

DOCUMENT III

Office of Children's Services

Statewide Emergency Response Plan

Note: all references to "partners" include local tribes, partner agencies and providers.

| Federal Areas | Goals | Strategy | Activities | Resp Parties | Timeline | Resources Needed |
|------------------------------|---|--|---|---|---|---|
| I. Prior to incident. | | | | | | |
| 1,3,4 | A. Have families, staff, management, partner agencies and local tribes trained in Local Emergency Plan Committee (LEPC) community plans for disaster response to ensure collaborative and successful response during times of incidences. | 1. All staff, partner agencies and local tribes must be trained in their local disaster plan, as developed by the LEPC in their areas. | OCS field and regional offices, along with identified partner agencies and tribes, must engage in the LEPC meetings in their communities to be knowledgeable of, and be able to successfully engage with, the local plans and 1st responders during incidences. | Field staff, regional staff, partner agencies (as id'd by field/region offices), local tribes; LEPC's and families. | Before OCS field/region plan development; ASAP. | Staff need to be identified and instructed to act as LEPC OCS liaison; PD updated accordingly. Staff time to attend LEPC meetings. |
| | | 2. Field/regional offices must develop, based on the OCS Statewide Plan and their individual LEPC plans, field and regional office disaster plans. | Field and regional offices must, along with identified partner agencies and local tribes, develop field/regional plans to implement with the LEPC community plans during incidences. Plans developed must be aligned with OCS state plan and LEPC local plans. NOTE: most agencies/facilities already have disaster plans; these need to be reviewed and revised as needed by local team. | Field/regional staff; partner agencies, local tribes, community LEPC. | Initiation of local plan development. | Partner agencies and tribes need to be identified by local management; meetings set up to discuss local collaborative plans and LEPC assistance. Program coordinator to present to regional offices; provide technical assistance as needed. |
| | | 3. Staff must be knowledgeable about their LEPC community plan "lines of authority" during first response, and must also know the OCS "lines of authority", at field, region and state office level for use and contact during incidences. | OCS field and regional offices, along with identified partner agencies and tribes, must engage in the LEPC meetings in their communities to be knowledgeable of local plan, first responders, lines of authority for community plans, as well as lines of authority within OCS field, regional and state offices to ensure successful response. | Field/regional staff; partner agencies, local tribes, first responders, LEPC. | Initiation of local plan development. | Meetings with all parties; staff time and meeting space. |
| | | 4. Staff must be trained in how to develop and maintain accurate Resource Family Emergency Response Plans (RFERP) for children in care. | Determine which staff will be responsible for RFERP development with families; train staff accordingly. Train families to keep accurate and updated information; identify and train staff for ORCA (or other database) input and update to ensure accurate information on families in times of incident. | Identified staff (to oversee RF-ERP), families. | Initiation of local plan development. | Staff identified and directed to new tasks; training for staff for RFERP development and identify who will provide training and funding for training; input into ORCA or database; train families and continue messaging for accurate updates to each RFERP |

| Federal Areas | Goals | Strategy | Activities | Resp Parties | Timeline | Resources Needed |
|---|---|---|---|---|--|--|
| 1,3,4 | B. Impacted office(s) must be able to communicate to regional and state office. | 1. Local offices develop, maintain and update communication systems amongst staff, families, field/regional and State office to ensure contact as necessary during time of incidences or notification of possible incidences. | Field/regional offices include communication protocol in field/reg'l plans. | Field/reg'l OCS ERP liaison; staff. | Initiation of local plan development. | Plan; alternative communication system protocol/process. |
| | | 2. Need alternative communication system available at time of incident. | Sat phones are allegedly available in every area where there is a public health clinic. Discussion with Div Military Affairs and Emergency Services resulted in OCS being able to utilize those phones. HOWEVER staff must be identified and trained in use. | OCS ERP liaison; local public health staff; OCS staff trained in Sat phone use. | Initiation of local plan development; as required during incident. | OCS mgmt support for training of staff; meet w/local public health to determine internal protocol for use. |
| II. Response: At onset , or notification, of impending incident. | | | | | | |
| 1,2,3,4 | | 1. Mobilize/deploy OCS lines of authority. | Activate local ERP and components. Contact reg'l and state office contact list personnel ASAP (distr'd to field/region/SO/Reg X 07/06). | Field/reg'l staff and management; state office. | Immediately upon notification or as soon as possible after incident. | Lines of authority designated; alternate worksites and equipment; training for staff on local ERP procedures. |
| | | 2. Engage and collaborate with LEPC and 1st responders onsite. | Identify and train OCS staff to ensure successful response. Have practice sessions w/LEPC and 1st responders | Mgmt to identify staff; training provided to id'd staff. | As directed by 1st responders. | Staff, training for staff, support equipment (sat phone; laptop; database). |
| | | 3. Expeditiously locate, ascertain safety of, and provide assistance to staff; ascertain ability to report to work, either at regular site or alternative identified site, as needed. | Workers must call in to designated number; alternate worksites implemented; ability to transport staff as needed; contact with 1st responders state about status of staff; 1st responders/OCS mgmnt direct staff/set priorities; collaboration w/1st responders. | Staff at all levels, Union agreement, local emergency personnel. | As soon as able after incident. | Ability to transport staff, overtime payment processes in place, flex hours provided, alternate worksite and equipment, dedicated 800# and mandate for workers to call in w/in 24 hours of incident. |
| | | 4. Expeditiously locate, ascertain safety of, and provide services to children in OCS care. | Alternative worksites/equipment deployed; staff at sites (most likely at local shelter) to track children, take calls, make contacts with other offices and state office; transport necessary staff to effected offices; families to call in dedicated 800# w/in mandated timeframes (as part of RFERP); staff to contact family's "emergency contact" number as listed in RFERP if timeframe expires; OCS staff collaborate w/agencies/facilities to provide services that can be provided to ensure safety of children. | Staff, management, LEPC & 1st responders; Union, state office management. | As soon as able after incident. | Dedicated 800# and mandate for families to call in and report w/in 24 hours of incident; alternate worksite (if shelter need to have agreement accordingly); staff to man site and track children and update state office and equipment to do so (laptop, database access); funding for overtime and/or flex hours for staff to extend coverage and accessibility; agreement with Unions accordingly; payment processes for both staff overtime/flex time and provider financial continuity. |

| Federal Areas | Goals | Strategy | Activities | Resp Parties | Timeline | Resources Needed |
|---|---|--|---|---|---|--|
| 1 | AG's have been contacted; they have laptops and are ready to provide services if required. | 5. Provide temporary or emergency care to children "abandoned" due to incident, and/or as requested by 1st responders. | Initiate case for child; contact w/AG's, ability to take "no fault" custody of child if necessary, research and attempt contact w/guardian | Staff, AG's, 1st responders. | As soon as able after incident and as required. | Staff, training for staff, support equipment (sat phone; laptop; database). |
| III. Recovery: continuous and ongoing throughout incident. | | | | | | |
| 1 through 5 | A. Receive, provide custody, relocate children and/or families during incident; respond to inquiries; maintain communication. | 1. Receive and care for non-custodial children left unaccompanied as result of incident. | Staff to assist w/locating family w/Red Cross, 1st responders, and providing custody if needed to protect or care for child. | OCS staff, 1st responders, Red Cross; other volunteers. | As services needed by children. | Staff, AG contact, staff training, practice w/local plans and teams, laptops, sat phones. |
| | | 2. Provide custody to children after 72 hours to ensure safety and continued care (see Regn'l ERP plan is sheltered or hospitalized. | Monitor children for timeframe (less than 72 hrs. = no custody); take custody if time lapses. | Hospital, shelter, AG's, OCS staff on site. | As required. | Tracking system, equipment, staff. |
| | | 3. Emergency license homes offering to provide care for children in need. | Staff to license families willing to care for children; ability to waive certain requirements. | Staff. | As required. | Determination of what can be waived; contact w/lead mgmnt for decisions, databases for basic background checks |
| | | 4. Track custodial and non-custodial children when removed from shelter/facility by family/friend as id'd in RFERP/master file (for OCS children). | Custodial children: require ID match w/RFERP before allowing person to remove child; non-custodial: require ID and do initial background/APSIN/SA check of person; require follow up contact info. | Staff | As required. | Databases, laptops, remote access to APSIN, tracking system. |
| | | 5. Ability to relocate children to other states when needed (ICPC); access to Pacific NoWest Emergency Management Agreement (PNEMA) if necessary (State office resp.) | Implement ICPC/PNEMA agreements to transport, locate or track children in other states as well as Alaska ASAP after incident. | State office, case workers, worker ID'd in 1.A.1 in OCS State plan. | As required. | Accurate and updated information of children, contact w/PNEMA states |
| | | 6. Communication regarding status of children, families, general OCS business continuation when inquiries made; keep public updated on status of impacted area/families/children as much as possible to avoid speculation or rumors. | "hotline" numbers for contacts; response to inquirers of child's status when deemed appropriate, "point" person for media inquiries; provide facts as they are known; if not known, state that and follow up. | Staff identified w/task; media inquiries to State office identified person; through public information offices. | As required. | Procedure for referral; process to ensure confidentiality in responding to inquiries. |
| | | 7. Communication between OCS and partners to ensure days to day operation/services for children, including investigations (determine priorities, intervention processes) and ongoing services | Partners must be part of local OCS planning and practice; contact w/local AG's ensure understanding of local OCS ERP and processes; processes for prioritization of workload. | Field/reg'l staff and management; local partners and AG's. | As required. | Local plan developed; communication and understanding amongst all partners of roles/responsibilities during incident; collaborative training; alternative communications systems (Sat phones). |
| IV. Recovery/ After Action Review | | | | | | |

| Federal Areas | Goals | Strategy | Activities | Resp Parties | Timeline | Resources Needed |
|---------------|--|---|---|------------------------------------|---|--|
| | A. Provide crises counseling to children, families and staff; evaluate and revise ERP. | 1. Debrief staff | Provide forum for discussion; professional assistance to mitigate trauma impacts to staff. | SLT/reg'l./field management. | Included in local plans; as needed by staff. | Procurement of professional services; time and procedure for staff access. |
| | | 2. Provide additional counseling services for children/families. | Fund additional services as needed by children and families. | Finance; SLT> | Included in local plans; as needed by children and families.. | Procurement of professional services; additional funding. |
| | | 3. Evaluate ERP, refine and revise as "lessons learned" from incident. (After Action Review). | All level participants to meet to discuss enhancements/revisions to plan as needed; strengths of plan and community participation, etc. for continuous updating and improving plan. | All parties and plan participants. | Immediately after incident; ongoing basis. | Management support to allow staff to meet and discuss with community participants. |
| | | | | | | |

