the diligent recruitment project, PSD will continue to identify reasons why foster parents don’t renew licenses, as well as patterns of placement and reasons why some placement resources may be underutilized, in order to develop strategies for retention and to ensure efficient management of placement resources.</td>
</tr>
<tr>
<td>Objective</td>
<td>Baseline</td>
<td>Target</td>
<td>2012 Status</td>
<td>Discussion</td>
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<tr>
<td><strong>Outcome 2: Improve placement stability by providing services and supports to foster and adoptive families</strong></td>
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</tr>
<tr>
<td>By June 30, 2014, 95% of the children placed in a home for the purpose of adoption will not experience a disruption in that placement. Source: FACTS SM10A01</td>
<td>90.1%</td>
<td>95%</td>
<td>NA*</td>
<td>For the past two years, PSD has provided family support services to foster families with children in custody. As of July 2013, in an effort to target services to those at most risk, family support services will be provided to parents and secondary caregivers, including foster parents, who have a child age 0 to 5 who is at risk of abuse or neglect. In addition, PSD continues to provide post-decree family support services through the FIESTA Program. This statewide program includes Family activities, Information, Education, Support groups and Training for Adoptive families.</td>
</tr>
<tr>
<td>By June 30, 2014, 64.5% of the children in out of home placement for 12 months or less will have no more than two placement settings in the current out of home placement episode. Source: FACTS SM0907</td>
<td>59.6%</td>
<td>64.5%</td>
<td>79.6%</td>
<td></td>
</tr>
<tr>
<td><strong>Outcome 3: Enhance the skills of foster and adoptive families and increase their involvement with PSD</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>At least 350 foster parents will attend the Annual Foster Parent Conference each year. Source: NMSU registrations</td>
<td>350</td>
<td>350</td>
<td>350 est</td>
<td>PSD believes that increased training and professional development opportunities will result in fewer adoption and foster care disruptions and increased placement stability. It is also believed that the provision of such services will increase foster/adoptive parent satisfaction and retention. A new model of recertification training for foster and adoptive parents was implemented in FY 10. Each year the foster parent conference kicks off the new training requirements, which mandate that 6 of the 12 hours of training are prescribed by PSD. We continue to monitor and evaluate the effectiveness of this training model.</td>
</tr>
<tr>
<td>At least 250 adoptive family members will attend the Annual Adoptive Family Conference each year. Source: NMSU registrations</td>
<td>150</td>
<td>150</td>
<td>100 adults 94 children</td>
<td></td>
</tr>
</tbody>
</table>

* due to a 100% vacancy rate in PSD’s Research & Evaluation Bureau, this rate is not available at this time; however, it is assumed it will be similar to the rate reported last year, 98.5%.
### B. Strategies for 2012 – 2014

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Target Dates</th>
<th>2012 Status</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Outcome 1: Recruitment &amp; Retention Strategies</strong></td>
<td></td>
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</tr>
<tr>
<td>Collect and analyze data concerning the demographics of children in foster care and the demographics of foster and adoptive parents.</td>
<td>Ongoing</td>
<td>Ongoing. This monitoring may be modified and/or intensified in the transformation zones selected for Step Up Diligent Recruitment efforts.</td>
</tr>
<tr>
<td>Collect and analyze data on foster-adoptive parent inquiries, including inquiries received at recruitment events and other activities and the number of inquiries by ethnicity.</td>
<td>Ongoing</td>
<td>Ongoing.</td>
</tr>
<tr>
<td>Based on the data collected above and input from placement staff, create a pilot program in at least four counties most in need of families. This program will include targeted advertising, and, at least in some counties a direct mailing program.</td>
<td>June 2012</td>
<td>In February 2012, PSD implemented a recruitment campaign in Valencia County that was supported by both the Governor and Cabinet Secretary. The campaign resulted in approximately 200 inquiries regarding becoming a foster or adoptive parent. Because of the Governor’s support of this campaign, we have seen an increase in foster/adoptive parent inquiries throughout the state.</td>
</tr>
<tr>
<td>Develop and implement regionally based targeted outreach and recruitment activities to reach Native American, African American, and Hispanic populations.</td>
<td>Ongoing</td>
<td>Ongoing.</td>
</tr>
<tr>
<td>Maintain the “Heart Gallery” to promote general awareness of the need for adoptive and foster families and to recruit for hard to place children. Those efforts will include adoption events, teen specific adoption events, gallery openings etc.</td>
<td>Ongoing</td>
<td>Ongoing. In 2012, a permanent Heart Gallery was installed in the Governor’s Gallery in the State Capital building.</td>
</tr>
<tr>
<td>Establish and maintain partnerships with faith based organizations for recruitment of foster and adoptive parents.</td>
<td>Ongoing</td>
<td>Ongoing. Research the possibility of creating a Memorandum Of Understanding (MOU) between CYFD and the Aspen Project to increase to number of foster homes in the state. We will be looking at similar models in other states. We have held Heart Gallery openings at several Calvary Church locations throughout the state.</td>
</tr>
<tr>
<td>Strategy</td>
<td>Target Dates</td>
<td>2012 Status</td>
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<tr>
<td>Use the recommendations of the Adolescent and Adoption Resource team to develop and monitor child specific recruitment plans for children needing adoptive families and or older youth.</td>
<td>Ongoing</td>
<td>In October of 2011, the Adolescent and Adoption Resource team program was eliminated. This strategy will be dropped.</td>
</tr>
<tr>
<td>Create and implement procedures to screen applicants prior to studying the family to ensure that we are licensing families who will be able to parent children from the child welfare system.</td>
<td>Procedures developed June 2010</td>
<td>Completed. This strategy will be dropped.</td>
</tr>
<tr>
<td>Coordinate a review of the reasons foster parents leave the system and develop strategies to address those reasons.</td>
<td>Study completed 12/10; plan developed June 2011</td>
<td>In 2011, the Diligent Recruitment Grant provided resources for collecting data statewide on reasons for foster parenting leaving the system. The data was distributed to all PSD management. As a result of this data, customer service training was developed and delivered to the DR counties.</td>
</tr>
<tr>
<td>Standardize a practice of conducting county-level meetings between PSD staff and foster parents to improve foster parent retention and recruitment and resolve issues between staff and foster parents.</td>
<td>December 2010</td>
<td>Effective July 1, 2012, a contract with La Familia will take effect which provides facilitation of meetings and mediation between PSD staff and foster parents. This will be implemented in six counties (Curry, Eddy, Rio Arriba, Colfax, Socorro, and Doña Ana.)</td>
</tr>
<tr>
<td>Increase the number of youth adoptions.</td>
<td>June 2013</td>
<td>The foster care and adoption bureau will collaborate with the Youth Services Bureau and the field to better collaborate efforts. We will work closely with the Training Bureau to hold training for all staff working with youth, to ensure we address staff resistance to adoption for older youth and the importance of permanent connections for young people. We will also continue to have teen specific adoption events so that families interested in adopting teens will have an opportunity to meet older youth.</td>
</tr>
<tr>
<td>Establish a more user friendly and attractive application packet to make applying to become a foster or adoptive parent more efficient.</td>
<td>December 2012</td>
<td>A workgroup of PSD staff and foster parents will be established to ensure the packet is user friendly and provides the information that the applicant would want or need to know.</td>
</tr>
<tr>
<td>Strategy</td>
<td>Target Dates</td>
<td>2010 Status</td>
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<tr>
<td><strong>Outcome 2: Placement Stability (see also Section IV.B.2, Strategies to Achieve Permanency Outcomes)</strong></td>
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<tr>
<td>Provide contracted support services to foster families to help ensure placement stability, improve retention, and provide child specific training.</td>
<td>Ongoing</td>
<td>Ongoing. This program is being seen as a strength by our foster parents and staff in the counties that have these support services.</td>
</tr>
<tr>
<td>Provide contracted support to adoptive families statewide through support groups, family events, warm line for adoptive families, a blog and lending library.</td>
<td>Ongoing</td>
<td>Ongoing. This contract has been in place for over a year and is being very well received. The events and groups are growing in every region of the state.</td>
</tr>
<tr>
<td><strong>Outcome 3: Foster/Adoptive Parent Development and Involvement</strong></td>
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<tr>
<td>In collaboration with New Mexico State University, present the Annual Foster and Adoptive Parent Conference to provide opportunities to enhance the skill level of foster and adoptive parents and staff, create networking opportunities among public and private agencies, and create networking opportunities among the families.</td>
<td>Annual</td>
<td>Annual</td>
</tr>
<tr>
<td>Develop and implement procedures and training that will help families develop their own internal support through friends and family members prior to adoption. Begin to train those family members who will have the highest amount of contact with the children, so that they also know how to parent a child who has been abused and/or neglected.</td>
<td>Procedures and training developed June 2010; training piloted December 2010.</td>
<td>This activity is on hold at this time pending the redesign of the pre-service and recertification trainings and the implementation of the Step Up Diligent Recruitment project.</td>
</tr>
<tr>
<td>Assuming approval of the Implementation Grant, convene foster and adoptive parents, placement staff, providers, and PSD staff across the state.</td>
<td>ongoing</td>
<td>PSD has begun its Implementation Project, and foster and adoptive parents, placement staff, and providers are participating on the Advisory Committee and project teams.</td>
</tr>
<tr>
<td>Work with the Court Improvement Project and the Children’s Law Center to explore the feasibility of updating and distribute the booklet <em>Going to Court: When and How a Foster Parent Can Help - A Guide for Foster Parents and Other Caregivers About Participating in Court Hearings</em> and the Best Practice Bulletin, Foster Parent Involvement.</td>
<td>ongoing</td>
<td>The Court Improvement Project and the Children’s Law Center have made these booklets available on line. Placement staff will inform foster parents about these resources and provide hard copies when necessary and possible.</td>
</tr>
<tr>
<td>Strategy</td>
<td>Target Dates</td>
<td>2010 Status</td>
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<tr>
<td>Develop and implement enhancements to the PRIDE curriculum to include skill building in terms of childhood trauma, placement stability, preserving connections, and the importance of placing siblings together. Develop a plan to include similar content in the annual Foster Parent Development Training.</td>
<td>June 2012</td>
<td>During this reporting period a new pre-service curriculum to replace PRIDE was completed and pilot tested. Full implementation of this training was put on hold pending work of the Step Up Diligent Recruitment project.</td>
</tr>
</tbody>
</table>
XI. ADOPTION INCENTIVE PAYMENTS

Over the past few years, New Mexico’s adoption incentive payments have been directed to enhance recruitment and provide support for foster-adoptive and adoptive parents. Efforts to date have included purchasing supplies and equipment for the production of recruitment materials, purchasing materials to be used to identify and recruit adoptive homes and promote foster parent conversions, and enhancements to electronic management information system so as to be better able to collect and process information about children waiting for adoptive homes and eligible families. It has been used to purchase media to raise awareness for the need of foster homes across the state. PSD has also used the funding to improve child specific recruitment capabilities on the CYFD website and for targeted recruitment of foster families in areas of most need, including recruitment of homes that will foster/adopt older youth and sibling groups.

New Mexico received $744,000 in adoption incentive payments for expenditure through December 2012. Approximately 15% of these funds will be used for recruitment and retention in areas of the state in highest need of foster homes, including purchasing recruitment materials and conducting targeted marketing. Over 50% of the funds were used to support foster parents through the foster parent liaison contracts. Another 10% was used to support adoptive families that are in high risk of disrupting by creating a respite coop through other adoptive parents. This respite model helps when the use of Medicaid is not an option, and increases support and mentorship through other adoptive families.

In FY13, we will continue to fund foster parent liaisons to support foster parents and will continue to do targeted marketing in areas of greatest need of additional foster parents. We will purchase promotional materials to assist in recruitment efforts statewide. Lastly, a small contract will be awarded to La Familia Inc. to work in Curry, Eddy, Doña Ana, Socorro, Rio Arriba and Colfax counties to help mediate conversations between staff and foster parents to improve retention among current foster parents and to assist in those families helping to recruit other families.
XII. TRAINING

A. Background

The significant changes in the PSD staff training system which have taken place over the past five years have continued during this reporting period. Many of these efforts were designed to address issues identified in round 2 of the CFSR and were part of NM’s PIP. Now that the PIP is complete, these activities continue to be seen as critical to worker preparation and to ensuring better outcomes for children and families. Among the key changes made and continuing are:

- A complete revision of PSD Basic Core and the development of specialty trainings for placement staff, in-home services staff, and new PSD Supervisors. As part of Basic Core, an extensive OJT component was developed, with training for supervisors in managing the OJT experience. Also as part of Basic Core and the development of specialty trainings, the FACTS User Manual was completely revised. The new Manual is now available on the PSD section of the CYFD website and is regularly updated.

- A Training Advisory Council (TAC) has been established which meets quarterly to guide the development, evaluation, and implementation of all PSD trainings.

- Three statewide cadres of trainers have been trained and certified, resulting in an active trainer pool of around 30. A fourth cadre will be trained and certified in the fall of 2012.

Over the past few years, PSD has developed and conducted an increasingly vigorous training program for staff and partners. As PSD moves forward with the various initiatives and system changes described throughout this APSR, training for staff, contractors, foster parents, judges and court staff, and other partners in the child welfare system has become, and will continue to be, increasingly important.

PSD continues to collaborate with the Southwest Institute for Family and Child Advocacy (SWIFCA) at New Mexico State University, our primary training partner, and together PSD and NMSU have begun exploration of the establishment of an integrated Child Welfare Training Academy. That exploration will continue over the next few years. In addition, NMSU has applied to become a Regional Child Protection Training Center. That application, which was supported by CYFD, is expected to be approved, and should provide considerable resources to benefit the PSD training program.

PSD has moved forward with discussions with the Corinne Wolfe Children’s Law Center at the University of New Mexico School of Law and with the NM Administrative Office of the Courts (AOC) to expand training opportunities for judges, Court-Appointed Special Advocates (CASAs), Respondent Attorneys, Guardians ad Litem, and Youth Attorneys using IV-E funds matched with state general funds appropriated to those agencies, as now allowable under the federal Fostering Connections Act.
B. 2011 – 2012 Training Summary

1. Overview

PSD training, which includes pre-service and in-service training as well as conferences and other events, is supported with a combination of state general funds and federal Title IV-E, Title IV-B Part 2, Chafee, CAPTA and other funds. Non-IV-E funds (e.g., Title IV-B Part 2 and CAPTA), although limited, provide important support for training for contract service providers, as well as staff training on topics not eligible for IV-E reimbursement. More information about federally funded, non-IV-E training is provided in Section 2 below. Most PSD training is provided by PSD staff, the CYFD Professional Development Bureau (PDB), and through a partnership with SWIFCA at New Mexico State University.

The Administrative Cost Review, described above in Section II.B, resulted in major changes in terms of the agency’s Public Assistance Cost Allocation Plan (PACAP), random moment sampling, related claiming procedures, and calculation of IV-E eligibility rates. Through the newly established email based random moment sampling process, CYFD collects specific information on the subject matter of the training the person sampled was receiving. This allows for more accurate claiming. In addition, the cost of new staff participating in CORE training are captured and tracked separately. Only after new staff complete CORE training are they included in the sampling population.


Piñon Project: As described in Section II.C above, PSD’s work through the Piñon Project to develop a new practice model is resulting in the identification of practice standards and related revisions to policy and procedure. Training for PSD staff and partners in the child welfare system on the new model, policy and procedures, and practice standards will be a critical component of the implementation of the new model. During 2011 – 2012, Piñon 101 (an introduction to the practice model) was developed and delivered in several locations, including as a workshop at the Annual Children’s Law Institute. Course development is underway for training in Coaching & Mentoring, Investigation, and Safety Management within the Piñon Framework. Support from the Implementation Center has been critical, but that grant ends in September 2012, and funds from all other possible sources, federal and state, will be needed. The Training Plan included below reflects this new area of training and may need to be amended as the practice model development goes forward.

Diligent Recruitment Project: During SFY 12, funds through the Step Up! Diligent Recruitment Project were used to develop and deliver training on Customer Service to all staff in the seven Implementation and Transformation Zones.

Title IV-B Part 2: For 2011 – 2012, Title IV-B Part 2 training funds were used to support the annual Adoptive Family Conference ($30,000) and quarterly training for IV-B family preservation providers ($46,000). The topic for the IV-B family preservation provider training was “Strengthening Families.”

CAPTA: For 2011 – 2012, approximately $56,000 in CAPTA funds was used for the delivery of specialized pre-service training for in-home services staff, for partial support of various trainings for supervisors, and for other non IV-E training. Approximately $37,000 in CAPTA funds supported the attendance of PSD staff and attorneys at the annual Children’s Law Institute.
Chafee: For 2011 – 2012, Chafee funds were used to support the annual Independent Living Conference ($40,000) and the annual Tribal Youth ICWA Conference ($5,000).

CBCAP: Approximately $15,000 of CBCAP 2011 – 2012 funds was earmarked for training for CBCAP providers, focusing on the “Triple P” curriculum. For more information, see PSD’s annual CCBCAP Report, submitted under separate cover.

Other:

- Other training for PSD staff is provided through PDB in areas such as defensive driving, HIPAA, general supervisory skills, respect in the workplace, ethics, domestic violence and other topics.
- PSD FACTS staff provide statewide training whenever the FACTS system undergoes a major revision. FACTS staff follow up throughout the year with county and regional “booster” training on complex topics relating both to annual and mini releases. In addition, PowerPoint trainings for the various aspects of the annual releases are made available to staff via the CYFD Intranet.
- PSD staff provide informal training and technical assistance regularly to staff in the field when the need arises. For example, the ICPC Coordinator often provides training on changes in ICPC procedures; Youth Services staff provide training on evolving issues related to youth, etc.
- Much of the training provided to PSD staff, especially the mandatory pre-service training, is provided by PSD staff (with assistance from PDB staff and SWIFCA contractors), in addition to their other job-related duties; this cost is absorbed by the agency. Much of SWIFCA’s contribution, in terms of curriculum development, training delivery, and logistics, is provided through the University’s match. Special and ad hoc training is also provided and paid for by other sources including grant-funded projects, other state and local agencies, national organizations, and others.

3. **IV-E Training – 2011 - 2012**

**Social Work Stipend Program:** Through Agreements with the four Universities offering Social Work programs in the state (New Mexico Highlands University, New Mexico State University, Western New Mexico University, and Eastern New Mexico University), stipends were offered students for working on BSW or MSW degrees in exchange for coming to work for PSD upon graduation.

**Basic Core Training:** Six sessions of PSD Basic Core were offered in 2011 – 2012 to a total of 119 new employees.

**Supervisory Core Training:** The 9-day PSD Supervisory Core was offered only once in 2011 – 2012, rather than twice as originally planned. Because of agency hiring freezes there was not a sufficient number of new supervisors to make it feasible to offer this resource intensive training more often.

**Annual Children’s Law Institute:** This conference was held as planned, with approximately 800 people in attendance.

**Tribal ICWA Conference:** In the spring of 2012, IV-E funds were used to support this annual conference (along with Chafee funds as mentioned above and other funds), including providing scholarships to allow PSD staff to participate. Approximately 300 tribal and state social service staff, government representatives, judges, and others attended. Again this year a Tribal Leaders’ Forum was held as a pre-conference. (See Section V.C for additional information.)
Annual Court Improvement Project Cross-Training: These annual events are funded largely through the Court Improvement Project’s Cross-Training grant, with some logistical support provided through IV-E. In the summer of 2011, the Cross-Training grant presented an interdisciplinary forum on Domestic Violence and Child Abuse.

Annual Foster Parent Recertification Training: Required annual foster parent recertification training in 2011 – 2012 focused on childhood trauma and safety issues. This training was offered in multiple sessions across the state by trained PSD Placement Specialists.

PRIDE and RAFT, Foster Parent Pre-Service Training: During 2010 – 2011, PSD redesigned its foster parent pre-service training to include skill building on childhood trauma and otherwise improve the quality of foster and adoptive parent preparation. The new curriculum, Relative, Adoptive and Foster Training (RAFT), was developed and piloted in two counties in the fall of 2010, and offered in those two sites and all the DR Transformation Zones in 2011 - 2012. Meanwhile, PRIDE continues to be offered in counties which are not DR Zones. During 2011 – 2012, PSD staff and contract trainers attended a Training for Trainers, and all contract trainers went through a certification process.

Safety Practice Supervisor Training: Although the training plan for the current year anticipated offering this training in the fall of 2011, a formal training was not developed or delivered. Support for supervisors in terms of PSD Safety Practice has been provided through technical assistance as requested. A new training on Safety Practice is being developed by the Piñon Project TA unit and will be offered in the coming year.

“Knowing Who You Are”: Fourteen PSD, NMSU and PDB staff were trained by Casey certified trainers in the previous project period, and certification of those 14 as facilitators continued in 2011 – 2012. One session of KWYA was offered in 2011 – 2012, rather than four as originally planned. This training has proved to be too resource intensive at this time.

Fostering RELATIVE Connections: Fostering RELATIVE Connections was developed in 2011 and two training sessions were offered. Although it was included in the training plan for 2011 – 2012 (after necessary revisions were made), other priorities prevailed, and it was not offered. The TAC has recommended the revisions be made and the course be offered next year.

Working with Youth: Development of the Working with Youth training was begun in 2011. The curriculum was finalized and the training was offered twice in the spring of 2012.

Client Service Agent (CSA) Training: Training was offered to PSD Client Service Agents (CSAs) this past year on recognizing and dealing with domestic violence.

Using Data for Improved Permanency Outcomes: This training continues to be seen as important and needed for PSD staff, but work demands and resource limitations – most notably the 100% vacancy in the Research & Evaluation Unit – have prevented us from developing the curriculum. Prior to the vacancies, regional trainings were provided to introduce field staff to data interpretation, including comparisons with county, regional, state and national results. Through provision of case level feedback, these workers were encouraged to incorporate data analysis into their routine case management efforts.

Complying with MEPA & IEPA: Three sessions of this training were offered in the spring of 2012. In this training, participants explored their own values and assumptions regarding race, color and national origin in foster care and adoptive placements, reviewed the requirements of the law in terms of discrimination in foster care and adoption decisions and the consequences of non-compliance, and identified strategies to ensure compliance. Staff have commented on how important the training is and requested it be offered again.
Adoption Assistance & Title IV-E Training: Although not included in the original 2011 – 2012 training plan, PSD the Foster Care and Adoption Bureau and the Title IV-E Unit Manager recognized a critical need statewide for training on adoption assistance and Title IV-E. This training provided background on adoption assistance and the relationship between and changes in IV-E eligibility determinations for adoption assistance (including Fostering Connections), and provided an opportunity to build participants skills in terms of negotiating adoption assistance, SSI/SSA post-decree and spend down funds, and more. Five sessions were offered in various locations across the state in fall 2011.

Random Moment Sampling Training for Staff and Supervisors: As discussed above, the federal Administrative Cost Review (ACR) conducted in the summer of 2011 resulted in major changes in terms of the agency’s Public Assistance Cost Allocation Plan (PACAP), including significant changes in the random moment sampling process. Although not included in the original 2011 – 2012 training plan, it was critical that a training on new procedures and codes be developed and delivered to all relevant field staff. Eleven sessions of this training were offered statewide in the fall and winter of 2011.

IHS Foster Care Candidacy: This is another training which was not included in the original 2011 – 2012 training plan but which was necessary based on findings of the ACR. Through the ACR, it was determined that certain recipients of In Home Services were the population best suited for foster care candidacy (FCC). This training, offered three times in the winter of 2011, focused on the components necessary to determine and document FCC in an IHS case.

C. 2012 – 2013 Training Plan

1. Non IV-E Training

Piñon Project: As described above, PSD’s work through the Piñon Project several new training courses for PSD staff and partners in the child welfare system on the new model, policy and procedures, and practice standards will be a critical component of the implementation of the new model. Support from the Implementation Center has been critical, but that grant ends in September 2012, and funds from all other possible sources, federal and state, will be needed. At this point four training courses have been identified and development (at different stages for each course) is ongoing. It is expected new training will be required in Permanency and Placement and Intake and perhaps other areas as well as practice model development goes forward.

- Piñon 101: this introduction to the Piñon practice model will continue to be offered, with an emphasis on those new Implementation Zones added in 2012 – 2013.
- Coaching and Mentoring in the Piñon Framework: Three sessions of the one-day training on coaching and mentoring for supervisors in Implementation and Transformation Zones will be provided in July 2012. A second round of training will be provided to the new Implementation Zones at some point in the coming year.
- Investigation in the Piñon Framework: Three sessions of this one-day training on investigation will be offered in Implementation and Transformation Zones in late summer 2012. A second round of training will be provided to the new Implementation Zones at some point in the coming year.
- Safety Assessment and Management - *Addressing the Technical Challenges*: Three sessions of this one-day training on investigation will be offered in Implementation and Transformation Zones in late summer 2012. A second round of training will be provided to the new Implementation Zones at some point in the coming year.

**Diligent Recruitment Project**: During 2012 - 2013, a curriculum will be developed to follow-up and enhance the Customer Service training provided in Implementation and Transformation Zones in 2011 – 2012. Title IV-E funds will support the curriculum development, and funds through the Step Up! Diligent Recruitment Project will be used for trainer expenses, training materials, etc.

**Title IV-B Part 2**: For 2012 – 2013, Title IV-B Part 2 training funds will once again be used to support the annual Adoptive Family Conference ($30,000) and quarterly training for IV-B family preservation providers ($46,000). This year the quarterly IV-B training will include “Circle of Security” training and an intensive Core training (based on PS Basic Core), providing general information about child maltreatment, its effects on families, the history of child welfare, ASFA, and the CFSR.

**CAPTA**: For 2012 – 2013, approximately $70,000 in CAPTA funds will be used for the delivery of specialized pre-service training for in-home services staff, for partial support of various trainings for supervisors, for partial support of the Customer Service training mentioned above, to support the law enforcement videos project (including development and duplication of instructional materials), to develop video training for mandated reporters, to develop training around the establishment and use of multi-disciplinary teams (MDTs) statewide, and for other non IV-E training. Approximately $25,000 in CAPTA funds will support the attendance of PSD staff and attorneys at the annual Children’s Law Institute.

**Chafee**: For 2012 – 2013, Chafee funds will be used to support the annual Independent Living Conference ($40,000) and the annual Tribal Youth ICWA Conference ($5,000). IV-E funds also support these events.

**CBCAP**: Approximately $15,000 of CBCAP 2012 – 2013 funds is earmarked for training for CBCAP providers, including the “Triple P” curriculum, some limited access to “Circle of Security” training, and parent leadership training. For more information, see PSD’s annual CBCAP Report, submitted under separate cover.

**Other**: Other training for PSD staff will continue to be provided through PDB in areas such as defensive driving, HIPAA, general supervisory skills, respect in the workplace, ethics, domestic violence and other topics. PSD FACTS staff will provide training on FACTS changes and county and regional “booster” training when requested and feasible. PSD staff will continue to provide informal training and technical assistance to staff in the field when the need arises.

### 2. IV-E Training

As mentioned above The **Administrative Cost Review**, described above in Section II.B, resulted in major changes in terms of the agency’s Public Assistance Cost Allocation Plan (PACAP), random moment sampling, related claiming procedures, and calculation of IV-E eligibility rates. Through the newly established email based random moment sampling process, CYFD collects specific information on the subject matter of the training the person sampled was receiving. This allows for more accurate claiming. In addition, the cost of new staff participating in CORE training are captured and tracked separately. Only after new staff complete CORE training are they included in the sampling population.
a. Social Work Stipend Program

Description: In 2012 – 2013 CYFD will enter the second year of three year Agreements with the four Universities offering Social Work programs in the state (New Mexico Highlands University, New Mexico State University, Western New Mexico University, and Eastern New Mexico University) to educate Social Worker Students through the Title IV-E Stipend Program.

Relevant IV-E Training Functions: development of the case plan; permanency planning; case reviews; placement of the child; case management and referral to services; preparation for and participation in judicial determinations; home studies; social work practice; cultural competency related to children and families; Title IV-E policy and procedures; child abuse and neglect issues; substance abuse, domestic violence and mental health issues related to children and families in the child welfare systems; effects of separation, grief and loss, child development, and visitation; communication skills required to work with children and families; strengthening and reunifying families; use of specialized assessments; ethics and values. Specific curricula for the four Universities with stipend programs, including the relevant IV-E training functions, are included as an Attachment.

Venue: pre-service

Duration: long-term; full-time

Provider: Universities

Days and Hours: one or two academic years

Audience: BSW and MSW social work students; approximately 65

Description of Estimated Total Costs: $2.75 million in IV-E FFP to four Universities; includes stipend reimbursements and related faculty and administrative costs; total project costs approximately $7.1 million, including University match.

Cost Allocation Methodology: Total IV-E program FFP includes the cost of the stipend program itself (at 75% for the actual stipend awards and at 50% for the cost of administering the stipend program) and the eligible proportion of the cost of delivering the IV-E related child welfare curriculum (at 75% or 50%, as determined in accordance with the Child Welfare Policy Manual).

b. Staff and Partner Training

1. PSD Basic Core Training

Description: Basic Core is the pre-service training required of all PSD new hires. This training was rolled-out in 2009 after a pilot presentation in September – December 2008. The revised Core includes an extensive OJT component, with a comprehensive OJT guide for supervisors and mentors. It also includes a revised and extensive FACTS manual, which is now posted on PSD’s website. Limited modifications are made to the course as needed, and a major revision cycle began in the spring of 2010. Changes have already been made to some modules, notably Risk & Safety, to reflect PSD’s new Safety Management practice. Another major effort in 2011-2012 was the continuation of a comprehensive evaluation of Core. Post-tests are now in place for all four classroom week (not including Legal Core, which has its own final exam). An evaluation of transfer of learning has begun with focus groups of workers who participated in Core and their supervisors conducted in spring 2012.

Information gained from the three tiered evaluation (participant feedback, post-tests, and transfer of learning focus groups) is being used by the Training Advisory Council in the major revision of Basic Core planned for early 2013.
PDB rolled out a three-hour e-learning on Ethics in June 2010 which is now incorporated into Basic Core as an OJT requirement. An e-learning on ICWA is in final development and will be incorporated as a Basic Core requirement in the summer of 2012. NM CASA is in progress in the development of an e-learning on the CASA program. The planned e-learning on Medicaid/IV-E eligibility has been replaced with a short classroom presentation during Basic Core.

It is expected that there will six session of PS Basic Core during 2012 – 2013.

Relevant IV-E Training Functions: development of the case plan; permanency planning; case reviews; placement of the child; case management and referral to services; preparation for and participation in judicial determinations; home studies; social work practice; cultural competency related to children and families; Title IV-E policy and procedures; child abuse and neglect issues; substance abuse, domestic violence and mental health issues related to children and families in the child welfare systems; effects of separation, grief and loss, child development, and visitation; communication skills required to work with children and families; strengthening and reunifying families; use of specialized assessments; ethics and values; eligibility determinations and redeterminations; fair hearings and appeals; rate settings and level of care; licensing and support of foster and adoptive homes.

Venue: pre-service
Duration: short-term, full-time
Provider: in-house and NMSU
Days and Hours: six sessions, each eight weeks total: five classroom weeks (4½ days/week) and three weeks of structured on-the-job training (OJT)
Audience: newly hired PSD caseworker and supervisory staff; 60 - 90

Description of Estimated Total Costs: approximately $100,000 of IV-E FFP will support this effort (course revision, course delivery, materials production, evaluation, trainer preparation and quality assurance); additional project costs include a proportion of in-house training staff time; PSD Core Revision Advisory Committee time and travel; PSD trainer time and travel, NMSU staff time and expenses, and participant travel and per diem.

Cost Allocation Methodology: PSD uses CYFD’s federal Cost Allocation Plan. FFP includes the cost of the eligible proportion of the training (at 75% or 50%, as determined in accordance with the Child Welfare Policy Manual). It is estimated that at least 85% of this training is eligible at 75%.

2. PSD Supervisory Core Training

Description: Supervisory Core was offered for the first time in the spring of 2010. It builds on Basic Core and ensures, among other things, that the concepts and skills taught in Basic Core are integrated into practice. In 2011 – 2012, one centralized session of Supervisory Core was offered. It is anticipated that there will be two offerings of Supervisory Core in 2012 – 2013.

Relevant IV-E Training Functions: development of the case plan; permanency planning; case reviews; placement of the child; case management and referral to services; home studies; social work practice; cultural competency related to children and families; child abuse and neglect issues; substance abuse, domestic violence and mental health issues related to children and families in the child welfare systems; effects of separation, grief and loss, child development, and visitation; communication skills required to work with
children and families; strengthening and reunifying families; use of specialized assessments; ethics and values; licensing and support of foster and adoptive homes.

Venue: in-service, enrichment
Duration: short-term, full-time
Provider: in-house and NMSU
Days and Hours: two sessions, each 9 days
Audience: PSD supervisors; approximately 30

Description of Estimated Total Costs: approximately $4,000 of IV-E FFP will support this effort (course revision as well as delivery); additional project costs include a proportion of in-house training staff time, PSD Supervisory Core Work Group time and travel, NMSU staff time and expenses, training materials, and trainer participant travel and per diem.

Cost Allocation Methodology: PSD uses CYFD’s federal Cost Allocation Plan. FFP includes the cost of the eligible proportion of the training (at 75% or 50%, as determined in accordance with the Child Welfare Policy Manual). It is estimated that at least 75% of this training is eligible at 75% and 25% eligible at 50%.

3. Annual Foster Parent Conference

Description: The annual conference provides foster parents and placement staff with presentations by nationally known speakers; workshops on various topics including childhood trauma, PSD’s new safety practice, general information on child abuse and neglect, positive discipline, access to resources, and more, as well as opportunities to meet other foster parents and department staff.