| Standards, Knowledge & Insights Leading to Success (SKILS) | | | | | |
|---|---|--------------------|--|---|--|
| Training Activity | Courses | Duration | Provider | Audience | Cost Allocation |
| Pre-Service Training Standards, Knowledge & Insights Leading to Success (SKILS), Pre-Service Training for Child Welfare Workers | <p>Day 1</p> <p>Introduction to Child Protection Practice in Alaska</p> <ol style="list-style-type: none"> 1) Understands role of the Child Protection Worker in Alaska 2) Knows the mission, vision, values, and practice model of CPS in Alaska 3) Understands the necessity of collaboration with community partners 4) Begins the process of cultural self awareness and understanding culture and its impact on casework with families 5) Has a beginning awareness of the impact of culture and ethnicity on one's provision of social services to families and children 6) Begins to understand the myriad ways to communicate across cultures 7) Is aware of the concepts of cultural humility and cultural competence 8) Has a beginning knowledge of Historical Trauma <p><u>TITLE IVE ACTIVITIES</u></p> <p>Social work practice</p> <p>Cultural competency related to children and families</p> | Short Term 7 hours | Family & Youth Services Training Academy, University of Alaska Anchorage | All New Caseworkers, Supervisors, and SSA's (Mandatory) | 100% Curriculum IV-E Ratio x Eligibility Ratio x 75% FFP |
| Pre-Service Training Standards, Knowledge & Insights Leading to Success (SKILS), Pre-Service Training for Child Welfare Workers | <p>Day 2</p> <p>Child Maltreatment, Family Centered Practice and Family Assessment</p> <ol style="list-style-type: none"> 1) Knows the types of child maltreatment 2) Understands strength-based, family centered practice 3) Knows how to engage families and gather information for a family assessment <p><u>TITLE IVE ACTIVITIES</u></p> <p>Child abuse and neglect issues</p> <p>Social work practice</p> <p>Case management and supervision</p> <p>Activities designed to preserve, strengthen and reunify</p> <p>Assessments for removal</p> <p>Family Engagement</p> | Short Term 7 hours | Family & Youth Services Training Academy, University of Alaska Anchorage | All New Caseworkers, Supervisors, and SSA's (Mandatory) | 100% Curriculum IV-E Ratio x Eligibility Ratio x 75% FFP |
| Pre-Service Training Standards, Knowledge & Insights Leading to Success (SKILS), Pre-Service Training for Child Welfare Workers | <p>Day 3</p> <p>Practice Standard for CPS Workers in Alaska</p> <ol style="list-style-type: none"> 1) Understands the OCS Practice Model 2) Knows the concepts of safety, safety threats, and protective actions. 3) Understands how a case moves through the OCS system 4) Understands how to relate to and with families and how to perform a safety assessment <p><u>TITLE IVE ACTIVITIES</u></p> <p>Social work practice</p> <p>Communication skills for engagement with children and families</p> <p>Case management and supervision</p> <p>Child abuse and neglect issues</p> <p>Assessment for removal</p> <p>Family Engagement</p> <p>Development of the case plan</p> | Short Term 7 hours | Family & Youth Services Training Academy, University of Alaska Anchorage | All New Caseworkers, Supervisors, and SSA's (Mandatory) | 100% Curriculum IV-E Ratio x Eligibility Ratio x 75% FFP |

| Training Activity | Courses | Duration | Provider | Audience | Cost Allocation |
|---|---|--------------------|--|---|--|
| Pre-Service Training Standards, Knowledge & Insights Leading to Success (SKILS), Pre-Service Training for Child Welfare Workers | Day 4 Interviewing Skills 1) Knows basic interviewing techniques 2) Applies basic interviewing techniques to work with children and families via role play work <u>TITLE IVE ACTIVITIES</u> Communication skills for working with children and families | Short Term 7 hours | Family & Youth Services Training Academy, University of Alaska Anchorage | All New Caseworkers, Supervisors, and SSA's (Mandatory) | 100% Curriculum IV-E Ratio x Eligibility Ratio x 75% FFP |
| Pre-Service Training Standards, Knowledge & Insights Leading to Success (SKILS), Pre-Service Training for Child Welfare Workers | Day 5 Protective Capacities and Safety Assessment 1) Knows the concept of protective capacity as it applies to child safety and permanency 2) Understands the necessity of safety assessment 3) Applies concepts of safety assessment and protective capacities to a case <u>TITLE IVE ACTIVITIES</u> Communication skills for work with children and families Social work assessment skills for removal Case management and supervision Development of the case plan Activities designed to preserve, strengthen and reunify Social work practice | Short Term 7 hours | Family & Youth Services Training Academy, University of Alaska Anchorage | All New Caseworkers, Supervisors, and SSA's (Mandatory) | 100% Curriculum IV-E Ratio x Eligibility Ratio x 75% FFP |
| Pre-Service Training Standards, Knowledge & Insights Leading to Success (SKILS), Pre-Service Training for Child Welfare Workers | Day 6 ICWA and Legal Issues for CPS workers 1) Has a beginning knowledge of ICWA and its impact on CPS work in Alaska 2) Understands legal concepts for CPS work <u>TITLE IVE ACTIVITIES</u> Cultural competency related to children and families Preparation for and participation in judicial determinations Family Engagement | Short Term 7 hours | Family & Youth Services Training Academy, University of Alaska Anchorage | All New Caseworkers, Supervisors, and SSA's (Mandatory) | 100% Curriculum IV-E Ratio x Eligibility Ratio x 75% FFP |
| Pre-Service Training Standards, Knowledge & Insights Leading to Success (SKILS), Pre-Service Training for Child Welfare Workers | Day 7 Safety Planning and Assessment 1) Understands the application of Safety Plans and Protective Actions 2) Applies the principles required for Safety Decision Making 3) Understands the relationship between Safety and Permanency <u>TITLE IVE ACTIVITIES</u> Placement of the child Referral to services Case management and supervision Assessment for removal Development of the case plan Preparation for and participation in judicial determinations | Short Term 7 hours | Family & Youth Services Training Academy, University of Alaska Anchorage | All New Caseworkers, Supervisors, and SSA's (Mandatory) | 100% Curriculum IV-E Ratio x Eligibility Ratio x 75% FFP |

| Training Activity | Courses | Duration | Provider | Audience | Cost Allocation |
|---|--|----------------------|--|---|--|
| Pre-Service Training Standards, Knowledge & Insights Leading to Success (SKILS), Pre-Service Training for Child Welfare Workers | <p>Day 8</p> <p>Case Planning and Child Safety and Permanence</p> <p>1) Knows what Protective Capacities are</p> <p>2) Understands the concept of Can and Will Protect</p> <p>3) Knows what information informs the case plan</p> <p>4) Understands Protective Capacities and their relationship to Safety Threats</p> <p>5) Learns how to assist families to Develop Protective Capacities</p> <p>6) Understands the difference between case plans and safety plans</p> <p>7) Understands the relationship between permanency for the child and Case Planning</p> <p><u>TITLE IVE ACTIVITIES</u></p> <p>Permanency planning including using kinship care</p> <p>Social work practice</p> <p>Referral to services</p> <p>Development of the case plan</p> <p>Substance abuse, domestic violence and mental health issues</p> | Short Term 7 hours | Family & Youth Services Training Academy, University of Alaska Anchorage | All New Caseworkers, Supervisors, and SSA's (Mandatory) | 100% Curriculum IV-E Ratio x Eligibility Ratio x 75% FFP |
| Pre-Service Training Standards, Knowledge & Insights Leading to Success (SKILS), Pre-Service Training for Child Welfare Workers | <p>Day 9</p> <p>Working with the Family from Assessment to Case Planning</p> <p>1) Using a mock case, participants will demonstrate knowledge of the assessment process, safety planning, and case planning, as well as use of community resources and cultural awareness in working with families</p> <p><u>TITLE IVE ACTIVITIES</u></p> <p>Social work practice</p> <p>Case management and supervision</p> <p>Placement of the child</p> <p>Development of the case plan</p> <p>Permanency planning including using kinship care</p> <p>Communication skills required to work with children and families</p> <p>Activities designed to preserve, strengthen and reunify</p> | Short Term 7 hours | Family & Youth Services Training Academy, University of Alaska Anchorage | All New Caseworkers, Supervisors, and SSA's (Mandatory) | 100% Curriculum IV-E Ratio x Eligibility Ratio x 75% FFP |
| Pre-Service Training Standards, Knowledge & Insights Leading to Success (SKILS), Pre-Service Training for Child Welfare Workers | <p>Day 10</p> <p>Understanding Racial and Ethnic Identity</p> <p>1) Understands the concepts of racial and ethnic identity and their impact on children and families in child protective services</p> <p>2) Understands the importance of race and ethnicity in out of home placement for children and youth in CPS systems</p> <p><u>TITLE IVE ACTIVITIES</u></p> <p>Placement of the child</p> <p>Case management</p> <p>Social work practice</p> <p>Cultural competency related to children and families</p> <p>Independent Living</p> | Short Term 3.5 hours | Family & Youth Services Training Academy, University of Alaska Anchorage | All New Caseworkers, Supervisors, and SSA's (Mandatory) | 100% Curriculum IV-E Ratio x Eligibility Ratio x 75% FFP |