Relevant IV-E Training Functions: foster parent involvement in the development of the case plan and case reviews; cultural competency related to children and families; child abuse and neglect issues; substance abuse, domestic violence and mental health issues related to children and families in the child welfare systems; effects of separation, grief and loss, child development, and visitation; communication skills required to work with children; strengthening and reunifying families; use of specialized assessments; ethics and values.

Venue: in-service, enrichment
Duration: short-term, full-time
Provider: in-house and NMSU
Days and Hours: 1½ days
Audience: licensed foster parents, child placement agency staff, PSD placement staff; approximately 400

Description of Estimated Total Costs: approximately $60,000 of IV-E FFP will support this effort; additional project costs include a proportion of in-house training and other staff time; NMSU staff and contractor time and expenses; travel expenses for participants; training materials.
Cost Allocation Methodology: PSD uses CYFD’s federal Cost Allocation Plan. FFP includes the cost of the eligible proportion of the training (at 75% or 50%, as determined in accordance with the Child Welfare Policy Manual). It is estimated that at least 85% of this training is eligible at 75%.

4. Annual Children’s Law Institute
Description: The annual conference provides PSD staff and partners with presentations by nationally known speakers; workshops on various topics including childhood trauma, PSD’s new safety management practice, general information on child abuse and neglect, access to resources, and more.
Relevant IV-E Training Functions: cultural competency related to children and families; child abuse and neglect issues; substance abuse, domestic violence and mental health issues related to children and families in the child welfare systems; effects of separation, grief and loss, child development, and visitation; communication skills required to work with children; strengthening and reunifying families; use of specialized assessments; ethics and values; Title IV-E policy and procedures.
Venue: in-service, enrichment
Duration: short-term, full-time
Provider: in-house and NMSU
Days and Hours: 1 day
Audience: PSD staff, supervisors, attorneys, and managers; licensed foster parents, child placement agency staff; judges and court staff; CASAs; court-appointed attorneys; tribal social services and court staff; approximately 1000.
Description of Estimated Total Costs: approximately $3,000 of IV-E FFP will support this effort; additional project costs include a proportion of in-house training and other staff time, NMSU staff time and expenses, training materials, and participant travel and per diem.
Cost Allocation Methodology: PSD uses CYFD’s federal Cost Allocation Plan. FFP includes the cost of the eligible proportion of the training (at 75% or 50%, as determined in accordance with the Child Welfare Policy Manual). It is estimated that at least 50% of this training is eligible at 75%, 25% eligible at 50% and 25% non-eligible.

5. Indian Child Welfare & Protection Conference
Description: The annual conference, funded in part through Chafee funds, provides training for PSD staff and others on issues related to tribal youth in tribal and state custody. Title IV-E funds have been used for the past few years to allow participation by more PSD staff. In the spring of 2012, additional IV-E funds were provided in order to expand the scope of the conference to include a special work session on tribal customary adoption and to foster collaboration and cooperation between state and tribal social services. The ICWP Planning Committee is currently deciding whether or not to present this conference again in 2013 or to wait until 2014 and hold it only in alternate years. It’s included in the plan at this time, but may be removed in the future.
Relevant IV-E Training Functions: social work practice; cultural competency related to children and families; child abuse and neglect issues; effects of separation, grief and loss, child development, and visitation; communication skills required to work with children; strengthening and reunifying families; use of specialized assessments; ethics and values.
Venue: in-service, enrichment
Duration: short-term, full-time
Provider: in-house and various contractors identified by conference organizers
Days and Hours: 2½ day
Audience: PSD staff, supervisors, attorneys, and managers; licensed; judges and court staff; CASAs; court-appointed attorneys; tribal social services and court staff, approximately 300
Description of Estimated Total Costs: approximately $10,000 of IV-E FFP will support this effort; additional project costs include a proportion of in-house training and other staff time, NMSU staff time and expenses, training materials, and participant travel and per diem. Chafee funds also support this conference.

Cost Allocation Methodology: PSD uses CYFD’s federal Cost Allocation Plan. FFP includes the cost of the eligible proportion of the training (at 75% or 50%, as determined in accordance with the Child Welfare Policy Manual). It is estimated that at least 50% of this training is eligible at 75%, 25% eligible at 50% and 25% non-eligible.

6. Annual Court Improvement Project Cross-Training

Description: These annual events, funded largely through the Court Improvement Project’s (CIP) Cross-Training grant, provide regional opportunities for PSD staff to meet with court staff, providers, advocates and other and receive training in various topics concerning the child welfare system. The 2011 Cross-Training took a different format due to time constraints of the CIP Cross-Training grant and included a single day-long summit on Domestic Violence & Child Abuse. The summer 2012 regional Cross-Training will focus on educational continuity.

Relevant IV-E Training Functions: cultural competency related to children and families; child abuse and neglect issues; substance abuse, domestic violence and mental health issues related to children and families in the child welfare systems; effects of separation, grief and loss, child development, and visitation; communication skills required to work with children; strengthening and reunifying families; use of specialized assessments; ethics and values.

Venue: in-service, enrichment
Duration: short-term, full-time
Provider: in-house, Children’s Law Center, and NMSU
Days and Hours: 1 day
Audience: PSD staff, court staff, CASAs, approximately 250
Description of Estimated Total Costs: approximately $5,000 of IV-E FFP will support this effort; additional project costs include a proportion of in-house training and other staff time, NMSU staff time and expenses, training materials, and participant travel and per diem.
Cost Allocation Methodology: PSD uses CYFD's federal Cost Allocation Plan. FFP includes the cost of the eligible proportion of the training (at 75% or 50%, as determined in accordance with the Child Welfare Policy Manual). It is estimated that at least 50% of this training is eligible at 75%, 25% eligible at 50% and 25% non-eligible.

7. Annual Foster Parent Development/Recertification Training

Description: The annual recertification training requirements for foster care providers has been increased from 10 hours to 12 hours annually, with six hours required statewide and six hours at local discretion. Required annual foster parent development training in 2012 – 2013 will be skill-based training based on Dr. Bruce Perry’s Neurosequential Model of Therapeutics (NMT).

Relevant IV-E Training Functions: foster parent involvement in the development of the case plan and case reviews; cultural competency related to children and families; child abuse and neglect issues; substance abuse, domestic violence and mental health issues related to children and families in the child welfare systems; effects of separation, grief and loss, child development, and visitation; communication skills required to work with children; strengthening and reunifying families; use of specialized assessments; ethics and values; licensing and support of foster and adoptive homes

Venue: in-service, enrichment

Duration: short-term, full-time

Provider: in-house and NMSU

Days and Hours: 12 hours

Audience: licensed foster parents, approximately 950

Description of Estimated Total Costs: approximately $10,000 of IV-E FFP will support this effort; additional project costs include in-house training and other staff time, NMSU staff time and expenses, training materials, and participant travel and per diem.

Cost Allocation Methodology: PSD uses CYFD’s federal Cost Allocation Plan. FFP includes the cost of the eligible proportion of the training (at 75% or 50%, as determined in accordance with the Child Welfare Policy Manual). It is estimated that at least 85% of this training is eligible at 75%.

8. PRIDE and RAFT Pre-Service Training

Description: During 2010 – 2011, PSD redesigned its foster and adoptive parent pre-service training to include skill building on childhood trauma, placement stability, preserving connections, and the importance of placing siblings together. The new curriculum, Relative, Adoptive and Foster Training (RAFT) was developed and piloted in two counties and, in 2011 – 2012, was expanded to the five counties identified as Transformation Zones for the Step Up! Diligent Recruitment project. PRIDE will continue to be offered in the rest of the state. In the current reporting period, NMSU conducted two week-long “Training for Trainer” (T4T) sessions for PSD Placement Workers and contractors who will conduct all pre-service training (both PRIDE and the new model). In addition, NMSU conducted a day-long training for PSD and NMSU staff who will serve as certifiers, coaches, and mentors to staff and contract trainers.

Relevant IV-E Training Functions: foster parent involvement in the development of the case plan and case reviews; child abuse and neglect issues; substance abuse, domestic violence and mental health issues related to children and families in the child welfare
systems; effects of separation, grief and loss, child development, and visitation; positive discipline; communication skills required to work with children; ethics and values; licensing and support of foster and adoptive homes

**Venue:** pre-service
**Duration:** short-term, part-time
**Provider:** in-house and NMSU
**Days and Hours:** 27 hours
**Audience:** approximately 600 prospective foster and adoptive parents

**Description of Estimated Total Costs:** approximately $165,000 of IV-E FFP will support this effort; additional project costs include a proportion of in-house training and other staff time; NMSU staff and contractor time and expenses; travel expenses for participants; training materials.

**Cost Allocation Methodology:** PSD uses CYFD’s federal Cost Allocation Plan. FFP includes the cost of the eligible proportion of the training (at 75% or 50%, as determined in accordance with the Child Welfare Policy Manual). It is estimated that at least 85% of this training is eligible at 75%.

9. **Fostering RELATIVE Connections**

**Description:** In 2010 – 2011, PSD, with support from NMSU, developed and delivered training on the requirements of the Fostering Connections Act, in terms of relative notification and engagement. This training was not offered in 2011 – 2012, but will be revised and offered at least twice in 2012 – 2013.

**Relevant IV-E Training Functions:** social work practice; cultural competency related to children and families; child abuse and neglect issues; substance abuse, domestic violence and mental health issues related to children and families in the child welfare systems; effects of separation, grief and loss, child development, and visitation; communication skills required to work with children and families; strengthening and reunifying families; ethics and values.

**Venue:** in-service, enrichment
**Duration:** short-term, part-time
**Provider:** in-house and NMSU
**Days and Hours:** 6 hours
**Audience:** PSD staff; approximately 30

**Description of Estimated Total Costs:** approximately $5,000 of IV-E FFP will support this effort; additional project costs include a proportion of in-house training and other staff time; NMSU staff and contractor time and expenses; travel expenses for participants; training materials.
**Cost Allocation Methodology:** PSD uses CYFD’s federal Cost Allocation Plan. FFP includes the cost of the eligible proportion of the training (at 75% or 50%, as determined in accordance with the Child Welfare Policy Manual). It is estimated that at least 85% of this training is eligible at 75%.

**10. Working with Youth**

**Description:** PSD, with support from NMSU, developed and delivered training focusing on working with youth in PSD custody, including LGTBQ issues, youth transition, youth engagement, youth adoption, and positive youth development. The training will be offered twice in 2011 – 2012 and will be offered at least twice in 2012 – 2013.

**Relevant IV-E Training Functions:** social work practice; cultural competency related to children and families; child abuse and neglect issues; substance abuse, domestic violence and mental health issues related to children and families in the child welfare systems; effects of separation, grief and loss, child development, and visitation; communication skills required to work with children and families; strengthening and reunifying families; ethics and values.

**Venue:** in-service, enrichment

**Duration:** short-term, part-time

**Provider:** in-house and NMSU

**Days and Hours:** 6 hours

**Audience:** PSD staff; approximately 30

**Description of Estimated Total Costs:** approximately $4,000 of IV-E FFP will support this effort; additional project costs include a proportion of in-house training and other staff time; NMSU staff and contractor time and expenses; travel expenses for participants; training materials.

**Cost Allocation Methodology:** PSD uses CYFD’s federal Cost Allocation Plan. FFP includes the cost of the eligible proportion of the training (at 75% or 50%, as determined in accordance with the Child Welfare Policy Manual). It is estimated that at least 85% of this training is eligible at 75%.

**11. Complying with MEPA & IEPA**

**Description:** In 2010 – 2011, PSD, in conjunction with NMSU, developed and delivered training on compliance with the Multiethnic Placement Act of 1994 (MEPA), as amended by the Interethnic Adoption Provisions of 1996. The training provided an opportunity for participants to explore their values and assumptions regarding race, color and national original in foster care and adoptive placements, review the requirements of the law and the consequences of non-compliance, and identify strategies to ensure compliance. This training was offered three times in 2011 – 2012, including an abbreviated session at the 2012 Children’s Law Institute specifically for CASA volunteers and court-appointed attorneys, and, in response to staff demand, will be offered at least twice in 2012 – 2013.

**Relevant IV-E Training Functions:** social work practice; cultural competency related to children and families; and visitation; communication skills required to work with children and families; strengthening and reunifying families; ethics and values.
Venue: in-service, enrichment
Duration: short-term, part-time
Provider: in-house and NMSU
Days and Hours: 3 hours
Audience: PSD staff; approximately 45

Description of Estimated Total Costs: approximately $2,000 of IV-E FFP will support this effort; additional project costs include a proportion of in-house training and other staff time; NMSU staff and contractor time and expenses; travel expenses for participants; training materials.

Cost Allocation Methodology: PSD uses CYFD’s federal Cost Allocation Plan. FFP includes the cost of the eligible proportion of the training (at 75% or 50%, as determined in accordance with the Child Welfare Policy Manual). It is estimated that at least 95% of this training is eligible at 75%.

12. Special Topics in Adoption: Open Adoption, Youth Adoption

Description: A new training will be developed in the fall of 2012, with delivery of two sessions planned for spring 2013. This training is to address recognized needs in the area of adoption, including revisiting open adoption (advantages, challenges, why it is or is not being used) and further exploration of adoption for older youth.

Relevant IV-E Training Functions: social work practice; cultural competency related to children and families; child abuse and neglect issues; substance abuse, domestic violence and mental health issues related to children and families in the child welfare systems; effects of separation, grief and loss, child development and visitation; communication skills required to work with children and families; strengthening and reunifying families; ethics and values.

Venue: in-service, enrichment
Duration: short-term, part-time
Provider: in-house and NMSU
Days and Hours: 6 hours
Audience: PSD staff; approximately 60

Description of Estimated Total Costs: approximately $25,000 of IV-E FFP will support this effort; additional project costs include a proportion of in-house training and other staff time; NMSU staff and contractor time and expenses; travel expenses for participants; training materials.

Cost Allocation Methodology: PSD uses CYFD’s federal Cost Allocation Plan. FFP includes the cost of the eligible proportion of the training (at 75% or 50%, as determined in accordance with the Child Welfare Policy Manual). It is estimated that at least 95% of this training is eligible at 75%.
13. **Addressing the Needs of Children Under Five**

**Description:** As discussed in Section XVII below, PSD will undertake a new initiative aimed at gathering data and better addressing the needs of children under age five. Based on the data gathered and the specific needs identified, PSD and NMSU and its contractors will develop training on working with children under age five, with the goal of better meeting their developmental needs and reducing the length of time they remain in custody.

**Relevant IV-E Training Functions:** social work practice; cultural competency related to children and families; child abuse and neglect issues; mental health issues related to children and families in the child welfare systems; child development; effects of separation, grief and loss, and visitation; communication skills required to work with children and families; strengthening and reunifying families; ethics and values.

**Venue:** in-service, enrichment

**Duration:** short-term, part-time

**Provider:** in-house and NMSU

**Days and Hours:** 6 hours

**Audience:** PSD staff, licensed foster and adoptive families; approximately 50

**Description of Estimated Total Costs:** approximately $25,000 of IV-E FFP will support this effort; additional project costs include a proportion of in-house training and other staff time; NMSU staff and contractor time and expenses; travel expenses for participants; training materials.

**Cost Allocation Methodology:** PSD uses CYFD’s federal Cost Allocation Plan. FFP includes the cost of the eligible proportion of the training (at 75% or 50%, as determined in accordance with the Child Welfare Policy Manual). It is estimated that at least 75% of this training is eligible at 75%.

14. **Fostering CULTURAL Connections**

**Description:** A new training will be developed in the fall of 2012, based to some extent on training in this topic provided four years ago, on Fostering CULTURAL Connections. Delivery of two sessions is planned for spring 2013.

**Relevant IV-E Training Functions:** social work practice; cultural competency related to children and families; child abuse and neglect issues; substance abuse, domestic violence and mental health issues related to children and families in the child welfare systems; effects of separation, grief and loss, child development and visitation; communication skills required to work with children and families; strengthening and reunifying families; ethics and values.

**Venue:** in-service, enrichment

**Duration:** short-term, part-time

**Provider:** in-house and NMSU

**Days and Hours:** 6 hours
Audience: PSD staff; approximately 30

Description of Estimated Total Costs: approximately $25,000 of IV-E FFP will support this effort; additional project costs include a proportion of in-house training and other staff time; NMSU staff and contractor time and expenses; travel expenses for participants; training materials.

Cost Allocation Methodology: PSD uses CYFD’s federal Cost Allocation Plan. FFP includes the cost of the eligible proportion of the training (at 75% or 50%, as determined in accordance with the Child Welfare Policy Manual). It is estimated that at least 85% of this training is eligible at 75%.

15. PSD Client Service Agent Training

Description: NMSU and its contractors will develop and deliver training for PSD Client Service Agents (CSAs) on working with parents and children in PSD custody. This year’s training focused on recognizing and dealing with domestic violence. Next year’s topic has not yet been identified, but it will specifically address issues related to children in custody and their families.

Relevant IV-E Training Functions: social work practice; cultural competency related to children and families; child abuse and neglect issues; substance abuse, domestic violence and mental health issues related to children and families in the child welfare systems; effects child development, and visitation; communication skills required to work with children and families; strengthening and reunifying families; ethics and values.

Venue: in-service, enrichment

Duration: short-term, part-time

Provider: in-house and NMSU

Days and Hours: 6 hours

Audience: PSD CSAs; approximately 60

Description of Estimated Total Costs: approximately $25,000 of IV-E FFP will support this effort; additional project costs include a proportion of in-house training and other staff time; NMSU staff and contractor time and expenses; travel expenses for participants; training materials.

Cost Allocation Methodology: PSD uses CYFD’s federal Cost Allocation Plan. FFP includes the cost of the eligible proportion of the training (at 75% or 50%, as determined in accordance with the Child Welfare Policy Manual). It is estimated that at least 75% of this training is eligible at 75%.
XIII. TECHNICAL ASSISTANCE

A. Background

PSD has continued to utilize the training and technical assistance (T/TA) made available through the T&TA Network to build the capacity of our child welfare agency and family and juvenile courts. PSD has accessed the T&TA Network members for the purpose of providing assistance in improving child welfare systems and conformity with the outcomes and systemic factors defined in the Child and Family Services Reviews (CFSRs). Although New Mexico has not previously used the T&TA Network for this purpose, PSD also recognizes that the services of the T&TA Network may be used to address the results of other monitoring reviews, such as the Title IV-E maintenance review, conducted by the Children's Bureau to ensure adherence to federal requirements.

In the past year, PSD has received T&TA from the following members of the T&TA Network:

- National Resource Center for Child Protective Services and National Resource Center for Legal and Judicial Issues – Training of court personnel on our Safety Management Model with emphasis on assessment, case planning and case decision making that focuses on child safety.
- National Child Welfare Resource Center for Organizational Improvement – Communication plan strategies to manage communication efforts of the Piñon Project and the enhancement of PSD’s organization capacity to implement and manage change through the development of adaptive leadership skills.
- National Resource Center for Adoption – Provided materials and information used to develop CORE training for placement staff and annual training on placement stability for agency staff. Provided materials to deliver MEPA training to permanency and placement staff.
- National Resource Center for Permanency and Family Connections – development of a concurrent planning model for NM.
- National Resource Center for Recruitment and Retention of Foster and Adoptive Families at AdoptUSKids and National Resource Center for Permanency and Family Connections – for development and implementation work on the Diligent Recruitment Project.
- FRIENDS, the National Resource Center for Community-Based Child Abuse Prevention (CBCAP) – for assistance in prevention and evidenced based programming within our community based child abuse prevention programs.
- National Resource Center for In-Home Services – informal conversations regarding practice model.
- The Mountains and Plains Child Welfare Implementation Center (MPCWIC) on the Piñon Project, leading to the development of a child welfare practice model. PSD is receiving technical assistance and other resources from MPCWI project staff at the University of Texas Arlington Center for Child Welfare, the Butler Institute for Families, and the Native American Training Institute. (This project is described in more detail in Section II.C.) NM’s implementation center award ends September 30, 2012.
- National Child Welfare Workforce Institute – PSD mid-level managers from both the field and central office have attended the Workforce Institute’s Leadership Academy for Middle Managers. Two Regional Managers and County Office Manager, and a Regional Managing Attorney attended the most recent Academy in March of 2012.
B. Plan for 2012 – 2013

PSD believes that it is critical to use any technical assistance as part of an overall plan for development of strategic program areas. Over the next two years, PSD intends to access and utilize T&TA in two priority areas:

1. Full implementation of our child welfare practice model Piñon Project; and
2. The development and implementation of a continuous quality improvement process within PSD.

The process of accessing technical assistance has been delegated to the Administrative Deputy Director to provide for greater coordination within the agency with all other performance improvement efforts. PSD also continues to work with the Training and Technical Assistance Coordination Center (TTACC) in order to promote a coordinated approach to T&TA delivery.

T/TA Priority Area 1: Full Implementation of Child Welfare Practice Model (Piñon Project)

<table>
<thead>
<tr>
<th>CFSP Goal</th>
<th>Intermediate Outcomes</th>
<th>Agency Program Area(s)</th>
<th>Description of T/TA Activities</th>
<th>T/TA Network Member</th>
</tr>
</thead>
<tbody>
<tr>
<td>All CFSP Goals; full implementation of Child Welfare Practice Model</td>
<td>All intermediate Outcomes identified in CFSP</td>
<td>All CW Programs</td>
<td>Planned: Sustainability planning to include project facilitation</td>
<td>Not identified</td>
</tr>
</tbody>
</table>

**Safety:**
Children are first and foremost protected from abuse and neglect
Children are safely maintained within their homes when possible and appropriate

Increase in the percentage of CPS intakes meeting policy requirements as identified QA review.
Increase in the percentage of CPS investigations meeting policy requirements and practice model requirements as identified in QA review at implementation sites.
Increase in the CFSP Safety Objectives that meet and/or exceed CFSP targets

Completed and Currently Ongoing: Financial and administrative support to development of practice model; standards for Intake & Investigations program, and training of staff on standards; implementation science; and adaptive leadership; and advisory group.
Completed and Currently Ongoing: Assistance in formatting data collection, quantifying, and presenting QA data.
Completed and Currently Ongoing: County readiness surveys for implementation sites, county focus groups, and development and administration of survey of families served (with focus on family engagement and customer satisfaction.)

Mountain and Plains Child Welfare Implementation Center National Resource Center for Organization Improvement
| **Completed and Ongoing:** Development of communication strategies for external and internal consumers |
| **Completed and Ongoing:** Enhanced agency capacity to implement and manage change through adaptive leadership skills training and office hours. |
| Planned: Conduct business mapping of CPS Intake and Investigation programs to identify inefficiencies and opportunity for program enhancements. Conduct activities with FACTS (SACWIS staff) to identify FACTS enhancements. |

| **Safety:** Children are first and foremost protected from abuse and neglect |
| Children are safely maintained within their homes when possible and appropriate |
| **Permanency** Children have permanency and stability in their living arrangements |

| **Not identified.** |

| **Safety** Children are first and foremost protected from abuse and neglect |
| Children are safely maintained within their homes when possible and appropriate |

| **Increase in CFSP Safety Outcome 2 measures that meet and/or exceed CFSP targets** |
| **Increase in the CFSP Permanency Objectives that meet and/or exceed CFSP targets** |

| **CPS Investigation Permanency Planning Services** |

| **Completed:** Joint training with courts personnel and agency staff on NM Safety Management Model. Efforts coordinated with New Mexico Court Improvement Project. |

| NRC Child Protective Services & NRC for Legal and Judicial Issues. |

| **Safety** Children are first and foremost protected from abuse and neglect |
| Children are safely maintained within their homes when possible and appropriate |

| **Increase in utilization of in-home services.** |
| **Increase in the percentage of families receiving whose children do not experience maltreatment within six months of close of services.** |
| **Increase in the percent of cases which meet policy requirements as determined by QA review.** |

| **In-Home Services** |

| **Currently Ongoing:** Financial and administrative support to development of standards for In-Home Services program, and training of staff on standards; implementation science; and adaptive leadership; and advisory group. |
| **Planned:** Assistance in formatting data collection, quantifying, and presenting QA data. |

| Mountain and Plains Child Welfare Implementation Center |
| NRC for Organization Improvement |
| Wellbeing       | Increase in the CFSP Safety Objectives that meet and/or exceed CFSP targets | Increase in the CFSP Wellbeing Objectives that meet and/or exceed CFSP targets. | Ongoing: Development of communication strategies for external and internal consumers  
Ongoing: Enhanced agency capacity to implement and manage change through adaptive leadership skills training and office hours  
Planned: Develop program outcome measures. | Not identified |
|----------------|--------------------------------------------------------------------------------|--------------------------------------------------------------------------------|---------------------------------------------------------------------------------|----------------------------------------|
| Safety:        | Increase in the CFSP Safety Objectives that meet and/or exceed CFSP targets  
Increase in the CFSP Permanency Objectives that meet and/or exceed CFSP targets.  
Increase in the CFSP Wellbeing Objectives that meet and/or exceed CFSP targets.  
Increase in the percentage of Permanency Planning cases meeting policy requirements and practice model requirements as identified in QA review at implementation sites. | Permanency Planning and Placement Services | Ongoing: Financial and administrative support to development of practice model; standards for Permanency planning and Placement program, and training of staff on standards; implementation science; and adaptive leadership; and advisory group. |
| Permanency: | Increase in the number foster homes for children requiring out of home placement | Permanency Planning and Placement Services | Current and Ongoing: Provide curriculum for customer service training |
| Permanency: | Increase in the percentage of homes that match the ethnic and racial characteristics of the children requiring out of home placement. Decrease in the number of children experiencing maltreatment in care. | | Current and Ongoing: Provide technical assistance in the development of customer service plans in Diligent Recruitment sites |
| Permanency: | Increase in the retention of foster homes. Decrease in the number of children experiencing two or more placement changes in less than 12 months and in less than 24 months. | | Current and ongoing: Training on Adaptive Leadership to implement and manage change at select sites |

| Permanency: | Increase in the CFSP Permanency Outcome 1 Objectives that meet and/or exceed CFSP targets. | Permanency Planning | Ongoing: technical assistance in development of a concurrent planning model for NM. |
| Permanency: | Increase in the CFSP Permanency Outcome 1 & 2 Objectives that meet and/or exceed CFSP targets for older youth in foster care. Of the youth that emancipate from foster care, an increase in the number of youth receiving Youth Services | | To be determined |

National Resource Center for Recruitment and Retention of Foster and Adoptive Parents at AdoptUSkids

NRC on Organizational Improvement
Wellbeing:
Families have enhanced capacity to provide for their children's needs

Children receive appropriate services to meet their educational needs

<table>
<thead>
<tr>
<th>CFSP Goal</th>
<th>Intermediate Outcomes</th>
<th>Agency Program Area(s)</th>
<th>Description of T/TA Activities</th>
<th>T/TA Network Member</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be found in substantial conformity with systemic factor: quality assurance system, responsiveness to the community, and staff and provider training.</td>
<td>To be determined – outcomes on measuring the implementation of child welfare practice model and impact of model on overall outcomes.</td>
<td>All</td>
<td>Planned: Initial activities to include the planning for the development and implementation of a CQI process for PS given existing resources including identification of project milestones and intermediate outcome sand CFSP goals.</td>
<td>Not identified</td>
</tr>
</tbody>
</table>
XIV. RESEARCH, EVALUATION & MANAGEMENT INFORMATION

A. Background & Overview

The Research, Evaluation and FACTS (REF) Bureau develops, implements and monitors the production database system, FACTS, and provides the subsequent analysis and reporting of child welfare data (AFCARS, NCANDS and NYTD) in New Mexico. PSD continues to collaborate with ACF to further refine analytic capacities that are supportive of accurate, timely and relevant data to the implementation of “best practices” focused on meeting the needs of children and families. During this reporting period, New Mexico’s ability to use the analytic capacities developed under the PIP have been negatively impacted by vacancies. Although the vacant position within the FACTS unit was filled, the remaining three vacancies all in the research and evaluation unit, including the REF Bureau Manager, have been vacant for almost six months as PSD searches for a qualified applicant.

Enhanced data capacity without local training and local buy-in may yield limited results for the transformation of child welfare practice. PSD continues to provide the PSD Supervisory Core which includes a module on understanding and using data to manage and supervise. In addition, prior to the REF vacancies, regional trainings were provided to introduce field staff to data interpretation, including comparisons with county, regional, state and national results. Through provision of case level feedback, these workers were encouraged to incorporate data analysis into their routine case management efforts. Staff were provided with “questions and answers” sessions for the purpose of additional clarification. Prior to the vacancies, REF was in the process of reviewing the type and number of reports currently produced. The purpose of this review was to determine what reports were being utilized, by whom and for what purpose. The review was also focused on the usability of existing reports. These efforts however had to be suspended.

A modification to our Management Information System (MIS), FACTS, occurred through a release in June 2012. This release enhanced the functionality and data collection abilities for the FACTS data system. Every year the FACTS Unit within REF conducts at least six weeks of intensive county office based trainings for approximately 800 staff on the elements contained in the latest annual release and other prior database areas that require reinforcement or clarification. PowerPoint trainings for the various aspects of the annual releases are made available to staff via the CYFD intranet.

PSD distributes important information generated by the MIS to the field through several different methods and provides technical assistance in the interpretation of these data. Some specific examples include:

- Quarterly and Annual Strategic Plan Measures
- PSD Desktop Report
- Annual FACT Book
- 360 Degrees County Profile
- Specially designed PowerPoint presentations
- Intranet trainings
- Expanded and more rapid reporting to workers through intranet hyper linking and web access for public data, and
- Customized one-to-one office visits.
As stated earlier, vacancies have negatively impacted PSD’s ability to produce these reports during this reporting period. Despite this, PSD is using existing staff to meet critical reporting needs. Even during this time, there continues to be increased understanding and expertise developed for the field managers in the utilization of New Mexico’s child welfare information. PSD gives part of the credit for our increasing ability to generate and use data to manage performance to such positive things as the FACTS staff being regionally based, collaboration among end users, management support, flexible CFSR Round II syntax and the comprehensive efforts of REF Bureau. This package of strategies enables child welfare staff to more readily identify issues, trends, and needed program change. Finally, much of the responsiveness and flexibility of this data system is due to the strong, responsive, and comprehensive bridge between PSD and CYFD’s Information Technology Services staff. This relationship will become even more critical as CYFD pursues migrating our FACTS SACWIS system into a web-based environment. REF and CYFD IT are initiating planning efforts to develop and submit an Advance Planning Document for this purpose.

REF staff continue to support PSD and CYFD efforts to provide needed data sharing with child welfare stakeholders as resources allow. In 2012 REF is working with OptumHealth, the state entity for behavioral health services, to allow for data collection and analysis to improve behavioral health services for children in the foster care system in high end placements. REF has also been involved in the Diligent Recruitment grant and the Piñon Project and is currently working with Butler University on efforts to implement a client family engagement survey to further our efforts on implementing our practice model.

B. Plan

During this upcoming year, PSD will begin re-building our research and evaluation unit beginning with advertising and hiring for our three vacant positions. Key REF tasks accomplished through the research and evaluations unit continue to include:

- generation of monthly, quarterly and annual data;
- management of production reports and development of specialized reports;
- support of agency data requests; and
- support of local best practices management through using data management information.

Key REF tasks through the FACTS unit include:

- regular IT release and CORE training support;
- federal reporting;
- support of all IT releases, including, design and user acceptance;
- database troubleshooting;
- federal audit support; and
- weekly audit of all provider payments.
As the REF is re-established, PSD will resume efforts on evaluating existing reports to assure accuracy, completeness, and usability. These efforts will be conducted within the framework of the agency’s effort to develop a continuous quality improvement program (See Quality Assurance Section p. 102 for additional information).

A prime effort to be initiated later in 2012 will be the drafting of an Advanced Planning Document for the purposes of documenting the agency’s proposal for moving our existing SACWIS system into a web-based environment. These efforts will be conducted with CYFD’s IT operations and with the assistance and guidance of the Health and Human Services Administration for Children and Families Children’s Bureau.
PSD’s Quality Assurance efforts include management information reports, performance standards, and case review. During this reporting period, PSD has had two primary areas of focus for the management information reports and performance standards: Worker – Child Visitation and Pending Investigations. Both reports are generated from data contained within FACTS, the agency’s SACWIS system. The Practice Improvement Bureau (PIB) issues and monitors the Worker – Child Visitation reports. The Pending Investigations report is generated by the Research, Evaluation and FACTS Bureau, and efforts are monitored by the field deputy director and director.

Case reviews are conducted by PSD’s Quality Assurance (QA) Unit. The QA unit has been in place since 1998 and is housed within the Division’s Practice Improvement Bureau (PIB). The goal of the QA Unit is to provide “reliable and valid performance and outcome data that will be used to improve service delivery and outcomes for children and families.” In Round Two of the CFSR, New Mexico was found to be in Substantial Conformity with the requirements of this systemic factor.

The QA Unit continues to conduct county-based reviews of randomly selected in-home services and foster care cases, utilizing the federal CFSR review methodology. The review instrument replicates the CFSR on-site review instrument and yields information on every item for safety, permanency and well-being outcomes. PSD establishes a review schedule on an annual basis. Counties are selected for review based on the size of the population served, and the need to monitor improvement in the areas of service delivery and outcomes for children and families.

In the past year, the QA unit reviewed eleven county offices that included several of our larger offices as well as county offices that were identified as the Piñon Implementation Zones sites. Case review information from the Implementation Zone counties is being used to establish a baseline to evaluate the success in implementing our child welfare practice model and to assess the impact that the Piñon Project has had on outcomes for children and families. The QA unit also continues to utilize additional review instruments for the purpose of conducting reviews of foster care provider files and legal records. The QA unit generates individual reports for each county office reviewed. These reports include identified programmatic strengths and areas in need of improvement and review systemic issues. The Quality Assurance Review reports are provided to the supervisors, COMs, Regional Managers, Deputy Directors and the Director.