| Training Activity | Courses | Duration | Provider | Audience | Cost Allocation |
|---|---|--------------------|--|---|--|
| Pre-Service Training Standards, Knowledge & Insights Leading to Success (SKILS), Pre-Service Training for Child Welfare Workers | <p>Day 11 Child Development</p> <p>1) Understands normal child development (0-5 years) and the effects of separation, grief and loss 2) Techniques for interviewing children</p> <p><u>TITLE IVE ACTIVITIES</u> Child development Communication skills for work with children and families Separation, grief and loss, child development and visitation</p> | Short Term 7 hours | Family & Youth Services Training Academy, University of Alaska Anchorage | All New Caseworkers, Supervisors, and SSA's (Mandatory) | 100% Curriculum IV-E Ratio x Eligibility Ratio x 75% FFP |
| Pre-Service Training Standards, Knowledge & Insights Leading to Success (SKILS), Pre-Service Training for Child Welfare Workers | <p>Day 12 Child Development, cntd.</p> <p>1) Understands normal child development (6-19 years) and the effects of separation, grief and loss 2) Demonstrates skills in engaging and interviewing youth</p> <p><u>TITLE IVE ACTIVITIES</u> Child and Adolescent development Communication skills for work with children and families Separation, grief and loss, child development and visitation</p> | Short Term 7 hours | Family & Youth Services Training Academy, University of Alaska Anchorage | All New Caseworkers, Supervisors, and SSA's (Mandatory) | 100% Curriculum IV-E Ratio x Eligibility Ratio x 75% FFP |
| Pre-Service Training Standards, Knowledge & Insights Leading to Success (SKILS), Pre-Service Training for Child Welfare Workers | <p>Day 13 Parent Functioning</p> <p>1) Understands normal adult development related to parent functioning 2) Understands parent functioning a. Learns interviewing techniques to assess parent functioning to determine necessity to remove child or return child</p> <p><u>TITLE IVE ACTIVITIES</u> Social work practice Case assessment to determine need for removal/placement Communication skills for work with children and families Family Engagement Placement of Child Case management and supervision Permanency planning including using kinship care Communication skills required to work with children and families Activities designed to preserve, strengthen and reunify</p> | Short Term 7 hours | Family & Youth Services Training Academy, University of Alaska Anchorage | All New Caseworkers, Supervisors, and SSA's (Mandatory) | 100% Curriculum IV-E Ratio x Eligibility Ratio x 75% FFP |
| Pre-Service Training Standards, Knowledge & Insights Leading to Success (SKILS), Pre-Service Training for Child Welfare Workers | <p>Day 14 Interviewing skills necessary to work with children who have been abused and neglected</p> <p><u>TITLE IVE ACTIVITIES</u> Social work practice Communication skills required to work with children and families</p> | Short Term 7 hours | Family & Youth Services Training Academy, University of Alaska Anchorage | All New Caseworkers, Supervisors, and SSA's (Mandatory) | 100% Curriculum IV-E Ratio x Eligibility Ratio x 75% FFP |
| Pre-Service Training Standards, Knowledge & Insights Leading to Success (SKILS), Pre-Service Training for Child Welfare Workers | <p>Day 15 Interviewing Skills needed to work with children and families in cases of abuse and neglect</p> <p>1) Demonstrates ability to interview children and families through role play to gather information to assess safety, permanency, and well-being</p> <p><u>TITLE IVE ACTIVITIES</u> Social work practice Communication skills for work with children and families</p> | Short Term 7 hours | Family & Youth Services Training Academy, University of Alaska Anchorage | All New Caseworkers, Supervisors, and SSA's (Mandatory) | 100% Curriculum IV-E Ratio x Eligibility Ratio x 75% FFP |

| Training Activity | Courses | Duration | Provider | Audience | Cost Allocation |
|---|---|--------------------|--|---|--|
| Pre-Service Training Standards, Knowledge & Insights Leading to Success (SKILS), Pre-Service Training for Child Welfare Workers | <p>Day 16 Family Engagement</p> <p>1) Understands the necessity of Family Engagement in the CPS process 2) Understands the relationship of family assessment and safety planning 3) Applies case planning skills</p> <p>Interviewing Skills for case planning an preparation for court 1) Understand courts' role in protecting children 2) Demonstrate ability to write a case petition 3) Know how to gather pertinent evidence and prepare a case for filing a petition and presentation in children's court</p> <p><u>TITLE IVE ACTIVITIES</u> Social work practice Development of the case plan Case management and supervision Placement of the child Referral to services Communication skills required to work with children and families Family Engagement Preparation for and participation in judicial determination</p> | Short Term 7 hours | Family & Youth Services Training Academy, University of Alaska Anchorage | All New Caseworkers, Supervisors, and SSA's (Mandatory) | 100% Curriculum IV-E Ratio x Eligibility Ratio x 75% FFP |
| Pre-Service Training Standards, Knowledge & Insights Leading to Success (SKILS), Pre-Service Training for Child Welfare Workers | <p>Day 17 Reunification, Family Contact and Safety Planning</p> <p>1) Understand family contact standards 2) Understand safety planning and reunification of the family</p> <p>Permanency Planning and Adoption, Guardianship, Alternative Planned Permanent Living Arrangements</p> <p>1) Understand different permanency arrangements and casework with children, birth and adoptive families and implications for Independent Living Services</p> <p><u>TITLE IVE ACTIVITIES</u> Case management and supervision Placement of the child Permanency planning including using kinship care Independent living Social work practice</p> | Short Term 7 hours | Family & Youth Services Training Academy, University of Alaska Anchorage | All New Caseworkers, Supervisors, and SSA's (Mandatory) | 100% Curriculum IV-E Ratio x Eligibility Ratio x 75% FFP |
| Pre-Service Training Standards, Knowledge & Insights Leading to Success (SKILS), Pre-Service Training for Child Welfare Workers | <p>Day 18 Paths to Permanency for Children in Care</p> <p>1) Planning for Permanency a. Understands ways to work with families and children to support reunification when child has been removed b. Understands how adoption, guardianship and other planned permanent living arrangements are available to provide permanency for children c. Understands effects of grief and loss issues for children and birth families when reunification with the birth family is not feasible</p> <p><u>TITLE IVE ACTIVITIES</u> Permanency planning including using kinship care Case management Separation, grief and loss, child development and visitation Placement of the child Independent living Social Work Practice</p> | Short Term 7 hours | Family & Youth Services Training Academy, University of Alaska Anchorage | All New Caseworkers, Supervisors, and SSA's (Mandatory) | 100% Curriculum IV-E Ratio x Eligibility Ratio x 75% FFP |

| Training Activity | Courses | Duration | Provider | Audience | Cost Allocation |
|---|--|---------------------|--|---|--|
| Pre-Service Training Standards, Knowledge & Insights Leading to Success (SKILS), Pre-Service Training for Child Welfare Workers | Day 19 Case Planning 1) Develops a case plan with a family through role play activities <u>TITLE IVE ACTIVITIES</u> Development of the case plan Permanency planning including using kinship care Case management and supervision Referral to services Activities designed to preserve, strengthen and reunify | Short Term 7 hours | Family & Youth Services Training Academy, University of Alaska Anchorage | All New Caseworkers, Supervisors, and SSA's (Mandatory) | 100% Curriculum IV-E Ratio x Eligibility Ratio x 75% FFP |
| Pre-Service Training Standards, Knowledge & Insights Leading to Success (SKILS), Pre-Service Training for Child Welfare Workers | Day 20 ORCA - The O.C.S. SACWIS System <u>TITLE IVE ACTIVITIES</u> SACWIS System | Short Term 7 hours | Family & Youth Services Training Academy, University of Alaska Anchorage | All New Caseworkers, Supervisors, and SSA's (Mandatory) | 100% Curriculum IV-E Ratio x Eligibility Ratio x 75% FFP |
| Indian Child Welfare Act (ICWA) Training | | | | | |
| Training Activity | Courses | Duration | Provider | Audience | Cost Allocation |
| In Service Courses: Indian Child Welfare Act (ICWA) Training | The Indian Child Welfare Act: Information & Implications for Practice 1) Know the history of ICWA 2) Understand the effects of multi-generational grief for Alaska Native and American Indian families 3) Understand the legal issues and implications of ICWA 4) Understand ICWA and Child Welfare Practice in Alaska <u>TITLE IVE ACTIVITIES</u> Social work practice Cultural Competency related to Children and Families Permanency Planning Referral Services Preparation for and participation in judicial determinations Activities designed to Preserve, Strengthen and Reunify Placement Issues and Assessments for Removal/Return of Child | Short Term 14 hours | Family & Youth Services Training Academy, University of Alaska Anchorage | All New Caseworkers, Supervisors, and SSA's (Mandatory) ICWA Partners | 100% Curriculum IV-E Ratio x Eligibility Ratio x 75% FFP |
| Forensic Interview Training | | | | | |
| Training Activity | Courses | Duration | Provider | Audience | Cost Allocation |
| In Service Courses: Forensic Interviewing for Child Welfare Workers | Introduction to Child Sexual Abuse and Forensic Interviewing 1) Understand what Child Sexual Abuse is 2) Be able to identify Child Sexual Abuse 3) Demonstrate ability to use specialized interviewing techniques in instances of child sexual abuse <u>TITLE IVE ACTIVITIES</u> Social work practice Child abuse issues Communication skills for work with children and families Assessments for removal of child Preparation for and Participation in Judicial Determinations | Short Term 18 hours | Family & Youth Services Training Academy, University of Alaska Anchorage | All New Caseworkers and Supervisors (Mandatory) Law Enforcement and MDT and CAC partners (Invited) | 100% CAPTA or GF |
| Supervisory Training | | | | | |

| Training Activity | Courses | Duration | Provider | Audience | Cost Allocation |
|-----------------------------------|--|------------------------|--|--|--|
| In Service: Supervisory Course | <p><u>Agency Mission, Values and Vision</u></p> <p>1) Describes agency’s mission, values and vision 2) Understands how the mission, values, and vision drive agency and unit practice for work with children and families</p> <p><u>Management and Organizational Theories</u></p> <p>1) Knows common management/organizational theories 2) Knows supervisory styles 3) Applies this knowledge to develop a personal management style/theory</p> <p><u>Transitioning from peer and worker to supervisor</u></p> <p>1) Understands how to make the transition, and methods to work with individuals in the unit during the transition</p> <p><u>Supervisory Roles</u></p> <p>1) Understands the various roles a supervisor utilizes and when and how to apply those roles</p> <p><u>Stages of Worker Development</u></p> <p>1) Understands how a worker progresses from “new” to “seasoned” and the needs of the worker at various stages of development 2) Assesses supervisees to determine “stage” of development 3) Understands the cycle of positive change, and how to utilize the theory in supervision 4) Knows the importance of new worker orientation, and the various ways to orient new workers in child protection 5) Develops supervision strategies for supervisees</p> <p><u>Learning Styles</u></p> <p>1) Understands the variety of ways people learn 2) Knows personal learning style 3) Develops skill in ways to work with differing learning styles 4) Understands adult learning principles and applies to supervisees</p> <p><u>Transfer of Learning</u></p> <p>1) Understands the concept of transfer of learning and the supervisors’ role and responsibility for supervisees’ learning 2) Develops strategies for transfer of learning of supervisees in SKILS</p> <p><u>Cultural Values and the Role of the Supervisor</u></p> <p>1) Understand ways culture, race and ethnicity impact CPS work 2) Discusses disproportionality issues within OCS</p> | Short Term 45 hours | Family & Youth Services Training Academy, University of Alaska Anchorage | All Child Protection Supervisors (Mandatory) | 100% Curriculum IV-E Ratio x Eligibility Ratio x 75% FFP |