In addition to the QA onsite reviews described above, the QA staff with the assistance of other key agency staff developed two additional reviews and instruments for those reviews. One of these additional reviews targeted a sample of investigations that did not result in In-Home Services or a legal intervention. This population was selected for review as the work represents the greatest proportion of investigations conducted by the agency, and it is not captured in the regular QA review process or CFSR. The review instrument was expanded to include exploration of agency practices that were identified as expressions of the values and principles of the child welfare practice model. In the fall of 2011, the five Piñon Project Implementation Zone counties were reviewed as part of this QA Investigation Review. The result of this review established a baseline for these counties and was also used in readiness planning to identify training and technical assistance needs. PSD plans to revisit these county offices in the fall of 2012 to determine
the changes since implementing the Piñon Project. As part of the Piñon Project sustainability efforts, PSD is formulating a plan for the continuation and expansion of this process as additional implementation site counties are identified.

The other review concerns practices within Statewide Central Intake (SCI). A review instrument was developed to evaluate the current practices within SCI including conformity with agency policy and procedures and the appropriate screening and prioritization of reports. The agency efforts related to the receipt of reports of maltreatment and the processing of those reports was targeted for review as it has not been comprehensively captured within our existing QA efforts. This review is in process and will also document results of the work of the Piñon Project related to the intake process. PSD plans to conduct a second SCI review in the winter of 2013 after full implementation for comparison and to evaluate the results of any corrective action taken.

B. Plan

Short Term

PSD’s PIB will continue the various programs, activities, and monitoring described. In addition to these QA efforts, the staff from the QA Unit train other PSD staff to work alongside the QA staff and participate in the QA Reviews. This mirrors the federal CFSR process and supports field staff’s understanding of practice standards and how specific practices can create positive outcomes for children and families. Interest in the training and in the peer QA review opportunity has been significant. There were initially two sessions planned, however because of demand, four sessions were provided between January and April 2012. PSD was also pleased to have social workers from the Navajo Nation Department of Social Services attend and participate in the training. An additional QA review is being planned for the Family Centered Meeting (FCM) process. The QA Unit is working collaboratively with the Piñon Project FCM work group and is in the preliminary stages of developing a review instrument for FCMs. The purpose of this review is to evaluate the current utilization of FCMs, case dispositions and outcomes to determine the effectiveness of our current FCM process as well as to identify strengths and areas of opportunities. PSD anticipates that the FCM review will occur later in 2012.

PSD’s PIB will also continue to focus on ensuring all new processes are properly incorporated into practice. The PIB plays a key role as PSD moves forward with our implementation project and the development and implementation of a practice model. Staff from the Bureau are involved in a number of the project work groups. PIB is actively involved in additional quality assurance efforts to include fidelity measures as PSD continues to develop and implement of our practice model.

Long Term

PSD seeks to develop and create a functioning and comprehensive continuous quality improvement (CQI) process within the Division. The CQI process should build upon the foundation that currently exists and expand upon these components and efforts. Using the practice model developed through the Piñon Project, the CQI process would begin with a set of mission critical outcomes which would involve child safety, permanency, and well-being. The second element involves a statement of our current performance that is based on systematically gathered data that describes how well PSD achieves the mission critical outcomes. The current level of performance is related to the third element of the CQI process of setting goals and deciding on a theory of change. PSD anticipates that our capacity to understand how well we accomplish our goals and how we create change will impact our ability to
work to improve performance in a more focused and structured way. The last step in the CQI process involves monitoring and feedback. Monitoring provides a way to discern whether the intended changes are taking place, and feedback refers to the distribution of information back through the system to key staff as part of a systematic effort to keep the stakeholders informed of progress. It is through this type of effort that PSD believes we will successfully implement our child welfare practice, creating a learning environment that supports continuous improvement to further improved outcomes for the children and families we serve.
XVI. CHAFEE FOSTER CARE INDEPENDENCE PROGRAM (CFCIP) AND EDUCATION & TRAINING VOUCHERS (ETVs)

I. INTRODUCTION

The Protective Services Division (PSD) of the Children, Youth and Families Department (CYFD) is the state agency responsible for the administration for the Chafee Foster Care Independence Program (CFCIP) and the Education and Training Vouchers (ETV) Program. The New Mexico programs are administered by the Youth Services Bureau and designed to provide services and supports to older youth in foster care, youth who have emancipated from the foster care system, and youth adopted from the foster care system at sixteen years of age and older. The Youth Services Bureau serves youth with a plan of PPLA regardless of age, youth 15.5 through the age of 21 and, for ETV, up to the age of 23.

A. National Evaluation: (Describe the steps the State has taken and plans to take to prepare to implement NYTD, including efforts to inform, engage, and prepare youth to participate in the outcome survey portion of NYTD. Please describe any technical assistance the State anticipates needing in order to be ready for the first submission of NYTD data by May 15, 2011 for the period October 1, 2010 through March 31, 2010.)

1. Outcome Surveys: PSD submitted a total of 73 baseline surveys for reporting periods 2011A and 2011B. Of those, 52 youth completed the survey. PSD, Youth Services is maintaining contact with these youth in preparation for the 19 year old follow up surveys. Youth Services is continuing to complete baseline surveys although it is not required for federal reporting purposes in order to enhance the quality and quality of the data and to maintain the interviewing skills of the Youth Transition Specialists conducting the surveys.

2. Served Data: PSD is in substantial compliance with reporting on the served population for both 2011A and 2011B. There were 242 youth served in the 2011A submission and there were 274 youth served in the 2011B submission.

3. Data Collection: PSD continues to collect services data through the FACTS (SACWIS) system. Contractor data is collected manually and entered into the FACTS system to ensure complete and accurate data. Technical assistance on NYTD reporting is provided to contractors as needed on an on-going basis.

4. Staff Training: Youth Services and staff from the Research and Evaluation Bureau, FACTS Unit provide training to county office field staff as requested and needed by the various county offices. As new Youth Transition Specialists are hired, they are trained in survey administration and NYTD services documentation in FACTS. PSD participates in federally sponsored webinars, teleconferences and the national data and NTYD conferences. PSD recognizes the potential need for technical assistance from the National Resource Center on Youth Development and the Center on Child Welfare Data and Technology. However, at this time, no specific needs have been identified.
B. History and Review of Previous Achievement: The New Mexico Independent Living Program, now named “Youth Services Program”, formally began in 1992. With the passage of the Chafee Foster Care Independence Act of 1999, New Mexico enhanced and expanded its independent living program. Since 1999, New Mexico has expanded and enhanced the program in a number of ways including:

- Doubling the number of Youth Transition Specialists
- Designation of specific permanency planning workers to carry the cases of older youth in foster care
- Revisions to Youth Services Program policies and procedures to incorporate the enhancements to service delivery including youth safety, importance of maintaining positive connections and positive youth development.
- Creation of a standardized and uniform approach to assessment through the adoption of the Ansell-Casey Life Skills Assessment and Psychosocial History
- Adoption of a competency based approach to the provision of life skills development
- Expansion of Medicaid eligibility to age 21 for youth who have emancipated from the foster care system
- Strengthening and expansion of membership in the Statewide Youth Advisory Board
- Strengthening relationships with tribes, including co-sponsoring the ICWA Child Welfare Conference
- Maintaining regionally based transitional living contracts to provide for statewide coverage and incorporation of safety, permanency and well being performance outcome standards
- Improving ease and timeliness of access to Chafee and ETV funding
- Continuation of an additional quality assurance process through Adolescent and Adoption Resource Team
- Establishment of a client-directed attorney representation model for older youth in foster care
- Creation of mentoring opportunities for youth
- Amendments to the New Mexico Children’s Code in 2009 to achieve compliance with the requirements of the federal Fostering Connections to Success and Increasing Adoptions Act of 2008.

II. DESCRIPTION OF PROGRAM DESIGN AND DELIVERY

A. Describe how youth of various ages and at various stages of achieving independence are to be served: Staff and managers are notified of eligible youth through an automated process using the state SACWIS system. This system identifies youth age 15 yrs six months, any youth with a plan of PPLA regardless of age and any youth entering foster care after age 16. This notification identifies the need for the initial independent living assessment and inclusion of items related to independent living skill development in the youth’s case plan. Mechanisms have been put in place to notify staff of those youth requiring a transition staffing.

Every year the PSD sponsors an Independent Living Conference to provide foster care youth and youth who have recently emancipated from the foster care system and opportunity to participate activities supporting a number of the seven program
areas. PSD staff provide the supervision and monitoring of the youth during the conference. Youth are actively involved in planning and preparing the conference. This year's conference is scheduled for August 2012 and will be held in Taos, New Mexico.

Additional information concerning program elements and a description of the services are provided in Section D. Seven Purpose Areas of this report.

B. Room and Board Definition: The State has set a reasonable definition of “room and board” as follows:

- **Room:** Payment of rent or mortgage
- **Board:** Payment for food to maintain living arrangement

C. NM statutory and/or administrative barriers to serving broader range of eligible youth, which need to be amended or eliminated: Recent 2009 amendments to the New Mexico Children’s Code have brought the state into compliance with the requirement of the Fostering Connections to Success and Increasing Adoptions Act. In addition, the Motor Vehicle Code was amended to allow minors in the custody of PSD to apply for a driver’s license and clarifies liability issues. PSD will be working with the state Medicaid agency to explore options to expand Medicaid eligibility to youth up to age 26 as allowed by the federal health care reform. Currently, New Mexico, like many other states, is facing state budget challenges that have resulted in furloughs, hiring freezes and/or cuts to general fund for all state agencies. This impacts the provision of services. PSD managers are continually working to implement strategies to minimize the impact on our youth.

D. Seven Purpose Areas: As required by Section 477 (b)(2)(A), the Chafee section of the CFSP must address how the State will design, conduct and/or strengthen programs to achieve the purposes of section (a) (1-7). The following documents specific accomplishments achieved in FY 2010 and planned activities for FY 2011 for each of the following seven purpose areas.

1. Help youth transition to self-sufficiency: All youth in foster care are identified at age 15 years 6 months and referred for an independent living skills assessment and readiness to transition into adulthood. Results of the assessment are used to inform a Teen Life Skills plan, formerly referred to as the transitional living plan. The Teen Life Skills plan focuses specifically on the life skills the youth needs in order to successfully transition to adulthood. The Teen Life Skills plan is attached to the youth’s case plan and is presented to the court at the annual permanency hearing or six month judicial review. It is revised and updated at six month intervals to reflect the skills in which the youth is achieving competency. At age 16 years 6 months, all youth in foster care begin working with the Youth Transition Specialist (YTS) to plan for the transition meeting, a youth-driven meeting for the purpose of developing a transition plan or “Toolkit for Adulthood”. To the extent possible, the youth facilitates the meeting with the support of the YTS. Participants in the meeting include the youth, the youth’s attorney, and others of the youth’s choosing (biological family members, fictive kin, mentors and other supportive people the youth identifies). The plan includes goals, action steps, responsible parties and timelines in the domains of housing, education, employment or income, health and mental health, local opportunities for mentors, and continuing support services. The plan is presented to the court at the first hearing after the youth’s 17th birthday and is reviewed at every subsequent review and permanency hearing. Additional meetings are held throughout the year to update and revise the plan as a youth’s needs and plans for their future change. A discharge hearing is held to determine whether the agency has made efforts to implement the transition plan and whether the agency has provided the youth with specific documents (e.g., birth certificate, health records, state-issued identification card, social security card, etc.). Under specific
conditions and with the youth’s consent, the court may continue to exercise its jurisdiction for a period of time not to exceed one year from the youth’s 18th birthday.

Each county office has identified a Permanency Planning Worker (PPW) who carries a caseload made up predominantly of youth ages 15 and 6 months to age 18. The PPW is responsible for completing the independent living skills assessment and the Teen Life Skills plan. At age 16 years 6 months, the YTS becomes more actively involved in the youth’s case and starts planning for the Youth Transition Meeting. The YTS is responsible for planning and carrying out the transition meeting, conducting life skills events, supporting youth leadership activities, accessing funding resources, and is the primary worker for the youth from 18 up to 21 (or 23 if the youth has accessed the Educational and Training Voucher program).

Each YTS is responsible for planning life skills “events” that are regionally based, are three to five hours in length, and occur at least quarterly. The events are experiential in nature and occur within the context of what happens in real life situations. In addition, the YTS supports the youth in achieving competency in life skills through use of teachable moments and providing support to the youth’s out-of-home provider to ensure that youth are learning life skills on a daily basis.

With the new requirements in the Children and Family Services Improvement and Innovation Act of 2011, Youth Services staff have started to implement the annual credit report requirements. Currently staff work individually with youth to obtain verification that there is no existing credit report on record with the credit bureau for each youth at ages 16 and 17. To date there have been no youth who have received a report that would indicate a possibility of identity theft or fraud.

2. Help youth receive the education, training and services necessary to obtain employment: New Mexico offers the following services to support youth to receive education, training and services necessary to obtain employment:

- **Employment Skills**: Job seeking, maintaining employment, and career planning are assessed in the independent living skills assessment and are developed through the life skill development process including life skill events, one-on-one learning, and support to the youth’s out-of-home provider.

- **Summer Employment Opportunities**: PSD partners with other state agencies including Workforce Investment Act providers to support youth in participating in summer job programs. Due to the downturn in the economy, staff are supporting youth in seeking apprenticeships and volunteer opportunities to help build their employment skills and engage youth in positive activities during the summer months.

- **Clothing Vouchers**: PSD provides clothing vouchers for youth who need clothing and who are required to wear uniforms or specific types of apparel for employment for youth who are under the age of 18 and in state custody. Youth over the age of 18 are able to access Chafee funds to assist with this need.

- **Counseling and Job Search Activities**: Youth Transition Specialists provide ongoing counseling to youth who are seeking, obtaining and maintaining employment. This includes resume writing, assistance in filling out employment applications, interview role plays, and other activities to support youth in finding employment. In addition, Youth Transition Specialists often take the youth on job searches with local employers.

- **Partnering with State Agencies**: The Youth Transition Specialists collaborate with the Division of Vocational Rehabilitation and Department of Workforce Solutions to help youth obtain employment.
3. Help youth prepare for and enter postsecondary training and educational institutions: New Mexico is dedicated to preparing its youth to enter post-secondary training and educational institutions by continuing to provide the following:

- **Incorporating educational goals as part of the youth’s case plan:** Permanency planning workers (PPWs) incorporate educational goals into the youth’s case plan and report to the court the youth’s educational status at each permanency review and judicial review. The permanency planning worker refers youth for special education services as appropriate and advocates with the schools. Youth receiving special education services are provided with a surrogate parent if required. New Mexico’s Children Code was revised to require that case plans describe steps to ensure that the youth’s educational needs are met and that, for youth who are 14 years of age or older, the case plan specifically sets education and post-secondary goals for the youth.

- **Educational Continuity:** New Mexico’s Children’s Code was amended to provide for educational continuity for foster care youth as required by the Fostering Connections to Success and Increasing Adoptions Act. Staff were trained on the requirements in the Spring of 2009.

- **Lottery Scholarships:** PSD assists youth in accessing the state lottery scholarships. The scholarships are available to all New Mexico youth with a high school diploma or GED.

- **Life Skills Development:** Youth Transition Specialists work with youth to assist them with the post-secondary education process, including applying for admission, campus tours, financial aid, and housing and accessing student support services.

- **Foster Care Youth Scholarship Program:** The Albuquerque Community Foundation developed a scholarship program for current and former foster youth. PSD provides information and assistance to youth regarding this opportunity. Scholarships first became available in FFY 2009 and are now available on an annual basis. Friends of Foster Children also has developed a scholarship for former foster youth in New Mexico.

- **Credit Retrieval:** Permanency planning workers across the state support youth in working through the credit retrieval process in their local schools so that when a youth falls behind they are able to catch up on credits so that they can graduate in a timelier manner.

4. Provide personal and emotional support to youth aging out of foster care through mentors and the promotion of interactions with dedicated adults: New Mexico recognizes that positive supportive adult relationships is one of the most significant factors in positive outcomes for youth aging out of foster care. PSD assists youth in identifying these adults and maintaining these relationships through the activities described below.

- **Re-connection with Biological Families:** Youth Services procedures contain specific procedures on supporting youth in reconnecting with biological family members and fictive kin. These include: guiding principles for reconnection; assessment of the youth’s emotional state in collaboration with other important people in the youth’s life; and ensuring safety and risk factors are taken into consideration.

- **Transition Meeting:** The revisions to the New Mexico Children’s Code that went into effect July 1, 2009 include language to ensure that ‘others of the youth’s choosing, including biological family’ are invited and participate in the transition meeting and planning process.

- **Building Futures & Foundations:** Building Futures & Foundations is an innovative program in which committed and well-trained community volunteers are matched with youth between the ages of 16 and 21 who have or will be exiting the foster
care system in a long term one-on-one relationship. The program is operated through New Mexico Child Advocacy Network and to date has matched 8 youth with mentors. Fourteen volunteer mentors are awaiting matches with youth.

5. Provide financial, housing, counseling, employment, education, and other appropriate support and services to former foster care recipients between 18 and 21 years of age to complement their own efforts to achieve self-sufficiency and to assure that program participants recognize and accept their personal responsibility for preparing for and then making the transition into adulthood:

- **Start-Up Funds:** Chafee funds are available to youth ages 18 to 21 who have aged out of foster care for the purpose of securing the items and/or services necessary to establish a residence. Each youth is eligible for up to $1500. Youth who were adopted after the age of 16 are also eligible for Start-Up funds, except for room and board payments (payment of rent or mortgage and payment for food). In SFY 2012 (as of May 15, 2011), 62 unduplicated youth who emancipated from PSD custody accessed Start-Up Funds with an average check amount of $695. Eligible youth may use Start-Up funds for the following:
  - Rent/utility deposits
  - Household supplies
  - Furnishings
  - Appliances
  - Transportation
  - Utilities, including cell phones
  - Food
  - Work apparel
  - Driver’s education/MVD fees
  - Auto repair and maintenance
  - Personal care items
  - Rent/mortgage payments
  - Renter’s insurance

- **Independent Living Placement Status:** Youth who have aged out of foster care are eligible for Independent Living Placement Status. In this program, New Mexico provides monthly reimbursement for living expenses to youth who have aged out of foster care, ages 18 to 21. Youth are required to sign a contract agreeing to participate in education or employment or volunteer service, maintain contact with their Youth Transition Specialist, refrain from illegal activity, and are required to remain substance free. In return, the youth receives a monthly payment of approximately $549 per month. Youth age 17 and older are eligible, however for youth under the age of 18, the PPW must complete an assessment of safety on the home where the youth is planning on living as well as the independent living skills of the youth to ensure that a youth in custody can manage the responsibility of living independently. Review and approval of the deputy director is also required for youth under the age of 18.

- **Transitional Living Programs:** PSD has historically contracted with five transitional living programs across the state to provide housing, case management, 24 hour supervision, and life skills development to youth between the ages of 16 and 21. In an effort to broaden the types of housing programs available to youth emancipating from foster care, PSD released a Request for Proposals (RFP) for housing and life skill development programs. Contractors were selected and will be funded starting July 1, 2012. In SFY 2012, 31 unduplicated youth participated in Transitional Living Programs across the state with funding from CFCIP.

- **Family Unification Program (FUP) Vouchers:** Family Unification Program (FUP) vouchers are available in the Las Cruces area for youth aging out of foster care. These vouchers are time-limited so that a young person may only have the voucher for 18 months. PSD provides aftercare services to each youth who receives a FUP voucher. Currently, seven youth receive housing through this program in Las Cruces.
Youth Leadership Activities: PSD identifies and provides youth with opportunities to develop leadership skills including, but not limited to: participation in Leaders Uniting Voices, Youth Advocates of New Mexico; participation in the annual independent living conference; training and public speaking; and ad hoc requests for youth involvement. Over the last year, youth have participated in the following youth leadership activities: participating in the Court Improvement Commission steering committee; participating in presentations at the Children’s Law Institute, Foster Parent Conference, and the Indian Child Welfare and Protection Conference; participating in the Children’s Court Judges luncheon; participating in the System of Care grant, the Diligent Recruitment Grant, training videos for law enforcement, the housing RFP selection process, Youth Transition Specialist interview panels, and participating in the Implementation Center project work group. In the coming year, it is expected that youth will become more involved in the Citizen Review Board process, and continue their work with the Piñon Practice Model project, development of the NYTD project, and other ad hoc policy workgroups as they arise.

Transitions Supportive Housing Program: The Transitions program focuses on serving youth who have behavioral health needs who have emancipated from the foster care system and who are transitioning from juvenile justice facilities in the community. It can house up to 10 PSD youth at any given time and operates as a scattered site apartment program. Youth in the program pay 30% of their income towards rent and receive supportive services from Youth Transition Specialists and community based behavioral health providers. In the past year, 9 former foster youth have participated in the program. Of these, six youth are currently participating, one has successfully completed the program, and two youth left the program unsuccessfully.

Chafee Medicaid: Youth between the ages of 18 and 21 who have emancipated from foster care are eligible for receiving Medicaid through this program. Each month approximately 250 youth access Medicaid through this program.

Fiscal Agent: PSD contracts with an outside fiscal agent in order to more effectively disburse Chafee and ETV funds to youth who are eligible for these programs.

Comprehensive Community Support Services and Core Service Agencies: Youth in the foster care system and those who have aged out of the foster care system are eligible to receive comprehensive community support services (CCSS) based on their behavioral health needs. CCSS services incorporate a combination of traditional case management services and life skills training in order to support youth with serious behavioral health needs live independently in the community. These services are provided through Core Service Agencies, community based regional behavioral health service agencies that provide a comprehensive array of services, including CCSS, to those who are in need of such services.

Services to Pregnant and Parenting Youth: In FY2012, PSD is contracted with two non-profit agencies to provide additional supports to pregnant and parenting youth who have emancipated or who are likely to emancipate from the foster care system. These supports include case management, life skills development, parenting skills, and education about custody processes and child support enforcement. Services will be provided in the Hobbs and Las Cruces areas of the state. These contracts will continue in FY2013. To date, these programs have served 14 youth involved in the foster care system.

6. Make available vouchers for education and training, including postsecondary education, to youth who have aged out of foster care: New Mexico has provided and will continue to provide ETV for education and training, including post-secondary education, to youth who have aged out of foster care. See section V of this report.

7. Provide services to youth who, after attaining 16 years of age, have left foster care for kinship guardianship or adoption: PSD provides youth who were adopted at age 16 or older with most Chafee services as well as ETV funds. These
services include: independent living assessments; life skills development opportunities; youth leadership opportunities, including Leaders Uniting Voices, Youth Advocates of New Mexico membership and participation in the annual Independent Living Conference; and allowable start up funds. New Mexico does not currently have a subsidized guardianship program.

III. SERVING YOUTH ACROSS THE STATE: ENSURING THAT ALL POLITICAL SUBDIVISIONS IN NEW MEXICO ARE SERVED

New Mexico is largely a rural state with services concentrated in the Albuquerque metro area and to a lesser degree, the smaller urban areas of the state. There are 22 federally recognized Native American tribes within the State and the PSD works collaboratively to provide services to eligible Native American youth. PSD ensures that all political subdivisions of New Mexico are served. New Mexico's Youth Services Program is a state-administered program. The program, administered through central office by the Youth Services Bureau is coordinated with the network of 30 county based local offices located throughout the state. Tribal youth are served by the Youth Transition Specialist located in the youth’s geographical area.

IV. TRUST FUNDS

PSD is not using Chafee funds to establish a trust fund program for youth receiving independent living services or transition assistance.

V. EDUCATION AND TRAINING PROGRAM

Each year, in New Mexico approximately 100 youth emancipate from foster care. PSD recognizes that success in adulthood is facilitated through attainment of educational and vocational goals. The Education and Training Vouchers (ETV) Program authorized by the 2001 amendments to section 477 of the Social Security Act has allowed PSD to further assist and support foster youth participating in post-secondary education and/or vocational training programs. The Youth Services Bureau administers the ETV Program.

By providing Education and Training Vouchers (ETV), New Mexico is able to assist foster youth by subsidizing some of the costs associated with attending an institution of higher education or a vocational program. Through this program, PSD is able to provide payments for allowable expenditures for youth not to exceed the lesser of $5000 or the total cost of attendance as defined in section 472 of the Higher Education Act. Funds may also be used for the purchase of technical equipment, including, but not limited to, computers, calculators, and materials associated with course work. The following describes the ETV program and the methods NM uses to operate the program efficiently and complies with the conditions specified in Subsection 477 (i).

1. **Eligibility:** Youth who aged out of foster care or youth who were adopted at age 16 years of age or older are eligible for ETV. Youth may continue to participate in the ETV program until age 23, if they were participating at age 21, are enrolled in a post-secondary education or training program and are making satisfactory progress toward completion of that program. PSD continues collaboration efforts with the 22 tribes and pueblos located in New Mexico to enhance utilization of ETV by Indian youth on the
same basis as foster youth in state’s custody. The effort is an expansion of the protocol developed during the first five years of the Chafee program.

2. **Eligible Expenditures**: ETV in New Mexico subsidizes costs for support such as:

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<tr>
<th>Category</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition &amp; Fees</td>
<td>Books</td>
</tr>
<tr>
<td>Tutoring</td>
<td>Supplies</td>
</tr>
<tr>
<td>Room &amp; Board (on or off campus)</td>
<td>Computers, laptops and printers</td>
</tr>
<tr>
<td>Vehicle purchase and maintenance</td>
<td>Cost/fees for testing</td>
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<tr>
<td>Specialized equipment for disabled youth</td>
<td>Essential furnishing for housing</td>
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<tr>
<td>Activity fees for school programs/trips</td>
<td>Thesis or presentation fees</td>
</tr>
<tr>
<td>Graduation fees and costs</td>
<td>College/vocational program housing deposits</td>
</tr>
<tr>
<td>Cost/fees for extracurricular activities and/or club activities</td>
<td>Childcare for dependent children needed to allow program attendance and participation</td>
</tr>
<tr>
<td>College/vocational program application fees</td>
<td>Transportation cost related to attendance including auto repairs, insurance and driver’s education</td>
</tr>
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3. **Method for Distribution of Funds**: The youth’s Youth Transition Specialist identifies eligible youth for participation in the program and assist the youth in submitting an ETV application. ETV applications are reviewed to ensure youth eligibility, that the funds being requested are for an approved allowable expense and to ensure conformity with federal and state regulations and agency procedures. PSD tracks the disbursements of all ETV funds.

4. **Goals and Objectives**

**Goal**: Increase the number of tribal youth and youth adopted at age 16 years of age or older participation in the ETV program.

**Objective**: In collaboration with the tribes, PSD will enhance access to and utilization of ETV funds with a particular focus on tribal youth and develop targeted outreach programs. First year efforts will be targeted at those tribes who have existing IV-E agreements with the State.

**Objective**: PSD will enhance access to and utilization of ETV funds with a particular focus on youth adopted at 16 years of age or older by partnering with the PSD Adoption Subsidy program to provide information to eligible youth and their families.

**Goal**: PSD will enhance youth’s successful completion of post secondary educational programs and/or vocational programs.

**Objective**: Assist youth in remaining in post-secondary institutions and completing their goals through the provision of ETV as part of a coordinated process.
5. Describe the specific accomplishments and progress to establish, expand, or strength the State’s postsecondary educational assistance program to achieve the purpose of the ETV program. In SFY 2012 (as of May 15, 2012), 53 unduplicated youth accessed ETV funds to assist with their post-secondary education and training needs. The average amount of funds spent per youth was approximately $3038. In addition, two tribal youth accessed ETV funds.

VI. CONSULTATION AND COLLABORATION

A. Coordination with related programs to engage in consultation with a range of Stakeholders, including Tribes. The 2009-2014 plan was developed after consultation with our youth through Leaders Uniting Voices, Youth Advocates of New Mexico, the Tribes in New Mexico and our community partners and state stakeholders. Our community partners and stakeholders have included the New Mexico Citizen Review Board and the First Judicial CASA program, our independent living program providers, New Mexico Child Advocacy Networks, Division of Vocational Rehabilitation, Aging and Long Term Services Department, the Heart Gallery Foundation and the Behavioral Health Purchasing Collaborative. Opportunities for consultation occurred throughout the year and involved formal public hearing and meetings, presentations at both the foster parent and annual Children’s Law Conferences as well as through our ongoing collaborations. These entities reviewed the results of the second round of the Children and Family Service Review (CFSR), New Mexico’s Performance Improvement Plan (PIP), the CFCIP plan for 2004-2009, subsequent Annual Progress Service Reports (APSR), requirements of the National Youth Transition Database (NYTD) the federal Fostering Connections to Success and Improving Adoptions Act of 2008, and 2009 revisions to the New Mexico’s Children Code. In their review, these entities considered the needs of the older youth in foster care, youth transitioning from foster care and those youth who have recently emancipated from foster care. They took into account the accomplishments and successes of the existing program so as to build upon strengths and successes. The Youth Services Bureau has used the ongoing interactions and regular meetings to review the plan and accomplishments of this first year of implementation to identify revisions and efforts for upcoming years.

B. Results of the Indian tribe consultation, specifically as it relates to determining eligibility for benefits and services and ensuring fair and equitable treatment for Indian youth in care.

1. Describe how each Indian Tribe in the State has been consulted about the programs to be carried out under the CFCIP. Over the last year, Youth Services staff have consulted with the following tribes and pueblos: Sandia, Isleta, Laguna, Acoma, Zuni, Navajo Nation, and the Bureau of Indian Affairs. Included in the consultation were services available to tribal youth including independent living assessment, life skills development, transition planning, Start-Up and ETV funds, transitional living programs, supportive housing, transition support services, and youth leadership.

2. Describe the efforts to coordinate the programs with such Tribes. The Youth Services Bureau provides CFCIP services to tribal youth. Youth Services has developed a referral form and an internal process to accept referrals and assign youth to Youth Transition Specialists. Youth Services staff have conducted outreach to several tribes throughout the last year, often in collaboration with the IV-E unit. Youth Services works particularly closely with Zuni Pueblo and the Ramah Chapter of the Navajo Nation. In addition, Youth Services staff have taken a leading role in the development of the NM Indian Child Welfare and Protection Conference that takes place annually. In this effort, Youth Services staff work particularly closely with Sandia, Isleta, Jicarilla Apache, and representatives from Bureau of Indian Affairs.
3. Discuss how the State ensures that benefits and services under the programs are made available to Indian children in the State on the same basis as to other children in the state. All services that are available to youth in PSD custody and those who have aged out of PSD custody are also available to youth tribal custody and who have aged out of tribal social services. One challenge in this area is that often tribal children’s courts dismiss the custody case prior to the youth’s 18th birthday. In many cases this makes those youth ineligible for services. PSD is working to address this issue by providing services to tribal youth earlier than the youth’s 18th birthday. Some tribes have reported that this may support the tribes retaining custody until the youth is 18 years of age.

4. Report the CFCIP benefits and services currently available and provided for Indian children and youth in fulfillment of this section and the purposes of the law. The following benefits and services are available to tribal youth through CFCIP: independent living assessment; life skills development; transition support services; youth leadership skills; transition meeting; transition plan; start-up funds; ETV funds; and Chafee Medicaid. In SFY 2012, 3 tribal youth were provided with CFCIP services and benefits through Youth Services staff. This is a decrease from last year because several youth turned 21 and Youth Services was no longer able to provide services to the youth. In the coming year, Youth Services staff plan on doing additional outreach to the tribes and pueblos in NM to ensure that tribes are aware of the services we provide.

5. Describe whether and how the State has negotiated in good faith with any Tribe that requested to develop agreement to administer or supervise the CFCIP or an ETV program with respect to eligible Indian children and to receive an appropriate portion of the State’s allotment for such administration or supervision. New Mexico is committed to serving Native American youth and ensuring that benefits and services under the program are available to Indian children in the state on the same basis as to other children in the state. New Mexico also certifies that we will negotiate in good faith with any tribe that does not receive a CFCIP or ETV allotment directly. No tribe has approached PSD to negotiate an appropriate portion of the State’s allotment.

C. Describe how NM involved the public and private sectors in helping adolescents in foster care achieve independence.

1. Involvement of Public and Private Sector: The following are offered as highlights of those efforts:
   a. Heart Gallery of New Mexico Foundation (HGNM): The Heart Gallery of New Mexico Foundation co-sponsors Leaders Uniting Voices, Youth Advocates of New Mexico and provides recreational, educational, cultural activities and other supports for youth transitioning out of the foster care system.
   b. New Mexico Child Advocacy Networks (NMCAN): PSD partners with NMCAN on several activities including Building Futures & Foundations a mentor program for youth emancipating from foster care and the Citizen Review Boards (CRB) and engaging youth in participating in the CRB process. NMCAN has been identified as the lead agency for the planning process in New Mexico for the Jim Casey Youth Initiative work for the coming year.