| Training Activity | Courses | Duration | Provider | Audience | Cost Allocation |
|-------------------|---|----------|----------|----------|-----------------|
| | <p><u>Constructive Feedback</u></p> <ol style="list-style-type: none"> 1) Understands the difference between and among constructive feedback, praise, and criticism 2) Develops a plan for constructive feedback for supervisees 3) Demonstrates constructive feedback to supervisees <p><u>Supervisor as Coach</u></p> <ol style="list-style-type: none"> 1) Describes various coaching techniques 2) Develops a plan for coaching supervisees <p><u>Supervisor as Mentor</u></p> <ol style="list-style-type: none"> 1) Understands the value of a mentoring relationship with supervisees 2) Knows the components of a mentoring relationship <p><u>Structured Supervision</u></p> <ol style="list-style-type: none"> 1) Understands the components of structured supervision 2) Identifies ways to accomplish group and individual supervision 3) Develops a plan to enhance supervision time 4) Understands the role of clinical consultant in supervision <p><u>Understanding Emotional Responses</u></p> <ol style="list-style-type: none"> 1) Recognizes supervisees have emotional “templates” that may cloud judgment effecting casework decisions 2) Understands what emotional “templates” may be—one’s own and one’s supervisees 3) Identifies own “templates” and supervisees’ templates that may effect casework decisions <p><u>Crisis Management</u></p> <ol style="list-style-type: none"> 1) Describes types of crises that typically occur in CPS/OCS 2) Differentiates between types and levels of crisis 3) Develops ways to analyze crises with each worker <p><u>Time management and organization</u></p> <ol style="list-style-type: none"> 1) Learns what time management is and isn’t 2) Describes own time management strategies 3) Develops ways to assist staff manage time effectively <p><u>Team Building</u></p> <ol style="list-style-type: none"> 1) Describes the stages of team development 2) Describes ways to work with teams <p><u>Conflict Resolution</u></p> <ol style="list-style-type: none"> 1) Knows own ways of dealing with conflict in the workplace 2) Describes different ways of addressing conflict 3) Uses “Getting to Yes” model for a negotiation within the workplace | | | | |

| Training Activity | Courses | Duration | Provider | Audience | Cost Allocation |
|---|---|----------|----------|----------|-----------------|
| <p>In Service: Supervisory Course</p> | <p><u>Grief and Loss/Secondary Trauma and Burnout Issues in Child Protection Work</u> 1) Knows the concept of Secondary Trauma and its potential effects for child protection workers 2) Knows self-care strategies to address secondary trauma 3) Knows Alaska’s EAP information and how to access it 4) Differentiates between burnout and secondary trauma 5) Knows the concept of resiliency 6) Develops a plan to encourage resiliency in self and workers</p> <p><u>Change Management</u> 1) Identifies the role and effects of change within an organization 2) Describes a recent change within OCS and applies the change process to the workplace 3) Describes ways to involve staff in the change process and minimize resistance to change</p> <p><u>Advocacy Issues for Supervisors</u> 1) Describes the concept of advocacy 2) Describes ways to advocate for clients and workers both within OCS and in the community</p> <p><u>Supportive Supervision</u> 1) Knows the concept of supportive supervision 2) Knows factors related to worker retention 3) Develops a plan to motivate and reward workers in their unit</p> <p><u>TITLE IVE Activities</u> Social work practice Supervision and case management</p> <p>Adapted From: Brittain, C. (2005). Supervisory training: Putting the pieces together. Denver, CO: Butler Institute for Families, Graduate School of Social Work, University of Denver</p> | | | | |

| Resource Family Training | | | | | |
|---|---|--|---|--|-----------------------------|
| Training Activity | Courses | | Provider | Audience | Cost Allocation |
| Resource Family Orientation | Resource Family Orientation 1) The role of the Office of Children's Services 2) The role of resource families 3) Steps to becoming a licensed foster family 4) Frequently Asked Questions 5) Adopting through OCS | 2 hours | Office of Children's Services licensing staffs and the Alaska Center for Resource Families | All prospective and new resource families | Eligibility Ratio x 75% FFP |
| CORE Training: Pre Service Training Courses | Resource Family CORE Training 1) Understanding the Office of Children's Services (OCS) 2) Foster parenting 3) Adoption and Legal Guardianship 4) Impacts of Child Abuse and Neglect 5) Positive Parenting 6) Cultural Considerations 7) Birth Parenting, Relative Care, and Keeping Connections 8) Adolescents and Independent Living Skills 9) Training and Foster Parent Resources | 8 session training. Each course is 2 hours in length. Total credit hours available is 16 hours | Alaska Center for Resource Families | All new and returning resource families | Eligibility Ratio x 75% FFP |
| Specialized Trainings | Specialized Trainings: Currently there are 120 courses available to resource families through on-site, self-study and web-based course formats. courses range from discipline techniques, behavioral strategies, cultural considerations andn the Indian Child Welfare Act, reunification and permanency for children, to name a few. A complete listing of all offered trainings is attached to the CFSP in the appendix | Courses vary in duration and credit hours | Alaska Center for Resource Families | All continuing resource families. Licensed foster families are required to have 10-15 hours or annual training | Eligibility Ratio x 75% FFP |
| Alternative trainings | The Office of Children's Services accepts trainings that resource families may receive from other Tribal and community based resources. Examples include: Tribal parenting courses, teacher in-service trainings, first aid and CPR trainings, trainings specifically tied to the child's case plan such as IEP trainings, or mental health trainings. Resource families are required to present a certificate of course completion as well as documentation of the number of hours completed for these trainings to be considered. | Courses vary in duration and credit hours | Tribal and Commity providers, Alaska Center for Resource Families records the hours in the database | All continuing resource families. Licensed foster families are required to have 10-15 hours or annual training | Eligibility Ratio x 75% FFP |

OCS Social Work Education Program

| Social Work Education Program | | | | | |
|--|----------------------------|------------------------|---|---|-----------------------------|
| Training Activity | Courses | Duration | Provider | Audience | Cost Allocation |
| The purpose of the Social Work Education Program is to increase professionalism of OCS Staff and to expand the pool of qualified child welfare workers | | | | | |
| Cost to Educate | UAA/UAF BSW or MSW Courses | Varies by OCS employee | University of Alaska Anchorage (UAA) or University of Alaska, Fairbanks (UAF) | OCS Staff currently enrolled or interested in enrolling in BSW/MSW courses or program at an University of Alaska campus | Eligibility Ratio x 75% FFP |
| Bachelor in Social Work (BSW) stipend program | UAA/UAF BSW Courses | | | | Eligibility Ratio x 75% FFP |
| Master in Social Work (MSW) stipend program | UAA/UAF MSW Courses | | | | Eligibility Ratio x 75% FFP |

Estimated Cost Summary for SFY2010

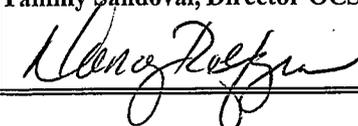
| Program Description | SFY 2010 Estimated Expenditures |
|------------------------------------|--|
| UAA Training Academy Core | \$793,848 |
| Proposed Family Resource Training | \$600,000 |
| Social Work Education Program | \$43,687 |
| Proposed IV-E Eligibility Training | \$50,000 |
| Estimated Total | \$1,487,535 |

OCS Title IV-E Eligibility Training

| Title IV-E Eligibility Training | | | | | |
|--|---|-----------------|---|----------------------------------|------------------------|
| Training Activity | Courses | Duration | Provider | Audience | Cost Allocation |
| Title IV-E Eligibility Training | Title IV-E Eligibility Requirements for Foster Care; Adoption Assistance; and Guardianship Assistance | On-going | State IV-E Program or Eligibility Staff | OCS Staff & Tribal IV-E Partners | Direct x 75% FFP |

CFS-101, Part I: Annual Budget Request for Title IV-B, Subpart 1 & 2 Funds, CAPTA, CFCIP, and ETV

Fiscal Year 2010, October 1, 2009 through September 30, 2010

| | | |
|---|--|--|
| 1. State or Indian Tribal Organization (ITO): ALASKA | | 2. EIN: 92-6001185 |
| 3. Address: AK Department of Health & Social Services, Office of Children's Services, PO Box 110630, Juneau, AK 99811-0630 | | 4. Submission: [X] New [] Revision |
| 5. Total estimated title IV-B Subpart 1, Child Welfare Services (CWS) Funds | | \$ 294,040 |
| a) Total administration (not to exceed 10% of estimated allotment) | | \$ - |
| 6. Total estimated title IV-B Subpart 2, Provides Safe and Stable Families (PSSF) Funds. This amount should equal the sum of lines a - f. | | \$ 692,937 |
| a) Total Family Preservation Services | | \$ 207,881 |
| b) Total Family Support Services | | \$ 138,587 |
| c) Total Time-Limited Family Reunification Services | | \$ 138,587 |
| d) Total Adoption Promotion and Support Services | | \$ 138,587 |
| e) Total for Other Service Related Activities (e.g. planning) | | \$ - |
| f) Total administration (FOR STATES ONLY: not to exceed 10% of estimated allotment) | | \$ 69,294 |
| 7. Total estimated title IV-B Subpart 2, Monthly Caseworker Visit (MCV) Funds (FOR STATES ONLY) | | \$ 41,147 |
| a) Total administration (FOR STATES ONLY: not to exceed 10% of estimated allotment) | | \$ - |
| 8. Re-allotment of title IV-B subparts 1 & 2 funds for States and Indian Tribal Organizations: | | |
| a) Indicate the amount of the State's/Tribe's allotment that will not be required to carry out the following programs: CWS \$ <u>0</u> , PSSF \$ <u>0</u> , and/or MCV \$ <u>0</u> . | | |
| b) If additional funds become available to States and ITO, specify the amount of additional funds the State or Tribes requesting: CWS \$ <u>200,000</u> , PSSF \$ <u>300,000</u> , and/or MCV \$ <u>100,000</u> . | | |
| 9. Child Abuse Prevention and Treatment Act (CAPTA) State Grant (no State match required): Estimated Amount plus additional allocation, as available. (FOR STATES ONLY) | | \$ 222,637 |
| 10. Estimated Chafee Foster Care Independence Program (CFCIP) funds | | \$ 587,392 |
| a) Indicate the amount of State's or Tribe's allotment to be spent on room and board for eligible youth (not to exceed 30% of CFCIP allotment) | | \$ |
| 11. Estimated Education and Training Voucher (ETV) funds | | \$ 197,522 |
| 12. Re-allotment of CFCIP and ETV Program Funds: | | |
| a) Indicate the amount of the State's or Tribe's allotment that will not be required to carry out CFCIP Program | | \$ - |
| b) Indicate the amount of the State's or Tribe's allotment that will not be required to carry out ETV Program | | \$ - |
| c) If additional funds become available to States or Tribes, specify the amount of additional funds the State or Tribe is requesting for CFCIP Program | | \$ 200,000 |
| d) If additional funds become available to States or Tribes, specify the amount of additional funds the State or Tribe is requesting for ETV Program | | \$ 100,000 |
| 13. Certification by State Agency and/or Indian Tribal Organization. The State agency or Indian Tribe submits the above estimates and request for funds under title IV-B, subpart 1 and/or 2, of the Social Security Act, CAPTA State Grant, CFCIP and ETV programs, and agrees that expenditures will be made in accordance with the Child and Family Services Plan, which has been jointly developed with, and approved by, the Children's Bureau, for the Fiscal Year ending September 30, 20 <u> </u> . | | |
| Signature and Title of State/Tribal Agency Official Tammy Sandoval, Director OCS  | | Signature and Title of Central Office Official |