2. Provide information on specific training that was conducted during FY 2011 and planned for FY 2012 in support of the goals and objectives of the CFCIP and to help foster parents, adoptive parents, workers in group homes, and case managers understand and address the issues confronting adolescents preparing for independent living.
   a. Ansell-Casey Life Skills Assessment (ACLSA) training: Youth Services staff have provided five separate ACLSA trainings across the state over the last year to ensure that both Permanency Planning Workers and contract staff are certified to complete
the ACLSA with youth. Representatives from the following counties participated in these trainings: Luna, Silver City, Socorro, Dona Ana, Lincoln, Otero, Bernalillo, Curry, and Roosevelt. This also included three new Youth Transition Specialists. In addition, Youth Services provided significant technical assistance to Families and Youth, Inc. in Las Cruces (one of our transitional living program providers).

b. **Children’s Law Institute:** In 2012, 17 youth participated in the annual Children’s Law Institute. Instead of having a “youth track” as had occurred in the past, youth actively participated in the workshop sessions with adult attendees as well as having their own presentation. In addition, youth participated in the 3rd annual Children’s Court Judges Luncheon. Youth and children’s court judges were seated alternately around tables and were provided with three types of questions: icebreakers, questions from youth for judges, and questions from judges for youth. Both the youth and the judges reported that they learned a huge amount from each other, in spite of it not being a formal training event.

c. **Indian Child Welfare Conference:** Youth Services staff were instrumental in the planning and implementation of the Indian Child Welfare Conference in New Mexico. In addition to participation in the conference itself, four youth participated in a panel presentation focused on how to maintain one’s cultural identity while in foster care, experiencing multiple placements and removal from their families and communities of origin.

3. **Describe any activities undertaken to involve youth (up to age 21) in State agency efforts such as the CFSR/PIP process and the agency improvement planning efforts.**

a. **Foster Youth Bill of Rights and Responsibilities:** Youth from Adelante developed a foster youth bill of rights and responsibilities that were included in the new foster parent handbook. Since its development youth have also distributed the documents at the Children’s Law Institute, the Foster Parent conference and the Indian Child Welfare conference. Youth are currently working on a grievance process to use if they feel their rights have been violated.

b. **Interviews for New Staff:** In FY 2011, the Youth Services Bureau interviewed staff for one position. Youth were included on the panels for all interviews that were conducted. The youth provided invaluable feedback for the interview panel as well as providing a context and tone of the position for the interviewees.

c. **Implementation Center:** Youth have participated in each of the meetings related to the implementation center process discussed elsewhere in this APSR.

4. **Report activities performed in FY 2010 and planned for FY 2011 to coordinate services with other Federal and State programs for youth and school-to-work programs offered by high schools or local workforce agencies.**

The 2009-2014 CFSP describes ongoing efforts that are being made. These are offered to highlight some of the programs with which PSD is coordinating:

- New Mexico Court Improvement Commission
- New Mexico Department of Health Developmental Disability Division, DD Waiver Program
- NM Tribal Child Welfare Protection Conference Planning Committee
- Court Appointed Special Advocates
- NM Behavioral Health Purchasing Collaborative

VII. DETERMINING ELIGIBILITY FOR BENEFITS AND SERVICES

A. Objective criteria used to determine eligibility for benefits and services: All eligible youth in New Mexico, as determined by the objective criteria for services as described by the Act, are assured fair and equitable treatment for accessing the benefits and services provided by the program. The specific, objective criteria that are used to determine eligibility for benefits and services under New Mexico's program is based on the intent of the Chafee Foster Care Independence Program which describes eligible youth who are likely to remain in foster care until the age of 18, youth adopted from the foster care system at age 16 yrs or older and those youth up to age 21 who have aged out of foster care, without regard to their eligibility for Title IV-E funded foster care. Youth who are likely to remain in foster care until the age of 18 are defined as youth who have a permanency plan of PPLA, no matter what their age, and youth who are 16 years of age or older. Eligibility requirements for each of the services are clearly stated in the Youth Services policies and procedures. Training and technical assistance on eligibility and on other aspects of the Youth Services program are provided to all of the county offices, youth services bureau staff, and to contract providers.

B. Ensuring fair and equitable treatment of benefit recipients: New Mexico will not deny eligibility for independent living services to a youth who otherwise meets the eligibility criteria but who is temporarily residing out of State. In addition PSD will not terminate ongoing Youth Services solely due to the fact that a youth is temporarily residing out of State. In addition, New Mexico continues to work within its region to assist youth moving to other states so there are no gaps in service.

VIII. TRAINING IN SUPPORT OF THE GOALS AND OF THE STATE’S CFCIP

During this last reporting period, PSD received technical assistance and training through the National Child Welfare Resource Center for Youth Development on positive youth development. In addition, Youth Services Bureau staff and the youth permanency planning workers have received training in the agency’s new safety assessment and safety management process and FACTS training. As PSD furthers efforts in these areas, considers the results of the initial NYTD survey to enhance our Youth Services Program and in coordination with PSD’s Implementation Center Project implements our practice model, PSD anticipates the potential for additional technical assistance and training. Any requests for technical assistance and training from one of the National Resource Centers will be submitted to our ACF regional office.

In addition, Youth Services Bureau staff have in the past and will in this upcoming year attend and participate in National Conferences when funds are available. PSD will continue to work with 360 Consulting, NMSU, Heart Gallery Foundation of New Mexico and other collaborative partners to provide training opportunities for youth at venues such as the annual Children’s Law Institute, the annual Independent Living Conference, meetings with NCWRCYD, and other opportunities. Youth Services will continue to partner with Leaders Uniting Voices, Youth Advocates of New Mexico and other youth leaders to provide presentations on the
Youth Services Program and staff, foster parents, judges, attorneys, CASA’s and others can assist youth in foster care transition more successfully into adulthood.

**IX. CHAFEE AND ETV PROGRAM MEASURES**

New Mexico will utilize its SACWIS system to collect data outcomes on youth and will adopt the measures identified using the data collected through NYTD. For the first year of the Five Year plan, the following measures will be used until NYTD is implemented in New Mexico:

1. Permanency Composite 3: Permanency for Children and Youth in Foster Care for Long Periods of Time
2. Permanency Outcome 1 (P1.6): Planned permanent living arrangements (item 10)
3. Number of assessments completed – In SFY 2011, 92 assessments were completed.
4. Number of youth served with ETV – In SFY 2011, 65 unduplicated youth accessed ETV funds to assist with their post-secondary education and training needs. The average amount of funds spent per youth was approximately $2,798. In addition, there tribal youth accessed ETV funds.

The current baselines and performance targets for Permanency Composite 3 and Permanency Outcome 1 are identified in Section IV.B of this CFSP. Once NYTD is in effect, Youth Services will be using NYTD data to inform program development, practice and in establishing goals, objectives and performance measures.
XVII. SERVICES FOR CHILDREN UNDER THE AGE OF FIVE

In response to ACYF-CB-PI-12-05 and new requirements in P.L. 112-34, reauthorizing the Title IV-B, subpart 1 program, PSD has begun to look more strategically at services provided children under age five, in order to:

- Reduce the length of time children under five are in foster care, and
- Address the developmental needs of children under five receiving services under Title IV-B or Title IV-E.

At this point, demographic information regarding this age group is somewhat limited, at least in part due to the vacancies in the PSD Research and Evaluation Unit as discussed in Section XIV above. According to AFCARS 2012A submission, there were 1070 children under age five in custody between October 1, 2011 and March 31, 2012. This represents 38.1% of all children in custody during that time. Of those, 12.5% are Native American and 62% are Hispanic (in both cases, higher percentages than seen in the general population). Over a quarter (26%) have a clinical diagnosis (primarily “emotionally disturbed”). Over half (54%) are in non-relative foster homes, 15% in relative foster homes, and 13% in pre-adoptive homes.

A new focus of New Mexico’s CYFP for 2012 – 2014 will be to collect more data and more carefully assess the needs of children in this target age group in order to plan services accordingly. Specifically, we will look at:

- Length of stay in foster care,
- Placement stability,
- Placement with relatives,
- Placement with siblings,
- Reasons for custody,
- Physical and behavioral health needs,
- Developmental needs,
- Factors contributing to successful and timely reunification.

Meanwhile, New Mexico PSD has been and will continue making several efforts to target services to this age group:

- **Family Support Services**: In a new effort to target services to those at most risk, during the coming year family support services will be prioritized for parents and secondary caregivers who have a child age 0 to 5 who is at risk of abuse or neglect.

- **Safety Management**: A key factor in PSD’s safety assessment process is the vulnerability of the child, and the child’s age obviously enters into that assessment. Focusing on safety throughout the life of a case ensures that the safety of young, vulnerable children is considered.
• **Early Intervention:** Children under the age of three who are subject of a substantiated report of child maltreatment are referred to the state’s early intervention program, Family Infant Toddler (FIT), for an assessment.

• **Core Service Agencies:** The new Core Service Agencies (CSAs) will focus on assessing needs and providing services as early as possible in a case. A key concept in the development of CSAs is that children should experience placement stability, and foster parents are provided with services to address their needs. Early identification will result in intervention so children are better prepared to reunify with their parents or achieve permanency. (See Section VI.B above).

• **CYFD Early Childhood Services:** Infants and children in PSD custody or at risk of coming into custody are often eligible for a range of services provided through CYFD’s Early Child Services Division and its contractors, including childcare, infant mental health services, pre-K programs, and home visiting.

At this time, PSD does not offer training specifically related to the needs of young children, although PS Basic Core includes a full day module on Human Development. This module is under revision, could be adapted to include new data and emerging practice as necessary. The development of an in-service training course on meeting the needs of young children in custody has been included in this year’s Title IV-E training plan.
XVIII. CHILD MALTREATMENT DEATHS

New Mexico utilizes the New Mexico SACWIS (Statewide Automated Child Welfare Information System) FACTS application to compile information on child maltreatment deaths for the NCANDS Child File.

Prior to August of 2010, investigations in which the only child in the home died as a result of abuse or neglect were typically conducted by law enforcement, with these fatalities identified by the Office of the Medical Investigator (OMI) and reported by New Mexico in the NCANDS agency file. Beginning August 2010, New Mexico CYFD began investigating these fatalities in conjunction with law enforcement and new maltreatment types of “Physical Neglect/no other child in home” and “Physical Abuse/no other child in home” were added. Both of these values are mapped to “Maltreatment Death” and are available for reporting in the NCANDS child file for the first time in FFY2011.

To obtain a more complete picture of child maltreatment fatalities in the state, New Mexico reviews child fatality data from both the Office of the Medical Investigator (OMI) and from the interdisciplinary Child Fatality Review Team. A data file of all child fatalities is initially obtained from OMI and compared with child fatalities known to the state agency. Starting with the FFY2010 NCANDS submission, a follow-up in-person review of OMI files is also conducted for any child not known to the State agency who is identified as a victim of homicide to determine the identity of the alleged perpetrator, if known. Only children known to have died from maltreatment by a parent or primary caretaker, who are not included in the child file, are counted for inclusion in the NCANDS agency file.

For FFY2011, New Mexico is reporting fifteen (15) child maltreatment deaths in the NCANDS child file and no (0) deaths in the NCANDS agency file for a total of fifteen (15) child fatalities attributable to maltreatment during the submission year.
XIX. STATISTICAL & SUPPORTING INFORMATION

A. ETV Data

Total number of youth who received ETV awards in FYs 2009, 2010, 2011, and 2012 (year-to-date):
   - FY 2009 = 65
   - FY 2010 = 67
   - FY 2011 = 54
   - FY 2012 = 56 (to date)

Number of youth who were new voucher recipients in FYs 2009, 2010, 2011, and 2012 (year to date):
   - New FY 2009 = 40
   - New FY 2010 = 38
   - New FY 2011 = 26
   - New FY 2012 = 21 (to date)

B. Inter-Country Adoptions

CYFD does not provide post-placement or post-adoption services to children adopted from other countries. Families who have adopted children from other countries may access services through Safe and Stable Families grant funds for these services on a limited basis through family support, family preservation, time limited reunification and/or adoption support contracts. Families may also receive behavioral health services through the funds administered by the single statewide entity, Value Options. These services are available to any family in New Mexico who have adopted based on available funding and services.

At present, New Mexico’s Management Information System (FACTS) cannot track children who entered New Mexico from another country for the purpose of adoption but entered foster care prior to finalization or children who were adopted from another country but have entered foster care as a result of parental rights being relinquished or terminated. County Office Managers were surveyed by email, and, according to their responses, no children who had been adopted from another country were taken into Protective Services custody during the last few years. Modifying FACTS to capture this information would require the creation of a new field and is potentially costly. CYFD will prioritize the request in terms of other proposed modifications.

New Mexico has carefully reviewed and determined that CYFD will not pursue becoming the Accrediting Entity for international adoptions under the International Adoption Act.
C. Monthly Caseworker Visit Data

Data Collection Methodology

Modifications to the FACTS data system (SACWIS), released May 21, 2007, now enable caseworkers to enter the date and location of visits with the child. Narrative sections can be used to document the content and outcomes of each visit. PSD developed a new management information report to run on a monthly, quarterly and annual basis to be able to meet reporting requirements and provide for the automatic calculation of percentages in accordance with ACYF-CB-PI-07-08. As the FACTS release did not occur until May 2007, PSD established the initial baseline using data from July, August, and September as a sample period. With the direction provided in ACYF-CB-PI-08-03 issued on April 18, 2008, PSD amended the baseline to include children are runaway status in the calculations. PSD amended the baseline again in the spring of 2009 in accordance with federal directive.

Baseline: July - September 2007 60.1%

Annual Goals and Actual Rates:

<table>
<thead>
<tr>
<th>Year</th>
<th>Goal</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>65%</td>
<td>79%</td>
</tr>
<tr>
<td>2009</td>
<td>74%</td>
<td>85%</td>
</tr>
<tr>
<td>2010</td>
<td>82%</td>
<td>90%</td>
</tr>
<tr>
<td>2011</td>
<td>90%</td>
<td>91%</td>
</tr>
</tbody>
</table>

Update: PSD has annually exceeded its goals and will continue to closely monitor monthly caseworker visits with children in custody.
2012 – 2013 TITLE IV-E STIPEND PROGRAM

Overview
On July 1, 2012, CYFD Protective Services Division will enter into the second year of three-year agreements with the four University Schools of Social Work for IV-E Stipend Programs in 2011 – 2012. The programs are as follows:

- New Mexico State University (NMSU) MSW and BSW
- New Mexico Highlands University (NMHU) MSW and BSW
- Western New Mexico University (WNMU) BSW
- Eastern New Mexico University (ENMU) BSW

It is anticipated that agreements will be negotiated with these four institutions each academic year for the next three – five years.

Description of Programs
These programs prepare social work students for employment (or continued employment) with the CYFD Protective Services Division. Each student, at both the BSW and MSW level, is required to take a course in Child Welfare Practice and to complete a field placement in a child welfare agency, typically a county office of CYFD/PSD. In return for each academic year for which a stipend was received, the graduating stipend student is obligated to work 18 months for CYFD/PSD. Selection of students (called “Child Welfare Scholars” at NMSU) is a collaborative one, involving a lengthy application and an interview with CYFD/PSD staff.

IV-E Training Functions
A. Training eligible for 75% reimbursement:
   1. Social work practice, e.g., family centered practice and social work methods including interviewing and assessment;
   2. Cultural competency related to children and families;
   3. Title IV-E policies and procedures;
   4. Child abuse and neglect issues;
   5. Permanency planning, including kinship care;
   6. Substance abuse, domestic violence and mental health issues related to children and families in the child welfare systems; not including providing treatment or services;
   7. Effects of separation, grief and loss, child development, and visitation;
   8. Communication skills required to work with children and families;
   9. Activities designed to preserve, strengthen and reunify families; not including providing treatment or services;
   10. Assessments to determine if removal is necessary; not including training on how to conduct specialized assessment such as psychiatric, medical, or educational assessments;
   11. Ethics related to IV-E, including confidentiality;
   12. Contract negotiation, monitoring, voucher processing related to IV-E;
   13. AFCARS and SACWIS utilization;
   14. Independent living;
15. Foster care candidate determination and pre-placement activities, not including providing a service;
16. Referral to services; not including how to perform the service; case reviews;

B. In addition, courses related to specific IV-E allowable activities may be eligible for 50% reimbursement, including:
   1. Eligibility determinations;
   2. Fair hearings and appeals;
   3. Rate setting;
   4. Referral to services;
   5. Preparation for and participation in judicial determinations;
   6. Placement of the child;
   7. Development of the case plan
   8. Case reviews;
   9. Case management and supervision;
   10. Recruitment and licensing of foster homes & institutions.

C. Finally, courses that address the following topics may be eligible for 50% reimbursement:
   1. Agency personnel policies & procedures;
   2. Job performance enhancement skills (e.g., writing, computer skills, time management);
   3. First aid, CPR, security training;
   4. General supervisory skills;
   5. Ethics unrelated to IV-E state plan;
   6. Team building and stress management training;
   7. Safe driving;
   8. Worker retention and worker safety.

D. Training that is not allowable under Title IV-E includes:
   - How to address or treat child or family problems or behaviors (because it supports delivery of social services rather than administration of IV-E State Plan);
   - Conducting child abuse and neglect investigation (because it supports skills needed for staff activities occurring prior to child’s entering foster care or even becoming a candidate for foster care);
   - Child welfare/social service topics that are not related directly to the Title IV-E program or administration of the IV-E state plan.