CFS-101 Part II: Annual Estimated Expenditure Summary of Child and Family Services

State or Indian Tribal Organization (ITO)

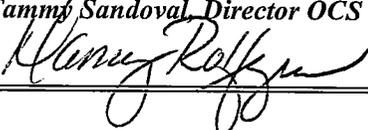
ALASKA

For FFY OCTOBER 1 , 2009 TO SEPTEMBER 30, 2010

| SERVICES/ACTIVITIES | TITLE IV-B | | | (d) CAPTA* | (e) CFCIP | (f) ETV | (g) TITLE IV-E | (h) STATE, LOCAL, & DONATED FUNDS | (i) NUMBER TO BE SERVED | | (j) POPULATION TO BE SERVED | (k) GEOG. AREA TO BE SERVED |
|--|-----------------------|-------------------------|--------------------------|---------------|--------------|------------|-------------------|---|-------------------------------|----------|-----------------------------------|-----------------------------------|
| | (a) Subpart I- CWS | (b) Subpart II- PSSF | (c) Subpart II- MCV * | | | | | | Individuals | Families | | |
| 1.) PREVENTION & SUPPORT SERVICES (FAMILY SUPPORT) | 29,363 | 138,587 | | | | | | 566,257 | 30000 | 250 | Reports of Abuse & Neglect | Statewide |
| 2.) PROTECTIVE SERVICES | | | | | | | | 21,829,232 | 20000 | | All eligible children | Statewide |
| 3.) CRISIS INTERVENTION (FAMILY PRESERVATION) | 235,315 | 207,881 | | | | | | 285,881 | 700 | | All eligible children | Statewide |
| 4.) TIME-LIMITED FAMILY REUNIFICATION SERVICES | 29,363 | 138,587 | | | | | | 55,983 | 700 | | All eligible children | Statewide |
| 5.) ADOPTION PROMOTION AND SUPPORT SERVICES | | 138,587 | | | | | | 46,196 | 250 | | All eligible children | Statewide |
| 6.) FOR OTHER SERVICE RELATED ACTIVITIES (e.g. planning) | | - | | | | | | - | | | - | - |
| 7.) FOSTER CARE MAINTENANCE: (a) FOSTER FAMILY & RELATIVE FOSTER CARE | | | | | | | 4,540,600 | 16,207,200 | 3700 | | All eligible children | Statewide |
| (b) GROUP/INST CARE | | | | | | | 215,000 | 12,249,300 | 600 | | All eligible children | Statewide |
| 8.) ADOPTION SUBSIDY PMTS. | | | | | | | 7,516,071 | 7,516,925 | 2500 | | All eligible children | Statewide |
| 9.) GUARDIANSHIP ASSIST. PMTS. | | | | | | | | 1,739,604 | 275 | | All eligible children | Statewide |
| 10.) INDEPENDENT LIVING SERVICES | | - | | | 587,392 | | | 291,797 | 250 | | All eligible children | |
| 11.) EDUCATION AND TRAINING VOUCHERS | | | | | | 197,522 | | 65,841 | 100 | | All eligible children | |
| 12.) ADMINISTRATIVE COSTS | | 69,294 | | | | | 7,316,801 | 9,108,738 | | | | |
| 13.) STAFF & EXTERNAL PARTNERS TRAINING | | | | 107,637 | | | 200,000 | 1,011,800 | | | | |
| 14.) FOSTER PARENT RECRUITMENT & TRAINING | | | | | | | 333,768 | 583,708 | | | | |
| 15.) ADOPTIVE PARENT RECRUITMENT & TRAINING | | | | | | | 167,752 | 348,408 | | | | |
| 16.) CHILD CARE RELATED TO EMPLOYMENT/TRAINING | | | | | | | | 105,000 | | | All eligible children | Statewide |
| 17.) CASEWORKER RETENTION, RECRUITMENT & TRAINING | | | 41,147 | | | | | 13,716 | | | All eligible children | |
| 18.) TOTAL | \$ 294,041 | \$ 692,937 | \$ 41,147 | \$ 107,637 | \$ 587,392 | \$ 197,522 | \$ 20,289,993 | \$ 72,025,586 | | | | |

* States Only, Indian Tribes are not required to include information on these programs

CFS-101, PART III: Annual Expenditures for Title IV-B, Subparts 1 and 2, Chafee Foster Care Independence (CFCIP) and Education And Training Voucher (ETV) : Fiscal Year 2007: October 1, 2006 through September 30, 2007

| 1. State or Indian Tribal Organization (ITO): AK | | 2. EIN: 92-6001185 | | 3. Address: AK Dept Health & Social Services PO Box 110630 Juneau, AK 99811 | | | |
|--|------------------------|---------------------------|--|--|-----------------------|------------------------|--|
| 4. Submission: <input checked="" type="checkbox"/> New <input type="checkbox"/> Revision | | | | | | | |
| Description of Funds | Estimated Expenditures | Actual Expenditures | Number served | | Population served | Geographic area served | |
| | | | Individuals | Families | | | |
| 5. Total title IV-B, subpart 1 funds | \$ 309,964 | \$ 309,964 | 274 | 120 | All Eligible Children | Statewide | |
| a) Total Administrative Costs (not to exceed 10% of Federal allotment) | \$ - | \$ - | | | | | |
| 6. Total title IV-B, subpart 2 funds (This amount should equal the sum of lines a - f.) | \$ 800,898 | \$ 800,898 | 769 | 860 | All Eligible Children | Statewide | |
| a) Family Preservation Services | \$ 240,269 | \$ 248,780 | | | | | |
| b) Family Support Services | \$ 160,180 | \$ 173,953 | | | | | |
| c) Time-Limited Family Reunification Services | \$ 160,180 | \$ 160,219 | | | | | |
| d) Adoption Promotion and Support Services | \$ 160,180 | \$ 170,204 | | | | | |
| e) Other Service Related Activities (e.g. planning) | \$ - | \$ - | | | | | |
| f) Administrative Costs (FOR STATES: not to exceed 10% of total allotment after October 1, 2007) | \$ 80,089 | \$ 47,742 | | | | | |
| 7. Total Monthly Caseworker Visit Funds (STATE ONLY) | \$ - | \$ - | | | | | |
| a) Administrative Costs (not to exceed 10% of Federal allotment) | \$ - | \$ - | | | | | |
| 8. Total Chafee Foster Care Independence Program (CFCIP) funds | \$ 500,000 | \$ 500,000 | | | | | |
| a) Indicate the amount of State's allotment spent on room and board for eligible youth (not to exceed 30% of CFCIP allotment) | \$ | \$ 17,980 | 180 | | All Eligible Children | Statewide | |
| 9. Total Education and Training Voucher (ETV) funds | \$ 158,529 | \$ 158,529 | 25 | | All Eligible Children | Statewide | |
| 10. Certification by State Agency or Indian Tribal Organization (ITO). The State agency or ITO agrees that expenditures were made in accordance with the Child and Family Services Plan, which has been jointly developed with, and approved by, the Children's Bureau, for the Fiscal Year ending September 30, 20__07__. | | | | | | | |
| Signature and Title of State/Tribal Agency Official | | Date | Signature and Title of Central Office Official | | Date | | |
| <i>Tammy Sandoval, Director OCS</i>  | | 6-8-09 | | | | | |

Attachment C

Title IV-B, subpart 1 Assurances

The assurances listed below are in 45 CFR 1357.15(c) and title IV-B, subpart 1, sections 422(b)(8), 422(b)(10), and 422 (b)(14) of the Social Security Act (Act). These assurances will remain in effect during the period of the current five-year Child and Family Services Plan (CFSP).

1. The State/Tribe assures that it is operating, to the satisfaction of the Secretary:
 - a. A statewide information system from which can be readily determined 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. A case review system (as defined in section 475(5) of the Act) for each child receiving foster care under the supervision of the State;
 - c. A service program designed to help children:
 - i. Where safe and appropriate, return to families from which they have been removed; or
 - ii. Be placed for adoption, with a legal guardian, or, if adoption or legal guardianship is determined not to be appropriate for a child, in some other planned, permanent living arrangement which may include a residential educational program; and
 - d. A preplacement preventative services program designed to help children at risk of foster care placement remain safely with their families.
2. The State/Tribe assures that it has in effect policies and administrative and judicial procedures for children abandoned at or shortly after birth (including policies and procedures providing for legal representation of the children) which enable permanent decisions to be made expeditiously with respect to the placement of the children.
3. The State/Tribe assures that it shall make effective use of cross-jurisdictional resources (including through contracts for the purchase of services), and shall eliminate legal barriers, to facilitate timely adoptive or permanent placements for waiting children.
4. The State/Tribe assures that not more than 10 percent of the expenditures of the State with respect to activities funded from amounts provided under this subpart will be for administrative costs.
5. The State/Tribe assures that it will participate in any evaluations the Secretary of HHS may require.

6. The State/Tribe assures that it shall administer the Child and Family Services Plan in accordance with methods determined by the Secretary to be proper and efficient.

Effective Date and Official Signature

I hereby certify that the State/Tribe complies with the requirements of the above assurances.

Certified by  _____
Tammy Sandoval

Title: **Director**

Agency: **Office of Children's Services**

Dated: **June 26, 2009**

Reviewed by: _____

(ACF Regional Representative)

Dated: _____

Title IV-B, subpart 2 Assurances

The assurances listed below are in 45 CFR 1357.15(c) and title IV-B, subpart 2, sections 432(a)(2)(C), 432(a)(4), 432(a)(5), 432(a)(7) and 432(a)(9) of the Social Security Act (Act). These assurances will remain in effect during the period of the current five-year CFSP.

1. The State/Tribe assures that after the end of each of the 1st 4 fiscal years covered by a set of goals, it will perform an interim review of progress toward accomplishment of the goals, and on the basis of the interim review will revise the statement of goals in the plan, if necessary, to reflect changed circumstances.
2. The State/Tribe assures that after the end of the last fiscal year covered by a set of goals, it will perform a final review of progress toward accomplishments of the goals, and on the basis of the final review:
 - a. Will prepare, transmit to the Secretary, and make available to the public a final report on progress toward accomplishment of the goals; and
 - b. Will develop (in consultation with the entities required to be consulted pursuant to subsection 432(b)) and add to the plan a statement of the goals intended to be accomplished by the end of the 5th succeeding fiscal year.
3. The State/Tribe assures that it will annually prepare, furnish to the Secretary, and make available to the public a description (including separate descriptions with respect to family preservation services, community-based family support services, time-limited family reunification services, and adoption promotion and support services) of:
 - a. The service programs to be made available under the plan in the immediately succeeding fiscal year;
 - b. The populations which the programs will serve; and
 - c. The geographic areas in the State in which the services will be available.
4. The State/Tribe assures that it will perform the annual activities in the 432(a)(5)(A) in the first fiscal year under the plan, at the time the State submits its initial plan, and in each succeeding fiscal year, by the end of the third quarter of the immediately preceding fiscal year.
5. The State/Tribe assures that Federal funds provided under subpart 2 will not be used to supplant Federal or non-Federal funds for existing services and activities which promote the purposes of subpart 2.
6. The State/Tribe will furnish reports to the Secretary, at such times, in such format, and containing such information as the Secretary may require, that demonstrate the State's/Tribe's compliance with the prohibition contained in 432(a)(7)(A) of the Act.

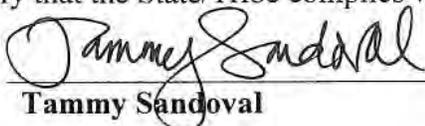
7. The State/Tribe assures that in administering and conducting service programs under the subpart 2 plan, the safety of the children to be served shall be of paramount concern.
8. The State/Tribe assures that it will participate in any evaluations the Secretary of HHS may require.
9. The State/Tribe assures that it shall administer the Child and Family Services Plan in accordance with methods determined by the Secretary to be proper and efficient.

STATE ONLY:

10. The State assures that not more than 10 percent of expenditures under the plan for any fiscal year with respect to which the State is eligible for payment under section 434 of the Act for the fiscal year shall be for administrative costs, and that the remaining expenditures shall be for programs of family preservation services, community based support services, time limited family reunification services, and adoption promotion and support services, with significant portions of such expenditures for each such program.

Effective Date and Official Signature

I hereby certify that the State/Tribe complies with the requirements of the above assurances.

Certified by: 
_____ **Tammy Sandoval**

Title: **Director**

Agency: **Office of Children's Services**

Dated: **June 26, 2009**

Reviewed by: _____

(ACF Regional Representative)

Dated: _____

Child Abuse and Neglect Prevention and Treatment State Plan Assurances

State Chief Executive Officer's Assurance Statement for The Child Abuse and Neglect State Plan

As Chief Executive Officer of the State of _____, I certify that the State has in effect and is enforcing a State law, or has in effect and is operating a Statewide program, relating to child abuse and neglect which includes:

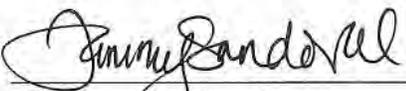
1. provisions or procedures for reporting known or suspected instances of child abuse and neglect (section 106(b)(2)(A)(i) of the Child Abuse Prevention and Treatment Act (CAPTA), as amended);
2. policies and procedures (including appropriate referrals to child protection service systems and for other appropriate services) to address the needs of infants born and identified as affected by illegal substance abuse or withdrawal symptoms resulting from prenatal drug exposure, including a requirement that health care providers involved in the delivery or care of such infants notify the child protective services system of the occurrence of such condition in such infants (section 106(b)(2)(A)(ii) of CAPTA);
3. the development of a plan of safe care for the infant born and identified as being affected by illegal substance abuse or withdrawal symptoms (section 106(b)(2)(A)(iii) of CAPTA);
4. procedures for the immediate screening, risk and safety assessment, and prompt investigation of such reports (section 106(b)(2)(A)(iv) of CAPTA);
5. triage procedures for the appropriate referral of a child not at risk of imminent harm to a community organization or voluntary preventive service (section 106(b)(2)(A)(v) of CAPTA);
6. procedures for immediate steps to be taken to ensure and protect the safety of the abused or neglected child, and of any other child under the same care who may also be in danger of abuse or neglect; and ensuring their placement in a safe environment (section 106(b)(2)(A)(vi) of CAPTA);
7. provisions for immunity from prosecution under State and local laws and regulations for individuals making good faith reports of suspected or known instances of child abuse or neglect (section 106(b)(2)(A)(vii) of CAPTA);
8. methods to preserve the confidentiality of all records in order to protect the rights of the child and of the child's parents or guardians, including requirements ensuring that reports and records made and maintained pursuant to the purposes of CAPTA shall only be made available to--
 - a. individuals who are the subject of the report;
 - b. Federal, State, or local government entities, or any agent of such entities, as described in number 9 below;
 - c. child abuse citizen review panels;
 - d. child fatality review panels;
 - e. a grand jury or court, upon a finding that information in the record is necessary for the determination of an issue before the court or grand jury; and

- f. other entities or classes of individuals statutorily authorized by the State to receive such information pursuant to a legitimate State purpose (section 106(b)(2)(A)(viii) of CAPTA);
- 9. provisions to require a State to disclose confidential information to any Federal, State, or local government entity, or any agent of such entity, that has a need for such information in order to carry out its responsibility under law to protect children from abuse and neglect (section 106(b)(2)(A)(ix) of CAPTA);
- 10. provisions which allow for public disclosure of the findings or information about the case of child abuse or neglect which has resulted in a child fatality or near fatality (section 106(b)(2)(A)(x) of CAPTA);
- 11. the cooperation of State law enforcement officials, court of competent jurisdiction, and appropriate State agencies providing human services in the investigation, assessment, prosecution, and treatment of child abuse or neglect (section 106(b)(2)(A)(xi) of CAPTA);
- 12. provisions requiring, and procedures in place that facilitate the prompt expungement of any records that are accessible to the general public or are used for purposes of employment or other background checks in cases determined to be unsubstantiated or false, except that nothing in this section shall prevent State child protective services agencies from keeping information on unsubstantiated reports in their casework files to assist in future risk and safety assessment (section 106(b)(2)(A)(xii) of CAPTA);
- 13. provisions and procedures requiring that in every case involving an abused or neglected child which results in a judicial proceeding, a guardian ad litem, who has received training appropriate to the role, and who may be an attorney or a court appointed special advocate who has received training appropriate to that role (or both), shall be appointed to represent the child in such proceedings-
 - a. to obtain firsthand, a clear understanding of the situation and needs of the child; and
 - b. to make recommendations to the court concerning the best interests of the child (section 106(b)(2)(A)(xiii) of CAPTA);
- 14. the establishment of citizen review panels in accordance with subsection 106(c) (section 106(b)(2)(A)(xiv) of CAPTA);
- 15. provisions, procedures, and mechanisms -
 - a. for the expedited termination of parental rights in the case of any infant determined to be abandoned under State law; and
 - b. by which individuals who disagree with an official finding of abuse or neglect can appeal such finding (section 106(b)(2)(A)(xv) of CAPTA);
- 16. provisions, procedures, and mechanisms that assure that the State does not require reunification of a surviving child with a parent who has been found by a court of competent jurisdiction--
 - a. to have committed a murder (which would have been an offense under section 1111(a) of title 18, United States Code, if the offense had occurred in the special maritime or territorial jurisdiction of the United States) of another child of such parent;
 - b. to have committed voluntary manslaughter (which would have been an offense under section 1112(a) of title 18, United States Code, if the offense had occurred

- in the special maritime or territorial jurisdiction of the United States) of another child of such parent;
- c. to have aided or abetted, attempted, conspired, or solicited to commit such murder or voluntary manslaughter; or
 - d. to have committed a felony assault that results in the serious bodily injury to the surviving child or another child of such parent (section 106(b)(2)(A)(xvi) of CAPTA);
17. provisions that assure that, upon the implementation by the State of the provisions, procedures, and mechanisms under number 16 above, conviction of any one of the felonies listed in number 16 above constitute grounds under State law for the termination of parental rights of the convicted parent as to the surviving children (section 106(b)(2)(A)(xvii) of CAPTA);
 18. provisions and procedures to require that a representative of the child protective services agency shall, at the initial time of contact with the individual subject to a child abuse and neglect investigation, advise the individual of the complaints or allegations made against the individual, in a manner that is consistent with laws protecting the rights of the reporter (section 106(b)(2)(A)(xviii) of CAPTA);
 19. provisions addressing the training of representatives of the child protective services system regarding the legal duties of the representatives, which may consist of various methods of informing such representatives of such duties, in order to protect the legal rights and safety of children and families from the initial time of contact during investigation through treatment (section 106(b)(2)(A)(xix) of CAPTA);
 20. provisions and procedures for improving the training, retention and supervision of caseworkers (section 106(b)(2)(A)(xx) of CAPTA);
 21. provisions and procedures for referral of a child under the age of 3 who is involved in a substantiated case of child abuse or neglect to early intervention services funded under part C of the Individuals with Disabilities Education Act (section 106(b)(2)(A)(xxi) of CAPTA);
 22. provisions and procedures for requiring criminal background checks for prospective foster and adoptive parents and other adult relatives and non-relatives residing in the household (section 106(b)(2)(A)(xxii) of CAPTA);
 23. procedures for responding to the reporting of medical neglect (including instances of withholding of medically indicated treatment from disabled infants with life-threatening conditions), procedures or programs, or both (within the State child protective services system), to provide for--
 - a. coordination and consultation with individuals designated by and within appropriate health care facilities;
 - b. prompt notification by individuals designated by and within appropriate health-care facilities of cases of suspected medical neglect (including instances of withholding of medically indicated treatment from disabled infants with life-threatening conditions); and
 - c. authority, under State law, for the State child protective services system to pursue any legal remedies, including the authority to initiate legal proceedings in a court of competent jurisdiction, as may be necessary to prevent the withholding of medically indicated treatment from disabled infants with life-threatening conditions (section 106(b)(2)(B) of CAPTA);

24. an assurance that the programs or projects relating to child abuse and neglect carried out under part B of title IV of the Social Security Act comply with the requirements in 106(b)(1) and (2) of CAPTA; and
25. authority under State law to permit the child protective services system of the State to pursue any legal remedies, including the authority to initiate legal proceedings in a court of competent jurisdiction, to provide medical care or treatment for a child when such care or treatment is necessary to prevent or remedy serious harm to the child, or to prevent the withholding of medically indicated treatments from disabled infants with life-threatening conditions (section 113 of CAPTA).