**Cost Allocation Methodology:** Total IV-E program costs include the cost of the stipend program itself (at 75% eligibility, including actual stipend awards and the cost of administering the stipend program) and the eligible proportion of cost of delivering the IV-E related child welfare curriculum (at 75% or 50%, as determined in accordance with the Child Welfare Policy Manual).
Description of Estimated Total Costs: $2.7 million in IV-E FFP to four Universities, as follows:

- Eastern New Mexico University $ 148,430
- Western New Mexico University $ 140,015
- New Mexico State University $ 351,302
- New Mexico Highlands University $ 2,067,275

IV-E Stipend Program Detail: Detail about specific courses offered by the four Universities in terms of IV-E eligible topics is provided in the tables which follow.
**BSW Curriculum**

**Social Work Schools:**
- New Mexico Highlands University
- New Mexico State University
- Eastern New Mexico University
- Western New Mexico University

**Cost Allocation:** It is estimated that approximately 85% of the total content of the required BSW courses (combined) are Title IV-E eligible at 75% FFP.

**Duration:** All courses listed are one semester in duration.

**Note:** Titles of the courses listed may vary slightly among the Social Work Schools and from semester to semester.

<table>
<thead>
<tr>
<th>Course Title</th>
<th>IV-E Eligible at 75% Training Topic(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Social Welfare</td>
<td>social work practice; cultural competency related to children and families; child abuse and neglect issues; substance abuse, domestic violence and mental health issues related to children and families; effects of separation and grief and loss; child development; communication skills required to work with children and families</td>
</tr>
<tr>
<td>Research Methods I, II/Social Work Research I, II</td>
<td>social work practice; cultural competency related to children and families; child abuse and neglect issues; ethics related to Title IV-E plan</td>
</tr>
<tr>
<td>Social Policy and Services</td>
<td>social work practice; case management and referral to services; cultural competency related to children and families; Title IV-E policy and procedures; child abuse and neglect issues; case review; preparation for and participation in judicial determinations; ethics related to Title IV-E plan</td>
</tr>
<tr>
<td>Introduction to Social Policy</td>
<td></td>
</tr>
<tr>
<td>Social Welfare Policy</td>
<td></td>
</tr>
<tr>
<td>Theories of Social Work Practice</td>
<td>social work practice; case management and referral to services; cultural competency related to children and families; child abuse and neglect issues; substance abuse, domestic violence and mental health issues related to children and families in the child welfare systems communication skills required to work with children and families; cultural competency related to children and families; ethics related to Title IV-E plan</td>
</tr>
<tr>
<td>Course Title</td>
<td>IV-E Eligible at 75% Training Topic(s)</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Social Work Practice I, II, III, IV</td>
<td>social work practice; case management and referral to services; cultural competency related to children and families; substance abuse, domestic violence and mental health issues related to children and families in the child welfare systems child abuse and neglect issues; communication skills required to work with children and families; strengthening and reunifying families; ethics related to Title IV-E plan</td>
</tr>
<tr>
<td>Social Work Practice with Individuals</td>
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<tr>
<td>Social Work Practice with Families</td>
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<tr>
<td>Social Work Practice with Hispanic Families</td>
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<tr>
<td>Social Work Practice with Groups, Communities &amp; Organizations</td>
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<tr>
<td>Social Work with American Indian Communities</td>
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<tr>
<td>Social Work in Rural Settings</td>
<td></td>
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<tr>
<td>Family &amp; Child Welfare Practice/Children’s Services</td>
<td></td>
</tr>
<tr>
<td>Social Work Practice with Elderly/Aspects of Aging</td>
<td></td>
</tr>
<tr>
<td>Human Behavior and the Social Environment I, II</td>
<td>cultural competency related to children and families; child abuse and neglect issues; substance abuse, domestic violence and mental health issues related to children and families; effects of separation and grief and loss; communication skills required to work with children and families; ethics related to Title IV-E plan</td>
</tr>
<tr>
<td>Sociocultural Concepts</td>
<td>social work practice; cultural competency related to children and families; ethics related to Title IV-E plan</td>
</tr>
<tr>
<td>Human Behavior and Social Systems</td>
<td></td>
</tr>
<tr>
<td>Human Diversity &amp; Multicultural Theory</td>
<td>cultural competency related to children and families; child abuse and neglect issues; ethics related to Title IV-E plan</td>
</tr>
<tr>
<td>Law and Ethics in SW</td>
<td>cultural competency related to children and families; child abuse and neglect issues; ethics related to Title IV-E plan</td>
</tr>
<tr>
<td>Family and Child Welfare Issues/Individual &amp; Family Theories</td>
<td>cultural competency related to children and families; case management and referral to services; cultural competency related to children and families; Title IV-E policy and procedures; child abuse and neglect issues; case review; preparation for and participation in judicial determinations; strengthening and reunifying families; ethics related to Title IV-E plan</td>
</tr>
<tr>
<td>Course Title</td>
<td>IV-E Eligible at 75% Training Topic(s)</td>
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</tr>
<tr>
<td>Field Practicum</td>
<td>social work practice; case management and referral to services; cultural competency related to children and families; Title IV-E policy and procedures; child abuse and neglect issues; case review; development of the case plan; permanency planning; placement of the child; visitation; home studies; preparation for and participation in judicial determinations; strengthening and reunifying families; ethics related to Title IV-E plan</td>
</tr>
</tbody>
</table>
### MSW Curriculum
**Social Work School:** New Mexico Highlands University

**Allocation:** It is estimated that approximately 85% of the total content of the MSW courses listed below are Title IV-E eligible. Except as indicated in italic below, courses are Title IV-E eligible at 75% FFP.

**Duration:** All courses listed are one semester in duration.

<table>
<thead>
<tr>
<th>Course Title</th>
<th>IV-E Eligible Training Topic(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family Violence</td>
<td>substance abuse, DV and mental health issues related to children and families; communication skills required to work with children and families; strengthening and reunifying families; ethics related to Title IV-E plan</td>
</tr>
<tr>
<td>Evaluative Research</td>
<td>social work practice; cultural competency related to children and families; child abuse and neglect issues; ethics related to Title IV-E plan</td>
</tr>
<tr>
<td>Field Practicum I, II, III, IV</td>
<td>social work practice; case management and referral to services; cultural competency related to children and families; Title IV-E policy and procedures; child abuse and neglect issues; case review; development of the case plan; permanency planning; placement of the child; home studies; preparation for and participation in judicial determinations; strengthening and reunifying families; visitation; ethics related to Title IV-E plan</td>
</tr>
<tr>
<td>Law and Ethics in Social Work Practice</td>
<td>cultural competency related to children and families; child abuse and neglect issues; ethics related to Title IV-E plan</td>
</tr>
<tr>
<td><strong>Selected Topics in Social Work</strong></td>
<td>IV-E eligibility rate depends on topic</td>
</tr>
<tr>
<td>Social Work in Health Care Settings</td>
<td>social work practice; cultural competency related to children and families; child abuse and neglect issues; substance abuse, domestic violence and mental health issues related to children and families; ethics related to Title IV-E plan</td>
</tr>
<tr>
<td>Social Policy and Services</td>
<td>social work practice; case management and referral to services; cultural competency related to children and families; Title IV-E policy and procedures; child abuse and neglect issues; case review; preparation for and participation in judicial determinations; ethics related to Title IV-E plan</td>
</tr>
<tr>
<td>Social Work with Diverse Populations: Issues of Race, Class, Age, Gender</td>
<td>social work practice; case management and referral to services; cultural competency related to children and families; child abuse and neglect issues; ethics related to Title IV-E plan</td>
</tr>
<tr>
<td>Field Seminar</td>
<td>social work practice; case management and referral to services; cultural competency related to children and families; substance abuse, DV and mental health issues related to children and families; Title IV-E policy and procedures; child abuse and neglect issues; case review; development of the case plan; permanency planning;</td>
</tr>
<tr>
<td>Course Title</td>
<td>IV-E Eligible Training Topic(s)</td>
</tr>
<tr>
<td>-------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Social Work Practice I, II</td>
<td>placement of the child; home studies; preparation for and participation in judicial determinations; strengthening and reunifying families; visitation; ethics related to Title IV-E plan</td>
</tr>
<tr>
<td>Human Behavior and the Social Environment I, II</td>
<td>cultural competency related to children and families; child development; child abuse and neglect issues; substance abuse, domestic violence and mental health issues related to children and families; effects of separation and grief and loss; communication skills required to work with children and families; ethics related to Title IV-E plan</td>
</tr>
<tr>
<td>Independent Study</td>
<td>IV-E eligibility rate depends on topic</td>
</tr>
<tr>
<td>Diagnosis and Treatment of PTSD</td>
<td>substance abuse, DV and mental health issues related to children and families; child abuse and neglect issues; communication skills required to work with children and families; cultural competency related to children and families; strengthening and reunifying families; ethics related to Title IV-E plan</td>
</tr>
<tr>
<td>Crisis Intervention</td>
<td>substance abuse, DV and mental health issues related to children and families; child abuse and neglect issues; communication skills required to work with children and families; cultural competency related to children and families; strengthening and reunifying families; ethics related to Title IV-E plan</td>
</tr>
<tr>
<td>Bilingual/Bicultural Immersion I, II</td>
<td>social work practice; communication skills required to work with children and families; cultural competency related to children and families</td>
</tr>
<tr>
<td>Advanced Research</td>
<td>social work practice; use of assessments; cultural competency related to children and families; child abuse and neglect issues; ethics related to Title IV-E plan</td>
</tr>
<tr>
<td>Advanced Qualitative Research</td>
<td>social work practice; use of specialized assessments; cultural competency related to children and families; child abuse and neglect issues</td>
</tr>
<tr>
<td>Advanced Social Policy</td>
<td>social work practice; cultural competency related to children and families; child abuse and neglect issues; substance abuse, domestic violence and mental health issues related to children and families; ethics related to Title IV-E plan</td>
</tr>
<tr>
<td>Child Welfare Practice and Services</td>
<td>social work practice; case management and referral to services; cultural competency related to children and families; Title IV-E policy and procedures; child abuse and neglect issues; case review;</td>
</tr>
<tr>
<td>Course Title</td>
<td>IV-E Eligible Training Topic(s)</td>
</tr>
<tr>
<td>--------------</td>
<td>--------------------------------</td>
</tr>
<tr>
<td>development of the case plan; permanency planning; placement of the child; home studies; preparation for and participation in judicial determinations; substance abuse, DV and mental health issues related to children and families; strengthening and reunifying families; ethics related to Title IV-E plan</td>
<td></td>
</tr>
<tr>
<td>Grief and Loss</td>
<td>substance abuse, DV and mental health issues related to children and families; child abuse and neglect issues; effects of separation and grief and loss; child development; communication skills required to work with children and families; cultural competency related to children and families; strengthening and reunifying families; use of specialized assessments; ethics related to Title IV-E plan</td>
</tr>
<tr>
<td>Leadership &amp; Supervision</td>
<td>cultural competency related to children and families; communication skills required to work with children and families; strengthening and reunifying families; use of specialized assessments; ethics related to Title IV-E plan</td>
</tr>
<tr>
<td>Clinical Supervision</td>
<td>substance abuse, DV and mental health issues related to children and families; cultural competency related to children and families; communication skills required to work with children and families; strengthening and reunifying families; use of specialized assessments; ethics related to Title IV-E plan</td>
</tr>
<tr>
<td>The Latino Family</td>
<td>social work practice; case management and referral to services; child abuse and neglect issues; communication skills required to work with children and families; strengthening and reunifying families; cultural competency related to children and families; ethics related to Title IV-E plan</td>
</tr>
<tr>
<td>Beliefs &amp; Healing Traditions w/in Latino Communities (Creencias y Tradiciones de Salud dentro La Comunidad Latina)</td>
<td>social work practice; case management and referral to services; child abuse and neglect issues; communication skills required to work with children and families; strengthening and reunifying families; cultural competency related to children and families; ethics related to Title IV-E plan</td>
</tr>
</tbody>
</table>
### MSW Curriculum

**Social Work School:** New Mexico State University  
**Allocation:** It is estimated that approximately 85% of the total content of the MSW courses listed below are Title IV-E eligible. Except as indicated in italic below, courses are Title IV-E eligible at 75% FFP.  
**Duration:** All courses listed are one semester in duration.

<table>
<thead>
<tr>
<th>Course Title</th>
<th>IV-E Eligible Training Topic(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Problems and Social Welfare Policy</td>
<td>social work practice; cultural competency related to children and families; child abuse and neglect issues; substance abuse, domestic violence and mental health issues related to children and families; ethics related to Title IV-E plan</td>
</tr>
</tbody>
</table>
| Social Leadership & Administration               | Title IV-E policy and procedures; child abuse and neglect issues; preparation for and participation in judicial determinations; cultural competency related to children and families; ethics related to Title IV-E plan  
*IV-E eligible at 50%* |
<p>| Policy Analysis and Change                       | Title IV-E policy and procedures; child abuse and neglect issues; preparation for and participation in judicial determinations; cultural competency related to children and families; ethics related to Title IV-E plan |
| Foundations of Professional Social Work          | social work practice; cultural competency related to children and families; child abuse and neglect issues; substance abuse, domestic violence and mental health issues related to children and families; ethics related to Title IV-E plan |
| Socio-Cultural Concepts and Populations of the Southwest | social work practice; communication skills required to work with children and families; cultural competency related to children and families; ethics related to Title IV-E plan |
| Human Behavior and the Social Environment I, II  | cultural competency related to children and families; child development; child abuse and neglect issues; substance abuse, domestic violence and mental health issues related to children and families; effects of separation and grief and loss; communication skills required to work with children and families; ethics related to Title IV-E plan |
| Social Work Practice I, II, III, IV, V, VI       | social work practice; cultural competency related to children and families; child abuse and neglect issues; substance abuse, domestic violence and mental health issues related to children and families; communication skills required to work with children and families; strengthening and reunifying families; use of specialized assessments; ethics related to Title IV-E plan |
| Violence in the Family                           | substance abuse, DV and mental health issues related to children and families; communication skills required to work with children and families; strengthening and reunifying families; use of |</p>
<table>
<thead>
<tr>
<th>Course Title</th>
<th>IV-E Eligible Training Topic(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family and Child Welfare Practice</td>
<td>specialized assessments; ethics related to Title IV-E plan</td>
</tr>
<tr>
<td>Cross-Cultural Social Work with Families</td>
<td>social work practice; case management and referral to services; cultural competency related to children and families; Title IV-E policy and procedures; child abuse and neglect issues; case review; preparation for and participation in judicial determinations; strengthening and reunifying families; ethics related to Title IV-E plan</td>
</tr>
<tr>
<td>Social Work Mental Health Practice</td>
<td>substance abuse, DV and mental health issues related to children and families; communication skills required to work with children and families; strengthening and reunifying families; use of specialized assessments; ethics related to Title IV-E plan</td>
</tr>
<tr>
<td>Generalist Field Practicum I, II</td>
<td>social work practice; case management and referral to services; cultural competency related to children and families; Title IV-E policy and procedures; child abuse and neglect issues; case review; development of the case plan; permanency planning; placement of the child; home studies; preparation for and participation in judicial determinations; strengthening and reunifying families; visitation; ethics related to Title IV-E plan</td>
</tr>
<tr>
<td>Advanced Generalist Field Experience I, II</td>
<td>social work practice; case management and referral to services; cultural competency related to children and families; Title IV-E policy and procedures; child abuse and neglect issues; case review; development of the case plan; permanency planning; placement of the child; home studies; preparation for and participation in judicial determinations; strengthening and reunifying families; visitation; ethics related to Title IV-E plan</td>
</tr>
<tr>
<td>Practice &amp; Research</td>
<td>social work practice; use of assessments in child welfare decisions; cultural competency related to children and families; child abuse and neglect issues; ethics related to Title IV-E plan</td>
</tr>
<tr>
<td>Social Work Research</td>
<td>social work practice; use of specialized assessments; cultural competency related to children and families; child abuse and neglect issues; ethics related to Title IV-E plan</td>
</tr>
<tr>
<td>Advanced Generalist Research</td>
<td>social work practice; cultural competency related to children and families; child abuse and neglect issues; ethics related to Title IV-E plan</td>
</tr>
<tr>
<td>Social Work with Hispanic Populations</td>
<td>social work practice; child abuse and neglect issues; communication skills required to work with children and families; cultural competency related to children and families; ethics related to Title IV-E plan</td>
</tr>
<tr>
<td>Course Title</td>
<td>IV-E Eligible Training Topic(s)</td>
</tr>
<tr>
<td>--------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Social Work with Native American Populations</td>
<td>social work practice; child abuse and neglect issues; communication skills required to work with children and families; cultural competency related to children and families; ethics related to Title IV-E plan</td>
</tr>
<tr>
<td>Family &amp; Child Welfare Policy</td>
<td>Title IV-E policy and procedures; child abuse and neglect issues; social work practice; case management and referral to services; cultural competency related to children and families; case review; preparation for and participation in judicial determinations; strengthening and reunifying families; ethics related to Title IV-E plan</td>
</tr>
<tr>
<td>Selected Topics in Social Work</td>
<td>IV-E eligibility rate depends on topic</td>
</tr>
<tr>
<td>Independent Study</td>
<td>IV-E eligibility rate depends on topic</td>
</tr>
</tbody>
</table>