Signature of Chief Executive Officer:

Certified by: 
_____ **Tammy Sandoval**

Title: **Director**

Agency: **Office of Children's Services**

Dated: **June 26, 2009**

Reviewed by: _____

(ACF Regional Representative)

Dated: _____

Appendix 4: Title IV-E, Section 477 Certification

Certifications for the Chafee Foster Care Independence Program

As Chief Executive Officer/Tribal Leader of the State/Tribe of Alaska, I certify that the State/Tribe has in effect and is operating a Statewide or areawide program pursuant to section 477(b) or (j)(2) relating to Foster Care Independent Living and that the following provisions to effectively implement the Chafee Foster Care Independence Program are in place:

1. The State/Tribe will provide assistance and services to youth who have left foster care because they have attained 18 years of age, and have not attained 21 years of age [Section 477(b)(3)(A)];
2. Not more than 30 percent of the amounts paid to the State/Tribe from its allotment for a fiscal year will be expended for room and board for youth who have left foster care because they have attained 18 years of age, and have not attained 21 years of age [Section 477(b)(3)(B)];
3. None of the amounts paid to the State/Tribe from its allotment will be expended for room or board for any child who has not attained 18 years of age [Section 477(b)(3)(C)];
4. The State/Tribe will use training funds provided under the program of Federal payments for foster care and adoption assistance to provide training to help foster parents, adoptive parents, workers in group homes, and case managers understand and address the issues confronting adolescents preparing for independent living, and will, to the extent possible, coordinate such training with the independent living program conducted for adolescents [Section 477(b)(3)(D)];
5. The State/Tribe will adequately prepare prospective foster parents with the appropriate knowledge and skills to provide for the needs of the child before a child, under the supervision of the State, is placed with prospective foster parents and that such preparation will be continued, as necessary, after the placement of the child. [Section 471(a), as amended];
6. The State/Tribe has consulted widely with public and private organizations in developing the plan and has given all interested members of the public at least 30 days to submit comments on the plan [Section 477(b)(3)(E)];
7. The State/Tribe will make every effort to coordinate the State/Tribal programs receiving funds provided from an allotment made to the State/Tribe with other Federal, State and Tribal programs for youth (especially transitional living youth projects funded under part B of title III of the Juvenile Justice and Delinquency Prevention Act of 1974); abstinence education programs, local housing programs, programs for disabled youth (especially sheltered workshops), and school-to-work programs offered by high schools or local workforce agencies [Section 477(b)(3)(F)];
8. Adolescents participating in the program under this section will participate directly in designing their own program activities that prepare them for independent living and the adolescents will be required to accept personal responsibility for living up to their part of the program [Section 477(b)(3)(H)]; and
9. The State/Tribe has established and will enforce standards and procedures to prevent fraud and abuse in the programs carried out under the plan [Section 477(b)(3)(I)].

STATE ONLY:

10. The State has consulted each Tribe in the State about the programs to be carried out under the plan; there have been efforts to coordinate the programs with such Tribes; and benefits and services under the programs will be made available to Indian youth in the State/Tribe on the same basis as to other youth in the State; and that the State negotiates in good faith with any Indian tribe, tribal organization, or tribal consortium in the State that does not receive an allotment under 477(j)(4) for a fiscal year and that requests to develop an agreement with the State to administer, supervise, or oversee the programs to be carried out under the plan with respect to the Indian children who are eligible for such programs and who are under the authority of the tribe, organization, or consortium and to receive from the State an appropriated portion of the State allotment for the cost of such administration, supervision or oversight [Section 477(b)(3)(G)];



Signature of Chief Executive Officer or Tribal Leader

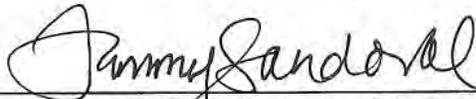
6/26/09

Date

**State Chief Executive Officer's Certification
for the
Education and Training Voucher Program
Chafee Foster Care Independence Program**

As Chief Executive Officer of the State of Alaska, I certify that the State has in effect and is operating a Statewide program relating to Foster Care Independent Living:

1. The State will comply with the conditions specified in subsection 477(i).
2. The State has described methods it will use to:
 - ensure that the total amount of educational assistance to a youth under this and any other Federal assistance program does not exceed the total cost of attendance; and
 - avoid duplication of benefits under this and any other Federal assistance program, as defined in section 477(b)(3)(J).



Signature of Chief Executive Officer

6/26/09

Date

Alaska Family Contact Protocols

- Developed by an interdisciplinary team.
- Applicable to parental (not sibling) visitation.
- These protocols will be adopted by OCS to help workers decide appropriate level of supervision during visitation.
- Key assumptions underlying this protocol:
 - Visitation can and should serve multiple functions depending on the individual family;
 - Visitation should be encouraged as a way to enhance or maintain the parent-child relationship.

Levels of Supervision

| Unsupervised | Intermittent Supervision | Structured Family Time | | |
|---|---|--|--|---|
| <ul style="list-style-type: none"> •A supervisor is not necessary. •May include overnights. | <ul style="list-style-type: none"> •A supervisor should be present during a portion of the family contact. | Low Supervision | Moderate Supervision | High Supervision |
| | | <ul style="list-style-type: none"> •Presence of a designated third party who evaluates and assesses the child-family interaction and/or teaches and helps parents practice parenting skills. •Supervisor allows parents to structure interaction and activities, stepping in when parents need assistance. | <ul style="list-style-type: none"> •Presence of a designated third party who evaluates and assesses the child-family interaction and/or teaches and helps parents practice parenting skills. •Supervisor helps parents structure the interaction and activities according to instructions provided in advance by the social worker, and these instructions are based on case-specific factors or concerns. | <ul style="list-style-type: none"> •The child may not be removed from the presence of a supervisor. •Supervisor's responsibilities include protecting the child's emotional and physical safety, and evaluation and assessment of child-family interaction. •Supervisor strictly enforces rules for child-parent interaction that have been explained in advance by the social worker. |

Determining Levels of Supervision

| Unsupervised | Intermittent Supervision | Structured Family Time | | |
|--|--|---|---|--|
| <ul style="list-style-type: none"> •Reasons for removal are being actively addressed. Parent has demonstrated substantial progress in behaviors and safety threats identified in the case plan that impact the family contact. •This level is appropriate when reunification is expected in the near future. | <ul style="list-style-type: none"> •Reasons for removal are being actively addressed. Parent is making substantial progress in addressing behaviors and safety threats identified in the case plan that impact the family contact, or the parent and case worker agree on a plan that leaves the child in safe family time. | Low Supervision | Moderate Supervision | High Supervision |
| | | <ul style="list-style-type: none"> •Reasons for removal are being addressed. Parent is demonstrating appropriate progress in addressing behaviors and safety threats identified in the case plan that impact the family contact. | <ul style="list-style-type: none"> •Reasons for removal have not been addressed. Parent has not yet demonstrated necessary progress in addressing behaviors and safety threats identified in the case plan that impact the family contact. | <ul style="list-style-type: none"> •Reasons for removal are not being addressed by parent. Parent has made little or no progress in addressing behaviors and safety threats identified in the case plan that impact the family contact. |

Resources for Supervision

| Unsupervised | Intermittent Supervision | Structured Family Time | | |
|---|---|---|---|--|
| | | Low Supervision | Moderate Supervision | High Supervision |
| <ul style="list-style-type: none"> • Worker provides a means for parent and child to document progress toward case plan goals and to report any significant family contact incident. • Worker outlines a clear procedure to address family contact incidents, and provides parent with contact information to use if an incident occurs. • Worker documents any significant events reported by parent, child or other party. | <ul style="list-style-type: none"> • Supervision is provided by anyone approved by OCS, for example: the worker, an extended family member, a community agency, foster family, tribal representative, etc. • Worker outlines a clear procedure to address incidents during family contact, and provides parent and supervisor with contact information to use if an incident occurs. • Worker and/or family contact supervisor documents progress. | <ul style="list-style-type: none"> • Supervision must be provided by appropriately trained OCS staff or individual designated by OCS. Family contact supervisor has clear plan to observe and enhance parental capacities whenever possible. Family contact encourages parent-driven interaction. • Progress is recorded by family contact supervisor and provided to the worker to evaluate progress toward case plan goals. | <ul style="list-style-type: none"> • Supervision must be provided by appropriately trained OCS staff or designated community agency representative. Family contact supervisor has clear plan to observe and enhance parental capacities whenever possible. Family contact allows for appropriate parent-driven interaction. • Progress is recorded by family contact supervisor and provided to the worker to evaluate progress toward case plan goals. | <ul style="list-style-type: none"> • Supervision must be provided by the case worker or appropriately trained OCS staff. Clinical supervision by a designated community agency or appropriately trained OCS staff may be necessary in cases of sexual or physical abuse or violence between siblings. • Progress is recorded by family contract supervisor and provided to the worker to evaluate progress toward case plan goals. |

**Child Family Services Plan
Independent Living Work Plan 2010-2014**

| ACTIVITY | | STAFF RESPONSIBLE | START | FINISH | STATUS UPDATE |
|---|--|--|----------|-----------|---------------|
| OBJECTIVE 1: Address how the state will design, conduct, and/or strengthen programs to achieve the purposes of section 477(a)(1-7) of the Act. | | | | | |
| 1. Identify youth who are likely to remain in foster care until 18 years of age and help these youth make the transition to self-sufficiency by providing services such as assistance in obtaining a high school diploma, career exploration, vocational training, job placement and retention, training in daily living skills, training in budgeting and financial management skills, substance abuse prevention and preventive health activities (including smoking avoidance, nutrition education, and pregnancy prevention). | | | | | |
| A | Maintain current staffing of a Regional Independent Living Specialist in each region to ensure that youth likely to remain in foster care until the age of 18 years are identified, and that the transitional needs of these youth in custody are addressed prior to their release from custody. | Program Coordinator | 7/1/2009 | 9/30/2014 | |
| B | Maintain grant with Covenant House Alaska in Anchorage to provide Preparation for Adult Living (PAL) life skills training to youth throughout the state of Alaska. | Program Coordinator | 7/1/2009 | 9/30/2014 | |
| C | Work with other agencies to identify job skills training and employment opportunities for youth in state custody. | Program Coordinator and RILS | 7/1/2009 | 9/30/2014 | |
| D | Work with youth, caseworkers, foster parents, and other case participants to encourage youth to obtain their high school diploma or GED prior to release from state custody. | Regional Independent Living Specialists (RILS) | 7/1/2009 | 9/30/2014 | |
| 2. Help youth who are likely to remain in foster care until 18 years of age receive the education, training and services necessary to obtain employment. | | | | | |
| A | Covenant House Alaska will provide PAL training to IL eligible youth in state custody. | Program Coordinator and RILS | 7/1/2009 | 9/30/2014 | |
| B | Chafee funds will be available for youth to access for purposes of tutoring, extra-curricular activities, clothing that is job related, and transportation to and from employment. | Program Coordinator and RILS | 7/1/2009 | 9/30/2014 | |
| C | Detailed educational progress will be noted in the administrative reviews, stipends will be given for completion of PAL and Life Skills classes, and a stipend will be given to youth who obtain a high school diploma or a GED. | RILS | 7/1/2009 | 9/30/2014 | |

**Child Family Services Plan
Independent Living Work Plan 2010-2014**

| ACTIVITY | | STAFF RESPONSIBLE | START | FINISH | STATUS UPDATE |
|--|---|------------------------------|----------|-----------|---------------|
| 3. Help youth who are likely to remain in foster care until 18 years of age prepare for and enter postsecondary training and education institutions. | | | | | |
| A | Hold an annual educational conference for youth due to graduate the following year or who have already graduated from high school or with their GED. The conference will expose youth to life on a college campus, financial aid opportunities, vocational training options, and information about the Job Corps. | Program Coordinator and RILS | 7/1/2009 | 9/30/2014 | |
| B | RILS will meet with youth in custody through exit plan meetings or PAL or other group settings prior to their release and discuss the resources available to them. RILS will also be available to assist youth in completing college or vocational training registration and completion of the FAFSA for financial aid. | RILS | 7/1/2009 | 9/30/2014 | |
| C | Collaborate with the Youth Employment Program and refer youth to their grantees to expose youth in custody to vocational training and apprenticeship programs in the state. | RILS | 7/1/2009 | 9/30/2014 | |
| D | Create a newsletter and enter information on the Facing Foster Care in Alaska facebook page informing youth of upcoming deadlines for college registration and FAFSA applications. | Program Coordinator and RILS | 7/1/2009 | 9/30/2014 | |
| 4. Provide personal and emotional support to youth aging out of foster care through mentors and the promotion of interactions with dedicated adults. | | | | | |
| A | Work with other community resource providers to create mentoring programs in Alaska and write letters of support for those trying to obtain grants for this purpose. | Program Coordinator | 7/1/2009 | 9/30/2014 | |
| B | RILS will be available to advocate for youth while they are in custody and available to consult with foster care alumni to provide funds and referrals to needed resources. | RILS | 7/1/2009 | 9/30/2014 | |
| C | Exit plans will be developed with all IL eligible youth. The plans will identify the adults that are meaningful in the youth's life and specify to what extent the individual will be able to assist the youth as they transition to adulthood and will document contact information for the identified adults. | RILS | 7/1/2009 | 9/30/2014 | |

**Child Family Services Plan
Independent Living Work Plan 2010-2014**

| ACTIVITY | | STAFF RESPONSIBLE | START | FINISH | STATUS UPDATE |
|---|--|------------------------------|----------|-----------|---------------|
| D | Advocate that older youth have the opportunity to maintain contact with birth families, relatives, and past foster parents or other identified supportive adults as this population may provide support to the youth when they are no longer in state custody. | RILS | 7/1/2009 | 9/30/2014 | |
| 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 person responsibility for preparing for and then making the transition from adolescence to adulthood. | | | | | |
| A | Ensure that youth in custody are aware of the ILP prior to their release from custody and that they know their RILS will be available to meet with and assist them when they are no longer in state custody. | RILS | 7/1/2009 | 9/30/2014 | |
| B | Work with foster care alumni to ensure that Chafee money available for their transition is available to them and that it is used wisely. | RILS | 7/1/2009 | 9/30/2014 | |
| C | Fund a grant to assist foster care alumni. The grant will be able to provide referrals to local resources and provide funding for housing and other necessities when appropriate. | Program Coordinator | 7/1/2009 | 9/30/2014 | |
| D | Collaborate with the state's Youth Employment Program to obtain additional funding for the Covenant House grant in order to fund programs that would assist youth in obtaining job skills, seeking employment, and maintaining employment. | Program Coordinator | 7/1/2009 | 9/30/2014 | |
| 6. Make available vouchers for education and training, including postsecondary training and education to youths who have aged out of foster care | | | | | |
| A | All eligible youth will receive access to ETV funds to pay for college and vocational training programs. | Program Coordinator and RILS | 7/1/2009 | 9/30/2014 | |
| B | Eligible youth will receive assistance when they apply for ETV funding and notification of when the deadlines are for the application. | RILS | 7/1/2009 | 9/30/2014 | |

**Child Family Services Plan
Independent Living Work Plan 2010-2014**

| ACTIVITY | | STAFF RESPONSIBLE | START | FINISH | STATUS UPDATE |
|--|--|------------------------------|----------|-----------|---------------|
| 7. Provide the services referred to in the subsection of youth who after attaining 16 years of age and have left foster care for kinship guardianship or adoption. | | | | | |
| A | Ensure that all eligible youth are aware of the IL program prior to their release from custody and informed that they are eligible for the funds whether they age out or are released to guardianship or adoption. | RILS | 7/1/2009 | 9/30/2014 | |
| B | Ensure that the guardian or adoptive parents are aware of the funding available to youth who leave custody after age 16. | Program Coordinator | 7/1/2009 | 9/30/2014 | |
| Objective 2: Ensure that all political subdivisions in the State are appropriately served by the program. | | | | | |
| A | Bring PAL life skills training to the rural areas by collaborating with the Youth Employment Program to address the financial challenges. | Program Coordinator | 7/1/2009 | 9/30/2014 | |
| B | ILP funding will be made available to foster youth and alumni equally throughout the state on an as needed basis. | Program Coordinator and RILS | 7/1/2009 | 9/30/2014 | |
| C | Meet with Tribes who have IL aged youth in tribal custody to discuss ways of providing IL funds and services to those youth on an annual basis. | Program Coordinator | 7/1/2009 | 9/30/2014 | |
| Objective 3: Describe how youth of various ages and at various states of achieving independence are to be served. Describe how the State is serving specific age groups. Identify any State statutory or administrative barriers which need to be eliminated or amended to allow the State to serve a broader range of eligible youth. | | | | | |
| A | Participate in reviews and make recommendations that special needs youth remain in state custody until housing, finance, and mental health issues are addressed. | RILS | 7/1/2009 | 9/30/2014 | |
| B | Review the cost of allowing alumni of the foster care system the ability to access Medicaid until the age of 21 and make recommendations to the legislature. | Program Coordinator | 7/1/2009 | 9/30/2014 | |
| C | Review the cost of maintaining youth in foster care until age 21 and provide information to the legislature. | Program Coordinator | 7/1/2009 | 9/30/2014 | |

**Child Family Services Plan
Independent Living Work Plan 2010-2014**

| ACTIVITY | | STAFF RESPONSIBLE | START | FINISH | STATUS UPDATE |
|--|--|------------------------------|----------|-----------|---------------|
| D | Contact all youth when they turn age 16 and begin the process of developing an exit plan with them and inform them of the funds and resources available to them from the ILP. | RILS | 7/1/2009 | 9/30/2014 | |
| E | Refer alumni to community services, assist them when applications are required, and provide funding to eligible youth for housing, food, and transportation when appropriate. | RILS | 7/1/2009 | 9/30/2014 | |
| Objective 4: Consultation with the stakeholders including youth, federal and state programs for youth, and Tribes | | | | | |
| A | Hold annual teleconferences with Tribal organizations that have adolescent youth in Tribal custody and work to improve the current process that allows youth in tribal custody to access Chafee funding. | Program Coordinator | 7/1/2009 | 9/30/2014 | |
| B | Meet with the State's Youth Advisory Group (FFCA) on a quarterly basis to seek their input regarding the implementation of the CFCIP in Alaska | Program Coordinator | 7/1/2009 | 9/30/2014 | |
| C | Meet quarterly with Transitional Living Program grantees and monthly with the State's Youth Employment Program to discuss the CFCIP and to gain their input and support for foster youth and alumni of the foster care system. | Program Coordinator | 7/1/2009 | 9/30/2014 | |
| Objective 5: Prepare for the National Youth in Transition Database implementation in October of 2010. | | | | | |
| A | The RILS will be responsible for conducting the interviews with the youth who turn 17 in October of 2010 and will also be responsible for ensuring that surveys are completed in 2012 and 2014. | Program Coordinator and RILS | 7/1/2009 | 9/30/2014 | |
| B | Work with IT staff to ensure that information needed by NYTD is entered into the State's MIS, ORCA. | Program Coordinator | 7/1/2009 | 9/30/2014 | |